



For the Whole of Their Life

St Philip's Christian College Newcastle Annual Report 2021



Influence
2021



THEMES

Theme 1 - A Message from Key School Bodies

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

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

Theme 4 - Senior Secondary Outcomes (Student Achievement)

Theme 5 - Teacher Professional Learning, Accreditation and Qualifications

Theme 6 - Workforce Composition

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

Secondary Schools

Theme 8 - Enrolment Policies

Theme 9 - Other School Policies

Theme 10 - School Determined Priority Areas for Improvement

Theme 11 - Initiatives Promoting Respect and Responsibility

Theme 12 - Parent, Student and Teacher Satisfaction

Theme 13 - Summary Financial Information

Theme 14 - Publication Requirements

Principal's Report

PAM O'DEA

Whether you think 2021 is a year to remember or forget, I am sure you will agree that a new way of life has been thrust upon us, one where we have had to make hard choices and adapt to tough circumstances. However, I think that this unfamiliar environment has left us with a clearer understanding of who we are and the values we hold dear.

The theme for 2021 has been INFLUENCE, symbolically illustrated by the ripple effect created when water is disturbed. A single action causes a spreading effect beyond the immediate action, a perfect analogy for the impact of our personal & community influence.

This could not have been more profoundly exemplified, this year, on Australia Day, when Mr Graeme Irwin, our Founding Principal, was awarded the Member of the Order of Australia for his services to education and Christian Schools' Associations. Graeme Irwin's influence has certainly spread beyond our region, to have national and global significance.

In February, this year, we trademarked the name: "HSC SmartTrack", a program that affords students in Years 11 & 12 the opportunity, not only to achieve an HSC, but also vocational qualifications with industry experience. The influence of HSC SmartTrack is growing, with our first Year 12 cohort having graduated this term.

In March, this year, we celebrated 20 years of Middle Schooling. Led by our Head of Middle School, Mrs Van der Velde, this celebration highlighted the dynamic and enjoyable journey that Middle School has afforded our pre- and early adolescent students, over the past 20 years, certainly an influential initiative.

Also, in March, for the first time, we celebrated International Women's Day, and we resurrected "The Life", formerly a termly printed magazine, but now a monthly community online magazine.

The influence of our STEM program has increased significantly over recent years, and in Term 1, this year, we honoured students from Team Trident, who were named Australian National Champions for the 2020 Subs in Schools Competition. Congratulations to the champion team and Mr Bonzo, for his influential leadership.

Being unable to celebrate ANZAC Day together in 2020, we were thrilled this year, to commemorate this occasion both as a part of the combined schools service at Civic Theatre, with outstanding contributions from two of our Year 12 students, and then here at the College.

Group Captain Nathan Christie delivered an inspiring address, encouraging us all to hold to the values of the College, so that we can positively influence those around us, as did those, who served to defend and protect our country at such significant personal cost.

Also, we were honoured with the presence of the Lord Mayor of Newcastle, Councillor Nuatali Nelmes and Australian Defence Force servicemen and women, who laid a wreath and tributes during the service, adding special significance. At this service, we also welcomed our newly appointed Defence Schools Mentor, Mrs Ashleigh Plimmer, who provides support and care to our Defence Force families, who are an important part of our SPCC community.

This year, we have commenced working on our SPCC Reconciliation Action Plan, which will be completed in time for National Reconciliation Week in 2022. With staff and students engaged in the process, we aim to explore the truth of this year's theme: More than a Word: Reconciliation takes Action.

Term 2 finished on a 'high' with the outstanding staging of "High School Musical" at Civic Theatre. Congratulations to every member of the cast and crew, whose energy, enthusiasm and exhilaration drew standing ovations from audiences of over 7,000, AND, just recently announced, 8 CONDA (City of Newcastle Drama Awards) nominations. The only disappointment was that the final show was cancelled due to a state wide lockdown announced by the Premier during the afternoon and activated at 6pm that evening.

In Term 3, this year, we published our 2021-2024 Strategic Plan, which aims to strengthen and build the influence of whole of life education at St Philip's Newcastle, into the future. Based on the 6 vision statements of St Philip's Christian Education Foundation, the strategic plan outlines our intended actions to make this vision a reality.

As Term 3 continued, Newcastle was placed in lockdown and students transitioned to remote online learning, which lasted for 10 weeks. As a result of the limitations caused by lockdown, for the first time in our history, our Year 12 students had to complete all full-length HSC Trial examinations at home, which they did successfully.

To support our incredible Year 12 students, during this time, the College posted every Year 12 student a care package, which was to remind them that they are loved, supported and remembered.

On a more positive note, lockdown provided for a new venture to be launched; 'The SPCC Breakfast Show' which aired on Zoom, from 8.10-8.30, each morning, encouraging staff and students to start the day – with a smile!

During this time of lockdown, we were heartened by one of our Newcastle SPCC alumni, Lauren Parker, who won a silver medal in the Triathlon, at the Paralympics in Japan. Lauren's story is inspirational, and her drive to push through extremely challenging barriers to achieve such success is exceptional.



Talking of pushing through barriers, brings our attention to 4 of our STEM students who took part in the International Space Exploration Challenge over the holidays!

And, as we commenced Term 4, still in lockdown, 24 students represented the College, online, at the Global Schools Christian Network worldwide student conference. As our students shared with others from around the globe, they explored how they can make a difference in the world. Our staff also shared in the GCSN staff online conference.

In Week 3, this term, we welcomed all students back to school and, at 9am, on the first day back, we livestreamed our Year 12 Graduation Ceremony. This was a unique experience, but nevertheless, very meaningful. Our College Captains brought an inspiring message, as did one of our parents, Air Commodore Nathan Christie, who recorded a message from the Middle East, where he is deployed.

To conclude, I want to honour the staff and students who have been instrumental in the College being recognised for our commitment to innovation, and being named as a 5 Star Innovative School.

The areas of recognition include our HSC SmartTrack Program, the initiatives pursued in our STEM Program, in particular; the success in the Subs in Schools Competition, our newly-established industry partnership with CSIRO, the GFG Foundation and Prince's Trust, Australia, and, the initiative that is currently being prepared for launching in 2022, the SmartTrack Academy Program, a new way of learning for interested Year 7 students.

Despite all that we have had to face in 2021, I commend everyone for the way you have risen to the challenge, to be true champions. Well-done for such an outstanding year! I cannot bring our school year to a close without thanking

our College staff for taking on the challenges of 2021, and whether face-to-face or online, coming alongside our students to support them, and empower them to keep reaching new heights. Your influence has been significant

I would also gratefully acknowledge and honour the Executive Leadership Team of the College, who are hard-working, committed, exemplary leaders, working tirelessly for the benefit of everyone in our community. During this year, like no other, I have personally valued and appreciated each one of them. It is a privilege and blessing to work with such inspirational, passionate and dedicated people.

Thank you to all of our parents and carers, who have worked with us as a team, particularly during lockdown to enable learning to proceed in the best possible way. We salute you, for your diligence and determination during this season.

And to our amazing students – well-done! Congratulations on finishing the year stronger, wiser and with greater resolve. You inspire me, and I am blessed to be the Principal of this College with so many exceptionally inspiring students, whose influence is far-reaching.

My prayer is that everyone can enjoy a well-earned rest in the coming weeks, and that you are able to reflect on, and appreciate the message of Christmas, which reminds us that despite the confusion and chaos of the world around us, we can still experience peace and joy, because of the coming of Jesus, Someone truly worthy of celebration.

I would like to finish by declaring a blessing over you: May God bless you and take care of you, may He be kind and gracious to you and look on you with His favour, and give you His peace.

Pam O'Dea
Principal

Chairman's Report

LES HOLLAND

Greetings friends,

It is my privilege and honour to be able to present this report to the Foundation for the year ended December 2021

Over the past years I have said and here repeat, that I always determined to maintain our place as leaders in education for the whole of life. This is for every student right from pre-school to year 12 and beyond. Students are better equipped to have considerable impact in their communities when instructed with holistic Christian education. The St Philip's core values of 'Christ first,' 'Serve one another,' 'Strive for excellence,' 'Do what is right' and 'Build community' underpin the vision to be a leading provider of quality Christian schooling within our nation.

2021 was especially challenging in many ways. I'm sure all of us thought and hoped that the impact of Covid 19 would diminish in 2021; how wrong that thought and hope was. In retrospect, 2021 Covid 19 was as impactful, if not more so than in 2020 in many negative ways and I thank all staff for the positive ways in which they were able to ensure students were not disadvantaged because of being not able to physically attend school. Face-to-face learning and contact with fellow students are conducive with positive experiences and general well-being. Our staff are well-equipped to engender positive outcomes.

My thanks and appreciation to Mr Graeme Irwin AM our Executive Principal/CEO who continues to lead the St Philip's group with enthusiasm, passion, vision and determination. To our CFO, all the Principals and Senior Leaders of our schools, including DALE, Narnia, the Teaching School and Foundation staff, thank you for taking your responsibilities' earnestly and with zeal.

Our St Philip's organisation is making considerable progress in many areas including impressive new buildings and building programs, refurbishments and general improvements to buildings in all our schools and centres. The Project Control Group (PCG) oversees all major projects and enhances decisions made at school level. Thank you to all people involved in the many projects that inevitably make the practical environment conducive to teaching and learning.

