



St Philip's Christian College  
*Annual Report*  
2019



SPEAK  
BUT THEIR \*  
ECHOES  
ARE TRULY  
Endless



For the Whole

# THEMES

Theme 1 - A Message from Key School Bodies

Theme 2 - Contextual Information about the School and Characteristics of the Student Body

Theme 3 - Student Outcomes in Standardised National Literacy and Numeracy Testing

Theme 4 - Senior Secondary Outcomes (Student Achievement)

Theme 5 - Teacher Professional Learning, Accreditation and Qualifications

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Theme 7 - Student Attendance and Retention Rates and Post-School Destinations in  
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Theme 14 - Publication Requirements

*le of their Life*

# Principal's Report

PAM O'DEA

In 2019, the theme, "Shaping Our Future" certainly impacted many of our decisions and the subsequent initiatives that were implemented because, as a College, our aim is to provide the most beneficial and empowering opportunities that undeniably shape the future for our students.

The Centre for Innovation and Learning was opened earlier this year and provides a friendly and 21st century learning environment to stimulate students to engage with learning using current technology and innovative practice. Whether it be a virtual reality experience, a recording session, collaborating using writeable tables or engaging with written text, the CIL, as we now call it, has provided an inspiring space for students to gather and learn. This new space is certainly shaping our future.

As a part of the Centre for Innovation and Learning, the K-6 STEM lab was opened this year. Led by Mr Brian McCowen, this has been an outstanding success and whether you visit during class time, lunch time or after school, you can find students innovating and creating projects that are inspirational, and are certainly shaping their future.

Undoubtedly, we will see future engineers, mathematicians, scientists, creative artists and technology experts rise up from the groups of students who have the opportunity to enjoy, explore and experiment in this space.

## New Traineeship Program

To stay in school, leave and gain employment, or enrol in a vocational certificate course were once the options faced by 16 year olds in Australia. However, thanks to an innovative approach here at St Philip's Newcastle, we are shaping the future for our Year 10 & 11 students, who now have the opportunity to do all three at once.

Earlier this year, a new traineeship program was offered, which requires students to complete 180 paid hours of work, to achieve a Certificate 3 in Educational Support or a Certificate 2 in Electro Technology. For the Year 10 students who were successful, this meant they were able to commence their HSC VET courses early.

Working in areas across the College such as the STEM labs, classrooms, the Music and Art departments and the Theatre, the students said, "It's great that I get paid to do something I really enjoy."

## Malawi Mission Trip

Earlier this year, we undertook our first-ever mission trip to Malawi. 21 students and 6 staff members accompanied me to Lilongwe, where we had the opportunity to come alongside children in many villages and schools. I could not speak more highly of the way our students were selfless in their generosity of energy and time, to help these children feel loved and valued.

Education is a basic human right and is vital in protecting human dignity. Unfortunately, all children do not have equal access to education. However, when they are provided with the opportunity to be educated, families and communities can be rescued from the cycle of poverty.

With this in mind, we are exploring the possibility of how we could shape the future of Malawian children by starting a model school. A nation can be transformed through education, and WE ALL have the opportunity to be a part of shaping the future of this nation by partnering in this endeavour.

Two further initiatives that have been launched this year and will definitely shape our future include The Whole of Life Framework Teacher Scholarship and HSC SmartTrack.

As a result of introducing The Whole of Life Framework Teacher Scholarship, a group of staff, who were the recipients of this scholarship, hosted a Showcase Evening this term. This evening highlighted the learning habits that students employ to create artworks, pottery and photography, to decorate cakes, to craft tables using wood, to design a range of technical innovations integrating Science, Technology, Engineering and Mathematics, to stage music performances and to prepare and host a delightful supper. The quality of every aspect of this Showcase reinforced the positive impact of our Whole of Life Learning Framework.

We look forward to other recipients of the scholarship supporting our students to shape their learning future by strengthening the habits that make them successful lifelong learners.

## HSC SmartTrack

HSC SmartTrack, an initiative that has been researched throughout 2019, will provide a practical, alternative approach to Years 11 and 12, allowing students to complete the Higher School Certificate in an independent adult-learning environment. This initiative will certainly shape the future for students who choose to undertake a layered



curriculum approach for their core subjects of Maths and English, through inquiry-based learning, leaving space for chosen vocational courses and on-the-job training.

Students who participate in SmartTrack, which begins in 2020, will achieve a minimum of 3 vocational qualifications, an HSC with no examinations, and a university entrance rank for those studying a Certificate III qualification, while engaging in regular on-the-job work experience.

### **Food Symposium**

At the conclusion of Term 3, Year 10 students gathered for the 2nd Young Leaders Symposium on Food Security to discuss ideas and present solutions that tackle global food security risks. Year 10 Geography students passionately

continues to shape the future of our SPCC Middle School students. This year we celebrated 10 years in our Middle School building.

### **Musical**

This report could not be concluded without mention of the SPCC Musical for 2019. There are not enough superlatives to describe the excellence and magnificence of every performance of "Strictly Ballroom – the Musical", presented by our Senior School students in June, this year.

98 skilled actors, dancers and singers immersed themselves in the 1980's world of ballroom dancing to create thrilling, humorous and heart-warming moments which left audiences joyfully inspired.



worked on this project throughout Term 3, exploring ways, at a local level, we can help ensure global food security into the future.

How this shapes the future of our students is that they not only gain an understanding of the issues, but are inspired to become a part of the solution for climate change and securing future food sources.

Councillor Fraser, who officially opened the Symposium, supported by local environmental experts, encouraged the students as 'leaders of our next generation', praising them for their initiative, and the time and effort they had put into their presentations.

### **Middle School Building – 10 years**

An initiative that commenced 18 years ago and was consolidated by the construction of a new building,

With an incredible live orchestra, massive moving sets, lavish costumes, over 80 wigs, and an innovative lighting design, the cast and crew, the directorial team, the orchestra and every volunteer who supported the show, staged one of the most exciting shows to hit the Civic Theatre stage this year.

After the final show, I was out the front of the theatre talking to a lady who was visiting Newcastle and, looking for something to do, had purchased a ticket for the show. She said that the St Philip's Christian College performance of Strictly Ballroom was better than shows she had seen in London.

It is undeniable, that participation in such an event shapes the future of all the cast and crew, and could provide a future direction in the theatre for some students.

# Chairman's Report

LES HOLLAND

Greetings friends, It is my privilege and honour to be able to present this report to the Foundation for the year ended December 2019.

Over the years I have always determined to emphasise our resolve to maintain our place as leaders in education for the whole of life. This is for every student right from Early Learning to Year 12 and beyond. When students are presented with holistic Christian education and values, they are better equipped to have a substantial impact for good in their community.

Our Vision, Mission and Core values underpin all that we do at St Philip's. They are why we exist. It is essential that the six vision statements along with the mission statement and the five core values are daily affirmed. The importance of maintaining strong commitment to these ideals cannot be overstated.

2019 has been, as always, challenging in many ways and I thank all staff, for the way in which their respective roles are consistently carried out. Student learning and outcomes are enhanced and strengthened by their expertise and Godly example.

I extend my heartfelt thanks and appreciation to Mr Graeme Irwin, our Executive Principal who continues to lead this organisation with Godly fervour, vision and determination. Thanks also to the Principals and Senior Leaders of our schools, including DALE, Narnia and the Teaching School, whose responsibility it is to guide their staff and school in the "culture" of St Philip's. A special thank you to Mr Garry Paget, CFO for the past 23 years. Garry, now retiring from that full-time role has been at the forefront of the success of St Philip's financially and has always acted in a polite and respectful manner – a great team player. Garry will assist our newly appointed CFO Mr Matthew Gray, on a part-time basis and into the immediate future.

I welcome Matthew to St Philip's and know that his expertise and dedication will be valuable to our organisation.

My thanks to the Board of Governors, your skilfulness, proficiency and knowledge are greatly appreciated. It is a pleasure to work alongside you all in ensuring that St Philip's remains strong and at the forefront of Christian education in this region and beyond.

Please allow me to encourage you each with a Scripture verse and comment.

"But those who wait on the LORD shall renew their strength; they shall mount up with wings like eagles, they shall run and not be weary, they shall work and not faint." - Isaiah 40:31

Eagles soar high above the ground, occasionally swooping down and then higher and higher into the sky. I believe the Lord Jesus Christ would have us look at the world today from the perspective of an eagle. We tend to get so involved in our work as we seek to survive from day to day and sometimes, we don't know which direction to take.

Many people go round and round in circles, unable to see the wood for the trees. The Lord says to us, "Come apart." Sit quietly on the hillside and look at the whole forest and you will see things with a completely different perspective. If you mount up with wings like eagles, you will see that your situation, which looked like an insurmountable mountain, is nothing more than a molehill.

The eagles are caught in the thermals and their flight looks effortless because they use the thermals to their advantage. The Lord wants us to use the wind of his Holy Spirit to our advantage. He promised that he would not leave us fatherless, but that he would send a Comforter. We need to mount up with wings like eagles and look at our situation from a godly perspective. We will then receive direction and realise that there is nothing that needs to frighten us. If God is for us, who can be against us? (Romans 8:31)

Finally, James 1:17

"Every good and perfect gift is from above, coming down from the Father of the heavenly lights, with whom there is no change or shifting shadow."

Grace and Peace,

Les Holland

Chairman, Board of Governors,

SPCEF AGM 28th May 2020





# CEO's Report

## GRAEME IRWIN

Writing this report from the isolation of my home, 2019 suddenly feels like a distant memory amongst the all-consuming disruption of the COVID-19 health crisis. Only a few months ago we launched 2020 with our vision-casting gathering, Big Day Out, with our 700 staff, and now we are relegated to connection via virtual means. Yet, here in the midst of social isolation, it is a unique time to reflect on what has been, and what is to come.

We commenced 2019 with a bang, particularly in our Early Learning sector. Narnia Prep at Cessnock opened in January and underwent a licencing visit upon opening. The report at the completion of this visit showed every element to be operating above standard with no aspects of the centre needing to be addressed or followed up.

Along with the establishment of the Narnia Prep at Cessnock and the preparation for the licencing visit out there, the beginning of this year also saw the transition of the DALE Young Parents crèche to come under the management of Narnia Early Learning.

2019 saw the completion and continuance of many capital works projects across the organisation. I had the pleasure of attending the opening of the new Senior School precinct at our Port Stephens school. This new Senior School precinct features - Harvard Style Classrooms, common areas for senior students, an exam centre, a senior resource centre, flexible, technology-rich, light and spacious learning environments, a gym and a cafe.

We also began work on DALE at Gosford which includes 5 GLAs, a tutorial room, 3 meeting rooms, a storage area, administration area and student amenities. We commenced the construction of the Senior School building at Cessnock which will include 12 GLAs, breakout and collaborative spaces and outdoor learning terraces. We very much look forward to the completion of these projects and the benefits that they will add to student learning.

In April of 2019 Dr Timothy Petterson, Principal of our Port Stephens School, advised me of his resignation following the acceptance of his appointment as Headmaster of the Shore School in Sydney which was to commence in 2020.

In the almost seven years that Dr Petterson was Principal, the school developed in many notable ways. Under his leadership, he championed the pursuit of excellence

across all endeavours. The College has attracted many high calibre staff and has enjoyed growing academic success. Dr Petterson's contribution to the Christian mission of the School and his unashamed stand for the Christian faith are worthy of particular mention.

While I was sad to hear of Tim and his family moving on from St Philip's, I was thrilled to see him have the opportunity to lead the Shore School, and I know our connection will continue.

We began our recruitment process for a new Principal in July 2019. Our campaign attracted applications from across the country and the standard of applicants was outstanding. After an in-depth interview process, it was announced that the third Principal of our Port Stephens school will be Mr Martin Telfer.

Martin began his career as a History teacher in Western Sydney and over the last twenty years has worked in a variety of Government and Independent schools, holding a number of leadership positions. He has proven ability in creating a culture of professional collaboration and feedback which embraces new learning and innovative teaching practice. Martin is recognised by others as an inspirational leader who supports students in discovering their passions, expressing their opinions, and building on their strengths so that they can positively contribute to the lives of others.

2019 was also the last year for our CFO Garry Paget before his retirement. Garry has been the CFO of St Philip's Christian College for 23 years and has been instrumental in the success of our organisation. He is a man of deep faith and wisdom, and I have relied heavily on his advice and support through many seasons over the last 23 years. I have been feeling the loss of Garry's tenure coming to an end, I have so appreciated his faithful service to St Philip's Christian College. We began our recruitment process for a new CFO in August. I was blown away by the outstanding field of applicants that we received for this position.

