



*For the Whole of Their Life*

St Philip's Christian College  
Newcastle  
*Annual Report*  
2020



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# Principal's Report

PAM O'DEA

2020 has certainly been an unforgettable year. We started the year with 1800 people gathered for our Dedication and Commissioning ceremony. As our new leaders were commissioned, and students and staff were dedicated. We prayed for God to give us the courage to meet the challenges of 2020. Little did we know just how much courage would be needed!

## Middle School Ninja Park

Early in the year, we opened the Ninja Park, adjacent to Middle School, which has provided physical activity and fun for students in Junior and Middle School, throughout the year.

## HSC SmartTrack

The new HSC SmartTrack Program, highly acclaimed now by many employers and community members, was also launched at the start of 2020, providing multiple pathways to life beyond school for students in Years 11 & 12.

## COVID-19

We held our Years 3-6, 7 & 8 and 9-12 swimming carnivals in February, as well as the Cross Country carnival in early March, never imagining that these would be the last major College sporting events for the year. Why? because, in late March, we were faced with a "first", that not only brought change for our College, but also our community, our nation and, in fact, the whole world. With the onset of the global COVID-19 pandemic, our gates had to be closed to all students, except those children of essential workers, in order to mitigate the impact of this virus.

Overnight, our staff and students transitioned to remote on-line learning with amazing agility, made more manageable by the early introduction of mySPCC iLearn, this year. During this time most students engaged in online learning from home. I commend every student, teacher, parent and carer for your determination, perseverance, resilience and ultimate success during this time.

Gratefully, in Week 3 of Term 2, the green light was given for us to re-open the gates and we welcomed everyone back with open arms.

However, with ongoing COVID restrictions, we were met with challenge after challenge, in managing events, but our students and staff were creative and came up with some great solutions to the challenges that faced them.

Our K-6 STEM program generated an opportunity for creativity during lockdown, by giving as many K-6 students

as possible, 3D SPLATs, a simple tool for designing a 3D Adventure Playground or Ultimate Treehouse. What an amazing, creative outlet for our younger students during this time!

## Spelling Mastery

Spelling Mastery was also launched, supporting Year 2 – 6 students to spell their way to success. The students have really enjoyed the challenge this program provides, and data indicates that there has been significant improvement, throughout semester 2.

Because of the challenges we faced during the year, teachers and students came up with many innovative ideas to counteract restrictions. For instance, because most camps were cancelled this year, our Year 3 & 4 teachers planned a 2 "day" camp for their students, at the College. The students enthusiastically engaged in a range of interesting and challenging fun activities for their onsite "camp".

Then in Middle School, teachers organized lunchtime clubs to reduce numbers on the playground during break times, and the Library Services team came up with a novel way to enable us to celebrate Book Week, this year.

We cannot forget the challenges of 2020 for our Year 12 students, with all their major events cancelled. Nevertheless, our class of 2020 were honoured on their final day at school, with a live-streamed celebration on A Field to acknowledge their outstanding achievement. Following this, the graduating students boarded 3 open-top double decker buses and all of our students in Kinder to Year 11, cheered for them, waving St Philip's flags, while they drove around the College. Then fitted with SPCC masks, they were taken, in the buses, for a drive around our Newcastle beaches. What an appropriate conclusion for our amazing Year 12 students!

## New Kindergarten Playground

And while Year 12 left our gates, Kindergarten entered their new playground, purpose built just for them! How excited they were to explore this wonderful, new space!

## Performing Arts

Despite the restrictions imposed this year, what a successful and unique year it has been for the Performing Arts! Eventually, High Street Productions successfully staged "Seussical Kids", in early May, one month later



than scheduled. Every performance thoroughly enthralled the audience from the first note to the last, so I am not surprised that they were recognized with 4 CONDA nominations, recently.

Aladdin Junior was to be staged in June, this year, but due to restrictions had to be postponed. After several postponements, and with a change of venue, from the SPCC Theatre to Newcastle Civic Theatre, which enabled us to host so many more people, our students “wowed” the audience, show after show. The set design, costuming, lighting, vocal and dramatic quality was second to none, and despite the restrictions placed on the production because of COVID, our Directorial team, produced nothing short of a miracle. As the cast sang, danced and acted their way through Agrabah, the cast and crew transported audiences to a place of joy, wonder and awe!

Finally, our Junior School musical, “Zeroes into Heroes”, ready for staging, had to be cancelled due to COVID restrictions. So, Mr. Cooper came up with the idea of making

a film of the musical. This provided every member of our Junior School with a “first-ever” experience, of being part of making a film. On set, each child experienced the stages of making a film, with astounding results! It was screened at the Vmax Event Cinema at Kotara, last Saturday, and with so many people booking seats, we had to end up having 5 screenings. Congratulations to every Junior School student; you have now been on the big screen!

I also want to thank every student, teacher, parent, carer and community member for your support, and incredible effort to make this year an extremely memorable one – a year where we certainly needed courage, but when displayed, empowered us to reach new heights, never before attained. Thank you and God bless you.

Pam O'Dea  
Principal

# Chairman's Report

LES HOLLAND

Greetings friends and colleagues,

It is my privilege to present this report to the Foundation for the year ended December 2020.

As we worked our way through the unique challenges and opportunities of 2020, I believe we are all stronger and more resilient in many ways. This is evident in the way in which our valued staff equipped themselves, their ability to adapt to online instruction, and the way in which the students were able to achieve their learning outcomes, both face-to-face and using online technology. All St Philip's schools were very well equipped to embrace this technology which resulted in the achievement of high-quality outcomes over a wide range of subjects.

In my report last year, I remarked that our resolve is to maintain our place as leaders in quality Christian education, for "whole of life."

Education is a right, and St Philip's is at the forefront of delivering quality education within a Christian framework. We passionately believe in the need to develop the whole child – intellectually, socially, physically and spiritually and to maintain high academic and behavioural standards while keeping the truth of the Christian Gospel at its core. Our prayer is that all of our students become followers of Jesus Christ and also become impactful in their communities.

Worldly values are surreptitiously creeping into the population in general, and sadly, into some Churches. It is vitally important as Christians to uphold the tenets of our beliefs, to not drift away from the teachings of the Bible and to stand strong against the wiles of the devil; to guard against "mission drift."

I cannot emphasise enough the importance of maintaining strong commitment to our Vision and Mission, and to our Core values: Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build community. These strong beliefs underpin the philosophy of the St Philip's group.

My thanks to our Executive Principal Mr Graeme Irwin for his wise and godly leadership, vision and resolve; to all Principals, leaders and all staff throughout the group for their commitment and diligence in maintaining the "culture" of St Philip's. Also, thank you to the Foundation staff who are doing a sterling job in supporting the schools.

To the Board of Governors, thank you for your wisdom and proficiency in overseeing this wonderful organisation - "St Philip's." Your professional and effective input is greatly appreciated. The commitment and expertise you bring to the board certainly assists in ensuring that our schools remain at the forefront of Christian education, in the Hunter, Central Coast and beyond.

Finally: From 2 Peter 3:17,18

"Therefore, dear friends, since you already know this, be on your guard so that you may not be carried away by the error of lawless men and fall from your secure position. But grow in the grace and knowledge of our Lord and Saviour Jesus Christ. To him be glory both now and for ever. Amen."

Grace and Peace,

Les Holland  
Chairman, Board of Governors

SPCEF Ltd – AGM 27 May 2021



# CEO's Report

## GRAEME IRWIN

2020 was a year like no other. It all started out like any other year but soon changed to reveal a year of fear and uncertainty as the COVID 19 pandemic spread across the world. How appropriate was our organisational theme for the year, and we praise God that He was preparing us for what we were to endure. Our theme of 'Courage' was so needed for all within our school communities and the verse 1 Corinthians 16:13 'Be on guard. Stand firm. Be courageous. Be strong', was a constant encouragement.