To the Board of Governors; your diligence, knowledge, wisdom and prayerful decision-making in overseeing the operations of St Philip's is greatly appreciated and essential to the success and strength of the group, helping

to ensure St Philip's remains at the forefront of Christian Education in the Newcastle, Hunter Valley, Central Coast areas and beyond.

"But the wisdom from above is first of all pure. It is also peace loving, gentle at all times, and willing to yield to others. It is full of mercy and good deeds. It shows no favouritism and is always sincere." James 3:17

Grace and Peace,
Les Holland
Chairman, Board of Governors, SPCEF

AGM 26th May 2022



CEO's Report

GRAEME IRWIN

On the back of the year that was 2020, we stepped into 2021 with a hopeful trepidation that the year ahead may reflect life as we had known it to be prior to the disruptions of the year we had just finished.

We launched the year with a modified version of Big Day Out. We were able to gather as staff groups in our individual locations and engage in a live-streamed event featuring Michael McQueen. We launched our theme of Influence and moved into Term 1 without too many restrictions to student learning.

However, the return of COVID-19 led to further closures of schools and remote learning. The experience of 2020 meant that our schools slipped into this routine smoothly, though it was demanding on students, parents and staff. Wellbeing staff are particularly mentioned in this report due to their incredible efforts to care for students remotely, and assisting them to return to schools again.

Our mid-year staff conference which was all but ready to go was postponed and time was given to staff to prepare for what was to be quite a prolonged period of remote learning.

The mandate from the NSW Government requiring compulsory vaccinations for all workers in schools, taking effect from 8th November 2021 brought new challenges for our organisation. This was a difficult time for staff who did not intend to be vaccinated for various personal reasons, and a number of these were long-serving in their schools. The management of this was a big undertaking for our team and I am so grateful for our Principal's, Director of People and Culture and Deputy CEO who spent a lot of time supporting our staff and looking at each individual case.

As this report is being prepared, the government mandate is being rolled back, and the St Philip's Executive Leadership Team, (SPELT) have agreed to take a watchful approach and be cautious about making any significant changes, which is in line with most other schools.

In May of 2021, we welcomed our new Director of People and Culture, Virginia McMurray, to the Foundation team. Virginia held the position of People & Culture: Learning, Planning and Engagement Lead for the City of Newcastle. In 2020 Virginia led the City's broader People and Culture Team during the COVID response. We have been so grateful for her leadership and contribution to the SPCC community throughout this year.

With our 40th Anniversary on the horizon it was important that an increased focus was put in the areas of enrolments, brand and marketing, alumni and philanthropy. To champion this Lucinda Gray was appointed to the role of Director of Development and Community in June 2021. Lucinda was employed until December the same year and made significant headway in all of these areas.

In July, following a very successful 6 months as Acting Principal, and a rigorous application process, Matt Connett was permanently appointed as Principal of SPCC Cessnock. Matt has endeared himself to the Cessnock community and is very intentional about setting a vision that will enable the school to grow to a projected enrolment of 1500 students. I value the effort and approach that Matt is taking as he has stepped into this level of leadership.

Following a time of personal and long-service leave during Term 3, Bronwyn Thoroughgood resigned from the position of Principal of DALE and DALE Young Parents. Bronwyn brought much to the role and her intricate understanding of the needs of the DALE and DALE Young Parents students was a hallmark of her leadership; I greatly valued all that she achieved. During her period of leave, and following



her resignation, Brant Maslen stepped in the role of Acting Principal, and I acknowledge his efforts and dedication during this time of transition.

Following a process of application and interview, Michelle Cairelli was appointed as permanent Principal of DALE and DALE Young Parents. Michelle brings passion, enthusiasm and vision to the role, and will position the schools well for predicted future growth. Michelle has a wonderful track-record from her 12 years as Principal of our Gosford school and she will be missed by that community. At present, Cameron Johnston has been appointed as Acting Principal at Gosford, and we appreciate the work he is doing in this role.

In December 2021, Sarah Deacon was appointed to the role of Risk and Compliance Manager. Sarah previously worked as the Risk and Compliance Manager for St Edward's College (EREA) in East Gosford. Whilst in this role Sarah had extensive experience with meeting the ever growing and changing legislative and compliance requirements of a school, implementing and working with the IT software which will underpin St Philip's initiatives in this area. Prior to joining St Edward's College, she worked as the Associate Director in the Futures Division for Macquarie Bank, and as a Senior Advisor – Participants Compliance for the Australian Securities Exchange.

She is overseeing the implementation of a new system for managing risk and compliance, and relevant policies which will set us on more solid ground in this area.

For the first time, the St Philip's schools participated in the AIS Perspectives Survey in 2021, which sought feedback from students, staff, parents, leaders and Board members. A range of areas were surveyed, such as learning, teaching, environment, wellbeing, leadership, communication and community. Following the survey, each schools' executive team had a session with AIS to examine their results, and from this, schools will use the data to inform their annual improvement plans.

After many years of managing our Uniform Shops, this aspect of St Philip's has been outsourced to an external company. The School Locker, who now own and operate the shops, are responsible for stock supplies, promotions, web-site management, on-line orders and staffing. This has taken enormous pressure from our organisation.

Despite the ongoing disruption that COVID had on all aspects of the organisation throughout the year, we were still fortunate enough to be able to continue working on a substantial number of capital projects. Our current development projects underway under the guidance of our Project Control Group are:

- SPCC Charmhaven
- SPCC Maitland
- SPCC Huntlee
- Young Parents and Narnia Kurri
- SPCC Newcastle Active Learning Centre
- Foundation Office
- SPCC Port Stephens Junior School
- SPCC Cessnock State Significant Development
- SPCC Gosford Senior School building
- SPCC Indigenous Schools

Our Teaching School continues to go from strength to strength and in April this year we had a visit from politicians from both sides of Government, eager to see the work of the Teaching School. This visit was a resounding success and shortly after we received the exciting news that the State Government had allocated \$2.9 million to the development of Teaching Schools across NSW, in partnership with Alphacrucis. Furthermore, we were named as the pilot project with funding allocated to the further development of the St Philip's Teaching School. This is an exciting announcement for our Teaching School and we are excited to see how this will unfold over the next few years.

The season that we are in has made for some complex and unprecedented governance decision-making and I am deeply grateful for the guidance and support of our Board throughout this year. My thanks goes to our Board Chairman, Les Holland, for his ongoing faith-filled leadership.

I also want to express my gratitude to our St Philip's Executive Leadership Team who have continued to serve our Colleges with passion and dedication. Their tireless efforts are the reason that we have been able to navigate this journey with success. They are passionate about the mission and vision of the organisation and are committed to the SPCC communities they lead and I thank them for their wisdom and their friendship.

In all that we were able to achieve in 2021 and through all of the ups and downs, I look back and see that our theme of Influence was certainly outworked throughout it all. We have had the opportunity this year to be influential in many areas. This may be on an organisational level as we look at the influence that our Teaching School has had and will have on the future of teacher training in our country, or on an individual level. I have heard numerous stories this year of staff members going above and beyond to care for the wellbeing of their students particularly throughout the remote learning season, this level of care will have an influence on those students that will stay with them for the rest of their life. I thank God for these opportunities and for faithful staff who are ready and willing to step in and be obedient to the call of God.

We are uncertain of what the future may hold, but we can be certain of a God who is above all and that is what we continue put our trust and hope in.

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 1,383. 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.

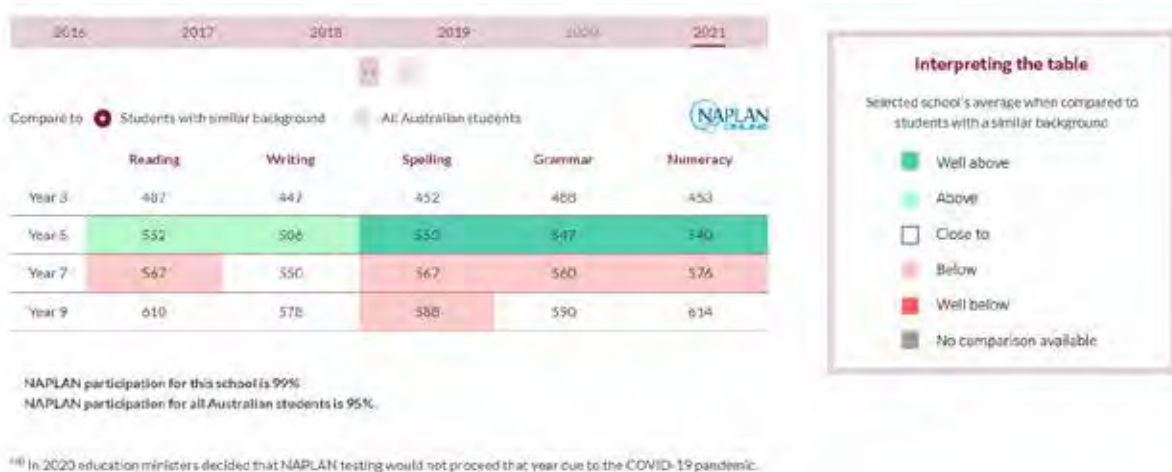
Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years), which provides a dynamic and creative environment, and offers a transition program to Kindergarten at SPCC Waratah.