The selection committee, comprising of Chairman of the Board, Mr Les Holland, Executive Principal, Mr Graeme Irwin, current CFO, Mr Garry Paget and Head of Early Learning, Mrs Lea Rule led the selection process, throughout which it became unanimously clear to the panel that Matthew Gray was ideally suited to this position.

Matthew is a man of outstanding character and brings with him a wealth of knowledge and experience in the finance sector as well as a passion





for Christ and a desire to pursue a vocation which enables him to utilise his God-given skills for a Kingdom purpose.

Matthew was a Partner with KPMG Australia, practicing in their Brisbane office. Matthew worked for KPMG for over 28 years, 18 of which have been in the position of Partner in KPMG's Enterprise Practice. Along with his role at KPMG, Matthew is also the Chairman of the Board of Elders at Gateway Baptist Church.

Another addition to our senior leadership in 2019 was the recruitment of Graeme Evans from the role of Assistant Principal at our Newcastle School, to the role of Head of Executive Services in Foundation. Graeme has been working at St Philip's Christian College for over 30 years and has helped to lead the Newcastle School through many transitions in this time. Graeme is passionate about Christian schooling and dedicated to the vision of the College. He will work alongside me in support of the operations of the group of schools and I am very grateful for this.

With our 2019 theme for the organisation being Wisdom, we required a great deal throughout the year as we navigated change, introduced new projects and continued to expand the education offerings to the 4000 students across the St Philip's group of schools.

As always, God was with us each step of the way and enabled us to make decisions that have set us up to enter into 2020 in a positive position, and no one could have ever predicted what we would be facing as we entered 2020.

My heartfelt thanks goes out to the staff and families of St Philip's Christian College who make our College what it is today. I particularly want to acknowledge our Board of Governors ably led by Chairman Les Holland. The Board continue to lead us with faith and wisdom in each decision that they are presented with.

I also want to take the opportunity to acknowledge our St Philip's Executive Leadership Team who are responsible for the operations of our schools and services, their leadership is always guided by their passion for and dedication to the advancement of our College. Each of these leaders is exceptional in their role and I value their influence in the outworking of our vision.

I want to end this report by acknowledging our Lord, Jesus Christ through whom all things are possible.

Grace and Peace,

Graeme Irwin

CEO / Executive Principal

# SPCC Waratah

St Philip's Christian College, Waratah, a co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1314. The College is ideally located in the heart of Newcastle and in close proximity to Newcastle University. The mission of the College is to continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five cultural distinctives of the College; Believing in God, Connecting to Others, Thinking for Life, Creating for Good and Taking Responsibility are an outworking of the Core Values of the College: Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community. The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life.

At SPCC, we are intent on encouraging our students to seek and to question, so that their Christian faith becomes real and personal. Our school provides an environment where respect and excellence are encouraged, along with a desire to see students enjoying the learning process and school life. The College is passionate about the pursuit of excellence in all areas, particularly academic achievement, performing arts, sport and Christian lifestyle.

To facilitate this, the College is divided into 3 sub-schools; Junior School, which supports children in their foundation years of schooling by providing a creative and nurturing environment. Middle School, which focuses on meeting the needs of emerging adolescents by developing confident and resilient young people who enjoy life's journey and achieve their unique God-given potential in all areas. Senior School, which assists students in finishing strong, and stepping into the future with the passion, motivation and the ability to make a difference in the world.

Curriculum strengths include high academic standards in all KLAs, an effective learning support program, dynamic gifted and talented programs, a world class STEM program, a broad scope of vocational education opportunities, innovation in ICT, and information skills.

We aim to develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community. Extra-curricular activities include sport, gala days, musicals, choral groups and choirs, concert and jazz bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and mission trips.

In 2017, the College launched a new Performing Arts opportunity with the establishment of "High Street Productions", an after-school program providing tuition in drama, dance and musical theatre. This new initiative has been consolidated in 2019 with 250 students enthusiastically enrolling in the program.

The Centre for Innovation and Learning, which has a K-6 Hub and a 7-12 Hub will be completed in 2019, accommodating a range of services including Library Service, iSupport Services, dynamic and innovative teaching and learning experiences and Media and Marketing Services.

Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years), which offers a dynamic and creative environment and offers a transition program to Kindergarten at SPCC Waratah.

Throughout the College we have created flexible learning spaces, which facilitate effective team teaching, and increase student engagement and enthusiasm for learning.

To strengthen our culture of learning, we have introduced 'The SPCC Whole of Life Framework', which empowers students to become independent, motivated, confident and resilient learners. We have continued to consolidate Project Based Learning in 2019, which reinforces our cultural distinctives by empowering students to engage in the learning process through discovery, curiosity, creativity and self-motivation, while taking responsibility for their own learning. PBL continues to empower our students to see the relevance of their learning to real life situations, while increasing their communication, collaboration and critical thinking skills.

The College theme for 2019, is "Shaping Our Future", which positions our students to not only be prepared for whatever the future may hold, but also to expand their thinking to embrace how they could help shape the future of others, locally, nationally and globally.



## THEME 3

### Student Outcomes in Standardised National Literacy and Numeracy Testing

# NAPLAN

	2014	2015	2016	2017	2018	2019
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	493	451	473	501	443	
Year 5	534	490	521	518	522	
Year 7	563	531	548	548	571	
Year 9	621	583	602	603	625	

NAPLAN participation for this school is 99%  
NAPLAN participation for all Australian students is 95%

#### Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

<https://www.myschool.edu.au/school/43931/naplan>



# Senior Secondary

Years 11 and 12 have traditionally followed an academic curriculum over two years, to qualify for the HSC and then go on to study at a University or College. This is no longer the case.

Currently in NSW only 50% of senior students follow an academic program of study with the aim of entering University. Of this 50% approximately 30% meet the needs of University entrance through the ATAR. At St Philip's Christian College approximately 71% meet the requirements for University entrance.

It follows from this that the academic pattern of study will not suit all students. We advise that students select a course, which best fits their individual needs, abilities and aspirations.

Consider the following OPTIONS to obtaining a HSC:

**Option A: Academic** - You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital.

**Option B: Academic / Vocational** - You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital. However, you may include a TAFE course in Year 11, and a Framework Course in Years 11 & 12 which can be counted towards the ATAR.

**Option C: Vocational** - You select a pattern of study that is more concerned with future training at TAFE or with securing employment in the near future. You might select a mixture of traditional subjects and VET Courses. This provides you with TAFE credentials, which will be useful in attaining employment.

**Option D: Individual Transition Program (ITP) / Vocational** - You select a pattern of study more concerned with immediate employment or a combination of employment and TAFE studies. Life Skills courses are also available for students with particular learning needs.

## ENGLISH

Advanced English  
Standard English  
English Extension I & II  
English Studies (Non ATAR)

## MATHEMATICS

Mathematics  
Standard Mathematics  
Mathematics Extension I  
Mathematics Extension II

## SCIENCE

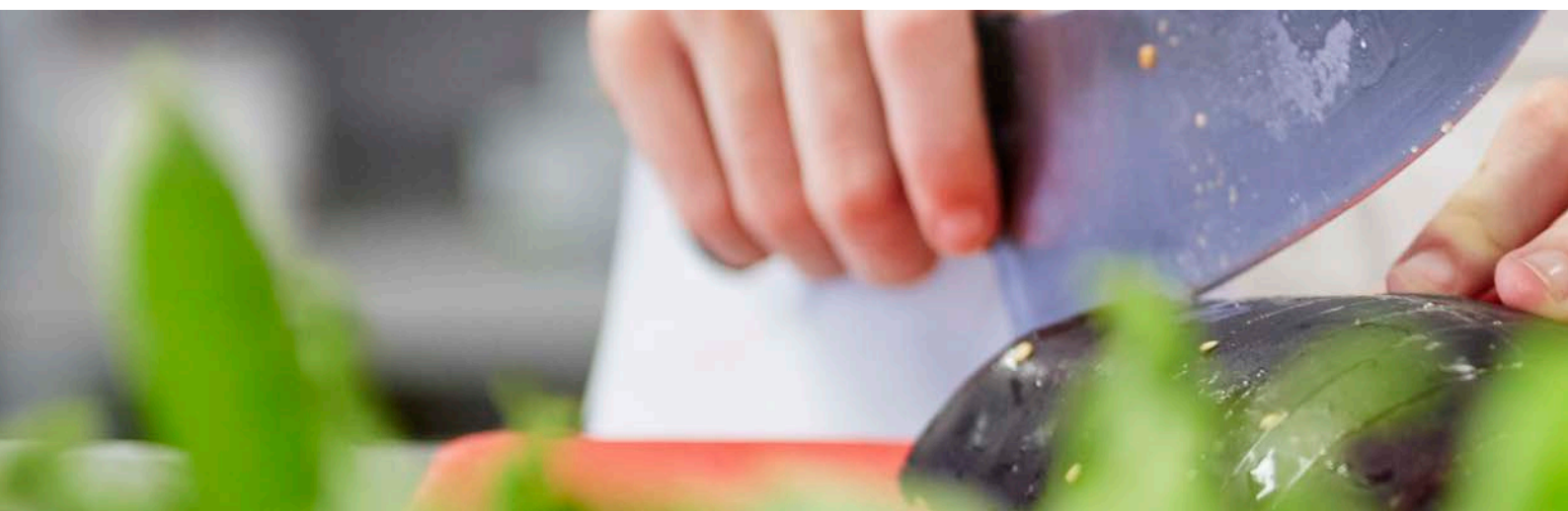
Biology  
Chemistry  
Physics

## HSIE

Ancient History  
Business Studies  
Society & Culture  
Legal Studies  
Modern History  
Studies of Religion I  
Studies of Religion II

## TAS

Design & Tech  
Engineering S  
Software, Des  
Development





# Record of Achievement

The NSW Record of School Achievement is a record of achievement for students who leave school prior to receiving their HSC. It reports results of moderated, school-based assessment, not external examinations. The Record of School Achievement will be available when a student leaves school any time after they complete Year 10 and will be cumulative, recognising a student's achievements until the point they leave school. The Record of School Achievement will also offer students the ability to record their extra-curricular achievements.

The formal Record of School Achievement credential was awarded by the BOSTES to 3 students.

In 2019, 84 students sat for the NSW Higher School Certificate in 34 courses. In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 50% of these placed in Bands 5 and 6 (80-100 marks). Of the 27 candidates who sat for a one unit extension course 92% achieved 25 marks or more out of 50 with 62% of these achieving in the highest bands with 40 marks or more. In general, student's achievement was at or above state level. This has been a consistent trend over the past five years.

There were **87** Year 12 students in **2019**

## CREATIVE ARTS

Drama  
Music I  
Visual Arts

## PDHPE

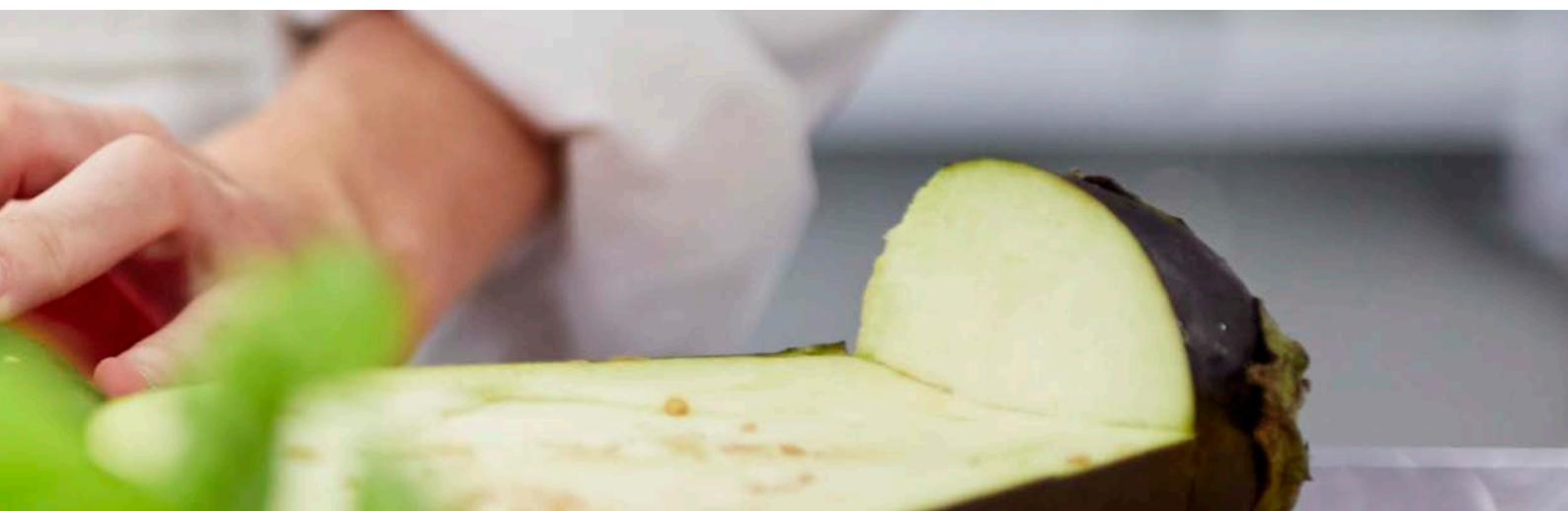
Community and Family Studies  
Personal Development, Health and Physical Education