We started the year with great expectation as at last 2020 was here and that 2020 vision we had held on to for so long beforehand was all coming to fruition. Our regular Big Day Out gathering of all 600 or so staff was held at the University Great Hall in January and it was well received with Mark Sayers, pastor of Red Church Melbourne, being our guest speaker. Mark spoke brilliantly on navigating our mission in a changing cultural landscape.

By March things were bleak and the future was uncertain. We communicated regularly with the school communities and attempted to keep everyone informed about the changes that were taking place. On March 20th I sent a message to all staff assuring them that their jobs were secure and that we would wind back capital expenditure if needed to keep all staff employed. We also offered fee discounts to families in financial difficulty and the Board also approved the waiving of the Resources Levy for a period during 2020. Graeme Evans was also appointed to oversee the organisational response to COVID 19 and I commend him on his important work.

It was remarkable how our staff rallied to ready themselves for remote learning. Our Apple MacBook program and the recent introduction of a new Learning Management online system, iLearn, proved to be greatly beneficial in this new environment. Staff accomplished the miraculous with their efforts to continue learning remotely with specially prepared materials sent home or online learning. Staff at Narnia Early Learning Centres are to be commended for their efforts throughout the intense period of the crisis also.

A major achievement for the year was the development of Strategic Plans for the Foundation, the acceptance of these by schools to develop their School Improvement plans for the next three years. In addition, Enabling Strategies were developed for the important work of the Foundation Office to 'enable' the mission focused and

effective operation of the organisation. A generic 'New Schools Strategic Plan' is currently under development to support the work of new school teams in planning the establishment of new schools.

In terms of staff in the Foundation Office we welcomed Matthew Gray as CFO, we farewelled Hannah Moriarty and Stephen Fyson, appointed Rachel Hall and Christine Salvini as Executive Assistants and commenced preparing to advertise for the new roles of Director of People and Culture, and Director of Development and Community.

Following the resignation of Darren Cox as Principal at Cessnock an extensive search was conducted to select a new Principal. Though this process was thorough, none of the prospective candidates were selected and this led to the current Deputy Principal, Matthew Connett, being appointed in the role of Acting Principal, in anticipation of the search continuing in 2021.

Infrastructure developments progressed well during the year despite COVID. The Senior School building at Cessnock and the DALE building at Gosford were both completed successfully. Planning also progressed on the many other projects managed by the Project Control Group. And here I want to thank the group for their sterling efforts throughout 2020 under the chairmanship of Ian Easton our College Architect.

During 2020 we were very successful in securing infrastructure grants and BGA grants. 22 million dollars was secured in once in a lifetime EIF infrastructure grants for projects at Cessnock, Charmhaven and Huntlee. In addition, BGA grants of \$800k at Gosford for a new Senior School building, \$850k at Port Stephens for a new Junior School building and \$600k at Kurri for a new Young Parents School.

It is important to appreciate the work of the Board. Thank you to Les Holland as Chair and members Ben Picton, Paul Dorrity, Tony Urquhart, Stephen Clarke, Prof John Attia and Robert Fogg. Thank you also for the service of officers of the Foundation to the Board. Thank you to Graeme Evans, Matthew Gray and Garry Paget. From the Board we farewelled Edna Dobson after 25 years of dedicated service on the Board. This is truly a remarkable contribution and we honour Edna for her service and commitment.

Throughout the year SPELT meet regularly to oversee all our schools and support one another and learn from each other. SPELT is the St Philip's Executive Leadership Team and is made up of all

the senior leaders in the group. Principal Newcastle - Pam O'Dea, Principal Port Stephens – Martin Telfer, Principal Gosford - Michelle Cairelli, Acting Principal Cessnock – Matt Connett, Principal DALE – Bronwyn Thoroughgood, Principal Teaching School – Samantha Van De Mortel, Executive Director Early Learning – Lea Rule, Chief Financial Officer - Matthew Gray, Deputy CEO – Graeme Evans and myself. I commend everyone on their dedication to the task of keeping our schools running and delivering high quality learning and care for our students during a most difficult year.

As you read this annual report one thing will become evident. That is the quality of our students. So, my congratulations go to each and every one of our students for your hard work and diligence in 2020 and for all you have achieved. Well done!

Every blessing,

Graeme Irwin AM  
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 1,373. 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, and 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, including the implementation of HSC SmartTrack in 2020, 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.

A wide and varied range of extra-curricular activities are offered including sport gala days and representative team sports, musicals, dance eisteddfods, choral groups, vocal ensembles and choirs, concert and stage bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and mission trips. "High Street Productions" is an after-school Performing Arts program providing tuition in drama, dance and musical theatre.

The Centre for Innovation and Learning, which has a K-6 Hub and a 7-12 Hub has recently been completed, accommodating a range of services including Library Services, 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 provides 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 strengthen student-centred learning throughout the College, 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.

The PBL pedagogy 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 2020, is "COURAGE" to live beyond ourselves, which positions our students to have the courage to expand their thinking to embrace how they can live beyond themselves to make a difference, locally, nationally and globally.

# NAPLAN

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below and available on My School.

	2014	2015	2016	2017	2018	2019
Compare to	● Students with similar background		● 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>



## THEME 4 - Senior Secondary Outcomes (Student Achievement)

# 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 80% 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 school did not have any students that required the award of a Record of Achievement.

In 2020, 115 students sat for the NSW Higher School Certificate in 30 courses. In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 54% of these placed in Bands 5 and 6 (80-100 marks). Of the 27 candidates who sat for a one unit extension course 100% achieved 25 marks or more out of 50 with 92% 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.

In 2020, **115** students sat for the **HSC**

## 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 2020

2020 courses offered on site:

- Hospitality
- Entertainment
- Construction
- Outdoor Recreation (Non-ATAR)
- Screen and Media (Non-ATAR)
- VET Visual Art (non-ATAR)
- Christian Ministry (Non-ATAR) (external RTO delivered onsite)
- Allied Health (external RTO delivered onsite)



# VET in 2020

<b>Course</b>	<b>No of Students Stage 6</b>	<b>No of Students Yr 12</b>
Construction	28	13
Entertainment	20	6
Hospitality	23	10
Outdoor Recreation (external RTO)	22	0
Allied Health (external RTO)	20	9
Screen and Media	15	5
VET Visual Art	10	1
Christian Ministry (external RTO)	6	1
Education Support	6	5
TAFE	35	10
Other External Providers	15	5
<b>TOTALS</b>	<b>52 students*</b>	

\*Twelve Yr 12 students did two or more VET subjects

**Percentage of Year 12 students undertaking VET/TVET Courses** 44%

**Percentage of Year 12 subjects that are VET/TVET Courses** 16%

**Percentage of Year 12 students attaining the HSC or VET qualification** 92%

There were **52** students enrolled in a VET Course in **2020**

# Higher School Certificate Results

## 2020

Subject	Total Students	School % Bands 3 - 6	State Comparison % Band 3 - 6	School % Band 1 - 2	State Comparison %
Ancient History	10	100	83.59	0	16.39
Biology	48	95.82	86.41	4.16	13.56
Business Studies	26	96.13	82.04	3.84	17.92
Chemistry	12	100	90.06	0	9.99
Community & Family Studies	8	100	89.9	0	10.07
Design & Technology	22	100	97.71	0	2.26
Dance	5	100	98.45	0	1.51
Engineering Studies	12	100	91.05	0	8.92
Standard English	40	100	88.69	0	11.28
Advanced English	64	100	99.26	0	0.71
English Extension I	11	100	97.17	0	0.81
English Extension II	1	100	99.19	0	0.79
Legal Studies	12	100	88.1	0	11.86
Mathematics Standard 2	54	92.57	74.9	7.4	25.06
Mathematics	40	97.5	95.55	2.5	4.41
Maths Extension I	14	100	94.18	0	5.79
Maths Extension II	2	100	97	0	2.98
Modern History	11	100	83.77	0	16.2
Music I	4	100	97.62	0	2.35
PD/H/PE	46	100	84.91	0	15.05
Physics	17	100	85.47	0	14.49
Software Design & Development	6	100	87.39	0	12.58
Society & Culture	11	100	93.85	0	6.12
Studies of Religion I	19	100	93.8	0	6.17
Studies of Religion II	11	100	91.74	0	8.23
Visual Arts	15	100	97.76	0	2.2
Construction	8	100	52.94	0	32.62
Hospitality Operations	7	100	82.37	0	17.58
Entertainment Industry	4	100	83.12	0	16.85