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 2021, is "INFLUENCE", which challenges our students to consider the impact of their personal and community influence locally, nationally and globally.

NAPLAN



<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 81% of senior students follow an academic program of study with the aim of entering University. Of this 81%, approximately 71% meet the needs of University entrance through the ATAR. At St Philip's Christian College approximately 65% 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 an HSC:

Option A: Academic ATAR Pathway - You select a pattern of study which is academic and which is designed to lead you to further studies at University. All courses are Category A and contribute to the calculation of your ATAR.

Option B: Academic & Vocational ATAR Pathway - You select an ATAR pattern of study which is academic and can lead you to further studies at University. You include a VET (Vocational Education and Training) course in your pattern of study, which will provide you with a national recognised vocational qualification. In most cases, The VET course will contribute to your ATAR calculations, and it also provides opportunities for further study at TAFE or another training provider.

Option C: HSC SmartTrack Pathway - This is a non-ATAR HSC pathway that is designed to prepare students for life after school. Students do not need to do any examinations to achieve their HSC. This option equips students with multiple VET qualifications, and an extensive resume of industry experience. It also provides opportunities to for students to undertake school-based apprenticeships or traineeships (SBATs).

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 had 4 students that required the award of a Record of Achievement.

In 2021, 100 students sat for the NSW Higher School Certificate in 29 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 52% 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 100% 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 2021, *100* 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)
Screen & Media (Non-ATAR)
Allied Health
Christian Ministry (Non-ATAR)

VET in 2021

2021 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 2021

| Course | No of Students Stage 6 | No of Students Yr 12 |
|-----------------------------------|------------------------|----------------------|
| Construction | 22 | 14 |
| Entertainment | 20 | 13 |
| Hospitality | 24 | 10 |
| Screen and Media | 19 | 9 |
| VET Visual Art | 25 | 6 |
| Business Services | 28 | 15 |
| Outdoor Recreation (external RTO) | 27 | 16 |
| Allied Health (external RTO) | 24 | 11 |
| Christian Ministry (external RTO) | 8 | 3 |
| Education Support (external RTO) | 1 | 0 |
| TAFE | 33 | 14 |
| Other External Providers | 17 | 9 |
| TOTALS | | 78 students* |

*28 Yr12 students did two or more VET subjects

| | |
|--|-----|
| Percentage of Year 12 students undertaking VET/TVET Courses | 64% |
| Percentage of Year 12 subjects that are VET/TVET Courses | 21% |
| Percentage of Year 12 students attaining the HSC or VET qualification | 83% |

There were **78** students enrolled in a VET Course in **2021**

HSC Results 2021

| Subject | Total Students | School % Bands 3 - 6 | State Comparison % Band 3 - 6 | School % Band 1 - 2 | State Comparison % |
|-------------------------------|----------------|-------------------------|----------------------------------|------------------------|--------------------|
| Ancient History | 8 | 100 | 77.74 | 0 | 22.24 |
| Biology | 39 | 100 | 90.61 | 0 | 9.36 |
| Business Studies | 22 | 95.44 | 85.97 | 4.54 | 14 |
| Chemistry | 11 | 100 | 88.31 | 0 | 11.66 |
| Community & Family Studies | 14 | 100 | 91.6 | 0 | 8.37 |
| Design & Technology | 14 | 100 | 96.72 | 0 | 3.24 |
| Drama | 10 | 100 | 98.33 | 0 | 1.64 |
| Engineering Studies | 14 | 100 | 91.92 | 0 | 8.05 |
| Standard English | 43 | 100 | 90 | 0 | 9.95 |
| Advanced English | 50 | 100 | 99.11 | 0 | 0.84 |
| English Extension I | 7 | 100 | 99.28 | 0 | 0.69 |
| English Extension II | 4 | 100 | 98.53 | 0 | 1.44 |
| Legal Studies | 12 | 100 | 85.48 | 0 | 14.5 |
| Mathematics Standard 2 | 40 | 90 | 10 | 7.4 | 22.06 |
| Mathematics | 35 | 91.42 | 93.64 | 8.57 | 6.32 |
| Maths Extension I | 12 | 100 | 94.05 | 0 | 5.92 |
| Maths Extension II | 4 | 100 | 98.55 | 0 | 1.43 |
| Modern History | 12 | 100 | 83.4 | 0 | 16.56 |
| Music I | 11 | 100 | 98.13 | 0 | 1.83 |
| PD/H/PE | 29 | 96.53 | 85.73 | 3.44 | 14.24 |
| Physics | 11 | 100 | 90.4 | 0 | 9.57 |
| Society & Culture | 5 | 100 | 93.71 | 0 | 6.26 |
| Studies of Religion I | 10 | 100 | 91.49 | 0 | 8.45 |
| Studies of Religion II | 21 | 95.22 | 90.46 | 4.76 | 9.51 |
| Visual Arts | 8 | 100 | 98.24 | 0 | 1.72 |
| Construction | 6 | 100 | 66.12 | 0 | 33.85 |
| Hospitality Operations | 9 | 100 | 77.3 | 0 | 22.66 |
| Entertainment Industry | 7 | 100 | 84.77 | 0 | 15.19 |

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2013 - 2021

| | | Total Students In Course | School % Band 3-6 | State Comparison % Band 3-6 | School % Band 1-2 | State Comparison % Band 1-2 |
|----------------------------|------|-----------------------------|----------------------|--------------------------------|----------------------|--------------------------------|
| Ancient History | 2021 | 8 | 100 | 77.74 | 0 | 22.24 |
| | 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 | 2021 | 39 | 100 | 90.61 | 0 | 9.36 |
| | 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 | 2021 | 22 | 95.44 | 85.97 | 4.54 | 14 |
| | 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 | 2021 | 11 | 10 | 88.31 | 0 | 11.66 |
| | 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 | 2021 | 14 | 100 | 91.6 | 0 | 8.37 |
| | 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 |

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2013 - 2021

| | | | | | | |
|------------------------------|------|----|-------|-------|-------|-------|
| | 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 |
| Dance | 2020 | 5 | 100 | 98.45 | 0 | 1.51 |
| Design & Technology | 2021 | 14 | 100 | 96.72 | 0 | 3.24 |
| | 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 |
| Standard English | 2021 | 43 | 100 | 90 | 0 | 9.95 |
| | 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 | 2021 | 50 | 100 | 99.11 | 0 | 0.84 |
| | 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 |
| English Extension I | 2021 | 7 | 100 | 99.28 | 0 | 0.69 |

HSC Results 2013 - 2021

| | | | | | | |
|----------------------|------|----|-------|-------|------|-------|
| | 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 | 2021 | 1 | 100 | 99.19 | 0 | 0.79 |
| | 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 | 2021 | 14 | 100 | 91.92 | 0 | 8.05 |
| | 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 | 2021 | 10 | 100 | 98.33 | 0 | 1.64 |
| | 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 | 2021 | 12 | 100 | 85.48 | 0 | 14.5 |
| | 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 |

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2013 - 2021

| | | | | | | |
|------------------------|------|-----|-------|-------|-------|-------|
| Mathematics Standard 2 | 2013 | 13 | 99.98 | 88.14 | 0 | 11.82 |
| | 2021 | 40 | 90 | 10 | 7.4 | 22.06 |
| | 2020 | 54 | 92.57 | 74.9 | 7.4 | 25.06 |
| | 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 |
| Mathematics | 2013 | 60 | 91.65 | 75.11 | 8.33 | 24.85 |
| | 2021 | 35 | 91.42 | 93.64 | 8.57 | 6.32 |
| | 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 |
| Maths Extension I | 2013 | 20 | 100 | 92.26 | 0 | 7.71 |
| | 2021 | 12 | 100 | 94.05 | 0 | 5.92 |
| | 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 |
| Maths Extension II | 2013 | 12 | 91.66 | 83.54 | 8.33 | 16.44 |
| | 2021 | 4 | 100 | 98.55 | 0 | 1.43 |
| | 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 |
| Geography | 2013 | 3 | 33.33 | 87.17 | 66.66 | 12.81 |
| | 2021 | 0 | 0 | 0 | 0 | 0 |
| | 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 | |

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2013 - 2021

| | | | | | | |
|-------------------|------|----|-------|-------|-------|-------|
| Modern History | 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 |
| | 2021 | 12 | 100 | 83.4 | 0 | 16.56 |
| | 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 | 2021 | 11 | 100 | 98.13 | 0 | 1.83 |
| | 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 | 2021 | 29 | 96.53 | 85.73 | 3.44 | 14.24 |
| | 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 | 2021 | 11 | 100 | 90.4 | 0 | 9.57 |
| | 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 | 2021 | 5 | 100 | 93.71 | 0 | 6.26 |
| | 2020 | 11 | 100 | 93.85 | 0 | 6.12 |
| | 2019 | 8 | 100 | 93.57 | 0 | 6.39 |

THEME 4 - Senior Secondary Outcomes (Student Achievement)

HSC Results 2013 - 2021

| | | | | | | |
|-------------------------------|-------------|------|-------|-------|-------|-------|
| Software Design & Development | 2021 | 0 | 0 | 0 | 0 | 0 |
| | 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 |
| Studies of Religion I | 2021 | 10 | 100 | 91.49 | 0 | 8.45 |
| | 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 |
| Studies of Religion II | 2021 | 21 | 95.22 | 90.46 | 4.76 | 9.51 |
| | 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 | 2021 | 8 | 100 | 98.24 | 0 |
| 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 | | 2021 | 6 | 100 | 66.12 | 0 |
| | 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 |

HSC Results 2013 - 2021

| | | | | | | |
|------------------------|------------------------|------|-------|-------|-------|-------|
| | 2014 | 5 | 100 | 68.73 | 0 | 31.24 |
| | 2013 | 10 | 100 | 64.52 | 0 | 35.45 |
| Hospitality Operations | 2021 | 9 | 100 | 77.3 | 0 | 22.66 |
| | 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 |
| | Entertainment Industry | 2021 | 7 | 100 | 84.77 | 0 |
| 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 |



DUX

OF THE COLLEGE

hsc 2021

Ruby Targett

The Dux of the College this year is awarded to Ruby Targett who demonstrated exceptional achievement across all courses of study.

