



# COURAGE

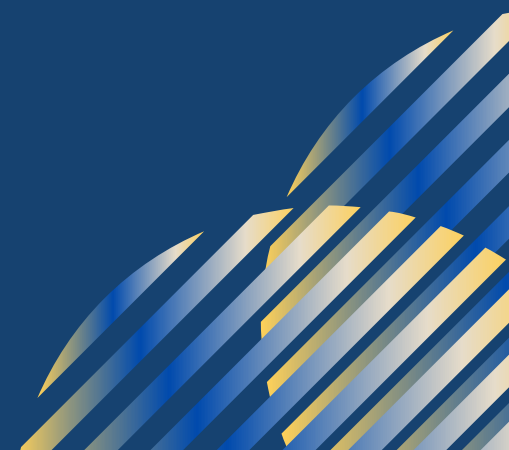
"Be on guard. Stand firm in the faith.  
Be courageous. Be strong."

1 CORINTHIANS 16:13



## ANNUAL REPORT 2020

Educational and Financial Report



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# Theme 1

## MESSAGES FROM SCHOOL LEADERS

Les Holland- Chairman  
Graeme Irwin- Executive Principal  
- Principal Michelle Cairelli  
Louise Huang - School Captain and DUX



# CHAIRMAN'S REPORT

## Les Holland

Greetings friends and colleagues,

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

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

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

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

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

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

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

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

Finally: From 2 Peter 3:17,18

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

Grace and Peace,

Les Holland

Chairman, Board of Governors

SPCEF Ltd – AGM 27 May 2021



# EXECUTIVE PRINCIPAL'S REPORT

*Graeme Irwin*

2020 was a year like no other. It all started out like any other year but soon changed to reveal a year of fear and uncertainty as the COVID19 pandemic spread across the world. How appropriate was our organisational theme for the year, and we praise God that He was preparing us for what we were to endure. Our theme of 'Courage' was so needed for all within our school communities and the verse 1 Corinthians 16:13 'Be on guard. Stand firm. Be courageous. Be strong', was a constant encouragement.

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

By March things were bleak and the future was uncertain. We communicated regularly with the school communities and attempted to keep everyone informed about the changes that were taking place. On March 20th I sent a message to all staff assuring them that their jobs were secure and that we would wind back capital expenditure if needed to keep all staff employed. We also offered fee discounts to families in financial difficulty and the Board also approved the waiving of the Resources Levy for a period during 2020. Graeme Evans was also appointed to oversee the organisational response to COVID19 and I commend him on his important work.

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

A major achievement for the year was the development of Strategic Plans for the Foundation, the acceptance of these by schools to develop their School Improvement plans for the next three years. In addition, Enabling Strategies were developed for the important work of the Foundation Office to 'enable' the mission focused and effective operation of the organisation. A generic 'New Schools Strategic Plan' is currently under development to support the work of new school teams in planning the establishment of new schools.

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

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

# EXECUTIVE PRINCIPAL'S REPORT

## Graeme Irwin

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

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

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

Throughout the year SPELT meet regularly to oversee all our schools and support one another and learn from each other. SPELT is the St Philip's Executive Leadership Team and is made up of all the senior leaders in the group. Principal Newcastle - Pam ODea, Principal Port Stephens - Martin Telfer, Principal Gosford - Michelle Cairelli, Acting Principal Cessnock - Matt Connett, Principal DALE - Bronwyn Thoroughgood, Principal Teaching School - Samantha Van De Mortel, Executive Director Early Learning - Lea Rule, Chief Financial Officer - Matthew Gray, Deputy CEO - Graeme Evans and myself. I commend everyone on their dedication to the task of keeping our schools running and delivering high quality learning and care for our students during a most difficult year.

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

Every blessing,

Graeme Irwin  
Executive Principal



# PRINCIPAL'S REPORT PRESENTATION DAY SPEECH *Michelle Gairelli*

Parents welcome to Presentation Night – oh that's right we can't have parents! Surprise! It's 2020.

This is a "one of a kind" year so really, I think, deserves some different "one of a kind" hopefully not to be repeated awards.

There were three, yes three, presentation awards ceremonies for the traditional academic awards to students. We still wanted to acknowledge student efforts before their peers even if parents could only watch online. Thanks for understanding.