THEME 4 - Senior Secondary Outcomes (Student Achievement)

# HSC Results 2013 - 2020

		Total Students	School %	State Comparison %	School %	State Comparison %
		In Course	Band 3-6	Band 3-6	Band 1-2	Band 1-2
Ancient History	2020	10	100	83.59	0	16.39
	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	2020	48	95.82	86.41	4.16	13.56
	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	2020	26	96.13	82.04	3.84	17.92
	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	2020	12	100	90.06	0	9.99
	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	2020	8	100	89.9	0	10.07
	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

**THEME 4 - Senior Secondary Outcomes (Student Achievement)**

# HSC Results 2013 - 2020

Dance	2020	5	100	98.45	0	1.51
Design & Technology	2020	22	100	97.71	0	2.26
	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
	French Beginners	2020	0	0	0	0
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	2020	40	100	88.69	0	11.28
	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	2020	64	100	99.26	0	0.71
	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	2020	0	0	0	0	0
	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

THEME 4 - Senior Secondary Outcomes (Student Achievement)

# HSC Results 2013 - 2020

English Extension I	2020	11	100	97.17	0	0.81
	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	2020	1	100	99.19	0	0.79
	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
Engineering Studies	2020	12	100	91.05	0	8.92
	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	2020	0	0	0	0	0
	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	2020	12	100	88.1	0	11.86
	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

**THEME 4 - Senior Secondary Outcomes (Student Achievement)**

# HSC Results 2013 - 2020

Mathematics Standard 2	2020	54	92.57	74.9	7.4	25.06
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	2020	40	97.5	95.55	2.5	4.41
	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	2020	14	100	94.18	0	5.79
	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	2020	2	100	97	0	2.98
	2019	2	50	96.92	50	3.05
	2018	4	100	97.77	0	2.2
	2017	2	100	97.48	0	2.5
	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	2020	0	0	0	0	0
	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

THEME 4 - Senior Secondary Outcomes (Student Achievement)

# HSC Results 2013 - 2020

Modern History	2020	11	100	83.77	0	16.2
	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	2020	4	100	97.62	0	2.35
	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	2020	46	100	84.91	0	15.05
	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	2020	17	100	85.47	0	14.49
	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	2020	11	100	93.85	0	6.12
	2019	8	100	93.57	0	6.39
Software Design & Development	2020	6	100	87.39	0	12.58
	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

THEME 4 - Senior Secondary Outcomes (Student Achievement)

# HSC Results 2013 - 2020

Studies of Religion I	2020	19	100	93.8	0	6.17
	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	2020	11	100	91.74	0	8.23
	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	2020	15	100	97.76	0	2.2
	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	2020	8	100	52.94	0	32.62
	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	2020	7	100	82.37	0	17.58
	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

# HSC Results 2013 - 2020

Entertainment Industry	2020	4	100	83.12	0	16.85
	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



# STUDENT

A C H I E V E M E N T

# hsc 2020

## Claire Andrews

The Dux of the College this year is awarded to Claire Andrews who demonstrated exceptional achievement across all courses of study, including 1st place in school-based assessment, including :

- Chemistry
- English Advanced
- Physics

Claire has been recognised on the NESA Merit List as an All Rounder, receiving Band 6 results in each course she studied. This year, Claire was also the recipient of the University of Newcastle Medal for 2020 and the College Medal for Academic Excellence in 2020. Claire is planning to study Chemical Engineering at Newcastle University and has received a significant scholarship which will contribute towards her studies.