## LANGUAGES OTHER THAN ENGLISH

French Beginners  
French Continuers

## VOCATIONAL EDUCATION & TRAINING

Hospitality  
Entertainment  
Construction  
Outdoor Recreation (Non-ATAR)



# VET in 2019

2019 courses offered on site:

- Hospitality
- Entertainment
- Construction
- Outdoor Recreation (Non-ATAR)
- Screen and Media (Non-ATAR)
- Music Industry (Non-ATAR)
- Christian Ministry (Non-ATAR)
- Education Support
- Allied Health





# Higher School Certificate Results

## 2019

Subject	Total Students	School % Bands 3 - 6	State Comparison % Band 3 - 6	School % Band 1 - 2	State Comparison % Band 1 - 2
Ancient History	4	100	68.46	0	6.79
Biology	30	93.32	84.07	6.66	15.89
Business Studies	17	99.99	82.89	0	17.08
Chemistry	10	100	87.62	0	12.34
Community & Family Studies	9	100	87.84	0	12.11
Design & Technology	6	100	95.04	0	4.91
Drama	9	100	98.12	0	1.85
Standard English	33	100	87.22	0	12.75
Advanced English	38	100	98.83	0	1.14
English Extension I	10	100	99.5	0	0.48
English Extension II	5	100	99.15	0	0.82
Legal Studies	14	100	83.18	0	16.77
Mathematics Standard 2	39	100	82.84	0	17.11
Mathematics	26	96.14	92.17	3.84	7.79
Maths Extension I	10	90	95.45	10	4.54
Maths Extension II	2	50	96.92	50	3.05
Modern History	11	100	85.66	0	14.31
Music I	12	100	97.82	0	2.13
PD/H/PE	30	100	87.77	0	12.2
Physics	8	100	85.41	0	14.55
Software Design & Development	3	100	86.48	0	13.48
Society & Culture	8	100	93.57	0	6.39
Studies of Religion I	14	100	95.62	0	4.35
Studies of Religion II	15	100	93.16	0	6.81
Visual Arts	8	100	97.64	0	2.33
Construction	6	100	67.36	0	32.59
Hospitality Operations	10	100	78.8	0	21.16
Entertainment Industry	7	100	82.34	0	17.62

# Higher School Certificate Results 2013 - 2019

Subject	Year	Total Students In Course	School % Band 3-6	State Comparison % Band 3-6	School % Band 1-2	State Comparison % Band 1-2
Ancient History	2019	4	100	68.46	0	6.79
	2018	7	100	84.04	0	15.93
	2017	14	92.83	80.46	7.14	19.5
	2016	3	100	57.97	0	42
	2015	8	100	82.95	0	17.38
	2014	13	84.59	82.95	15.38	17.01
	2013	5	100	83.21	0	16.75
Biology	2019	30	93.32	84.07	6.66	15.89
	2018	24	100	89.4	0	10.55
	2017	30	93.31	87.43	6.66	12.53
	2016	21	90.45	89.8	9.52	10.17
	2015	34	97.4	83.77	2.94	16.19
	2014	39	89.73	85.55	10.25	14.42
	2013	28	89.27	91.34	10.71	8.62
Business Studies	2019	17	99.99	82.89	0	17.08
	2018	26	100	86.6	0	13.62
	2017	21	85.7	85.97	14.28	14
	2016	23	86.94	86.09	13.04	13.88
	2015	14	85.7	87.48	14.28	12.49
	2014	24	95.82	87.58	4.16	12.4
	2013	10	90	87.74	10	12.23
Chemistry	2019	10	100	87.62	0	12.34
	2018	10	100	88.58	0	11.38
	2017	14	100	90.36	0	9.61
	2016	8	87.5	93.92	12.5	6.05
	2015	10	100	93.16	0	6.79
	2014	11	90.9	91.51	9.09	8.47
	2013	10	100	91.75	0	8.22
Community & Family Studies	2019	9	100	87.84	0	12.11
	2018	19	94.72	85.15	5.26	14.82
	2017	19	94.73	86.7	5.26	13.26
	2016	22	90.89	84.68	9.09	15.28
	2015	19	91.72	85.44	5.26	14.52
	2014	22	100	90.6	0	9.37
	2013	17	99.97	88.53	0	11.44
Design & Technology	2019	6	100	95.04	0	4.91
	2018	5	100	96.4	0	3.58
	2017	8	100	94.41	0	5.56
	2016	8	100	95.06	0	4.9
	2015	0	0	0	0	0
	2014	16	100	94.96	0	5
	2013	9	99.99	96.68	0	3.29



# Higher School Certificate Results 2013 - 2019

French Beginners	2019	0	0	0	0	0
	2018	0	0	0	0	0
	2017	0	0	0	0	0
	2016	0	0	0	0	0
	2015	11	100	86.9	0	13.06
	2014	0	0	0	0	0
	2013	5	100	90.2	0	9.75
Standard English	2019	33	100	87.22	0	12.75
	2018	45	100	84.41	0	15.55
	2017	52	96.15	85.74	3.84	14.24
	2016	35	91.42	86.77	8.57	13.21
	2015	27	85.17	84.16	14.81	15.8
	2014	37	83.77	85.17	16.21	14.8
	2013	23	95.63	78.54	4.34	21.43
Advanced English	2019	38	100	98.83	0	1.14
	2018	50	100	98.41	0	1.54
	2017	44	100	98.46	0	1.5
	2016	38	100	98.81	0	1.15
	2015	58	100	99.03	0	0.95
	2014	60	100	99.06	0	1.63
	2013	50	100	98.34	0	1.62
English as a Second Language	2019	0	0	0	0	0
	2018	2	100	84.13	0	15.84
	2017	2	50	81.78	50	18.19
	2016	1	100	83.51	0	13.93
	2015	0	0	0	0	0
	2014	0	0	0	0	0
	2013	3	99.99	83.36	0	16.6
English Extension I	2019	10	100	99.5	0	0.48
	2018	13	100	99.55	0	0.43
	2017	18	100	99.07	0	0.91
	2016	9	100	99.62	0	0.36
	2015	14	92.85	99.65	7.14	0.33
	2014	8	100	99.45	0	0.52
	2013	5	100	88.34	0	11.63
English Extension II	2019	5	100	99.15	0	0.82
	2018	2	100	98.55	0	1.43
	2017	9	100	99.33	0	0.64
	2016	3	100	99.24	0	0.73
	2015	7	100	99.56	0	0.42
	2014	5	100	98.13	0	1.85
	2013	2	100	77.89	0	22.07

# Higher School Certificate Results

## 2013 - 2019

Engineering Studies	2019	7	100	91.57	0	8.39
	2018	13	100	90.22	0	9.76
	2017	15	93.32	88.85	6.66	11.11
	2016	11	100	94.42	0	5.55
	2015	6	100	93.29	0	6.69
	2014	8	100	89.47	0	10.5
	2013	10	100	92.29	0	7.67
Drama	2019	9	100	98.12	0	1.85
	2018	4	75	97.47	25	2.5
	2017	9	100	97.78	0	2.2
	2016	7	100	97.8	0	2.16
	2015	6	100	97.94	0	2.02
	2014	7	100	98.39	0	1.58
	2013	3	100	97.73	0	2.25
Legal Studies	2019	14	100	83.18	0	16.77
	2018	12	100	74.76	0	15.21
	2017	13	100	90.4	0	9.57
	2016	8	100	87.96	0	12.02
	2015	11	100	88.89	0	11.08
	2014	15	100	83.55	0	16.42
	2013	13	99.98	88.14	0	11.82
Mathematics Standard 2	2019	39	100	82.84	0	17.11
General Mathematics 2	2018	48	91.65	79.12	8.33	20.84
General Mathematics	2017	45	79.98	73.83	19.99	26.14
	2016	45	71.09	74.92	28.88	25.04
	2015	59	83.03	74.19	16.93	25.77
	2014	61	85.23	74.95	14.74	25.01
	2013	60	91.65	75.11	8.33	24.85
Mathematics	2019	26	96.14	92.17	3.84	7.79
	2018	41	90.23	92.36	9.74	7.6
	2017	45	88.87	90.56	11.1	9.4
	2016	22	86.35	91.92	13.63	8.05
	2015	24	95.82	90.5	4.16	9.47
	2014	35	91.42	91.3	8.56	8.66
	2013	20	100	92.26	0	7.71
Maths Extension I	2019	10	90	95.45	10	4.54
	2018	18	94.44	96.05	5.55	3.92
	2017	15	93.32	97.05	6.66	2.92
	2016	13	92.29	96.99	7.69	2.98
	2015	8	100	98.03	0	1.94
	2014	13	100	97.83	0	2.15
	2013	12	91.66	83.54	8.33	16.44
Maths Extension II	2019	2	50	96.92	50	3.05
	2018	4	100	97.77	0	2.2
	2017	2	100	97.48	0	2.5



# Higher School Certificate Results

## 2013 - 2019

	2016	4	100	97.87	0	2.11
	2015	2	100	98.33	0	1.63
	2014	1	100	98.56	0	1.41
	2013	3	33.33	87.17	66.66	12.81
Geography	2019	0	0	0	0	0
	2018	8	100	87.24	0	12.73
	2017	7	100	88.29	0	11.67
	2016	9	100	89.15	0	10.81
	2015	12	91.66	86.7	8.33	13.27
	2014	18	94.43	84.34	5.55	15.63
	2013	4	100	83.39	0	16.59
Modern History	2019	11	100	85.66	0	14.31
	2018	5	100	84.41	0	15.56
	2017	15	100	85.59	0	14.37
	2016	9	100	86.41	0	13.55
	2015	6	100	89.38	0	10.58
	2014	9	100	89.31	0	10.65
	2013	10	100	90.52	0	9.45
Music I	2019	12	100	97.82	0	2.13
	2018	10	100	97.89	0	2.08
	2017	11	100	97.95	0	2
	2016	8	100	97.83	0	2.13
	2015	12	100	97.47	0	2.49
	2014	7	100	96.95	0	3.02
	2013	12	99.99	97.47	0	2.48
PD/H/PE	2019	30	100	87.77	0	12.2
	2018	30	96.65	85.49	3.33	14.48
	2017	17	82.33	80.51	17.64	19.46
	2016	22	77.26	82.61	22.72	17.35
	2015	24	91.66	91.4	8.33	9.56
	2014	19	100	88.27	0	11.69
	2013	18	94.43	82.38	5.55	17.59
Physics	2019	8	100	85.41	0	14.55
	2018	24	79.15	86.74	20.83	13.21
	2017	26	80.75	88.01	19.22	11.95
	2016	18	83.32	87.92	16.66	12.04
	2015	14	85.7	89.34	14.28	10.63
	2014	22	100	90.6	0	9.37
	2013	17	70.57	88.88	29.41	11.16
Society & Culture	2019	8	100	93.57	0	6.39
Software Design & Development	2019	3	100	86.48	0	13.48
	2018	8	100	88.43	0	11.53
	2017	4	100	87.59	0	12.38
	2016	0	0	0	0	0
	2015	5	100	88.4	0	11.56
	2014	4	100	90.3	0	9.65