Our theme for 2020 was Courage. Boy have I seen courage demonstrated this year!

For 10 years I have been saying World Class all for the Glory of God by 2020. So, what did it look like? Join me as we present awards to just some World Class heroes of faith.

Do you remember at the start of the year we had bushfires? We even closed school for a day at the end of 2019. The "I can do more than teach" Award goes to Mr Carr for his service with the SES

The 'Through the Flood Award' is for Mr Maher who ran a swimming carnival when roads were blocked by torrential rain – I didn't even get to the carnival this year as I was trapped in my home by floodwaters.

As Dora the Explorer would say "You did it. You did it."

The "How on earth did you create so many resources in a week" award goes to Junior School Staff, plus some volunteers and Admin, who prepared lessons, printed resources and - cut down several trees - to create World Class learning packs for all of Junior School as they started home learning. Australia Post loved us!

The "Thank God for Technology" Award goes especially to Callum and Brad – our wonderful ICT team. Running a network with XX staff and XX students is not easy. Shifting to online learning.... well that was amazing. I am so very proud of these two and my staff who had to embrace technology in a whole new way. World Class attitude-of service - at the mercy of internet connection. We did it, we did it. Phew!

The "Marking the roll shouldn't take half a day" award goes to our admin and student reception team. You would NOT believe how hard it was to mark rolls of who was home sick, who was home but doing classes – or trying to log on and who was physically at school. World Class attitude shone through.

The "I didn't sign up to be a home school teacher" award goes to all those parents who suddenly developed a fresh love and appreciation for our amazing staff.

Parents we do really miss seeing you around. Thanks for sticking with us, being kind, giving encouragement to our team, seeing good, choosing gratitude.

For ensuring our hardworking staff never ran out of toilet paper we say thank you to our maintenance team. Oh, the crazy things that mattered in 2020. Who would have thought.

Speaking of dressing up the "Let's make Year 12 know they are special" award goes to Head of Senior School Cameron Johnston for dressing up for the Year 12 Graduation and organizing a jumping castle. World Class and very courageous. We didn't have excursions, incursions, competitive sport, couldn't sing but the "Show must go on" or "Let's dress up and have fun anyway" award goes to our Librarians Mrs Bolger and Miss Carmen for a wonderful Book Week in spite of the restrictions

# PRINCIPAL'S REPORT PRESENTATION DAY SPEECH

## *Michelle Cairelli*

The "We will find a way to sing" award goes to the Junior School team who, with the help of Brad and Cass, learnt to sing without sounds using AUSLAN. Really World Class – and Mrs Finlay loved it.

The "Sanitise with a smile" Award goes to Chris and Dayik who have been faithfully wiping down surfaces in offices and classrooms with a smile month after month

Behind the scenes at every school is a huge team. Some of whom you may not think about. The "Each Child Matters" Award goes to our wonderful bus drivers who continued to faithfully arrive at school each day – even when they may have an empty bus. I am so thankful we, as a school, were able to stay open for all those families who needed us to – and the buses still running was part of that.

NorthConnex may have finally opened but we had our own traffic issues. Construction of DALE school on the Ring Road was expected, but parent pick up and drop off - Oh, boy that's taken a lot of courage, and patience and time and rostering and... I say enjoy your holidays!

The "Zoomed Out" award goes to ... well EVERYONE - all students and staff and parents – give yourself a clap – sorry to do this award presentation by video!

I have done more videos this year than EVER so thanks to Dave and Neil for your work behind the scenes. You Did it. We Did it. World Class all for the Glory of God

I talk with other Principals, I hear from parents, I hear from students and can say with confidence that our team at St Philip's Christian College Gosford has responded to this year as well as any school – and better than many. World Class. Yes, World Class and all for the Glory of God.

I believe we could all receive the award of Courage this year. It takes courage to live with passion and purpose.

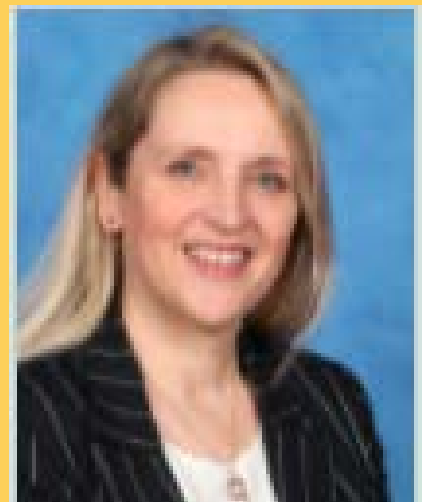
As Dora the Explorer says "We Did it. We did it."