Highest  
ATAR  
99.4

# HSC ALL ROUNDERS

A C H I E V E M E N T

EMILY  
BAKER  
97.85



MICHAEL  
BECKHOUSE  
98.70



ESAN  
HASAN  
99.10



ISABELLE  
IMIG  
98.8



JONAH  
MURPHY  
96.45



KHUSHI  
PATEL  
98.35



## Distinguished Achievers

CHRISTOPHER ADAMS  
Engineering Studies

FRANK AGBOLA  
Business Studies

FRANK AGBOLA  
English Advanced

CLAIRE ANDREWS  
Chemistry

CLAIRE ANDREWS  
English Advanced

CLAIRE ANDREWS  
English Extension 1

CLAIRE ANDREWS  
Mathematics Extension 1

CLAIRE ANDREWS  
Mathematics Advanced

CLAIRE ANDREWS  
Physics

EMILY BAKER  
Biology

EMILY BAKER  
English Advanced

EMILY BAKER  
English Extension 1

EMILY BAKER  
Mathematics Advanced

EMILY BAKER  
PDHPE

EMILY BAKER  
Studies of Religion 1

BENJAMIN BARNETT  
Entertainment Industry

FINLAY BARNETT  
Mathematics Extension 1

FINLAY BARNETT  
Mathematics Extension 2

JOSHUA BARTLETT  
Biology

JOSHUA BARTLETT  
Mathematics Advanced

JOSHUA BARTLETT  
Physics

MICHAEL BECKHOUSE  
Ancient History

MICHAEL BECKHOUSE  
English Advanced

MICHAEL BECKHOUSE  
Mathematics Advanced

MICHAEL BECKHOUSE  
Modern History

ZAIRA CARTLEDGE  
Legal Studies

ZAIRA CARTLEDGE  
Mathematics Standard 2

ELLEN DARBY  
English Extension 1

ELLEN DARBY  
Mathematics Standard 2

ELLEN DARBY  
PDHPE

ANABELLA  
DIAMANDIS - NIKOLETATOS  
English Advanced

ANABELLA  
DIAMANDIS - NIKOLETATOS  
Legal Studies

SOPHIE FRITH  
Business Studies

ELLA GUINEY  
Mathematics Advanced

ALEXANDRA HARRISON  
English Advanced

ALEXANDRA HARRISON  
English Extension 1

ALEXANDRA HARRISON  
PDHPE

ALEXANDRA HARRISON  
Studies of Religion 2

ALEXANDRA HARRISON  
Visual Arts

ESAN HASAN  
Chemistry

ESAN HASAN  
English Advanced

ESAN HASAN  
Mathematics Extension 1

## Distinguished Achievers

ESAN HASAN  
Mathematics Extension 2

ESAN HASAN  
Physics

KATE HASSETT  
Design & Technology

KATE HASSETT  
Hospitality

SARAH HOFFMAN  
English Advanced

SARAH HOFFMAN  
English Extension 1

SARAH HOFFMAN  
Legal Studies

ISABELLE IMIG  
Biology

ISABELLE IMIG  
Design & Technology

ISABELLE IMIG  
English Advanced

ISABELLE IMIG  
Mathematics Standard 2

ISABELLE IMIG  
Visual Arts

OLIVIA LEONG  
English Advanced

OLIVIA LEONG  
Legal Studies

OLIVIA LEONG  
PDHPE

KAYLA MALLICK  
English Advanced

KAYLA MALLICK  
Mathematics Advanced

KAYLA MALLICK  
Music 1

KAYLA MALLICK  
PDHPE

JORDAN MANNING  
Legal Studies

JONAH MURPHY  
Biology

JONAH MURPHY  
Business Studies

JONAH MURPHY  
English Advanced

JONAH MURPHY  
Mathematics Advanced

JONAH MURPHY  
PDHPE

JONATHAN OSWALD  
Software Design & Development

KHUSHI PATEL  
Biology

KHUSHI PATEL  
Chemistry

KHUSHI PATEL  
English Advanced

KHUSHI PATEL  
Mathematics Advanced

KHUSHI PATEL  
Visual Arts

SOFIA PAULEY  
Ancient History

SOFIA PAULEY  
Legal Studies

HIRUDILI PERERA  
Biology

HIRUDILI PERERA  
Design & Technology

HIRUDILI PERERA  
English Advanced

HIRUDILI PERERA  
Visual Arts

GRACE REES  
Design & Technology

GRACE REES  
Society & Culture

BREANNA ROBARDS  
Biology

BREANNA ROBARDS  
English Advanced

BREANNA ROBARDS  
Mathematics Advanced

## Distinguished Achievers

BREANNA ROBARDS  
PDHPE

TARA SALEM  
English Advanced

REUBEN TAPPOURAS  
Construction

BREANNA ROBARDS  
Studies of Religion 1

TARA SALEM  
English Extension 1

THOMAS TILDSLEY  
Ancient History

SARA RODRIGUES  
Community & Family Studies

GEORGIA SILIC  
Design & Technology

ISABELLA VAN DE MORTEL  
English Advanced

SARA RODRIGUES  
Mathematics Advanced

GEORGIA SILIC  
Mathematics Standard 2

HELENA WALKOM  
Visual Arts

INDIANA RYAN  
Visual Arts

GEORGIA SILIC  
Visual Arts

SOPHIE WRIGHT  
English Advanced

SOPHIE WRIGHT  
PDHPE

## Practical & Performance Nominations

### ART EXPRESS - Visual Arts

Indiana Ryan  
Helena Walkom

Maridyula. Yango - Successful  
Homeland - Successful

### CALLBACK - Dance

Ella Brennan  
Ella Brennan  
Ella Ebert  
Ella Ebert  
Tyla Hardy  
Tyla Hardy  
Lily Love

Core Composition  
Core Performance  
Core Performance  
Major Study Performance  
Core Performance - Successful  
Major Study Performance  
Major Study Performance

### SHAPE - Design & Technology

Isabelle Imig  
Georgia Silic

Courage Kits  
MYKEY

## THEME 5 - Teacher Professional Learning, Accreditation and Qualifications

Due to COVID restrictions in 2020, professional development activities were considerably curtailed, especially in terms of external PD.

Staff were involved in professional development within the College in the following areas:

- mySPCCiLearn upskill for COVID teaching
- New Staff Induction Series
- School Box Implementation
- PBL Training
- Data analysis RAP
- Code of Conduct Refresher
- Staff Conference Afternoon
- Progressive Assessment and reporting

All teaching staff and Learning Support Assistants completed online modules in relation to legislation about Disability and also the NCCD.

Several staff continued to work on or complete their Masters degrees, as well other further studies.

Celebrations for World Teachers' Day included the award of the inaugural Teachers' Teacher awards to 4 members of staff. These members of staff were nominated by their peers for their outstanding support of their peers and excellence in the core values as they relate to learning and teaching. They were: Mark Frankham, Danni Litchfield, Wendy Hall and Ruth Campbell.

Several of our teachers were recognised for their influence across the College from the Teachers Guild of NSW. Due to COVID restrictions, they were unable to travel to Sydney to receive these at the TGNSW annual dinner to receive their awards. We celebrated the following outstanding teachers at our own celebration dinner: Rebekah Margach, Belinda Nichols, Aaron Batterham, Alex Krause and Brodie Cashmere.

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.

- 2020 Regional Development Summit
- Addressing the NEW in the Senior Maths Course
- Advanced Strategic Mathematics Yr 5
- AIS Research Modules x 25hrs
- App in a Day
- Captivate Yr 10 Food Tech
- Career Advisors Workshop

- Career Industry Update
- Ceramics Part 2
- Collaborative HSC Teachers Networking day
- Comprehension with Gail Brown
- ETA English Ext 1
- HSC D & T Practical Marking day
- HSC D & T Stage 6 Success
- HSC, ATAR and Scaling - For Science Teachers
- Informed, sensitive and responsive trauma practices
- Introduction to Explicit Instruction
- MacqLit
- Maths Webinar on New Syllabus Content
- Meet the Marker
- Mini Certificate of Gifted Education
- Mini COGE Advanced: More Curriculum Differentiation
- MiniLit
- Navigating School-Based Assessment in Stage 6 Languages
- NCCD Network Meeting
- Nurturing Creativity
- Pacific Seminar - Happiness & Happenings - Brian Cox
- Phonemic Awareness
- Positive Partnerships
- Positive Partnerships Training
- Preparing for HSC Biology Exam 2020
- Recent Advances in Understanding Word-Level Reading
- Strategies for Teaching Problem Solving in Maths
- Talk for Writing
- The Writing Revolution
- Understanding Reading Comprehension

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 have now ceased. 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.

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.



## *Teacher Accreditation*

### **Level of Accreditation**

Conditional	3
Provisional	7 (4 are casual)
Proficient Teacher	126
Highly accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

### **Number of Teachers**

3
7 (4 are casual)
126
0
0

## *Teacher Qualification*

### **Category**

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or

Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guideline but lack formal teacher education qualifications

### **Number of Teachers**

136
0

\*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included

**SAINTS**  
STRONG. FIT. ACTIVE.



THEME 6 - Workforce Composition

TEACHING  
STAFF

119

FULL-TIME  
EQUIVALENT  
TEACHING  
STAFF

103.6

NON-TEACHING  
STAFF

58

FULL-TIME  
EQUIVALENT  
NON-TEACHING  
STAFF

43.6

<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:

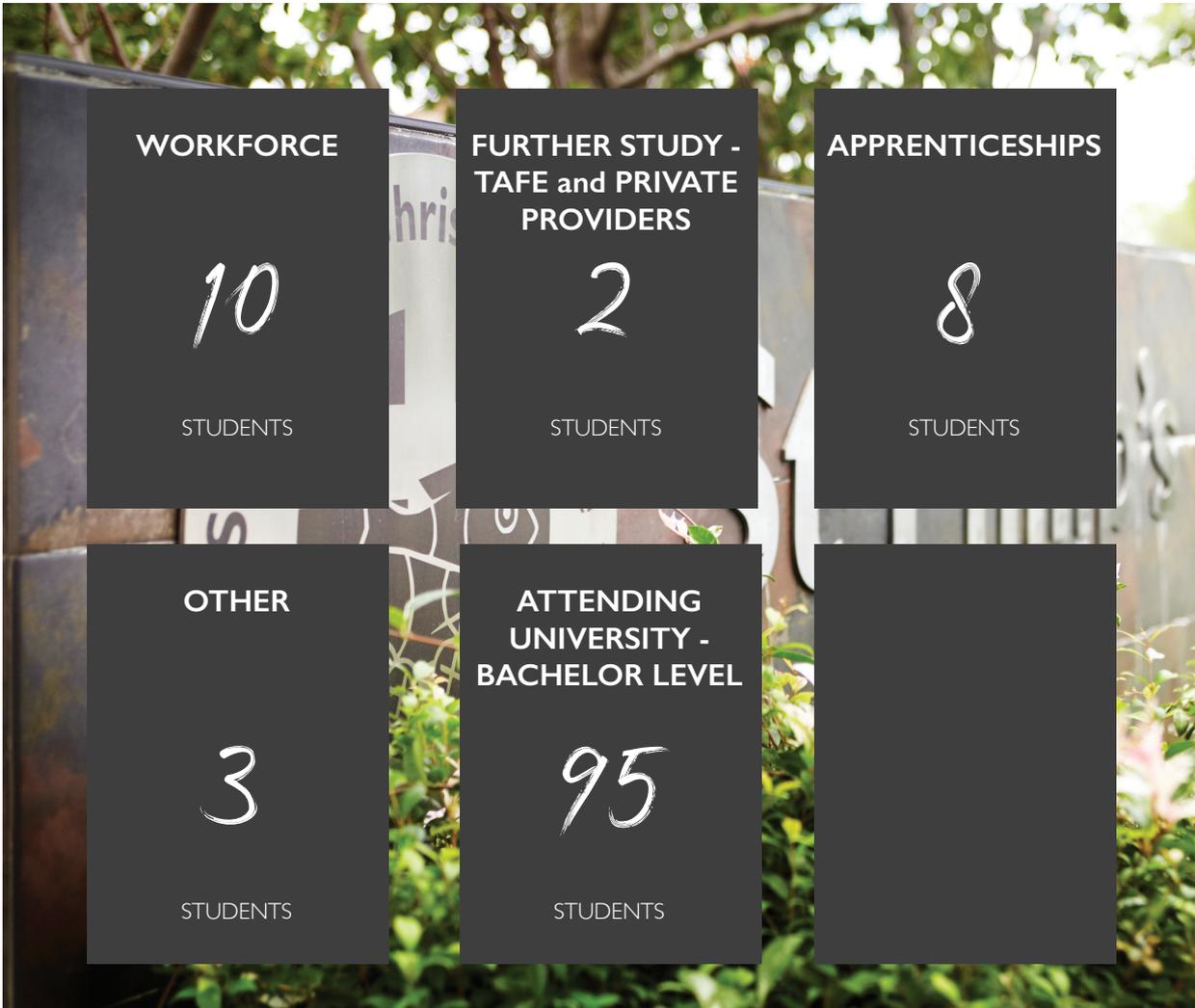
Parents/guardians are expected to contact the College on the day of the child's absence to inform the College of that absence. (Parents/Guardians are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the parent/guardian 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	1	31	184	153	83.15
0	71	959	13064	12105	92.66
1	76	954	13984	13030	93.18
2	74	825	13616	12791	93.94
3	84	881	15456	14575	94.3
4	81	809	14904	14095	94.57
5	108	1408	19872	18464	92.91
6	88	1167	16192	15025	92.79
7	144	1921	26496	24575	92.75
8	169	2657	31096	28439	91.46
9	134	1696	24656	22960	93.12
10	132	1939	24288	22349	92.02
11	149	1455	27416	25961	94.69
12	123	1221	22632	21411	94.6
<b>Totals:</b>	<b>1434</b>	<b>17923</b>	<b>263856</b>	<b>245933</b>	<b>93.21</b>