# Higher School Certificate Results

## 2013 - 2019

Studies of Religion I	2019	14	100	95.62	0	4.35
	2018	19	100	93.26	0	6.71
	2017	14	100	95.37	0	4.6
	2016	14	100	94.58	0	5.38
	2015	21	100	95.34	0	4.62
	2014	10	100	93.82	0	6.14
	2013	16	81.25	93.79	18.75	6.17
Studies of Religion II	2019	15	100	93.16	0	6.81
	2018	19	100	90.22	0	9.76
	2017	22	100	92.3	0	7.67
	2016	14	92.84	90.1	7.14	9.87
	2015	17	88.22	89.24	11.76	10.73
	2014	20	95	90.36	5	9.6
	2013	18	99.98	90.39	0	9.58
Visual Arts	2019	8	100	97.64	0	2.33
	2018	13	100	99.14	0	0.82
	2017	18	100	98.65	0	1.32
	2016	9	100	97.69	0	2.28
	2015	15	100	97.96	0	2.01
	2014	19	100	97.07	0	2.9
	2013	12	99.99	98.18	0	1.79
Construction	2019	6	100	67.36	0	32.59
	2018	6	100	66.45	0	33.52
	2017	12	100	64.47	0	35.5
	2016	5	100	65.46	0	34.5
	2015	3	100	62.72	0	37.18
	2014	5	100	68.73	0	31.24
	2013	10	100	64.52	0	35.45
Hospitality Operations	2019	10	100	78.8	0	21.16
	2018	12	83.33	76.32	16.66	23.64
	2017	16	93.75	79.02	6.25	20.95
	2016	9	100	79.14	0	20.84
	2015	7	100	85.48	0	14.49
	2014	7	100	82.94	0	17.02
	2013	8	100	82.97	0	16.99
Entertainment Industry	2019	7	100	82.34	0	17.62
	2018	5	100	76.93	0	23.04
	2017	11	100	80.56	0	19.41
	2016	6	100	79.76	0	20.19
	2015	10	100	87.78	0	12.2
	2014	10	90	85.58	10	14.39
	2013	8	100	79.93	0	20.04



# 2019 Merit List

STUDENT NAME	COURSE NAME
<b>First Place in Course</b>	
Meg Arnold	Hospitality Examination (Kitchen Operations and Cookery)
<b>Top Achievers</b>	
Meg Arnold	Hospitality Examination (Kitchen Operations and Cookery)
Perry McIntyre	Music I
Matthew Rigby	Entertainment Industry Examination
Jack Temelkovski	Legal Studies
<b>Distinguished Achievers</b>	
Meg Arnold	English Extension 1
Meg Arnold	Studies of Religion I
Meg Arnold	Hospitality Examination (Kitchen Operations and Cookery)
Clara Barcan	Society and Culture
Michael Beckhouse	Engineering Studies
Melanie Chapman	Biology
Melanie Chapman	Drama
Melanie Chapman	English Advanced
Gabrielle Connett	Music I
Anna Davies	Music I
Lily Ellis	Biology
Lily Ellis	Personal Development, Health and Physical Education
Myles Geddes	Personal Development, Health and Physical Education
Alannah Herd	Drama
Alannah Herd	Society and Culture
Elizabeth Jenkins	Personal Development, Health and Physical Education
Chloe Jones	Entertainment Industry Examination
Perry McIntyre	English Advanced
Perry McIntyre	Music I
Sarah Merifield	Business Studies
Sarah Merifield	English Extension 1
Sarah Merifield	English Extension 2
Sarah Merifield	Legal Studies
Eve Prior Shoebridge	English Advanced
Eve Prior Shoebridge	Society and Culture
Kailah Rose Pritchard	Music I
Angus Reid	English Extension 1
Matthew Rigby	Entertainment Industry Examination
Noah Roberts	Visual Arts
Nathan Rothery	Construction Examination
Jack Temelkovski	English Extension 1
Jack Temelkovski	English Extension 2
Jack Temelkovski	Legal Studies
Jack Temelkovski	Personal Development, Health and Physical Education
Jack Temelkovski	Studies of Religion I
Daniel Villani	Personal Development, Health and Physical Education
Daniel Villani	Hospitality Examination (Kitchen Operations and Cookery)
Cohen Ward	Construction Examination
Angelique Wilson	Drama
Samuel Wormald	Ancient History

As well as personal professional growth, staff were involved in professional development in the following areas which were led by guest speakers and the Learning and Teaching Team.

- New Staff Induction Series
- NCCD Workshops
- School Box Implementation
- K-6 Literacy Project
- PBL Training
- Whole of Life Framework
- Data analysis RAP
- Code of Conduct Refresher
- CoGAT and Clusters
- Science Syllabus implementation
- IT Workshops
- Staff Conference
- Data Analysis NAPLAN 2019

Several of our staff presented at conferences and external professional development and this is evidence of their competence being recognised outside the College. These staff were; Anne Anschau Roach, Helen Lee, Alex Krause and Matt Schultz.

Throughout 2019, SPCC Waratah was a regional hub for AIS courses. Five courses took place at the College and we were able to obtain free registrations for one or two staff at each of these.

Dr Glen O'Grady from ANU visited the campus to work with staff on research into collaboration.

Several staff continued to work on their Masters degrees.

Two staff members, Robert Stuart and Helen Baber received recognition for their educational influence within the College from the NSW Teachers Guild.

The Professional Development Budget was utilised for the growth of staff in the following areas. Each activity was attended by between 1 and 40 staff members. This represents a significant investment by the school, and the procedures that were developed in 2017 continued to be utilised to ensure that PD was targeted, appropriate for the attendee and clearly contributed to school improvement.

- 12 Month Action Research Project
- 2019 2e Conference
- 2019 Diverse Learners Conference
- 2019 AIS Principal Preparation Flagship Program
- ACEL Building Your Leadership Capacity
- ACEL Early Childhood Conf
- Adolescent Faith Formation

- Adolescent Success Conference
- AIS Cert IV Training and Assessment
- AIS Child Protection
- AIS Conference
- AIS Early Service Day
- AIS IT Conference
- AIS NSW Education Research Symposium
- AIS Science Conference
- AIS Teacher Librarian Conference
- AIS Middle Leaders three day course
- AIS Visual Arts Conference
- Anxiety in Young People
- ASLA
- Bus License
- Butterfly Foundation Mac Uni Body Image Training
- CAA Tertiary Update Day
- Ceramics PL
- Christian Educators Meeting - Wellbeing
- Conference ACEL
- EAL/D Practical Classroom Strategies and Support
- Explicit Direct Instruction
- Empowered Problem Solving Online Workshop
- Enrolment in Cert III Hospitality
- EPIC Conference
- ETA Conference
- Excel Online
- Faith for the Future
- First Aid Course
- Flipped Learning Conference
- Fundamentals of Explicit Direct Instruction
- Future Focus STEM Conference
- Future Problem Solving Coach training
- Gallup Strengths Coach Coaches Summit
- GATE
- GATSTA - G & T Secondary Teachers Association
- Geography 101: Concepts Part I
- How to Assess Numeracy
- Identifying and Responding to Children and Young People at risk
- Ignite the Spark, Fuel the Fire - Collaboration for Differentiation
- Importance of play and social development
- Innovate - Year 9 Food Technology
- Introduction to Spectroscopy - BOOST Course UNE
- Language Literacy & Learning Conf
- Macquarie Uni Ancient History Teachers Conference
- Makey Makey Workshop
- Mantle Conference
- Maths Conference
- Maths Mastery Series
- Meeting with Tiffany Roos and Lesley Wright
- Mental Health & Well-being of Young People
- Mentoring and Coaching Workshops
- Middle Leaders - Regional Offerings





- Mini COGE
- Music Education and Program Development
- NAPLAN Online Coordinator Training
- National VET Conference
- PD Day for Lab Technicians
- PDHPE New Curriculum
- Preliminary Design and Technology
- Preparing for the 2019 Biology Exam
- Preparing for the 2019 Chemistry Exam
- Presenting at Geography Conference
- Programming and Planning for the K-6 Science Syllabus
- Promoting Teacher Wellbeing
- Resin & Polymer Clay Jewellery Workshop
- Scholarly Christian Educators Meeting
- School Box
- Seven Steps to Writing Success Workshop
- STEM Workforce conference
- Teacher Well Being
- Technology in Music Education
- Train the Trainer
- Training for SNC Router
- Training on new CNC Router
- Understanding Autism Spectrum Disorder
- Unity Game Design
- VET Assessment - VELG Focus Week
- VET CEO Conference
- VET Course
- VET in Schools Forum
- Visit to Tyndale Christian School Wellbeing Unit
- VR in Education
- VR in Education
- Whole School Well Being
- Support for students with Academic, Behavioural and Mental Health needs
- Youth Mental Health First Aid

This list of professional development activities attended shows that teaching and support staff attended courses in the areas of curriculum, leadership, faith based education, well-being, gifted education, learning support, VET, IT and support services

In 2019 we introduced the Biblical Literacy Grants. All staff, including support staff were offered a \$100 scholarship to purchase courses or books that would increase their biblical literacy and theological understanding. Examples of the way this was used were staff purchasing specific books, prayer groups doing a book study and staff enrolling in online courses such as N.T. Wright online. These grants will continue to be offered. Staff are asked to provide some feedback to the Director of Christian Education about what they learned and how they were able to apply it in their work.

Throughout 2019, a team of 40 teachers and learning support assistants gave tremendous commitment to a 12 month literacy project run by Pat Hodges from the AIS. The results of this learning and implementation have been outstanding and ongoing as shown in test data in K-6. This project created impetus for the establishment of the ELECT (Embedding Literacy Excellence & Consistency Team) in 2020.

2019 was a year of significant professional learning for staff who expressed their appreciation and the effect of this investment through evaluations and surveys. It was particularly pleasing to see the development of middle level leaders and ELT leadership through various courses.

The budget is controlled through a rigorous application process which ensures that professional learning is directly related to need and the current school improvement emphases of the College.





TEACHING  
STAFF

111

FULL-TIME  
EQUIVALENT  
TEACHING  
STAFF

96.2

NON-TEACHING  
STAFF

61

FULL-TIME  
EQUIVALENT  
NON-TEACHING  
STAFF

39.1

<https://www.myschool.edu.au/school/43931>





## Student Attendance

Students are expected to attend school every day. If a student is not in attendance, then the following procedures should be followed:

Parents/guardians are expected to contact the College on the day of the child's absence to inform the College of that absence. (Parents/Guardians are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the parent/guardian need not contact the school on the first day of the absence).

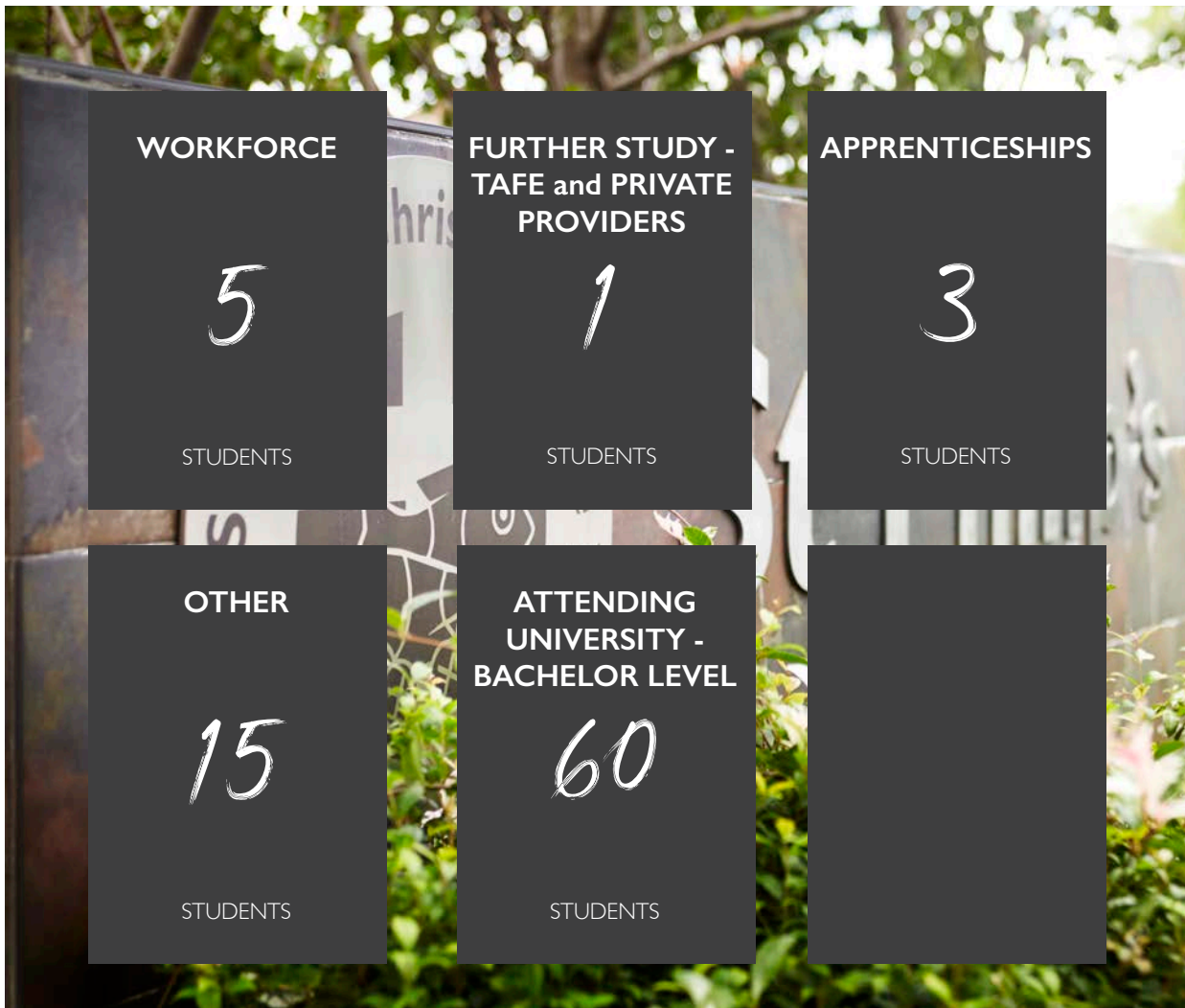
If the Parent/Guardian does not notify the College, the Principal or her delegate will undertake all reasonable measures to contact parents promptly within three school days of an unexplained consecutive absence occurring. For any absence, a written note providing the dates of and reasons for the child's absence is required from the parent/guardian within seven days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is explained or unexplained. This note will be maintained until the end of the school year for the documentation purposes. If a note of explanation is not received, then parents are sent an absentee notice requesting a note of explanation to be completed. If a note of explanation is still not received, then the absence is recorded as unexplained.