I pray your family will look back on 2020 and see the good that came out of all the changes and uncertainties.

St Philip's I am proud of you. So proud. Have a blessed holiday.

<https://www.youtube.com/watch?v=zWY3Sx8tW74>

Mrs Michelle Cairelli  
Principal





# SCHOOL CAPTAIN - GRADUATION SPEECH

## *Louise Huang*

Good Morning, to everyone present here in person or in spirit and thank you for honouring our graduating class by joining us today to celebrate our significant passage of life.

We have all sat through many Graduations and I can't believe that today I am celebrating my own. The young men and women graduating today are not defined by this year alone but have been shaped through their whole life journey and likewise, our World-class vision does not only start and end in 2020.

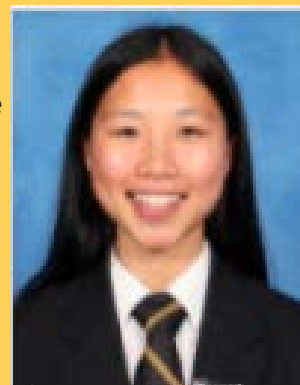
Each one of us year 12s is like a boat, docked at the harbour of this College for many years. Over time, many have come and gone but we have steadfastly remained anchored through the torrential rain of assignments, rough waves of friendship dramas, and the COVID-19 typhoon. Battered as we are, we have not sunk and for that we are indebted with gratitude to many.

Firstly, I want to honour Mum and Dad, as faithful carpenters of God, you have crucially fashioned my fundamental framework with loving discipline. You have devoted yourselves to carving each rib uniquely to its location, meticulously chiselling and nailing together my morals, hobbies, skills to craft a lifestyle of structural integrity. We are very thankful to our families, who know more than anyone our virtues and flaws, but yet have always loyally supported and believed in us from our maiden voyage.

I also would like to express gratitude to this college community for equipping us for our life voyage beyond this harbour. I have always loved how Meros Girls openly pray together and share our experiences about school and life. In Meros, I have learnt resilience and unity, arising from defeat to earn our engraving on the trophy. I also gratefully cherish Camps-whether it's laughing over a friendly game of banagrams and cards or ambitiously racewalking and bantering our way through the yr 11 City Chase-these priceless memories are entwined into a strong rope binding us together. I want to pass onto the younger students the lesson I learnt through the lockdown period to treasure every moment. Even just eating lunch together with your friends everyday, because one day all too soon, you will find yourself sitting here on this stage, with no more chances left.

Especially treasure the genuine relationships with your teachers. I am so grateful to all my teachers for instilling the precious Core Values, sanding down and refining the rough inner hull of my character. Thank you for creating a nurturing environment for us vulnerably make mistakes and grow, patching the leaks in my attitudes and way of thinking. We cannot fathom how much our teachers have invested into each one of us, wholeheartedly developing our God-given passions to help us understand our unique purpose. May God abundantly bless every teacher here for so glorifying Him everyday with your world-class Whole-of-life education. You have all inspired me to carry on this eternally impacting trade at whichever harbour God will call me to.

Above all, through conversations and class discussions, our teachers have challenged and encouraged our values and beliefs and introduced us to Jesus, the wise Captain. But He who has mapped our entire voyage before one day even came to be, can only steer us if we surrender the ropes of our lives into His sovereign Hands. As we embark from here, no longer will we have to pray or hear God's Word everyday. But like Jesus who trusted God's promise to bring Him to the other side, will you be able to sleep through the calm and the storm? How do you know if you will go over and not under? The unprecedented tempest this year has undoubtedly shaken us, reminding us that we just don't know what is over the horizon of tomorrow.