# Post School Destinations



# Retention Rate

The retention rate of students who completed Year 10 (2018– 132 students) and continued on in the school to complete Year 12 (2020 – 115 students) was 87%.

# 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 2020.

*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 2020. The full text of the Student Welfare Policy Framework is available for all staff on MySPCC. The full text of required policies are available for parents on the College website.

- 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
- 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 – Home Learning Policy (updated 2020)
- 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 2020.

**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 2020.

# 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 2020, no changes were made to the Managing Complaints policy. A new Grievance Handling policy, including Confidential Informing (Whistle-Blowing) has been implemented.

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 on MySPCC. A summary is also contained in the Staff Handbook and the information booklet for the Board of Governors.



### Overview

St Philip's Christian College, Newcastle, a co-educational K-12 independent school, was established in 1982 and has a student population of 1370 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. Our cultural distinctives flow out of our values; Believing in God, Connecting to Others, Thinking for Life, Creating for Good and Taking Responsibility.

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 focused on encouraging our students to seek and to question, so that faith in Jesus 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. We believe that the development of 25 Learning Habits, contained in our Whole of Life Framework, overarches all that we do as an educational community. These are the life-long habits that we aspire to see embedded in the life of a St Philip's graduate and all who work in our College. 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, and 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, alternative Stage 6 pathways, and innovation in ICT. 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, many instrumental and vocal ensembles, private music instruction, drama performances, High Street Productions, academic competitions, inter-school debating, camps and mission/service 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.

New spaces that have been added in 2020:

- Senior and Middle School Centre – a flexible learning space for Middle & Senior School classes – including PBL
- The Science Precinct
- Ninja Park

# School Identified Priority Areas

## 1. IMPROVING TEACHER PRACTICE

Intended outcomes:

- Every teacher in every classroom will have clarity about what effective teaching is and how it is achieved
- Every teacher in every classroom will be able to differentiate effectively
- Every teacher in every lesson will make learning intentions and success criteria explicit to students
- Every teacher will utilise effective feedback to enable students to improve the quality of their learning and understanding
- Teaching teams will use data effectively to improve the quality of teaching and student outcomes
- Teachers will be demonstrably more skilful and have greater efficacy
- Instructional Coaching will be embedded in our learning culture and procedures
- Poor performance will be attended to. Excellence will be celebrated

## 2. EXCELLENCE IN LITERACY (K-12)

Intended outcomes:

- Every 7-10 teacher in all KLA's to understand and be trained to teach key vocabulary and grammatical structures required for their subject area
- Teachers will be demonstrably more skilful in using spelling strategies in every KLA, focusing on morphology and etymology
- Following teacher training, staged implementation of Spelling Mastery from Years 2 – 6 to improve students' achievement of spelling outcomes
- Every student in Years 2 – 7 will read daily to increase their fluency and accuracy, using the Read Naturally Program
- Every student who has a reading deficit in Years 8 – 10, or is reading beyond their age range in K-1, will read daily to increase their fluency and accuracy, using the Read Naturally Program
- A systematic approach will be developed to track data so as to identify students who need support to improve literacy outcomes and measure effectiveness of intervention
- Every teacher in every classroom will have clarity about their responsibility in improving students' achievement of literacy outcomes
- Every student experiences a quality Tier 1 Literacy Program
- Any student identified with literacy needs (including targeted Year 5 students), participates in a Tier 2 Program, with Learning Support Assistants providing 'double and triple dipping' throughout the day, under the direction of the classroom teacher, to ensure students keep up, rather than need to catch up



## RATIONALE

### Improving Teacher Practice

Hattie (2017) and Sharratt (2018) make it very clear that increasing teacher's skills and their collective efficacy is the key to the improvement of student outcomes. In order to increase teacher skill and efficacy, there must be clarity and shared understanding of what effective teaching and learning is. We are targeting specific skills that need improvement within the College; differentiation, feedback and student-centred learning and achieving this through the development of Instructional Coaching, training CLT in "Open to Learning Conversations" and the use of data boards and data conversations with their teams. The Learning and Teaching Team are spear heading an amount of the momentum in this area and mediating their work through Middle Level Curriculum Leaders. We will continue to place value and emphasis on the Whole of Life Framework in teaching and learning in the College. The SPCC Professional Development and Performance Framework will be published, established and utilised. Job descriptions will be completed and utilised

### Excellence in Literacy K-12

Achieving excellence in Literacy extends beyond lifting academic achievement into developing the advanced reading and writing skills that enable our students to reflect on the significant ideas of others and the ability to record their own thoughts, observations and contributions. Fisher, Frey and Hattie (2016) assert the life-long importance of Literacy to improve quality of life, increase choice and provide a gateway to other learning.

As Rastle (2019) suggests, all purposeful activity in contemporary society involves interaction with language and text, therefore positioning Literacy as the most important 21<sup>st</sup> century skill. Across K-12 in all KLAs, we have identified literacy needs, and by targeting the specific skills and knowledge relevant to each KLA, these needs will be addressed, lifting the standard of student achievement in literacy. By creating sustainable systems for analysing student data, we will be able to effectively measure the success of intervention. Our response to intervention will be guided by research and adopt evidence-based programs and instructional elements.

(Fisher, D., Frey, N., Hattie, J. (2016). Visible Learning for literacy, grades K-12: implementing the practices that work best to accelerate student learning. California: Corwin.

Rastle, K. (2019). The Journey to Skilled Reading. In J. Murphy (Ed.), The ResearchED guide to Literacy (pp 11-22). Woodbridge: John Catt.)