Ruby undertook early commencement of her HSC studies, through acceleration from Year 9 into Year 11 in 2020. She has been recognised on the NESA Merit List as an All Rounder, receiving Band 6 results in each course she studied. This year, Ruby was also the recipient of the University of Newcastle Medal and the College Medal for Academic Excellence. Ruby has accepted an early offer of Physiotherapy from the University of Newcastle, to which she had also received a significant scholarship. She would also like to study a medical degree in the future.

HSC ALL-ROUNDER

**HSC TOP ACHIEVER
(9TH IN LEGAL STUDIES IN NSW)**



**ATAR:
99.35**

TOP ATARS

STUDENT HIGHLIGHTS

**SAMUEL
CONNETT**

97.7



**TIMOTHY
STUDLEY**

97.3



**MADELENE
O'MARA**

96.3



**EDWARD
ANDREWS**

96.05



**HARRISON
PETERS**

94.85



**WILL
PENNELL**

94.8



STUDENT ACHIEVEMENT

hsc 2021

Damon Herington

Achieving First Place in NSW for the Entertainment Industry Examination.

Damon commenced HSC Entertainment Industry at the age of 14, having demonstrated an incredible aptitude for technical production at College events. His notable achievements are:

- plotting & operating lights for SPCC's last three musicals
- two nominations for 'excellence in lighting' CONDA awards
- Ongoing mentorship of others in a range of technical departments.

Damon will complete his HSC studies in 2022 and is our Male College Captain for 2022.



**1ST
PLACE
IN STATE**

Noah Wooding

Achieving Second Place in NSW for the Entertainment Industry Examination.



**2ND
PLACE
IN STATE**



**2ND
PLACE
IN STATE**

Olivia Nilsson

Achieving Second Place in NSW for the Swedish Continuers Course.

Olivia completed this course in a compressed manner, across just one year, mostly via distance education. Olivia will complete her HSC in 2022.

Distinguished Achievers

MARY ALDRICH

Legal Studies
Modern History

EDWARD ANDREWS

Engineering Studies
Physics

ELLA ATTIA

Biology
English Advanced
Mathematics Standard 2

JEMIMAH BAKER

Design & Technology
English Advanced

ANGUS CLAYTON

Engineering Studies
Software Design &
Development

GISELLE COATES

Mathematics Advanced
Studies of Religion 1

SAMUEL CONNETT

Engineering Studies
Mathematics Ext 1
Mathematics Ext 2
Physics

REBECCA DUMAS

Business Studies
Legal Studies
Modern History

ABIGAIL ELLIOT

Entertainment Industry

JESSICA EVANS

Biology
Business Studies
English Advanced
PDHPE

BELLA FERNANDES

Legal Studies

SAMUEL FITZPATRICK

Software Design &
Development

JOSHUA GORTON

English Advanced
English Extension 1
Modern History

GRACE GRAY

English Advanced
Modern History

VERITY HARCOT

Visual Arts

BETH HARRISON

Music 1
Hospitality

DAMON HERINGTON

Entertainment Industry

KINCAID INGRAM

Biology

ERIN JACOBS

Biology
Business Studies

ISABELLA KEFECEK

Design & Technology

MAGGIE McCARLIE

Construction

BRANSON McMAHON

Engineering Studies

OLIVIA NILSSON

Swedish Continuers

MADELENE O'MARA

Biology
English Advanced
English Extension 1
English Extension 2
Studies of Religion 1

WILL PALMER

Music 1

Distinguished Achievers

HARRISON PETERS

Mathematics Advanced
Mathematics Ext 1
PDHPE

JAY SCOTT

Mathematics Standard 2

TIMOTHY STUDLEY

Biology
Business Studies
English Advanced
PDHPE

RUBY TARGETT

Biology
English Advanced
English Extension 1
English Extension 2
Legal Studies
Mathematics Advanced

JESSICA TWADDELL

Entertainment
Industry

ZOE UNICOMB

Design & Technology

MONIQUE WALKER

Music 1

NOAH WOODING

Music 1
Entertainment
Industry

ANNA WYBURN

English Advanced

Practical & Performance Nominations

ART EXPRESS - Visual Arts

Verity Harcombe

ENCORE - Music

Monique Walker

SHAPE - Design & Technology

Zoe Uncomb

NB: In 2021, only one showcase nomination per course was permitted.

THEME 5 - Teacher Professional Learning, Accreditation and Qualifications

Ongoing COVID restrictions in 2021 impacted some in-person professional development activities, but also increased opportunity for online external PD.

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

- New Staff Induction Series
- PBL Training
- Data analysis RAP
- Code of Conduct Refresher
- Child Protection Refresher
- Staff Conference Afternoon
- Progressive Assessment and reporting

Several staff continued to work on or complete further studies, as follows:

Celebrations for World Teachers Day included the award of the Teachers' Teacher awards to four 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. In 2021, award recipients were Francine Turner, Kathryn Holt, Odette Ison and Megan Smith.

As part of World Teachers' Day, each year the Teachers' Guild of New South Wales asks schools to honour outstanding staff members who have made an exceptional contribution to their school in advancing the education profession beyond their own classrooms. In 2021, we congratulated Stephanie Howard and Brian McCowen for receiving a Teachers' Guild of NSW World Teachers' Day Award. We also congratulate Megan Smith and Suzie Bartlett, finalists in the Teachers' Guild of NSW Annual Research Awards.

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 online procedures that were refined in 2021 continued to be utilised to ensure that PD was targeted, appropriate for the attendee and clearly contributed to school improvement.

- Advanced Thinking through Writing
- AIS Briefings
- AIS Course: School Registration Policy Requirements
- AIS NSW School Counsellors conference
- AIS NSW Teacher-Librarian Conference 2021
- AIS NSW Aboriginal and Torres Strait Islander Education Conference 2021
- AIS NSW Attendance and Enrolment Requirements for Schools
- Australia Wide Taxation and Payroll Training
- Australian Association of Mathematics Teachers 2021 Biennial Conference
- Bigger Better Brains Educator Course
- Blended Youth MHFA
- Briefings by NESA: Renewal of School Registration/ Accreditation
- Coach 2 Cope: The Responder Tool Kit
- Create an engaged learning environment

- Data-Informed Evidence-Based Teaching Conference
- Diverse Pathways - Brighter Futures
- Equi Energy Youth Coach 2 Cope Responder Tool Kit
- First Aid
- Five Day Virtual Workshop: 'The big picture school'
- Flourishing in the Middle
- GERRIC Ignite the Spark Conference
- Gosford and Waratah HSC SmartTrack Planning Days
- Hospitality Training
- HSC Marking Experience in CAFS
- Hunter Defence Conference
- ICT Leadership and Management Conference
- In Focus Webinar Understanding School Refusal
- Introduction to SCIS Data
- Literacy Activities Adaptable for Online Teaching
- Macqlit
- Teaching and Behaviour Support Strategies for Students with an Autism Spectrum Disorder
- Meeting of the mind - student centred learning
- Mental Health First Aid online
- Mini COGE - More Curriculum Differentiation
- Mini COGE Advanced - More Curriculum Differentiation
- Mini COGE Courses
- Mini-COGE Advance: Gifted Learners with a disability
- NCCD Network Meeting
- NCCD Term Networking Meeting
- Numeracy Stage 6 Syllabus (online)
- Personalised Student Learning - LearnLife
- Placement: Grad Cert 4 in PBL
- Preparing for Renewal of Registration/Accreditation in 2022
- Primary Curriculum Requirements for School Registration
- Programming and Planning
- Project-based learning
- Regulatory Lens: Quality of Student Learning
- Renewal of CRICOS school provider approval
- Resin Workshop
- RoSA/HSC Curriculum Requirements for Registration/ Accreditation
- School Registration Policy Requirements
- AIS Senior Leaders Course
- Succeeding with Autism in the Teens - Tony Attwood and Dr Michelle Garnett
- TAE 401 | 6 Cert IV in Training and Assessment
- Teaching Assistants in Inclusive Schools
- The Science of writing
- UNSW Masters Module, Educational Research
- UNSW Mini Certificate of Gifted Education

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

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 | 5 |
| Provisional | 8 (2 are casual) |
| Proficient Teacher | 136 |
| Highly accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |

Number of Teachers

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

Number of Teachers

144

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

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.