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# Theme 2

*Contextual  
Information  
about the School  
& Characteristics  
of the Student  
Body*



# SPCC Gosford

St Philip's Christian College Gosford was acquired in 2007 and has an enrolment of 601 students K to 12. The College is located on the NSW Central Coast just north of Gosford City in a beautiful bushland setting. The mission of the College is to provide quality education in a caring and secure learning environment based on Christian beliefs, values and practice. The five core values of the College are, Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community. The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for each student to discover their passion and purpose. The College is passionate about the pursuit of excellence in all areas of school life, particularly academic achievement, performing arts, sporting events and Christian lifestyle. Curriculum strengths include learning support programs where specialised teachers provide supportive and individualised curriculum for students with a range of special needs, our HAWKE extension and enrichment program in Stage 4, as well as our alternative HSC pathways in order for students to work in their area of passion and purpose. Extra-curricular activities include sport, gala days, music choral groups, and private music instruction, drama performances, academic competitions, inter-school debating, camping and mission trips.



SCHOOL  
SECTOR

*Non-Government*

YEAR  
RANGE

*Kindergarten -  
Twelve*

SCHOOL  
TYPE

*Combined*

TOTAL  
ENROLMENTS

**598**

LOCATION

*Major Cities*

**INDEX OF  
COMMUNITY  
SOCIO-EDUCATIONAL  
ADVANTAGE (ICSEA)**