## TARGETS

### Improving Teacher Practice

- Demonstrable improvement in individual and collective efficacy scales
- Demonstrable improvement in use of data to improve student outcomes in every team
- All Professional Learning Plan discussions and reflections show individual teachers' understanding of their personal impact on learners' outcomes
- Use of Open to Learning Conversations by Leaders and evidence of their success in changed practice
- Evidence of Learning Intentions and Success Criteria being used well in all classes
- Data discussion in relation to improvement of practice and student outcomes is a priority in Team Meetings
- Teacher feedback is effective and visible on iLearn
- Record of how under performance is managed and resolved
- Record of excellence in practice and how it is celebrated

### Excellence in Literacy K-12

- Evidence of instructional strategies in targeted areas of literacy in all KLA classes
- Improved fluency and accuracy for all students participating in the Read Naturally Program
- A systematic approach is created and implemented to track data of students learning needs in literacy
- Demonstrable improvement in achievement of literacy outcomes in Year 5
- Teachers have a clear understanding of their responsibility to meet the literacy needs of every student in every KLA
- Demonstrable improvement in Spelling achievement through implementation of Spelling Mastery Program

## Priority Area One - Improving Teacher Practice

PRIORITY AREA ONE	IMPROVING TEACHER PRACTICE	
STRATEGIES	INDICATORS	IMPROVEMENT MEASURES (IM) OR SUCCESS CRITERIA (SC)
All teachers complete the Teacher's Sense of Efficacy Scale and the Collective Teacher Belief Survey	Teaching (Indicator 4) Staff are committed and professional educators who adopt a "best practice" approach, applying a range of innovative teaching styles and strategies which cater for the needs of individual students, and reflecting and evaluating their practice to enhance student learning outcomes	(IM) Surveys are completed in February, June and November. Results are published as trends
Professional Learning Plans explained for 2020 via video. Accountability is through code word at the end of the video	Teaching (Indicator 5) Staff are given opportunities to recognise and develop their professional strengths and contribute them to the vision of the College	(SC) 100% of staff have watched PLP video
Professional Development and Performance Framework complete	Teaching (Indicator 5) Staff are given opportunities to recognise and develop their professional strengths and contribute them to the vision of the College	(SC) PDPF is published on MySPCC
Professional Learning Plans completed and need to focus on one of: <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Effective Feedback</li> <li>• Data Analysis</li> <li>• Cognitive Load</li> <li>• Literacy in the Classroom</li> <li>• Instructional Coaching</li> <li>• Student Centred Learning</li> </ul>	Teaching (Indicator 5) Staff are given opportunities to recognise and develop their professional strengths and contribute them to the vision of the College 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.	SC 100% of PLP complete 100% of PLP allocated to Leaders
All staff complete termly readings in the areas of improvement and discuss in Team Meetings at end of each term. Term 1 Effective Teaching Term 2 Data Analysis Term 3 Effective Feedback Term 4 Assessment Competent Learners	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.	(SC) All Curriculum Leaders report on discussion and impact (SC) All Teachers record discussion in MTA
All teachers receive PL on the key aspects of effective teaching and learning and complete test and reflection Delivered via short video clips	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.	(IM) All teachers gain 90% and above on Effective Teaching test
Leaders complete Open to Learning Workshop and practice	Leadership (Indicator 1) Leaders actively develop strengths and nurture individual differences in those they lead.	(IM) Survey before and after PL in regard to confidence and ability to conduct a learning conversation.
Instructional Coaching is implemented. See separate action plan	Teaching (Indicator 2) Staff are collaborative and share resources etc in a supportive environment. Leadership (Indicator 9) Leaders take initiative to provide continual improvement and embrace purposeful change. Leadership (Indicator 3) Leaders are supportive of those they lead.	(IM) Instructional Coaches report on changes and improvements to practice throughout coaching. (IM) Coachees self-report on changes and improvements to practice throughout coaching.

## THEME 10 - School Determined Priority Areas for Improvement

<p>All staff receive PL in Learning Intentions and Success Criteria and implement Curriculum Leaders are responsible for checking that this is happening</p>	<p>Teaching (Indicator 3) Staff adhere to the College policies on programming, assessment and documentation. Learning (Indicator 7) Students are supported, in safe learning environments, to extend themselves beyond their comfort zone. Leadership (Indicator 7) Leaders model purpose, competence and loyalty in the fulfilment of their responsibilities.</p>	<p>(IM) Random survey of students asking about when LI and SC are being used in which classes. (IM) Observation by ICs and others.</p>
<p>Staff receive PD about 5+ Clusters and how to differentiate</p>	<p>Teaching (Indicator 4) Staff are committed and professional educators who adopt a "best practice" approach, applying a range of innovative teaching styles and strategies which cater for the needs of individual students, and reflecting and evaluating their practice to enhance student learning outcomes Teaching (Indicator 7) Staff use data to inform and improve learning outcomes.</p>	<p>(IM) Pre test and Post Test (IM) Survey of students before and after PL</p>
<p>All Staff receive in PL in data use by teams to examine teaching practice and improve student outcomes.</p>	<p>Teaching (Indicator 7) Staff use data to inform and improve learning outcomes.</p>	<p>(SC and IM) Teams are utilising the practices taught in PL and report on changes to practice and student outcomes.</p>
<p>Performance Review Procedures will be published on MySPCC and staff told they are there.</p>	<p>Culture (Indicator 1) There is a clear practical outworking of the mission, vision, goals and policies of the school. Culture (Indicator 9) A high degree of excellence is achieved in all programs, activities and events, for the glory and honour of God.</p>	<p>(SC) Performance Review Procedures are: <input type="checkbox"/> ratified by ELT <input type="checkbox"/> Published on MySPCC <input type="checkbox"/> Communicated to staff</p>
<p>Weekly review of this aspect of the SIP with action needed recorded and follow up recorded. A short report will be sent to the Principal each week about what has happened during the week, changes that need to be made, additions to the plan etc.</p>	<p>Leadership (Indicator 7) Leaders model purpose, competence and loyalty in the fulfilment of their responsibilities. Leadership (Indicator 9) Leaders take initiative to provide continual improvement and embrace purposeful change.</p>	
<p>Professional Learning and Performance FW</p>		
<p>Professional Development</p>		

## Priority Area Two - Excellence in Literacy K-12

PRIORITY AREA TWO	EXCELLENCE IN LITERACY K-12	
STRATEGIES	INDICATORS	IMPROVEMENT MEASURES (IM) OR SUCCESS CRITERIA (SC)
<p>Implementation of Literacy Progressions (Vocabulary, Punctuation, Grammar) in Years 7 – 10 through weekly Direct Instruction via video, and practice in all KLA's. This will be delivered through 4 x KLA's</p> <p>Year 7 – HSIE Year 8 – Science Year 9 – Mathematics Year 10 – English (Outcome 1)</p>	<p>Teaching (Indicator 1) Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the implementation of their programs.</p> <p>Teaching (Indicator 2) Staff are collaborative and share resources etc in a supportive environment.</p> <p>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.</p>	<p>(SC) - Videos produced Teacher engagement with instruction evidenced through improved student outcomes</p>
<p>PD of Years 7 – 10 teachers in understanding the subject specific vocabulary and effective spelling strategies (such as etymology and morphology) to improve students' written expression (Outcome 2)</p>	<p>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.</p>	<p>(IM) Evidence in Years 7 – 10 teachers' programs</p>
<p>Training of Instructional Coaches and members of ELECT in the use of Spelling Mastery. The coaches will then train their teams to implement Spelling Mastery during Term 3. (Outcome 3)</p>	<p>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.</p>	<p>(SC) 100% of ELECT have completed Spelling Mastery Training</p>
<p>Implement "Read Naturally" Program for every student in Years 2 – 7. Learning Support teachers and Director of Studies K – 6 to provide ongoing professional learning in how to capitalise on the benefits of the program as a resource, and support students' learning by addressing any identified learning needs via explicit teaching of skills. (Outcome 4)</p>	<p>Learning (Indicator 1) Student learning is measured through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.</p> <p>Learning (Indicator 2) Student achievement at all ability levels is recognised.</p> <p>Teaching (Indicator 4) Staff are committed and professional educators who adopt a "best practice" approach, applying a range of innovative teaching styles and strategies which cater for the needs of individual students, and reflecting and evaluating their practice to enhance student learning outcomes</p>	<p>(SC) Any student with an identified reading fluency target is enrolled in the Read Naturally program.</p> <p>(IM) Teams are utilising the practices taught in PL and report on changes to practice and student outcomes.</p>