Workforce Composition

TEACHING
STAFF

122

FULL-TIME
EQUIVALENT
TEACHING
STAFF

104.3

NON-TEACHING
STAFF

67

FULL-TIME
EQUIVALENT
NON-TEACHING
STAFF

51.3

<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:

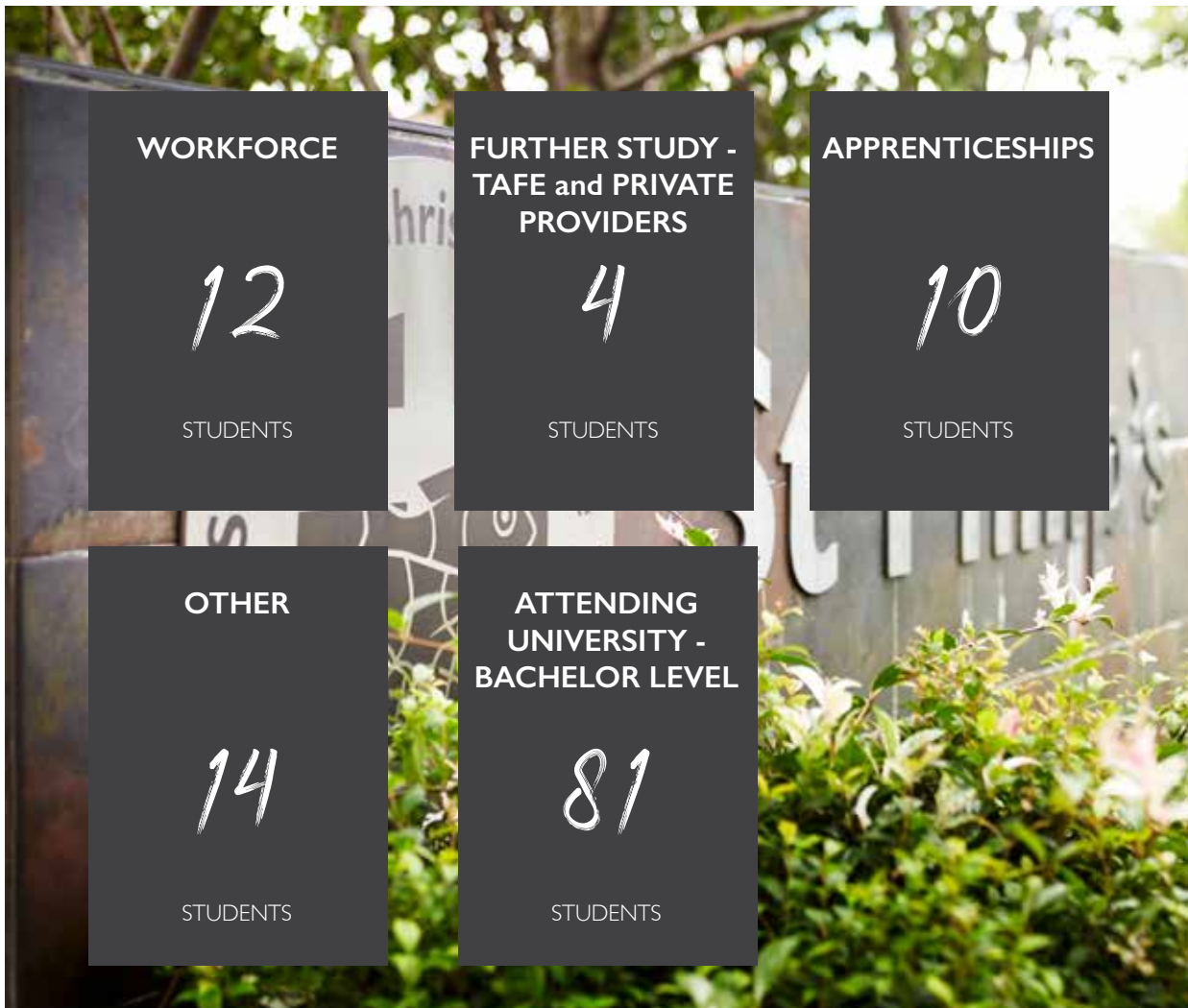
Parents/guardians are expected to contact the College on the day of the child's absence to inform the College of that absence. (Parents/guardians are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the parents/guardians need not contact the school on the first day of the absence). If a student is absent and no notification has been received by 10am, a text message is sent to parents/guardians notifying them of the absence. Parents/guardians can respond to the SMS regarding the nature of the absence, and this is accepted as notification.

If the parents/guardians do not notify the College, or respond to the SMS, 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 or SMS 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 or SMS will be recorded on the student's school record. If a note or SMS of explanation is not received, then the absence is recorded as unexplained.

Student Attendance Report

| Year | Enrolment | Absence | Full Days | Attendance | Attendance % |
|--------------|------------------|----------------|------------------|-------------------|---------------------|
| Kindergarten | 64 | 663 | 11655 | 10992 | 94.3% |
| Year 1 | 72 | 755 | 13505 | 12750 | 94.4% |
| Year 2 | 74 | 662 | 13320 | 12658 | 95.0% |
| Year 3 | 80 | 804 | 15170 | 14366 | 94.7% |
| Year 4 | 81 | 820 | 15170 | 14350 | 94.6% |
| Year 5 | 81 | 848 | 15540 | 14692 | 94.5% |
| Year 6 | 104 | 1099 | 19980 | 18881 | 94.5% |
| Year 7 | 159 | 1506 | 29785 | 28279 | 94.9% |
| Year 8 | 141 | 1505 | 26825 | 25320 | 94.4% |
| Year 9 | 163 | 2339 | 30895 | 28556 | 92.4% |
| Year 10 | 127 | 1528 | 24605 | 23077 | 93.8% |
| Year 11 | 120 | 1195 | 23125 | 21930 | 94.8% |
| Year 12 | 121 | 1024 | 22570 | 21546 | 95.5% |
| Total | 1387 | 14748 | 262145 | 247397 | 94.4% |

Post School Destinations



Retention Rate

The retention rate of students who completed Year 10 (2019– 137 students) and continued on in the school to complete Year 12 (2021 – 112 students) was 81%.

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

Changes were made to the policy in 2021.

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 |
| 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) Privacy Act Disability Discrimination Act 1992 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Education Amendment Act 2008 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Commonwealth Government DEEWR) Education Regulation Act 2017 Disability Standards for Education Act 2005 |

| | |
|----------------------------|---|
| Other Policy Relationships | Enrolment Guidelines and Procedures Privacy Policy Attendance Policy Students with Disabilities Statement Assisting Student with Learning Difficulties Policy Managing Student Behaviour (Discipline) Policy Managing Student Behaviour (Bullying) Policy |
| Key Dates: | |
| Date of ratification | November 2021 |
| Date for review | November 2024 |
| 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 |

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.

1. 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.

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.

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.



For the Whole

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. Enrolment Principles

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

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 as all other enrolment applications.

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 child.

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

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

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 assess to be best able to benefit from the educational program we offer.

Continued enrolment of a student is conditional upon the student complying with the disciplinary requirements of the College.

Any concerns or complaints in relation to the enrolment process and enrolment decisions need to be directed in the first instance to the member of the ELT who conducted the initial interview. 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

- The Board of Governors holds the ultimate responsibility for determining enrolment policy
- Make decisions regarding enrolment, in the event the appeal process is required.

6.2 Principal

- The Principal is responsible for ensuring that policies and procedures relating to enrolment are in place.
- The Principal is responsible for ensuring a register of enrolments is kept that meets NESA requirements and is accurately maintained.
- The Principal is responsible for ensuring the Enrolment register is retained for five (5) years minimum before archiving.
- The Principal oversees and approves the selection and enrolment of all students.
- The Principal approves and extends all offers of enrolment.
- The Principal makes initial decisions regarding enrolment, in the event the appeal process is required.

6.3 Executive Leadership Team

- Provides assistance to the Principal throughout the enrolment process by interviewing new students seeking enrolment throughout the year, facilitating the enrolment process for siblings of existing students, and conducting interviews for Year 7 and Kindergarten enrolment periods.
- Provides advice to the Principal re class make up and educational needs of relevant classes/students/staff and prospective enrolments.
- All new enrolments, except during set enrolment periods (ie. Year 7 and Kindergarten) are approved by selected members of the ELT, chosen on the basis of the entry year level.
- Passes on new student information to relevant

le of their Life

teachers, throughout the year, as students join the College, or after large cohort enrolment (Kindergarten & Year 7).

6.4 Assistant Principal (Learning and Teaching)

- Assists the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students, who are academically gifted.
- Provides advice to the Principal re class make up and learning needs of relevant GATE classes/students/staff and prospective enrolments.

6.5 Dean of Students

- Assists the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students, who have special learning needs.
- Provides advice to the Principal re class make up and the special learning needs of relevant classes/students/staff and prospective enrolments.