## Student Attendance Report

Year	Enrolment	Absence	Full Days	Attendance	Attendance %
-1	71	0	12993	12993	100
0	78	770	14274	13504	94.61
1	78	807	14274	13467	94.35
2	80	786	14640	13854	94.63
3	81	704	14823	14119	95.25
4	109	759	19947	19188	96.19
5	86	935	15738	14803	94.06
6	144	983	26352	25369	96.27
7	171	2095	31293	29198	93.31
8	145	1793	26535	24742	93.24
9	137	1671	25071	23400	93.33
10	145	1930	26535	24605	92.73
11	128	1427	23424	21997	93.91
12	103	614	18849	18235	96.74
<b>Totals:</b>	<b>1556</b>	<b>15274</b>	<b>284748</b>	<b>269474</b>	<b>94.64</b>

For the Whole

# Post School Destinations



## Retention Rate

The retention rate of students who completed Year 10 (2017– 106 students) and continued on in the school to complete Year 12 (2019 – 84 students) was 74%.

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# Enrolment Policy

The policy outlines the process for enrolment including the responsibilities of the Board of Governors (who approve the policy and act as an appeal body), the Principal who oversees and guides the enrolment process and interviews all prospective students and makes enrolment recommendations to the Executive Leadership Team (Refer to 6.1-6.3 in policy).

(Specific enrolment processes are detailed in St Philip's Christian College Newcastle Enrolment Guidelines and Procedures 2017, Kindergarten Enrolment Guidelines and Procedures – available on request).

This policy complies with the Disability Discrimination Act. (See Principles and Procedures 5.1 -5.2).

Requirements for the enrolment process, such as interview with the Principal, is outlined in the policy. Prerequisites for continued enrolment are explained Sections 5.3, 5.7 and 5.8 of the policy. These prerequisites are: the full payment of tuition fees and other charges; the student complies with the disciplinary requirements of the College; and communication during absences.

## Changes

No changes were made to the policy in 2019.

*St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, and practice.*

# Policy Document Information

Author/Supervisor	Pam O'Dea, R. Baker, E. Moir
Compliance	
NESA	Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.8 Attendance 3.10.1 - Educational and Financial Reporting
Legislative Requirements	NSW Education Act(1990) <a href="http://www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104">www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104</a> Privacy Act <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/">http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/</a> Disability Discrimination Act 1992 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/">http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/</a> Racial Discrimination Act 1975 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/">http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/</a> Sex Discrimination Act 1984 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/">http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/</a> Education Amendment Act 2008 <a href="http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf">http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf</a> National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Commonwealth Government DEEWR) – (International Centralised Administration Manual (CAM) Version July 2011.)  See CCH School Principals' Legal Guide <a href="http://www.cch.com.au">www.cch.com.au</a>



Other Policy Relationships	Enrolment Guidelines and Procedures Privacy Policy Attendance Policy Students with Disabilities Statement Assisting Student with Learning Difficulties Policy International Students Policy Managing Student Behaviour (Discipline) Policy Managing Student Behaviour (Bullying) Policy
Document Location	G:\Staff\Policies; Guidelines & Procedures\Enrolment H:\College Documents\Policies and Procedures\Administration\Enrolments
Key Dates:	
Date of Issue/last revision	March 2017
Review Date	May 2020
Policy Review	This policy will be reviewed every 3 years, or as needed in line with legislative changes and the requirements of the Association of Independent Schools
Applies to	St Philip's Christian College, Waratah K-12

The College's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the NESAs for registration of the school.

## I. General Statement

St Philip's Christian College, Waratah is a Christian, Coeducational, Independent, K-12 College. The College is located in the inner city suburb of Waratah and is in close proximity to Newcastle University.

### ***St Philip's Christian College Mission Statement***

St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs and practice.

This policy provides the guidelines for enrolment into St Philip's Christian College, Waratah. Our enrolment policy and its implementation will control, to a large degree, the kind of College we have. This is most evident through the formation of a Christian 'culture' with its associated ethos, leadership and atmosphere. An effective enrolment policy is required to ensure that these desired outcomes, as expressed in the Mission Statement, are maintained.

This document is to be read in conjunction with the College's Enrolment Guidelines and Procedures.



# For the Whole

## **2. Aim**

2.1 To enrol students from families who desire a Christian Education for their children and who support the ethos of the College.

2.2 To establish the direction for College procedures and practices for enrolling students into St Philip's Christian College.

2.3 To cater for the individual needs of each student equitably within the constraints of the available resources.

## **3. Objectives – Policy statement**

To outline the areas of delegation, responsibilities and conditions for enrolment at St Philip's Christian College, Waratah

## **4. Audience and Applicability**

All staff, students and parents and prospective students of St. Philip's Christian College, Waratah.

## **5. Principles and Procedures**

5.1 Discrimination on the basis of race, colour or national or ethnic origin is prohibited.

5.2 Students with disabilities will be treated fairly and reasonably as mandated in the Disabilities Standards for Education Act (2005). This guideline involves the processing and treatment of the enrolment application for students with disabilities on the same basis ('an equal playing field') as all other enrolment applications. Students with emotional, behavioural and/or academic problems that would be beyond the established resources of the school to accommodate (and therefore constitute 'unjustifiable hardship' on the College) may not be enrolled.

5.3 The College Fees and Charges Schedule and Collection Guidelines will be explained and assessed at the time of the parent interview. Parents are asked to make a declaration to pay tuition fees and other charges as they fall due. This is a condition of continued enrolment for their student.

5.4 Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review.

5.5 International student enrolments are welcome and are subject to special conditions contingent upon a suitable Homestay family arrangement being available.

5.6 Enrolment offers are based on the following criteria:

Students from families who desire a Christian Education for their children and who support the ethos of the College.

Students we judge to be best able to benefit from the educational program we offer:

5.7 Continued enrolment of a student is conditional upon the student complying with the disciplinary requirements of the College, as explained at interview and presented in College handbooks.

5.8 If a student does not attend school for 10 continuous days and no communication from the family has been forthcoming, then the enrolment of the child may be terminated and the matter referred to the home/school liaison officer.

5.9 Any concerns or complaints in relation to the enrolment process and enrolment decisions need to be directed in the first instance to the Assistant Principal/ Director of Admissions. In the event that a further determination is required, appeal processes are available through the Principal and then the Board of Governors.

## **6. Responsibilities and Delegations**

### **6.1 Board of Governors**

6.1.1 The Board of Governors holds the ultimate responsibility for determining enrolment policy

6.1.2 Make a decision re enrolment in the event the appeal process is required.

### **6.2 Principal**

6.2.1 The Principal is responsible for ensuring that policies and procedures relating to enrolment are in place.

6.2.2 The Principal is responsible for ensuring a register of enrolments is kept that meets NESA requirements and is accurately maintained.

# le of their Life

6.2.3 The Principal is responsible for ensuring the Enrolment register is retained for five (5) years minimum before archiving.

6.2.4 The Principal oversees and approves the selection and enrolment of all students.

6.2.5 The Principal approves and extends all offers of enrolment.

6.2.6 The Principal makes a decision re enrolment in the event the appeal process is required.

### **6.3 Executive Leadership Team**

6.3.1 Assist the Principal in the enrolment process by interviewing for new students throughout the year; facilitating the enrolment process for siblings of existing students and conducting interviews for Year 7 and Kindergarten enrolment periods.

6.3.2 Provide advice to the Principal re class make up and educational needs of relevant classes/students/staff and prospective enrolments.

6.3.3 All new enrolments, except during set enrolment periods (ie. Year 7 and Kindergarten) are approved by the ELT.

6.3.4 Pass on new student information to relevant teachers

### **6.4 Director of Learning Support/Specialist Staff**

6.4.1 Assist the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students as required.

6.4.2 Provide advice to the Principal re class make up and educational needs of relevant classes/students/staff and prospective enrolments.

### **6.5 Principal's Executive Assistant (Registrar) Enrolments Secretary**

6.5.1 Completes all necessary paperwork and interviews relating to enrolments.

6.5.2 Maintains accurate waiting lists and enrolment files, databases and the enrolment register.

6.5.3 Liaises with Principal, Heads of School and parents re enrolments.

6.5.4 Communicates with all Administrative staff enrolment information

### **6.6 Parents**

6.6.1 Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational/medical needs.

6.6.2 Make available any specialist information and academic records/history regarding the child's educational/medical needs.

6.6.3 Ensure all information listed on the enrolment form/medical form is true and correct.

6.6.4 Accept/decline offer of enrolment within 30 days of offer being sent.

6.6.5 Ensure all tuition fees and other charges are paid as they fall due.

6.6.6 Meet all requirements re attendance and communication as outlined in the Attendance Policy.

### **6.7 Students**

6.7.1 Cooperate with the College's enrolment process.

6.7.2 After enrolment, continue to meet conditions of enrolment as outlined in the Student Planner and by following College policies and procedures.

### **7. Monitoring Evaluation and Reporting Requirements**

This policy will be evaluated and reviewed every three years or as needed.

### **8. Document Details and History**

Document revised P. O'Dea, R. Baker December 2009

updated E. Moir May 2012

amended July 2012 E. Moir

amended March 2014 E. Moir

updated May 2015 E. Moir

updated March 2017 E. Moir

Location: G:\Staff\Policies Guidelines and Procedures\  
Enrolment



## Student Welfare Policy

St Philip's Christian College, Waratah is committed to providing a safe and supportive environment by having in place policies and procedures that provide a "caring, secure and challenging learning environment" which supports our Mission Statement and our legislative requirements.

We do not have a discrete Student Welfare Policy as we believe that Student Welfare is an integral part of many policies, hence we have a Student Welfare Policy Framework. The Student Welfare Policy Framework outlines the various policies that are in place at the College that address this need and help provide a safe and supportive environment which:

- Minimizes risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self worth and foster personal development

Below is a summary of the major policy areas encompassed in the framework. No changes were made to these documents in 2019. The full text of the Student Welfare Policy Framework is available for all staff on the College Common drive, MySPCC and in hard copy in the policy folder in the Director of Human Resources' office. The full text is available for parents on the College website and hard copy on request.