## THEME 10 - School Determined Priority Areas for Improvement

<p>All GATE students in K- 1 to be enrolled in “Read Naturally” Program, and any students in Years 8 – 10 who demonstrate a reading deficit, with regular review to maximise the opportunities for any identified student in K-1 or Years 8 – 10. (Outcome 5)</p>	<p>Learning (Indicator 2) Student achievement at all ability levels is recognised.</p> <p>Learning (Indicator 7) Students are supported, in safe learning environments, to extend themselves beyond their comfort zone.</p>	<p>(SC) Any student with an identified reading fluency target is enrolled in the Read Naturally program.</p>
<ol style="list-style-type: none"> <li>1. Explore available data tracking measures that enable teachers to identify areas of need for individual students .</li> <li>2. Implement the measure that achieves the most sustainable and worthwhile outcome to improve literacy outcomes. (Outcome 6)</li> </ol>	<p>Teaching (Indicator 7) Staff use data to inform and improve learning outcomes.</p> <p>Leadership (Indicator 3) Leaders are supportive of those they lead.</p>	
<p>Establish a team of leaders of literacy practice (ELECT) that represent K-6 with identified responsibilities for</p> <ul style="list-style-type: none"> <li>• leading other teachers in effective literacy instruction</li> <li>• empowering individual teachers to monitor progress of individual students</li> <li>• reviewing and identifying areas of focus for continuous improvement (Outcome 7)</li> </ul>	<p>Teaching (Indicator 5) Staff are given opportunities to recognise and develop their professional strengths and contribute them to the vision of the College</p> <p>Leadership (Indicator 9) Leaders take initiative to provide continual improvement and embrace purposeful change.</p> <p>Leadership (Indicator 3) Leaders are supportive of those they lead.</p>	<p>(SC) ELECT established with a representative team member from every teaching grade.</p>
<p>Through ELECT:</p> <ul style="list-style-type: none"> <li>• utilise instructional coaches to build capacity in each teaching team to provide quality literacy instruction in the core program.</li> <li>• continue to review literacy instruction to ensure consistency and continuity from K – 6. (Outcome 8)</li> </ul>	<p>Teaching (Indicator 2) Staff are collaborative and share resources etc in a supportive environment.</p> <p>Teaching (Indicator 4) Staff are committed and professional educators who adopt a “best practice” approach, applying a range of innovative teaching styles and strategies which cater for the needs of individual students, and reflecting and evaluating their practice to enhance student learning outcomes</p> <p>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.</p>	<p>(IM) Instructional Coaches report on changes and improvements to practice throughout coaching.</p> <p>(IM) ELECT report on identified areas of focus and develop action plan to implement changes to practice.</p>
<p>Ensure learning intervention programs are delivered with fidelity:</p> <ul style="list-style-type: none"> <li>• train LSA’s, LSTs and selected classroom teachers in Tier 2 intervention programs (Minilit; Macqlit)</li> <li>• Develop programming instructions to integrate Tier 2 program in core class teaching programs.</li> </ul>	<p>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.</p> <p>Teaching (Indicator 3) Staff adhere to the College policies on programming, assessment and documentation.</p>	<p>(SC) 100% of staff who provide learning intervention programs have completed training.</p> <p>(IM) All core teaching programs include record of learning intervention (Tier 2) participation.</p>

## References

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning.

Hattie effect size list - 256 Influences Related to Achievement. (2020). Retrieved 8 February 2020, from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Sharratt, L. (2019). Clarity: What Matters Most in Learning, Teaching and Leading. California: Corwin.



## Overview

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 and Chapel, which is held each alternate week in Senior and Middle School and weekly in Junior School, school assemblies, and regular parent updates. Within all curriculum areas, the implementation of our core values is of utmost importance.
- The annual theme for the whole College was "COURAGE", which empowered us to face up to the unexpected challenges of COVID-19 and the significant changes that followed. No-one could have anticipated how much courage would be needed to outwork all the necessary changes that resulted in 2020. Throughout all of this, we aimed create a supportive culture whereby students and staff could focus their energies on building resilience, determination and adaptability so that they are better prepared to face an unknown future, and also to enable our children to thrive in the face of adversity.
- School-wide daily devotions written daily by the Principal or delegate were delivered via video to encourage all members of the school community to

unite, each morning, in reading the Bible and praying for God to help us to have courage. Students and staff 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, we engaged architects, engineers and builders to bring the vision of a 3 storey Active Learning Centre to life. This will pave the way for our students to establish their future healthy selves.
- Special celebrations and commemorations were limited due to COVID-19, with the Dedication and Commissioning, in February, being the only in-person celebration able to be held. However, this challenge created the opportunity for innovation as we engaged the community utilising various digital platforms.
- An Easter Service was successfully streamed online for the students, staff and parents. This service served to bring honour to God for what He has done for us, providing the opportunity to strengthen the College's core values. Student testimonies were of great encouragement as they shared the impact of God's powerful love at work in their lives.
- The annual STEM program provides 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, our students gain knowledge, skills and understanding in how to create products that change people's lives. While there were limited opportunities, due to COVID-19 in 2020, nevertheless, our students participated in the Subs in Schools Program successfully, being declared National Champions.
- SPCEF continued to develop the Teaching School in conjunction with Alphacrucis. SPCC Waratah employed 8 trainee teachers as part of this program, of which 2 teaching school students were conditionally accredited and employed full-time in 2020, to raise the next generation of quality Christian teachers who understand the values and responsibilities inherent in educating young Australians.
- Celebrations of World Teachers' Day was organised by a team of 2021 Year 12 leaders. Students wrote cards to teachers, gifts were given to all staff and students participated in a Kahoot competition about teachers across the College. Four teachers received inaugural Teachers' Teacher awards. These members of staff were nominated by their peers for their outstanding support of their peers and excellence in the core values as they relate to

## THEME 11 - Initiatives Promoting Respect and Responsibility

- learning and teaching. They were: Mark Frankham, Danni Litchfield, Wendy Hall and Ruth Campbell.
- Several of our teachers were nominated for Teachers Guild of NSW awards, but, due to COVID-19 restrictions, were unable to travel to Sydney to receive these at the TGNSW annual dinner. We celebrated the following teachers at our own celebration dinner: Rebekah Margach, Belinda Nichols, Aaron Batterham, Alex Krause and Brodie Cashmere.
  - Every student wrote an appreciation card to a College community member and these were distributed to staff and students at the end of the school year, in lieu of being presented at our usual K-12 Thanksgiving Service.
  - In response to COVID-19, we fast-forwarded our plan to transition to a Progressive Assessment and Reporting model, which afforded students, teachers and parents (Years 5-12) to receive real time feedback in relation to students' progress and achievement. The response to this significant change was positive. Students in K-4 continued to receive written reports.
  - With traditional Year 12 experiences being cancelled due to COVID-19, intentional focus was given to creating a meaningful rite of passage experience for Year 12 2020. An innovative approach to Year 12 Graduation was taken, which included a special lunch, live-streamed presentation, and a socially distanced K-12 farewell parade with open-top tour buses.
  - Communication increased throughout 2020 with daily COVID updates being provided for all staff and parents/carers. This consistent and regular communication was gratefully received and appreciated.
  - Successful launch of HSC SmartTrack with first cohort of 20 students commencing Year 11 with a radically different approach to the final years of school.
  - Implementation of Year 12 Academic Mentoring Program, where every student in Year 12 received one-on-one academic mentoring throughout the year.
  - New and Improved HSC RAP Analysis process, promoting greater ownership and responsibility for Faculty Heads.
  - Students able to complete allied health qualifications on-site as a part of their HSC pattern of study.
  - Staff Conference was successfully held online, staff participated positively.
  - Professional Development opportunities were also held via on-line forums.
  - K-12 Cross-Country Carnival was held at Blackbutt Reserve and was a successful day of building community across the College.
  - Year 7 students were able to engage with the 'Tutroad' show – an Egyptian History roadshow which visited school providing an opportunity for students in Year 7 to engage with experts in Egyptian history and interact with Egyptian artefacts.
  - During 2020, to the impact of COVID-19, new initiatives were introduced to ensure students remained engaged in learning, and feel safe and supported during this unprecedented time.