6.6 Principal's Executive Assistant/Registrar

- Completes all necessary paperwork and organises interviews relating to enrolments
- Maintains accurate waiting lists and enrolment files, databases and the enrolment register
- Liaises with Principal, Heads of School and parents re enrolments.
- Communicates with all Administrative staff enrolment information

6.7 Parents

- Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational/medical needs
- Make available any specialist information and academic records/history regarding the child's educational/medical needs
- Ensure all information listed on the enrolment form/medical form is true and correct.
- Accept/decline offer of enrolment within designated time-frame on letter of offer of enrolment.
- Ensure all tuition fees and other charges are paid as they fall due.
- Meet all requirements re attendance and communication as outlined in the Attendance Policy.

6.8 Students

- Cooperate with the College's enrolment process
- After enrolment, continue to meet conditions of enrolment 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

Updated November 2021 M Baker

Updated March 2022 P O'Dea

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 2021. 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 2021.

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 2021.

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 2021 no ratified changes were made to either the Managing Complaints or Grievance Handling policy, although a new Grievance Handling policy including Confidential Informing (Whistle-Blowing). Both policies are under review with revisions expected to be ratified and published in the second half of 2022.

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.





For the Whole of Their Life

STRATEGIC PLAN

2021/2024



| Mission

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.

| Vision

St Philip's Christian College seeks to be a leading provider of quality Christian schooling within our nation, where:

- Every student develops a personal faith in Jesus Christ and is empowered to live with purpose, integrity and joy.
- Every student achieves their God-given potential and is well equipped to make a significant contribution to society.
- Every student benefits from innovative and effective learning experiences taught by skilled and dedicated teachers.
- Every student enjoys a safe and secure learning environment wherein they feel connected and affirmed.
- Every student contributes to a culture of respect, dignity, care and concern for others.
- Every student has access to excellent learning resources and is taught in the best learning facilities we can provide.

| Core Values

- **Christ First** - we want to honour Christ in all things.
- **Serve One Another** - we want to appreciate the unique God-given potential of each person.
- **Strive for Excellence** - we want to aim to do our very best all the time.
- **Do What is Right** - we want to always behave in a Christian manner.
- **Build Community** - we want everyone to feel they belong.



SPCC Newcastle Cultural Distinctives

Believing
in God

Connecting
to Others

Thinking
for Life

Creating
for Good

Taking
Responsibility



| Strategic Plan




























The St Philip's Christian College, Newcastle, Strategic Plan will enable us to:

- Build a “home” where every student feels welcomed and accepted, is able to develop a personal faith in Jesus Christ, and is empowered to live with purpose, integrity and joy.
- Develop a dynamic network of connections and relationships, through effective visual, written and verbal communication, so that students feel connected, included and affirmed, and are empowered to make a significant difference here and beyond.
- Equip students with a growth mindset so that they become lifelong learners, who think critically and creatively, making meaningful and evidence-informed contributions to society, here and beyond.
- Strengthen the well-being of the SPCC community by developing an understanding of individuals' strengths and gifts within a culture of innovation and creativity, so that they can appreciate how they have been created by God, for good, and are empowered to contribute to the greater good of society and future generations.
- Create a culture of respect and proactive stewardship, so that every member of the SPCC community takes responsibility for themselves, others, and the natural and built environment, contributing individually and corporately to the growth and sustainability of SPCC.

We are committed to encouraging and empowering every student to discover their unique God-given potential by creating learning experiences that enable them to thrive physically, emotionally, mentally, spiritually and socially, developing a heart of compassion and justice to make a difference for the whole of their life.

Mrs Pamela O'Dea
Principal (SPCC Newcastle)

The SPCC *Whole of Life* Framework

| Believing in God | Connecting to Others | Thinking for Life | Creating for Good | Taking Responsibility |
|---|--|---|---|--|
|  Knowing God |  Collaborating |  Questioning |  Wondering |  Persevering |
|  Knowing Self |  Communicating |  Making Links |  Imagining |  Being Resilient |
|  Acting Justly |  Empathising |  Discovering |  Investigating |  Capitalising |
|  Showing Kindness |  Listening |  Distilling |  Innovating |  Managing Distractions |
|  Living Humbly |  Seeking Feedback |  Reasoning (with Evidence) |  Taking Considered Risks |  Developing Self-Discipline |



| Believing in God

Vision

Through experiencing an authentic demonstration of God's love within our Christian community, a student at St Philip's becomes a passionate, resilient, lifelong disciple of Christ who is actively committed to His cause. St Philip's remains "home", a welcoming place of acceptance and encouragement, for the whole of their life.

Through demonstrating God's love by living authentically within Christian community, a staff member at St Philip's actively seeks to grow in their relationship with God and to develop a Kingdom mindset. A St Philip's staff member knows that they have been called to nurture students in faith and life, so that they are actively committed to His cause. Led by the Spirit, staff members are empowered to live a grace-filled life, purposefully contributing to the mission of the College. Living together in unity, they build a "home" that remains a welcoming place of acceptance and encouragement.

The St Philip's environment is a place that demonstrates our story and our values. It is a place that overtly acknowledges and celebrates every child and young person as a unique expression of the image of God. Moving through the school, one realises that education is not one size fits all, as young people are seen discovering various gifts and talents that God has given them. Every space has a sense of welcome, drawing staff and students alike toward the discovery of a Kingdom centred life. Scripture is prevalent through art work and displays. A culture of kindness and hospitality is expressed in learning spaces, offices and gathering hubs. The Presence of the Holy Spirit is tangible through a feeling of peace, order, productivity and joy.

Aim

To build a "home" where every student feels welcomed and accepted, is able to develop a personal faith in Jesus Christ, and is empowered to live with purpose, integrity and joy.



Newcastle **Key Strategic Projects** 2021-2024

1. Create new opportunities for students to engage in their faith
2. Increase prayer support in the College
3. Execute a design plan to visually display our Christian belief and practice



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects



Connecting to Others

Vision

As they engage in a dynamic network of connections within the College and beyond, a St Philip's student is intentional about making a significant difference locally and globally. By recognising the worth that God places on all people and living selflessly, they experience the reciprocal benefits of connecting to others.

As they actively seek to create a dynamic network of professional connections within the College and beyond, a St Philip's staff member is intentional about equipping others to make a positive difference that impacts the world for good. By deeply connecting with, and knowing their students, they create an environment that values teamwork and empathy, seeking feedback and considering different perspectives. Passionately committing to their calling, they recognise the worth that God places on all people, and continually contribute to the expansion of a connected, inclusive and empowering community.

St Philip's is a place where connection and relationship is valued. Effective communication inspires our community to appreciate, value and strengthen the power of relationship with God, and others. Visual expressions of the relationships developed within and beyond the College are displayed to tell the story of how God has used people, working together, to impact our city, and beyond, with the love of Jesus. Our facilities provide space for people to gather together to learn, celebrate, fellowship, create and support one another.

Aim

To develop a dynamic network of connections and relationships, through effective visual, written and verbal communication, so that students feel connected, included and affirmed, and are empowered to make a significant difference here and beyond.



Newcastle **Key Strategic Projects** 2021-2024

4. Launch the Alumni Program for SPCC Newcastle
5. Celebrate the 40-year anniversary of the SPCEF and Newcastle Campus
6. Build Global Project Partnerships (Malawi)
7. Establish a Communication and Marketing Strategy
8. Establish a Reconciliation Action Plan
9. Implement SPCC "BEYOND" to strengthen and enrich mission and service learning
10. Launch the "Friends of the College" Program



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

| | SPCEF STRATEGIES | STRATEGIC OBJECTIVES | PROJECTS |
|---|------------------------------------|---|----------------|
| SPCEF Pillar Community & Culture | Broadening Strategic Relationships | Broaden and strengthen collaborations with like-minded people and organisations locally, nationally, and globally, for the benefit of others. | 4, 5, 6, 8, 10 |
| | Impacting our Community | Develop local, national and global partnerships that provide unique mission and service opportunities for our students and staff. | 4, 5, 6, 9 |
| | Valuing our School Community | Emphasise excellence in customer service across all areas of the College community, communicating effectively and efficiently. | 7 |

| Thinking for Life

Vision

Students at St Philip's will thrive in our diverse and rapidly-changing world, because they experience a highly-engaging, challenging and future-oriented culture of lifelong learning. Being equipped with the knowledge, skills and dispositions to explore with curiosity, and think critically and creatively, they will make a meaningful, evidence-informed contribution as active and educated global citizens.

Staff members at St Philip's are lifelong learners, who think critically and creatively, modelling a growth mindset to students and colleagues. Agile and adaptive thinkers, they are evidence-informed and future-oriented, in order to operate at the forefront of an ever-changing global landscape. As resourceful and innovative adult thinkers, staff members empower students to ask questions, engage intellectually and solve problems, to create a better life for themselves and others.

St Philip's is a place where students are challenged daily to strive for excellence and be the best that they can be. Our environment demonstrates and showcases the value we place on every student's effort and commitment to learning, inspiring future generations. Our innovative, future-oriented facilities and our culture of thinking empowers curiosity, collaboration and creativity.

Aim

To equip students with a growth mindset so that they become lifelong learners who think critically and creatively, making meaningful and evidence-informed contributions to society, here and beyond.