- Policies that are included in the Student Welfare Policy Framework:
- Risk Management Policy
- Work Health and Safety Policy
- Anti-Bullying and Harassment Policy
- Accident/Incident Reporting Policy
- Managing Student Behaviour (Discipline)
- Supervision Policy
- Pastoral Care Statement
- Code of Conduct (Staff)
- Student Health and Medication Policy
- Attendance Policy
- Child Protection Policy
- Working with Children Check documents
- Evacuation/Emergency Policy and Procedures
- Critical Incident Policy
- Accident/Incident Recording Policy
- Student Health and Medication Policy
- Volunteers Policy
- Contractors Policy
- Excursion Policy
- Errands Guidelines
- Premises and Buildings Policy
- Security Policy

- Tutor and External Providers Policy
- Unwanted Visitors Procedure
- Ministry Team Guidelines
- Managing Student Behaviour – Commendation Policy
- Student Service-Based Leadership Policy
- Assessment Policy
- Students with Disability Statement
- Assisting Students With Learning Difficulties Policy
- Disability Provisions Policy
- Academic Acceleration Policy
- Gifted Education Policy
- EAL Policy
- Communication – Home/School Policy
- Complaints Policy
- Homework Policy
- Tutor and External Providers Policy
- WHS Consultation Statement



# Anti-Bullying Policy

## **Policy title - Managing Student Behaviour (Anti-Bullying and Harassment)**

Through the successful implementation of this policy and other welfare areas our goal is to help to create and maintain a culture where bullying, harassment, violence and discrimination is unacceptable and occurrences minimized. The Anti-Bullying and Harassment Policy focuses on four key areas: Our Christian ethos; Creating a safe and supportive environment; Self-discipline; and Respect. The policy outlines responsibilities and delegations of staff, students and parents and explains things such as who contacts the Police School Liaison and Youth Liaison Officers. The contact details and names of these officers are also included in the procedures and guidelines document

The full text of the College's Managing Student Behaviour (Anti-Bullying and Harassment) Policy is available on the College website and MySPCC for students and parents and hard copies on request. The full text is available on the common drive and MySPCC for staff and hard copies are in the policy folder in the Director of Human Resources' office.

No changes were made to this policy in 2019.

*Every student is seen as a unique creation of God, a person to be respected and valued, irrespective of their ability, background, or age.*

# Discipline Policy

## **Policy title - Managing Student Behaviour – Discipline**

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required the consequences vary according to the nature of the breach of discipline and a student's prior behaviour. Please note, that no corporal punishment will be administered by St Philip's Christian College nor is the administering of Corporal Punishment by non-school persons, including parents sanctioned by the College.

Disciplinary action that may result in any sanction against a student, including suspension or expulsion provides processes based on procedural fairness. The parent/caregiver is given the opportunity to participate in the

process through interviews with the Principal and Head of School and opportunities to discuss sanctions.

The full text of the College's Managing Student Behaviour – Discipline Policy is available on the College website and MySPCC for students and parents and hard copies on request. The full text is available on the common drive and MySPCC for staff and hard copies are in the policy folder in the Director of Human Resources' office.

There were no changes to this policy in 2019.

# Policy for Complaints and Grievances Resolution

## **Policy titles - Managing Complaints; Grievance Handling**

The College's Policy for dealing with complaints (parents/ community), Managing Complaints, and grievances (employees), Grievance Handling, includes processes for raising and responding to matters of concern identified by parents, students and employees. These processes incorporate the principles of procedural fairness.

The Complaints Policy and associated procedures, are based on biblical principles with the desire that concerns and complaints are resolved in a prompt, impartial and procedurally fair manner. Through this process the desire is that a positive respectful relationship may be maintained and that parents/caregivers feel their opinion is valued and may raise issues without fear of repercussion. Parents are asked to raise the matter directly with the staff member concerned, or if this is not appropriate or parents feel uncomfortable with this, they may raise the matter with the staff member's supervisor. If there is no resolution, parents may raise the matter further with the Head of School or School Principal. For matters pertaining to the School Principal, or if the parents are dissatisfied with the manner in which their complaint has been processed, may raise the matter with the Executive Principal for consideration and/or review.

The Grievance policy outlines the biblical principles that are to be followed for resolving conflict with staff members. Grievances are to be dealt with in a prompt, impartial and procedurally fair manner whilst maintaining positive

and collaborative relationships between staff members. The Grievance policy allows for diversity of opinion and for staff members to feel that their opinion is valued and that they may raise issues without fear of repercussion. Staff members are asked to raise the grievance with the relevant staff member in the first instance and then if not resolved, discuss the matter confidentially with the relevant Head of School or Principal. If the matter pertains to the Principal, or the staff member is dissatisfied with the manner in which their grievance has been processed, then the staff member may raise their concern with the Executive Principal for consideration and review.

In 2019 no changes were made to either the Managing Complaints or Grievance Handling policy, although a new Grievance Handling policy including Confidential Informing (Whistle-Blowing) has been drafted, and is awaiting approval. This will be implemented in 2020.

The full text of the College's policy for Managing Complaints is available for staff, students and parents on the College website and MySPCC. Staff also have access to the full text of Grievance Handling policy and procedures via the staff common drive and MySPCC. A summary is also contained in the Staff Handbook and the information booklet for the Board of Governors. Hard copies are in policy folder in the Director of Human Resources' office and on request.





## Overview

St Philip's Christian College, Waratah, a co-educational K-12 independent school, was established in 1982 and has a student population of 1120 students. The College is ideally located in the heart of Newcastle and in close proximity to Newcastle University.

The mission of the College is to continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five core values of the College are: Christ First, Serve One Another, Strive for Excellence, Do what is Right, and Build Community. The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life. At SPCC, we aim not only to give lip-service to the Christian faith, but we are intent on encouraging our students to seek and to question, so that their faith becomes real and personal. Our school provides an environment where respect and excellence are encouraged, along with a desire to see students enjoying the learning process and school life.

The College is passionate about the pursuit of excellence in all areas, particularly academic achievement, performing arts, sport and Christian lifestyle. To facilitate this, the College is divided into 3 sub-schools; Junior School, which supports children in their foundation years of schooling by providing a creative and nurturing environment. Middle School, which focuses on meeting the needs of emerging adolescents by developing confident and resilient young people who enjoy life's journey and achieve their unique

God-given potential in all areas. Senior School, which assists students in finishing strong, and stepping into the future with the passion, motivation and ability to make a difference in the world. Curriculum strengths include high academic standards in all KLAs, an effective learning support program, dynamic gifted and talented programs and classes, vocational education, innovation in ICT, and information skills. We aim to develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community.

Extra-curricular activities include sport, gala days, musicals, choral groups and choirs, concert and jazz bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and mission trips.

Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre, which caters for children from birth to five years of age and offers a dynamic and creative environment tailored to meet the needs of every child. Narnia Christian preschool offers a transition program to Kindergarten at SPCC Waratah.

Throughout the College we have created flexible learning spaces, which facilitate effective team teaching, and increase student engagement and enthusiasm for learning.

To strengthen our culture of learning, we have introduced 'The SPCC Learning Framework', which empowers students to become independent, motivated, confident and resilient learners.



# School Identified Priority Areas

SCHOOL IDENTIFIED PRIORITY AREAS	INTENDED OUTCOME
STUDENT LEARNING	<ul style="list-style-type: none"> <li>To increase students' critical thinking skills through collaborative, creative learning experiences</li> <li>To empower students to take personal responsibility for their learning and work together to achieve the highest possible standards for all students</li> <li>To envision students to embrace and action a globally responsible worldview</li> </ul>
LEADER LEARNING	<ul style="list-style-type: none"> <li>To apply an innovative approach to improving students' learning outcomes based on current research</li> <li>To set goals reflecting high expectations of themselves and their students</li> <li>To empower teaching staff to engage all students in quality learning by meeting the individual needs of all students</li> </ul>
CHRISTIAN CULTURE	<ul style="list-style-type: none"> <li>To strengthen a transformative Christian culture</li> <li>To develop leaders who inspire and empower others to grow personally, spiritually, emotionally, mentally and socially</li> <li>To establish new community partnerships to strengthen the culture of the College</li> </ul>
EMPOWERING INFRASTRUCTURE	<ul style="list-style-type: none"> <li>To implement a systematic approach to the management of documentation</li> <li>To review and update current Policies and Procedures</li> <li>To engage all staff members in effective usage and application</li> </ul>
RATIONALE	
<p>Students who are engaged in positive, empowering, real-world learning experiences are better equipped to be globally responsible citizens. Students learn best when their learning is targeted to their individual needs and they receive quality feedback about their learning. Students learn best when the lead learners are empowered to provide a quality, innovative learning environment based on current research. Focused and purpose-driven evaluation of targets will facilitate forward planning and progress, and thus improve student outcomes. All members of the SPCC community will be impacted by strengthening a transformative Christian culture, in every aspect of College life, and the culture will be strengthened by developing leaders and increasing community partnerships.</p>	
TARGETS	
<ul style="list-style-type: none"> <li>All students will develop a creative, collaborative approach to learning in order to improve their critical thinking skills and increase agency.</li> <li>All students are involved in a global impact project.</li> <li>All lead learners establish goals to deliver an innovative, engaging pedagogy, which will improve learning outcomes for all students.</li> <li>Use mySPCC as a tool for implementing a robust system of managing documents</li> </ul>	

For the Whole

# Priority Area One - Student Learning

## STUDENT LEARNING

STRATEGIES	INDICATORS	TIME FRAME	PERSON/PEOPLE RESPONSIBLE
<p>Project-Based Learning</p> <p>JS Years K-4 – Units of work</p> <p>MS Years 5-6 – Units of work</p> <p>MS (English, HSIE, Science, PD) – Year 8</p> <p>SS (English, HSIE, Science) – Year 9</p>	<p>Learning (Indicator 4)</p> <p>Students engage in the learning process as evidenced through discovery, interest, curiosity, creativity and self-motivation and have ownership of their learning.</p> <p>Learning (Indicator 5)</p> <p>Students understand and see the relevance of their learning to real life situations.</p>	2017-2018	Alyce Van der Velde Heather Nixon
<p>Continuous Reporting (Moving in to continuous reporting in 2017)</p>	<p>Learning (Indicator 1)</p> <p>Student learning is measured through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.</p>	2018-2019	Peter Bromhead
<p>K-12 Literacy Continuum</p> <p>Reading : K-4</p> <p>Writing: K-10</p>	<p>Teaching (Indicator 1)</p> <p>Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the implementation of their programs.</p> <p>Learning (Indicator 1)</p> <p>Student learning is measured and improved through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.</p>	2017-2019	Anne Anschau-Roach
<p>Student Leadership Strategy</p>	<p>Leadership (Indicator 6)</p> <p>A clear structure for leadership and leadership development exists and is well-communicated.</p> <p>Leadership (Indicator 10)</p> <p>Staff leaders provide opportunities for students to lead in various settings.</p>	2017-2019	Pam O'Dea

le of their Life

# Priority Area Two

## TEACHER LEARNING

STRATEGIES	INDICATORS	TIME FRAME	PERSON/PEOPLE RESPONSIBLE
Professional Teaching & Learning Framework <ul style="list-style-type: none"> <li>• Focus on PLS</li> <li>• Restructure Appraisal groups</li> <li>• CLT</li> </ul>	Teaching (Indicator 6) Staff engage in, and deliver regular PD experiences, and share best practice with colleagues to ensure they are up to date in current practice and effectively utilise resources.	2017	Helen Lee
An SPCC Data Value System <ul style="list-style-type: none"> <li>• Data Collection Storage</li> <li>• Data Analysis to direct future direction</li> </ul>	Resources (Indicator 1) Students and staff have access to excellent and appropriate resources, and utilise them effectively to achieve excellent educational outcomes.  Teaching (Indicator 7) Staff use data to inform and improve learning outcomes.	2016	Jamie Fahey Debbie Kirchner
Research in Action Focus: Collaboration	Build capacity for collaborative groups to engage with research that provides an evidence-based approach to inform and challenge professional practice.	2017	Robyn Horsley
BOS – Registration and Accreditation	Teaching (Indicator 1) Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the development of timely 'scope and sequence' plans and implementation of effective and engaging programs.  Leadership (Indicator 9) Leaders take initiative to provide continual improvement and embrace purposeful change.	2017	Anne Anschau-Roach