**SCHOOL ICSEA VALUE**

**1065**

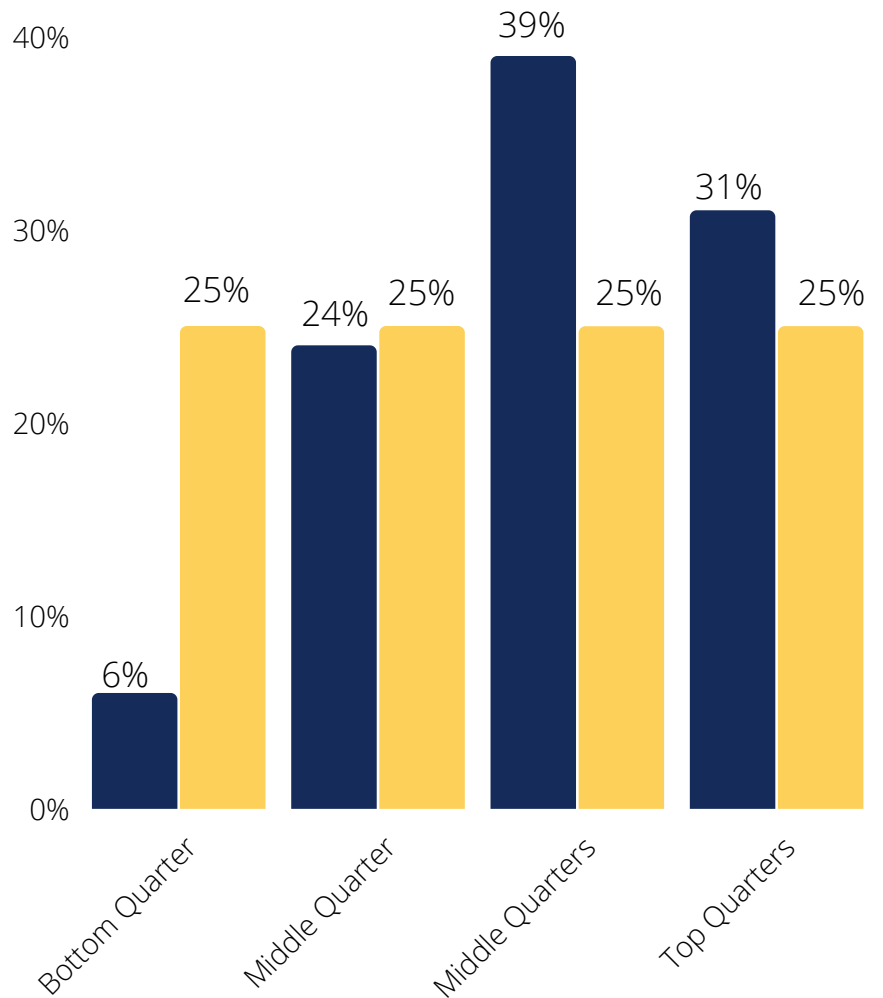
**AVERAGE ICSEA VALUE**

**1000**

**DATA SOURCE**

**PARENT  
INFORMATION**

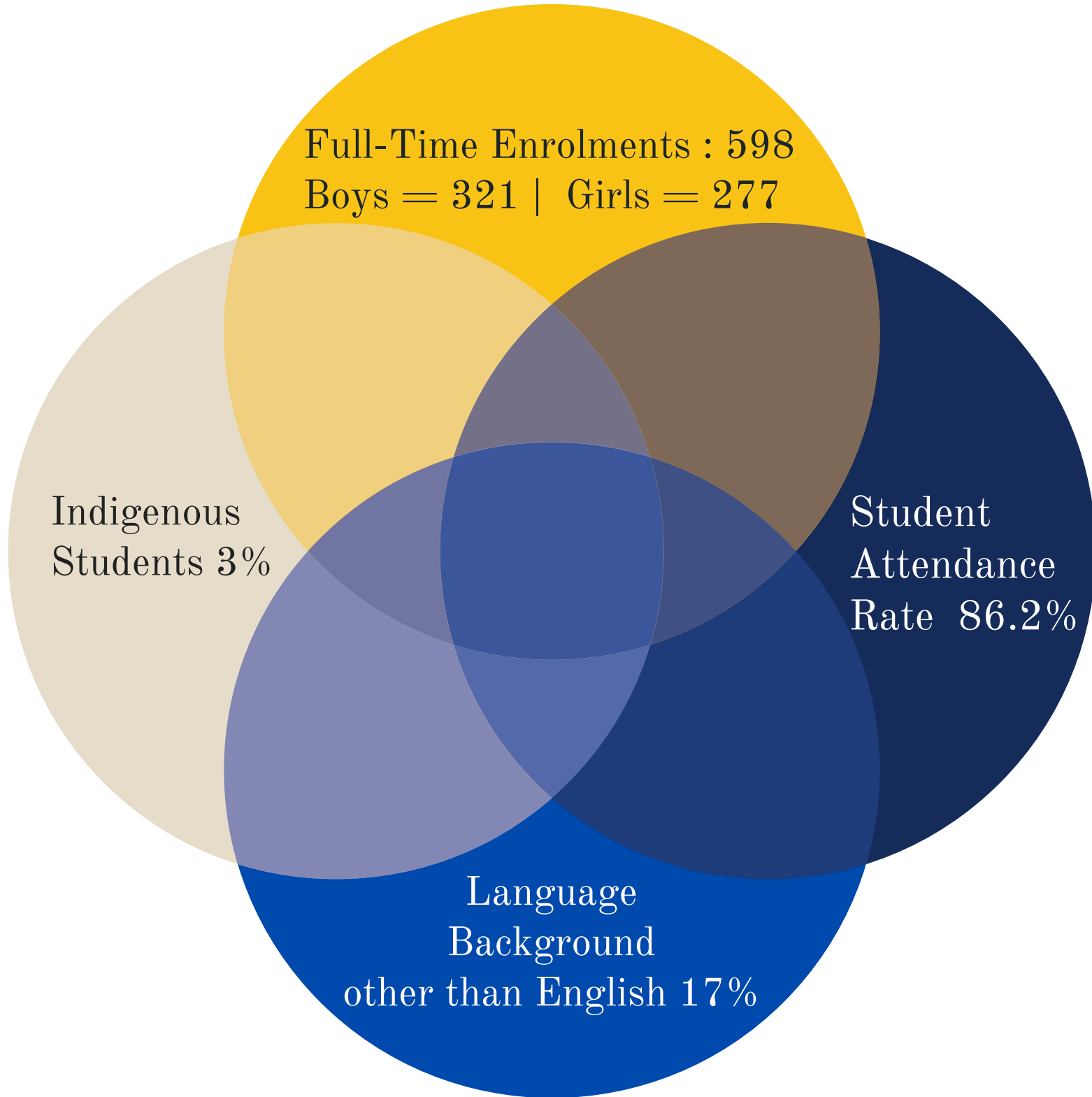
**DISTRIBUTION  
OF SOCIO-  
EDUCATIONAL  
ADVANTAGE  
(SEA)**



**SCHOOL DISTRIBUTION** **AUSTRALIAN DISTRIBUTION**

# CHARACTERISTICS OF THE

## *Student Body*



## SENIOR SECONDARY OUTCOMES

SENIOR SECONDARY  
CERTIFICATE AWARDED

38

COMPLETED SENIOR  
SECONDARY SCHOOL

38

VOCATIONAL EDUCATION &  
TRAINING ENROLMENTS

42



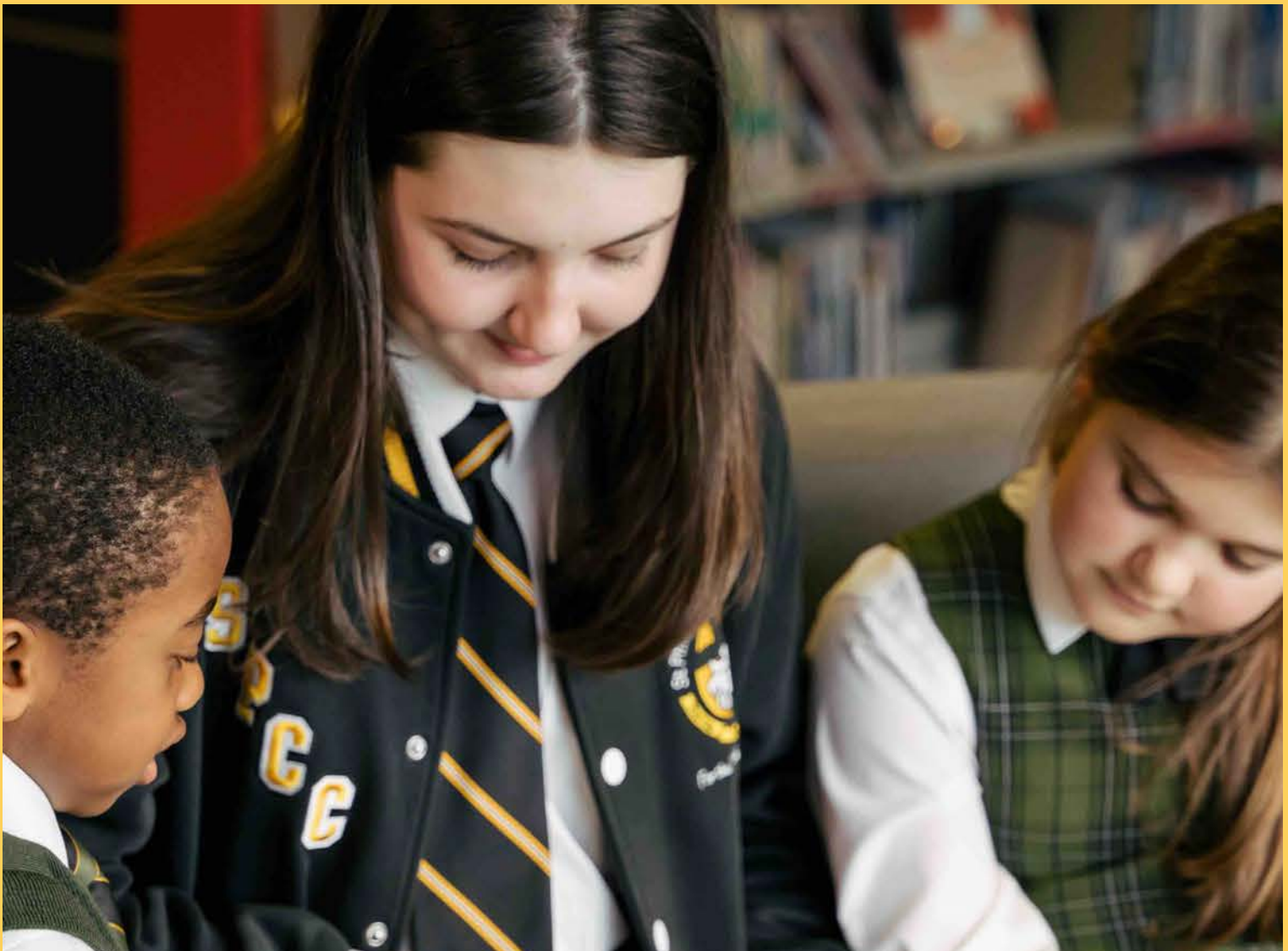
# Theme 3

**STUDENT OUTCOMES  
IN STANDARDISED NATIONAL  
LITERACY & NUMERACY TESTING**

**2020**

**NAPLAN TESTING**

Did not go ahead due to  
COVID-19 pandemic





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# Theme 4

## *Senior Secondary Outcomes*

(Student Achievements)