Initiatives to support students included;



## Junior School Initiatives

- Parent facing iLearn page was launched to communicate information for all students in K – 4, and to indicate the learning that would take place each day in K – 2, during COVID-19 lockdown.
- Each day during COVID lockdown students met with their teacher via Zoom.
- Zoom was also used for Student/Parent/Teacher discussions and for Kindergarten 2021 interviews
- Onsite Year 3 and Year 4 camps were held which included campfire, kit making, tent construction, camp stretcher rescue activities, t-shirt tie dyeing, team balloon games, cubby construction. Year 4 Talent Show held in the Theatre, in place of camp concert
- Kindergarten 2021 on site visits were held (without parents)
- Junior School Chapel held via iLearn – used Auslan when unable to sing.

## Middle School Initiatives

- Musical Production of ‘Aladdin Jnr’ after being postponed 3 times due to COVID-19 but was held at the Civic Theatre, with COVID-19 restrictions, in Term 4.
- Adjustment to regular Orientation process for Years 5 & 7 via online webinar; the number of families who participated in this online forum was strong
- Students in Year 7 completed enrolment testing online at home
- All staff were quickly upskilled in the use of iLearn and engaged in delivering lessons effectively online as well as well-being initiatives such as well-being Wednesday
- Year 7 & 8 participated in camp experiences in February, 2020 however; Year 5 & 6 camps were not able to be run due to COVID-19
- Students from Years 3-9 performed ‘Seussical Jnr’ with reduced audience numbers and an increased number of

## Senior School Initiatives

- All courses successfully delivered via Remote Online Learning bringing forward future vision for permanent online courses.
- Feedback of student learning delivered via iLearn for the first time, with the implementation of Progressive Assessment and Reporting.
- Live streamed Year 12 Graduation Ceremony and Lunch followed by open top bus ‘lap of honour’ involving all students K-12.
- Parent Teacher Discussions moved to Zoom in response to COVID lockdown. However, this has been a positive change, and is now being retained as a standard practice moving forward. Shows to comply with COVID-19 restrictions.
- Book week continued to be celebrated in a modified format – limiting interaction between year groups.

# Feedback from Students, Parents and Staff in 2020

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 strong 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 their teachers and members of the Executive and College Leadership Teams throughout the year. They offer important feedback and their perceptions of school. Communication opportunities include:

1. Pastoral Care Teacher Meetings
2. Student Leader Meetings
3. Student group meetings with the Principal

### Teacher Satisfaction

Our College works hard at maintaining unity and a high staff morale. Feedback from teachers is gained through:

1. Staff contributions during meetings
2. Discussions during Professional Discussion Meetings with the Principal
3. Emails from staff
4. Informal discussions with staff

### Parent Satisfaction

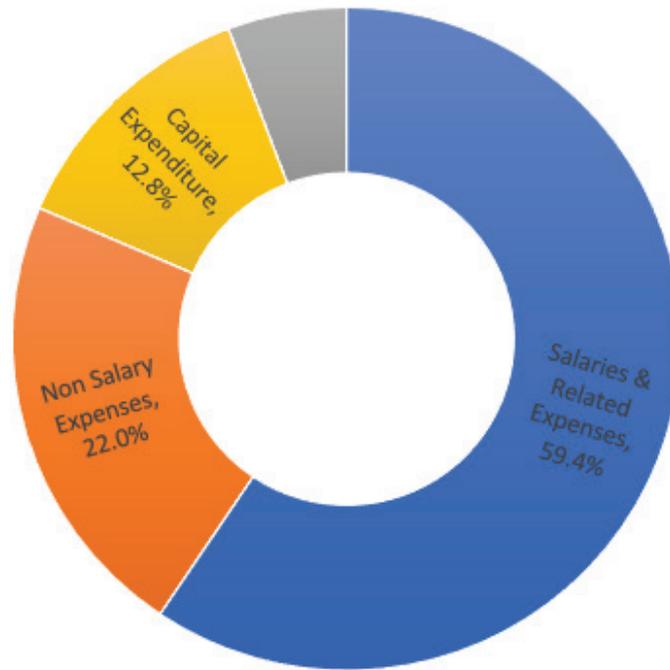
Our school has an 'open door policy' and parent involvement is welcomed and encouraged. Feedback is obtained in a variety of ways throughout the year:

1. Parent Surveys
2. PTF Meetings
3. Emails and Letters
4. Student Withdrawal Forms / Exit Interviews
5. Parent Meetings
  - a. Parent Teacher Online Interviews
  - b. Online Information Nights
  - c. Discussions with parents on informal occasions

### Focused Surveys for 2020

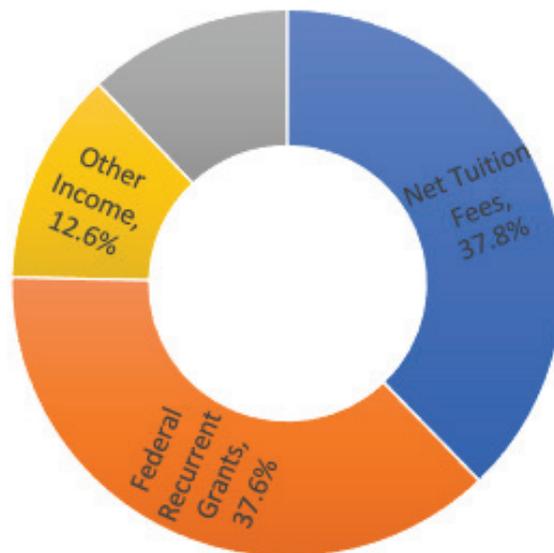
<b>March</b>	Year 11 Parent, Staff, & Student survey: Reflection on Year 11 Online Learning Trial day
<b>April</b>	'Every Body Study' (Physical activity survey for students)
<b>Term 1</b>	Staff Survey: Weekly Sport
<b>April</b>	Staff Survey: Gallup Survey of Staff Well-Being
<b>April</b>	K-12 Parent Survey: Feedback from remote online learning as a result of lockdown due to COVID
<b>May</b>	Year 12 Students & Staff: 'Year 12 Learning Survey' – to check in on Year 12 students' progress and well-being, and staff perception in light of COVID lockdown
<b>May</b>	Year 11 Parents: Feedback regarding online Year 11 Parent/Teacher interviews
<b>June</b>	Year 10 Students & Parents: Feedback in response to the HSC Expo Online
<b>June</b>	K-12 Parents & Years 7 - 12 Students: The Value of School Camps
<b>July</b>	Year 12 Students: HSC Study Days
<b>August</b>	Years 3 – 12 Students: Review of Student Commendation System
<b>Sept</b>	K-12 Students; Parents & Staff Survey: Feedback in response to Remote Learning Refresher day
<b>Nov</b>	Parents & Students in Accelerated or GATE classes: Perception of Gifted Education at SPCC
<b>Nov</b>	Community Survey: Impact of SPCC on our community in light of DA Application

### SPCC Newcastle Expenses by Type



- Salaries & Related Expenses
- Non Salary Expenses
- Depreciation
- Capital Expenditure

### SPCC Newcastle Income by Source



- Net Tuition Fees
- Federal Recurrent Grants
- State Recurrent Grants
- Other Income

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.