For the Whole



# Priority Area Three

## TRANSFORMATIVE CHRISTIAN CULTURE

STRATEGIES	INDICATORS	TIME FRAME	PERSON/PEOPLE RESPONSIBLE
Establishment of Student Advisory Committee to the Principal	Culture (Indicator 8) Anecdotal feedback from students indicates pleasure in school life and a high degree of alignment with their expectations of learning, pastoral care and personal attention.	2017	Pam O'Dea
Global Impact Project <ul style="list-style-type: none"> <li>Mapping what we already do and determining gaps, strengths</li> <li>Aim: for every student in SPCC to be involved in mission</li> <li>Establishments of a not-for-profit organisation: "Laps for Literacy" (name to be confirmed)</li> </ul>	Pastoral Care (7) Students develop responsibility and ownership of their actions so that they grow in maturity and integrity. Culture (10) Students express genuine care and concern for others that crosses race, social, gender and age differences and therefore bullying is out of place. Resources (Indicator 7) Resources should be selected by placing appropriate emphasis on reducing our environmental footprint.	2017-2019	Pam O'Dea
Strengthening Transformative Christian Culture	Faith (Indicator 5) Through explicit teaching of the Bible weekly, Biblical/Christian/Faith & Life Studies and a Christian perspective on which the teaching of all subjects is founded, students are enabled to develop an understanding of a Christian world view. Faith (Indicator 6) Every day, students experience a genuine outworking of Christian faith and love, through the interactions and relationships they have with College staff members. Leadership (Indicator 2) Those who are called to leadership within the College demonstrate a Biblical model of servant leadership. Learning (Indicator 5) Students understand and see the relevance of their learning to real life situations.	2017-2019	Josh Irwin Pam O'Dea (& ELT)

le of their Life

# Priority Area Three continued

<p>New Community Partnerships established to provide opportunity for service</p>	<p>Faith (Indicator 7) Every student in K-12, across the KLAs, will have the opportunity to initiate or contribute, each year, to projects with a service focus. Culture (Indicator 7) Students have access to unique opportunities that become rites of passage, such as missions, acts of service, ministry, work experience, experiential learning and adventure activities.</p>	<p>2017-2018</p>	<p>TBA</p>
<p>Development of a Staff &amp; Student Well-Being Framework</p>	<p>Pastoral Care (Indicator 3) Students are actively encouraged to embrace the opportunities provided through a variety of aspects of College life in order to strengthen a sense of connection to the College community and enhance the well-being of the whole child. Pastoral Care (Indicator 4) Relevant pastoral care programs for students and staff are established, implemented and regularly reviewed.</p>	<p>2017-2018</p>	<p>Robert Baker</p>



## THEME 11

### Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are integral to the fabric of Christian thought and practice and so are at the heart of the published Mission statement of the College which is,

St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice.

These Christian beliefs, values and practice are therefore further expressed in our Cultural Distinctives:

- Believing in God
- Connecting to Others
- Thinking for Life
- Creating for Good
- Taking Responsibility

which encapsulate the Core values of the College:

- Christ First
- Serve one another
- Strive for Excellence
- Do what is right
- Build Community

The values of respect and responsibility flow out of our respect for God. They are therefore seen in our attitude and responsibility towards ourselves, others, our country and the wider international community.

Times are provided within the week for a particular focus on these areas. These times would include the time for class devotions, Nurture and Chapel which are held each alternate week in Senior and Middle School and weekly in Junior School, the student-lead school assemblies, and regular parent newsletters. Within all curriculum areas, the implementation of our core values are of upmost importance.

- Annual theme for the whole College was: "Shaping Our Future", which enabled us to ignite possibilities for our students as they consider their futures, and also, as a College, to challenge us to find the most empowering ways forward to meet the learning needs of our students. This theme was explored throughout the year, for students, through the VET Program, the new K-6 STEM Program and current Senior School STEM Program, improved Careers programs, and for the future growth and development of the College, through Executive and College Leadership Team meetings, as well as our School Improvement Plan. It was also reflected in student and staff goal setting. Through this we aimed to help create a culture whereby students and staff could focus their energies on improving their knowledge and skills, and gaining

access to a range of opportunities so that they are better prepared for the future, and also so that the College is well-set up for helping our children to thrive in the coming years.

- School-wide daily devotions written by the Principal or delegate to encourage all members of the school community to unite, each morning, in reading the Bible and praying on how God helps us to shape our future. Students and staff have expressed that the devotions have been a source of great encouragement with the Principal receiving many emails from staff and students throughout the year.
- In order to shape our future positively, the need for active learning space is paramount. Therefore, the concept for a 3 storey Active Learning Centre was created, with a design brief being generated by key stakeholders in the College. This will pave the way for our students to establish their future healthy selves.
- Special celebrations and commemorations presented opportunities during the year to build respect and responsibility e.g. Dedication and Commissioning Services, Presentation Day, Thanksgiving Service, Remembrance Day Service and our ANZAC Service. These events build community and attract parents, friends and our local community partners.
- The College Student Leaders from Junior, Middle and Senior Schools attended the Annual Combined Schools Anzac Service at the Civic Theatre where some of our students were involved in the preparation and leading of the service. Additionally, Senior School and Middle School Student Leaders represented the College at various local ANZAC Services.
- The Empowering Conferences were again very successful in 2019. At the Empowering Conference, hundreds of students from schools around the Hunter joined together to encourage one another and receive training in how to positively influence the culture of their generation. Each year at Empowering, many students make decisions to follow Jesus Christ and to hear and follow God's call on their lives. The Empowering Conference is a life-shaping event for our students' futures.
- An Easter Service was held for the students and parents of SPCC, supported by the PTF. This service was to bring honour to God for what He has done for us. This service provides opportunity to strengthen and facilitate all of the College's core values. Student testimonies are always a wonderful encouragement as we hear of God's powerful love at work in their lives.

- Special community days are held to build community e.g. Father's Day and Mother's Day Breakfasts. The PTF committee works diligently to produce events that celebrate family and connection.
- Our first student mission trip to Malawi took place in June/July 2019. This certainly shaped the futures of the students who were a part of this, as they were challenged by the poverty that so many children experience, and yet the joy that they express. The students participated in leading learning sessions, games and craft activities for pre-school children, school-aged children in Primary and Secondary School. In sharing times, each evening, it became clear that students struggled with the inequalities of our world, and many expressed a desire to commit making a change for these children in the future.
- HSC Holiday workshops were held in July and October school holidays to better prepare Year 12's for their HSC Examinations. This also provided time for building relationships which strengthened their emotional well-being, as well as their intellectual confidence.
- A K-12 Art, Music, D & T, and Hospitality evening was held to expose community members and children to the talents of students in these fields of endeavour. This inaugural event was so well-attended that it was difficult to accommodate everyone. Students were encouraged and honoured, and outstanding achievement was acknowledged.
- In November, our Year 10 students travelled to Boggabilla to participate in a service trip, as an alternative work experience week. Each year many students work in schools, the church and the community at Boggabilla and have their eyes open to important aspects of life for indigenous Australians. This experience positively shapes their current and future attitudes towards our fellow Australians.
- The iSTEM program is a series of powerful and challenging opportunities in which our students engage, in order to benefit from real world experiences. Through project management and entrepreneurship, these students are gaining knowledge, skills and understanding in how to create products that change people's lives. Having been in Malawi, the students realised that, because students there do not have electricity, they are severely handicapped and even their safety is compromised. Thus, through the iSTEM projects, they created solar-powered battery-operated lights that could be used in the villages of Malawi. This not only shapes the future for the creator, but also for the recipient of these projects.
- Staff have received additional professional development in our signature pedagogies, Project-Based Learning and Flipped Learning, in order to prepare them for meeting the changing needs of students and how they learn, in the future.
- SPCEF continued to develop the Teaching School in conjunction with Alphacrucis. SPCC Waratah employed 6 trainee teachers as part of this program to raise the next generation of quality Christian teachers who understand the values and responsibilities inherent in educating young Australians.
- In 2019, opportunity was given for leaders of Teaching and Learning from each of our SPCEF schools to contribute to the process for our organisation to become a Professional Learning Hub, which was motivating, empowering and exciting.
- Research into teaching Collaboration, focussing on the development of a collaboration framework for students, continued in conjunction with ANU in 2019. This has been a very robust professional development opportunity for staff who have learned about action research processes in schools, and provides a strong foundation for determining the best way forward for the future.
- The College conducted a comprehensive Outdoor Education program for all students from Year 3 to Year 12. These programs develop confidence and the ability to cope in different environments, as well as assisting with the growth of social skills, co-operation, independence and responsibility in group situations.
- Every student wrote an appreciation card to a College community member and these were distributed to staff and students at the K-12 Thanksgiving Service. At K-12 events, student leaders were given the responsibility of leading and assisting with organisation.
- Constant initiatives are introduced to help students take pride in their school, particularly in the way they present themselves and interact with others in the community.
- "Business in a Box" provided students with an opportunity to develop and display their entrepreneurial skills. More than 200 students were involved in market days with 10% of all profits going to the Global Literacy Fund. Through this project, some students have established businesses, which will definitely impact their future.





## Junior School Initiatives

- Staff participation and completion of AIS Early Years Literacy Project.
- Junior School introduced a weekly additional language lesson in Spanish for K-2
- A fourth floating Kindergarten teacher employed to provide additional early intervention for our youngest learners.
- Installation of new Acoustic Curtains in K-2 to create additional flexibility in the learning spaces, as well as absorb sound and provide visual barriers
- Fundraising projects supporting the Junior School sponsor children as well as global mission projects. Each grade level is given the responsibility to plan and run a fundraising initiative or day. The clear highlight was the Kindergarten 'Buy a Brick' campaign, which combined with other fundraising money, resulted in an \$8800 Malawi school roofing project being completed.
- Year 3 research program in collaboration
- 'Zeroes into Heroes' selected as 2020 JS Musical. Lead character roles and dancers auditioned and chosen. Acting, vocal and dance coaches activated in preparation for staging the musical.
- Class and Year Group iLearn page development to be utilised from K-4.
- Kindergarten information sessions written and produced in high-quality video format.
- STEM club – introducing coding and robotics not only in Years 3 and 4, but the earlier years of learning.
- Participation in STEM-based competitions including Jaguar School Challenge and Electric Vehicle Challenge.
- Lego Club, Chess Club, Girls play date and 'Literacy Lovers' Writers Club are ongoing initiatives that continue to be revised and expanded.
- Well-being groups coordinated by Chaplains.
- 'Honours Program' in English and 'Honours Program' in Maths for children identified in the 'Gifted and Talented' range.
- Integrated Project-Based Learning (PBL) learning opportunities grades 2-4.
- 'You Can Do It' social skills program for Kindergarten.
- Play-based learning program in Kindergarten.
- Expanded Junior School leadership opportunities resulting in extra 6 student leaders to be elected in 2019 for 2020.
- Incoming Kindergarten children given opportunity to visit SPCC Junior School in Term 2 of the year before entry into school. The children are welcomed in small groups of up to 12 across most afternoons for a two-week period.
- Incoming Kindergarten children appointed a buddy from Year 4 to assist them to transition into school life. Year 3 students participate in a day of training to prepare them to fulfil this role.
- Multiple additional sports opportunities offered including CSSA Gymnastics, Futsal and extra Netball competitions.
- After-school sports clinics including cricket, netball, basketball and tennis.
- Choral Group weekly lunch rehearsals with performances at local Nursing Homes.
- Public Speaking Competition in Years 3 and 4 which lead into the HRIS Public speaking competition.

# Middle School Initiatives

## Overall

- Students attended and participated in our annual Dedication and Thanksgiving Service.
- Middle School students prepared and presented the annual SPCC ANZAC Service, which included our local RSL members, a piper and a former member of the Armed Forces as a guest speaker.

## Enrolments

- Successful Orientation for Year 5 and Year 7 with an additional Year 5 class for 2020 both well attended by parents and students.
- Year 11 Hospitality students catered for 350 people attending Year 7 Orientation.

## Staff Initiatives

Middle School Teacher Mrs Helen Baber acknowledged for her contribution to GATE with NSW Teachers Guild Award. (Mr Rob Stuart Senior School for his work in PBL).

## Camps

Successful camps for all year groups

- Year 5 – Bathurst
- Year 6 – Canberra
- Year 7 – Great Aussie Bush Camp
- Year 8 – Hiking

## Student Engagement

- Students participated in a range of HRIS Sporting and Cultural events.
- Middle School students raise funds throughout the year for a variety of different causes, such as Malawi, and Bushfire relief.
- Year 7-8 students participated in formal exams in order to increase their sense of responsibility for their learning, and respect of the formal exam process.
- Strong attendance to Empowering Youth Conference by students in Years 7 & 8.
- Year 7 student delegates attended Project Rockit as Digital Ambassadors for the College.
- Stage 3 STEM Dragster Challenge was another success with strong engagement from students and parents.
- Strong representation from Middle School Students in the annual Business in a Box
- Students across Middle School involved in Middle School Music programme such as bands, choirs, ensembles.