Newcastle Key Strategic Projects 2021-2024

11. Consolidate and extend HSC SmartTrack
12. Research and launch SmartTrack Academy
13. Consolidate the Year 12 Academic Mentoring Program
14. Embed the Professional Development and Evaluation Framework
15. Activate a strategy to embed excellence for K-12 Literacy and Numeracy
16. Prepare Individual Learning Plans for all students K-12
17. Inaugurate the SPCC Research Centre



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

| SPCEF Pillar Educational Excellence | SPCEF STRATEGIES | STRATEGIC OBJECTIVES | PROJECTS |
|--|--|---|------------------------|
| | Achieving Personal Best in Learning | Equip every student to action personalised SMART goals to achieve success in learning. | 11, 12, 13, 15, 16 |
| | Embedding Whole of Life Learning | Provide opportunities for staff and students to understand and strengthen dispositions and habits for whole of life learning. | 11, 12, 13, 15, 16 |
| | Teaching with High Impact Strategies | Employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students. | 11, 12, 14, 15, 16, 17 |
| | Promoting a Culture of Professional Learning | Provide professional learning, employing a range of strategies including reflective practices, constructive feedback, disciplined dialogue around data, collaborative enquiry and evidence-based decision making. | 14, 17 |

| Creating For Good

Vision

An encouraging and vibrant culture of innovation and creativity, within real-world contexts, provides the framework for our students to continually discover how they have been created by God, for good, with a hope-filled future. Being equipped by God with individual strengths and gifts, they will express their unique creativity for the good of others.

A St Philip's staff member creates and nurtures a culture where students experience hope, by knowing they have been uniquely created by God, for good. Because they value curiosity, imagination and innovative thinking, they are open to new ideas and have confidence to explore new possibilities without the fear of failure. They seek to 'find the gold' in others, helping them to discover and develop their individual strengths and gifts in order to influence and contribute meaningfully to the greater good of society and future generations.

St Philip's is an inviting, inclusive place where staff, students and the wider community feel welcomed and experience God's love. Expressions of our core values are clearly visible in all areas of the College and God's natural creation complements the built environment. All spaces reflect the age-appropriate needs of the students, and are designed to support the intellectual, physical, spiritual and emotional well-being of all students and staff. The culture of gratitude is evident in the priority given to environmental sustainability of all projects to benefit current and future generations.

Aim

To strengthen the well-being of the SPCC community by developing an understanding of individuals' strengths and gifts within a culture of innovation and creativity, so that they can appreciate how they have been created by God, for good, and are empowered to contribute to the greater good of society and future generations.





Newcastle Key Strategic Projects 2021-2024

18. Develop a College Pastoral Care and Well-being Framework
19. Review Gallup strengths and embed a strengths-focused approach throughout the College
20. Promote Student Voice across all initiatives
21. Develop a Leadership Philosophy Statement to strengthen the College Leadership culture
22. Instigate a K-12 Outdoor Education Strategy

St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects

| | SPCEF STRATEGIES | STRATEGIC OBJECTIVES | PROJECTS |
|--|--|--|----------------|
| SPCEF Pillar Pastoral Care and Well-being | Promoting Student Voice | Enable authentic agency and responsibility, empowerment and leadership through inclusive engagement of all students. | 18, 19, 20, 21 |
| | Establishing Health and Well-being as a Priority & Shared Responsibility | Develop in staff and students an awareness of their own well-being, a care for the well-being of others and the capacity to respond in love. | 18, 19, 21, 22 |
| | Developing Resilience | Equip students to navigate challenges, embrace the effort, learn from mistakes and respond with a growth mindset. | 18, 19, 21, 22 |
| | Building Positive Relationships | Equip staff, students and College community members in how to develop and maintain quality relationships which reflect the Gospel of Christ. | 18, 19 |

| Taking Responsibility

Vision

Through a culture of respect and pro-active stewardship, a student at St Philip's develops wisdom, resilience, self-discipline, and the values to confidently and humbly take responsibility for themselves, others and creation. As servant-leaders, they contribute to the establishment of a more compassionate and just world.

As a St Philip's staff member takes responsibility for self, for others and for resources, a culture of respect and proactive stewardship is established. Staff members adopt an owner's mentality, modelling gratitude for, and pride in the College. Determined to make the most of every opportunity, even in the face of challenge and adversity, they stay focused on, and committed to the vision and mission of the College. As servant leaders, they are responsible to contribute to the establishment of a more compassionate and just world.

As a Christian school, St Philip's demonstrates responsibility in meeting legislative and NESA requirements, consistently improving and developing operations, so as to deliver an exceptional educational service. We are committed to sustaining and protecting the natural environment through a collective sense of stewardship for God's good creation and the efficient use of resources by everyone in the community, avoiding unnecessary waste, and building a healthy, safe, well-provisioned and well-maintained environment.

Aim

To create a culture of respect and proactive stewardship, so that every member of the SPCC community takes responsibility for themselves, others, and the natural and built environment, contributing individually and corporately to the growth and sustainability of SPCC.



Newcastle **Key Strategic Projects** 2021-2024

- 23. Design and construct "Future Fit" Facilities
- 24. Achieve five-year Registration and Accreditation approval



St Philip's Christian Education Foundation (SPCEF) link to Newcastle Key Strategic Projects



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 "INFLUENCE". Through this theme students and staff were encouraged to consider the way in which their words and actions impact the lives of others. As a community we strive to use our influence to promote the values of respect and responsibility.

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's help to be a positive influence in our community and beyond. Students and parents expressed that the devotions have been a source of great encouragement, particularly during COVID Lockdown. This provided a time for the whole family to share in these moments of reflection and encouragement.

In order to shape our future positively, the need for active learning space is paramount. Therefore, we engaged Richard Crookes Constructions to bring the vision of a 3 storey Active Learning Centre to life. This facility will pave the way for our students to establish their future healthy selves.

Special celebrations and commemorations were limited due to COVID-19, however, the ANZAC service was able to go ahead. Highlights of the service included the address by Group Captain Nathan Christie, who encouraged us all to hold to the values of our College, so that we can positively impact all those around us, as did those who served to defend and protect our country at such significant personal cost.

Also, the presence of the Lord Mayor of Newcastle, Councillor Nuatali Nelmes and Australian Defence Force servicemen and women, who laid a wreath and tributes during the service, added special significance. Following the ceremony, a special morning tea was held for defence families in the College.

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 7 trainee teachers as part of this program, in 2021, to raise the next generation of quality Christian teachers who understand the values and responsibilities inherent in educating young Australians.

In November, we celebrated World Teacher's Day. Year 12 students took on the challenge, expressing gratitude and appreciation to our teaching staff members. They did this in a variety of ways, including leading our Staff Chapel, leaving notes of appreciation on teachers' windscreens, preparing small gifts to recognise the commitment of our teaching staff members. In addition to this, we awarded

4 teachers with Teachers' Teacher awards. These awards reflect the respect and esteem that our teachers have for one another, and focus on the contribution that these teachers make every day to make a difference for their students and colleagues.

The teachers who received these awards were:

Megan Smith (Lead Educator Year 7; Year 7 Homeroom Teacher (English/HSIE)

Odette Ison (Lead Educator Science 7-10; Year 9-12 Science Teacher)

Kate Holt (Middle School Mathematics Teacher)

Francine Turner (Junior School PDHPE teacher)

The Teachers' Guild of NSW recognises teachers across the state for their service and commitment to teaching. This year, two of our teachers were awarded World Teachers' Recognition Awards. The teachers who received this recognition were:

Stephanie Howard (Year 7 Homeroom & Middle School Mathematics & Indonesian teacher; Year 7 Girls' Well-being Advisor)

Brian McCowen (Lead Educator (STEM K-6); STEM teacher (Years 3-6))

In March 2021, we released the first copy of a new online magazine titled, "The Life". "The Life" magazine was originally published once each term as a printed magazine for St Philip's Christian College, Waratah, but later transitioned to being a semesterly magazine to reflect the life of all the schools that comprise the St Philip's Christian Education Foundation. Having not been published now for several years, we decided to use the online forum, Issuu, to resurrect "The Life", this time, publishing the magazine termly, so that members of our own, as well as the broader community, are able to share in, and honour the success of our staff and students in a range of endeavours.

In March, our whole College community celebrated International Women's Day. A highlight of the day was our guest speaker at both Middle and Senior School Assemblies, Squadron Leader Louise Burr, who is a member of the Australian Defence Forces. Louise's career has taken her all over Australia and around the globe. She was deployed as Chief Engineer of the Middle East Region in 2018 and her current role is Project Management Lead of the \$1.5 billion Joint Striker Jet Facilities Project. Recently announced as the winner of the national Australian Defence Magazine 2021 'Women in Defence' awards in the Engineering category, Louise's message inspired students to show respect and take individual responsibility to celebrate the contribution women make to our society.

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.

Communication increased throughout 2021 with daily COVID updates being provided for all staff and parents/carers. This consistent and regular communication was gratefully received and appreciated, particularly during lockdown, demonstrating high levels of responsibility, in light of health crisis.

Whole school focus on showing respect to one another by intentionally making eye contact and greeting fellow students and staff members while passing in the playground. This engendered a positive culture of mutual respect and value for one another.

Staff Conference was successfully held online, staff participated positively.