## Additional Student Experiences

- Year 5 Tree Tops Adventure Park



- Year 6 Sydney/The Rocks excursion
- Year 7 French Day
- Year 7 Surf Survival
- Year 8 Race around Sydney
- Year 8 Sailing Trip

## Student Leadership

- Middle School Captains and Vice-Captains attended the World Vision Youth Conference in Sydney with the Head of Middle School, Alyce van der Velde
- Middle School Student Leaders supported the Junior School Athletics and Swimming Carnival by assisting with field events and other duties.
- Middle School leaders attended the All Schools ANZAC service at the Civic Theatre
- Middle School Leaders were appointed in Term 3 for 2020 and mentored by outgoing leaders in Term 4. 2019 student leaders conducted the interviews.
- Middle School Leaders arranged and facilitated Middle School Disco.

## New Initiatives

- Students and staff were trained in the use of VR and AR technologies

## Student Recognition

- Year 8 Graduation was also successfully held in the Theatre, all students and parents were accommodated. Students celebrated with a pool party at Lambton Pool afterwards.
- Middle School Presentation Days for Years 5 & 6, Year 7 were successfully held in the Theatre, with all students and parents being accommodated.
- Sports presentations acknowledged the sporting efforts of students throughout the year. New sporting houses were introduced to the Middle School community; Macquarie, Hunter, Patterson, Williams.
- Students were acknowledged for their efforts in ICAS tests in Maths, Science, English and Digital Technologies.



# Senior School Initiatives

- 23 students participated in our first Student Mission Trip to Malawi.
- Senior School Student Leadership Team attended the Student Leadership Symposium
- Senior School leaders attended the All Schools ANZAC service at the Civic Theatre
- Potential student leaders attended the Lord Mayor's Student Leadership Forum
- A dedicated Student Leader Morning Prayer group continued to give greater focus to the development of student leaders, with students taking on portfolio areas or responsibility within the school (Environment, Academic, Faith etc)
- SPCC Senior School hosted regional UAC Information Session for students and parents of Year 12.
- Participation in the UoN Girls in Engineering Day
- Student team represented the College in the National Finals of Subs in Schools in Canberra
- Student Leadership Training Days – 26 Student appointed as 2019/20 Prefects
- Exiting Year 12 students chose to go on mission to Vanuatu instead of 'Schoolies' – 41 students participated.
- Continued improvement of Senior School building environment – installation of new specialist textiles room
- Implementation of iLearn in Years 11-12 (9-10 roll out in 2018)



At SPCC we believe that everyone matters, so it is important to ensure that feedback from parents, teachers and students is obtained and considered. Our College desires to work in partnership with families in order to achieve the best educational outcomes for each student. It is essential to receive regular feedback from parents, teachers and students and this comes in a variety of forms. Our rapidly increasing enrolment figures and waiting lists are a testament to parent and student satisfaction and the good reputation of our school in the wider community.

## *Student Satisfaction*

Students meet formally and informally with teachers and members of the executive throughout the year. They offer important feedback and their perceptions of school. Communication opportunities include:

- Pastoral Care Teacher Meetings
- Student Leader Meetings
- Student group meetings with the Principal
- Camping Programs

## *Teacher Satisfaction*

Our College works hard at maintaining unity and a high staff morale. Teacher satisfaction is evident from:

- Staff meeting regularly for social events
- Positive discussions during staff meetings
- Positive discussions during Professional Discussion Meetings
- Positive emails and feedback from staff

## *Parent Satisfaction*

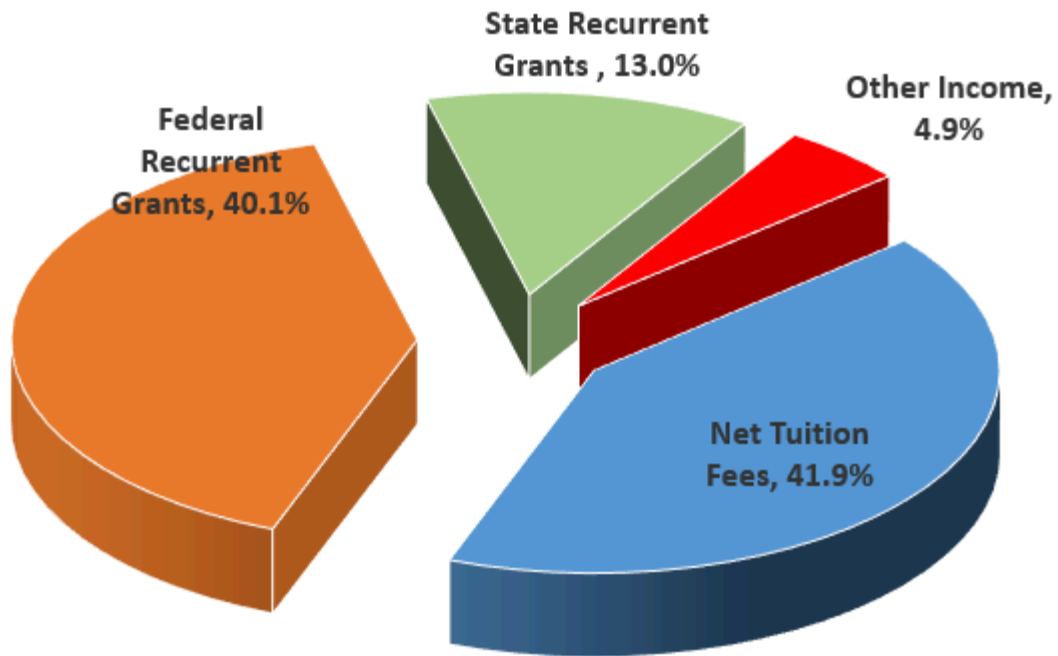
Our school has an 'open door policy' and parent involvement is welcomed and encouraged.

Feedback is obtained in a variety of ways throughout the year:

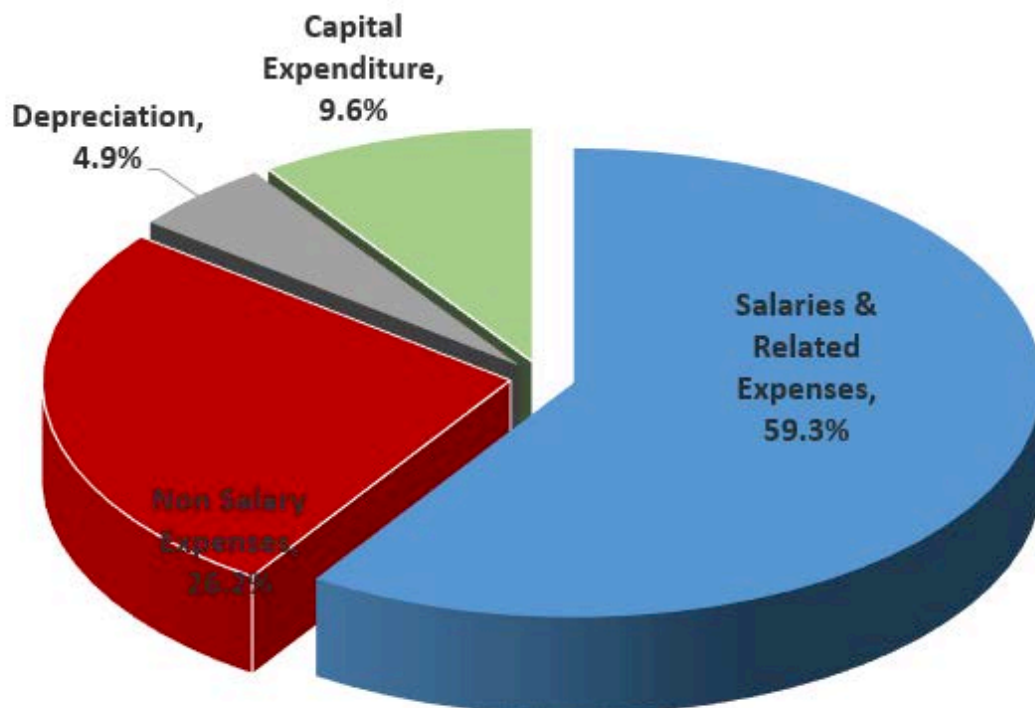
1. Parent Surveys
2. PTF Meetings
3. Emails and Letters
4. Student Withdrawal Forms / Exit Interviews
5. Parent Meetings
  - a. Parent Teacher Interviews
  - b. Information Nights
  - c. Discussions with parents on informal occasions
6. At school functions (eg Book Week, School Discos, Assemblies, Easter Celebrations, Junior School Chapel)
7. On class excursions
8. Regular classroom help (eg Literacy Groups, Maths Groups)
9. Regular assistance with running additional services for students



### SPCC Newcastle Income by Source



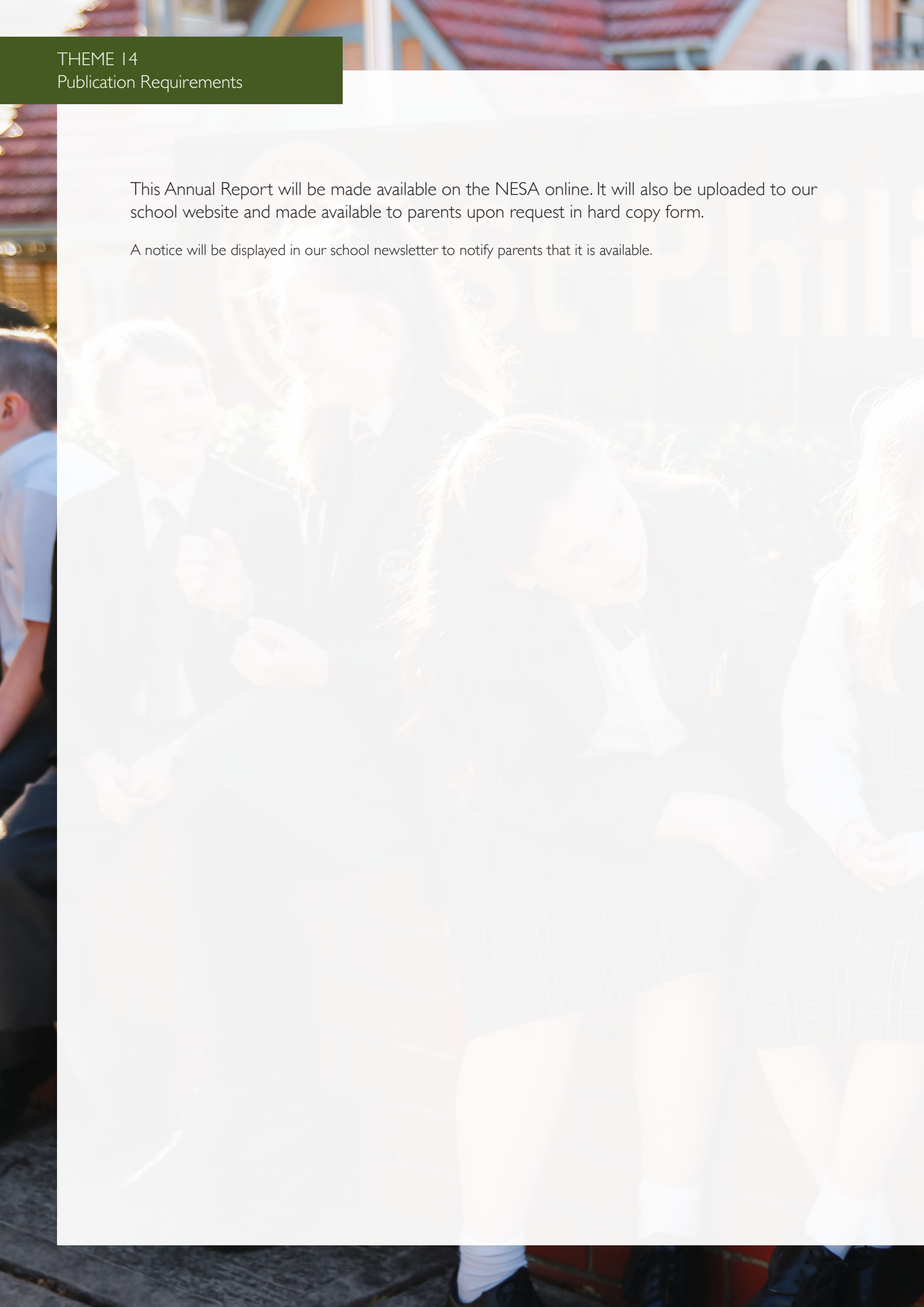
### SPCC Newcastle Expenses by Type



THEME 14  
Publication Requirements

This Annual Report will be made available on the NESA online. It will also be uploaded to our school website and made available to parents upon request in hard copy form.

A notice will be displayed in our school newsletter to notify parents that it is available.







Philip's Christian