Professional Development opportunities were also held via on-line forums.



Junior School Initiatives

Literacy

Commenced the AIS Primary Writing Project to assist further consistent Literacy approach K-6.

Numeracy

Launched ENACT (Excellence in Numeracy Action Team) group to lead and attend to consistent improvement in Mathematics K-6, similar to the approach used for Literacy.

Communication

Continued advancement of digital communication with parents. For instance, videos tours such as "a day in the life of Kindergarten", online parent chat forums during digital parent information sessions.

Responsive decision making to parent survey to use Zoom as a preferred teacher/parent discussion platform (allowing parents with young children to more easily engage).

Car park pickup

Instigated contactless weekly learning book collection system during the height of COVID.

Commenced carpark pickup system - allowing up to 200 Junior School students per day to be collected in a minimal contact and safe manner. We have permanently continued this system to offer this as a response to the positive feedback and to add value to our parent community.

Extra-curricular

JS leadership were intent on keeping Year 3 and Year 4 camps on the agenda, despite COVID implications, and managed to reschedule the Year 3 and 4 Camp's later in the year. This was hugely beneficial for the students, many of whom missed camp experiences in 2020.

Music

Modified Junior School music program to suit the required digital climate and offered the MusicaViva program online.

Sport opportunities

Expanded after school clinics and opportunities for students. Through successful grant applications, we were able to purchase a large range gymnastic equipment, to support our own gymnastics program.

Book Week

To adapt to the COVID requirements, we moved Book week to an online forum.

Modified book week dress up - put a photo of yourself on iLearn page to show your costume.

Student Leadership and Mini Assemblies

Student leaders coordinate, plan and run mini assemblies in each year group due to the inability for larger gathering.

Chapels

Online chapels coordinated by the ministry team.

Community Service

Organised a Beanie dress up day to raise funds for our Kindergarten student who had recently been diagnosed with a brain tumour, raising over \$5000.

Christian Life Studies

Faith for Life learning opportunities revised to a consistent approach across the college and is now called Christian Life Studies K-12.C

Kindergarten Orientation changes

Kinder Orientation day held on 9th December after all 2021 students had finished the school year.

Kindergarten Welcome Boxes

Personally delivered welcome boxes to our new 2022 Kinder and Year 7 students. This was very well received.

New Student Welfare Team

JS Student Welfare team established to care for high needs students. (Anne, Kylie, Heather)

Middle School Initiatives

- Introduction of Year 7 Digital Fun days
- Science and Engineering Challenge. Year 8 UON
- MS Student leaders supported K-2 and 3-6 students in swimming and athletics carnivals
- Students engaged in learning via zoom and iLearn during lockdown from August
- Year 7 participated in Best Start testing for English and Mathematics
- Professional Development K-6 AIS Writing Modules
- Year 5 Leadership Development ASPIRE – Unleashing Personal Potential (UPP)
- Year 5 & 6 – UR Strong – Empowering student friendship skills
- UPP workshop 6,7 & 8 Impact Sessions
- Planning and Development of Smart Track Academy Year 7
- Staff Professional Development with– Big Picture Academy Australia, Viv White
- Staff Professional Development with LearnLife Spain, Stephen Harris
- Vision casting with parents and students during Year 7 enrolment process
- Development of Middle Vision 'Middle School addVENTURE – Enjoying the Journey' with a focused theme for each year group: Year 5 (Discover), Year 6 (Grow), Year 7 (Explore) Year 8 (Empower)
- International Women's Day participation by students and staff, guest speaker and other activities arranged.

Senior School Initiatives

- Musical production of "High School Musical" was held at the Civic Theatre. Unfortunately the last performance was cancelled due to COVID-19 restrictions.
- Trial HSC was set, completed and submitted virtually in response to COVID lockdown restrictions.
- Year 12 Formal was held on the school site, due to COVID vaccination challenges.
- Year 12 graduation, family messages played to students in the absence of parents due to COVID restrictions.
- Community was built through "The Breakfast Show" that was run every morning for students during remote learning.
- Active Fit sessions were delivered during remote learning in the afternoon for students.



Feedback from Students, Parents and Staff in 2021

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 College 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 2021

Student Perspective surveys of Teachers – Years 5 – 12

Weekly Pulse check-in with students

March – Parent Teacher Survey Feedback with Parents

March – Parent Feedback in relation to Year group webinars

March – Morning Prayer survey of students

April – Traffic survey of Parents

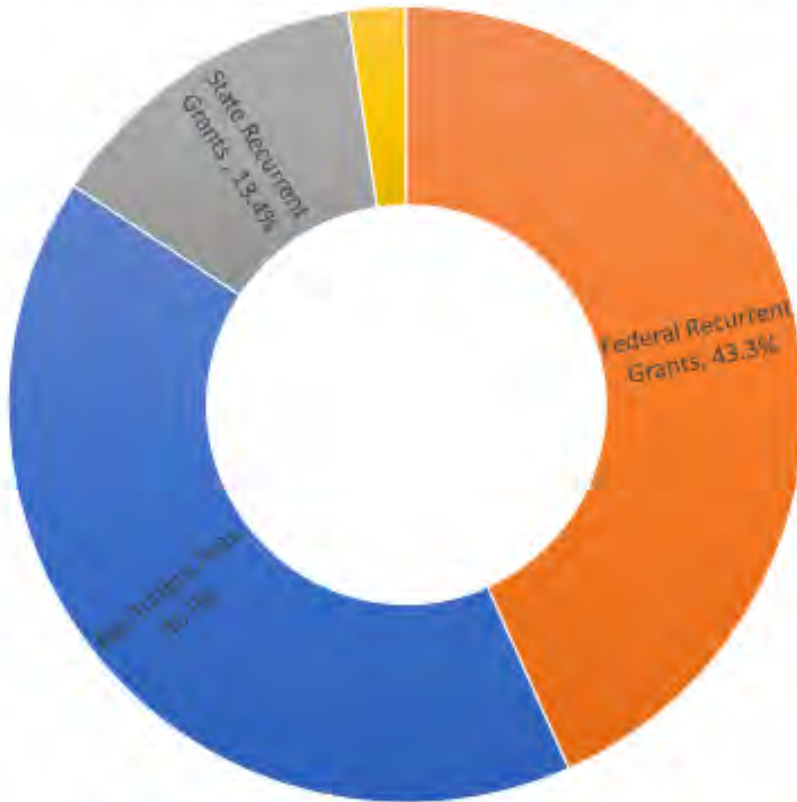
May – Kindergarten Collection of Information

May – Perspectives Survey – Parents, Staff and Students

Aug – 5 – 12 Gallop Student Poll Survey

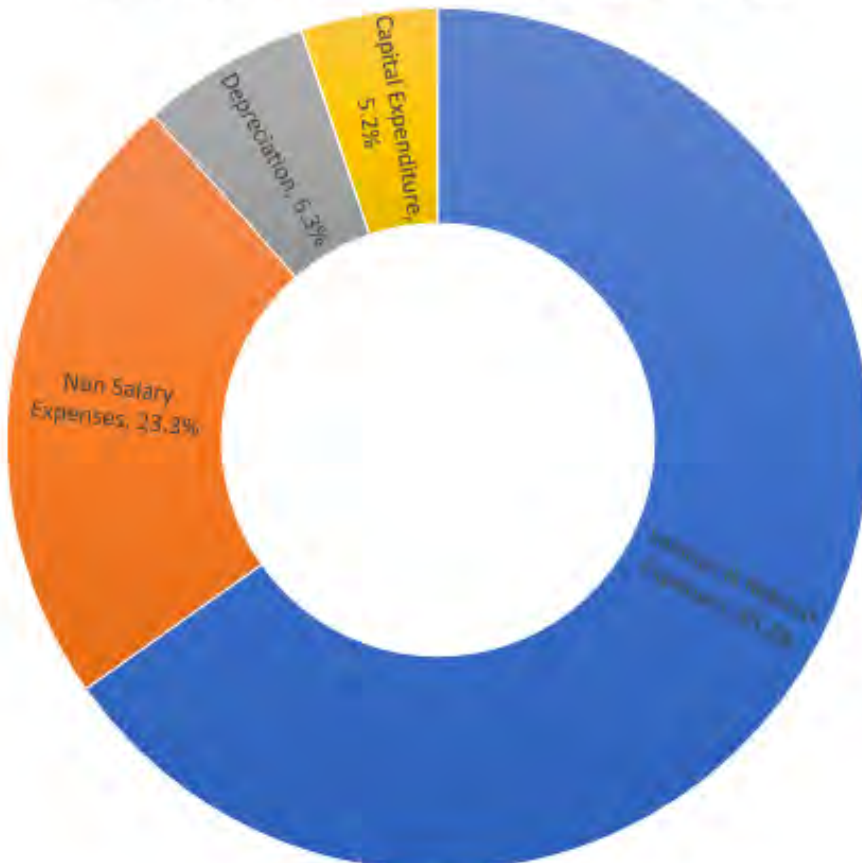
Sept – Vaccination Status of Staff

SPCC Newcastle Income by Source



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

SPCC Newcastle Expenses by Type



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

THEME 14 - Publication Requirements

This Annual Report will be made available on the NESAs 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.