# 2020 Higher School Certificate

Subject	Year	No. of Students	Bands 3-6 %		Bands 1-2 %	
			SCHOOL	STATE	SCHOOL	STATE
Biology	2020	14	100%	87%	0%	13%
	2019	9	67%	84%	33%	16%
	2018	14	56%	90%	14%	10%
	2017	10	100%	88%	0%	12%
Business Studies	2020	16	88%	83%	12%	17%
	2019	6	50%	83%	50%	17%
	2018	9	89%	88%	11%	12%
	2017	5	80%	86%	20%	12%
Chemistry	2020	3	100%	91%	0%	9%
	2019	1	0%	12%	100%	88%
	2018	10	70%	89%	30%	11%
	2017	2	100%	90%	0%	9%
Design & Technology	2020	2	100%	98%	0%	2%
	2019	4	100%	95%	0%	5%
	2018	7	100%	97%	0%	3%
	2017	5	80%	95%	20%	5%
Drama	2020	4	100%	98%	0%	2%
	2019	3	100%	98%	0%	2%
	2018	6	100%	98%	0%	2%
	2017	3	100%	98%	0%	2%
English Standard	2020	11	100%	89%	0%	11%
	2019	5	60%	87%	40%	13%
	2018	16	94%	85%	6%	15%
	2017	8	88%	86%	0%	13%
English Advanced	2020	11	100%	99%	0%	1%
	2019	9	100%	99%	0%	1%
	2018	18	94%	99%	6%	1%
	2017	10	100%	99%	0%	1%

Subject	Year	No. of Students	Bands 3-6 %		Bands 1-2 %	
			SCHOOL	STATE	SCHOOL	STATE
Legal Studies	2020	4	100	89%	0%	11%
	2019	0	Not Studied at SPCC			
	2018	10	80%	86%	20%	14%
	2017	3	100%	91%	0%	9%
Mathematics Standard 2	2020	17	82%	76%	18%	24%
	2019	12	75%	83%	25%	17%
	2018	23	87%	80%	13%	20%
	2017	8	50%	76%	50%	23%
Mathematics Advanced	2020	8	100%	96%	0%	4%
	2019	1	100%	92%	0%	8%
	2018	5	100%	93%	0%	7%
	2017	5	100%	91%	0%	9%
Modern History	2020	7	71%	84%	29%	16%
	2019	6	83%	86%	17%	14%
	2018	15	73%	85%	27%	15%
	2017	6	67%	86%	33%	13%
Personal Dev./ Health/ PE	2020	5	100%	86%	0%	14%
	2019	8	62%	88%	38%	12%
	2018	10	90%	86%	10%	14%
	2017	7	100%	81%	0%	18%
Physics	2020	3	100%	86%	0%	14%
	2019	0	Not Studied at SPCC			
	2018	4	100%	97%	0%	3%
	2017	2	100%	88%	0%	11%

# 42%

OF THE YEAR 12 COHORT  
UNDERTOOK A VET OR  
TRADE TRAINING

# 100%

OF THE YEAR 12 COHORT  
SAT AND ATTAINED A YEAR  
12 CERTIFICATE

Subject	Year	No. of Students	Bands 3-6 %		Bands 1-2 %	
			SCHOOL	STATE	SCHOOL	STATE
Studies of Religion I Unit	2020	12	92%	94%	8%	6%
	2019	4	75%	96%	25%	4%
	2018	8	75%	93%	25%	7%
	2017	2	100%	95%	0%	5%
Textiles & Design	2020	5	100%	96%	0%	4%
	2019	5	100%	93%	0%	7%
	2018	5	100%	94%	0%	6%
	2017	2	100%	93%	0%	7%
Visual Arts	2020	4	100%	98%	0%	2%
	2019	4	100%	98%	0%	2%
	2018	0	Not studied at SPCC			
	2017	2	100%	99%	0%	1%
Hospitality	2020	10	100%	91%	0%	9%
	2019	2	100%	73%	0%	27%
	2018	7	86%	84%	14%	16%
	2017	3	100%	71%	0%	11%
Information & Digital Technology	2020	4	100%	96%	0%	4%
	2019	6	100%	85%	0%	15%
	2018	5	100%	90%	0%	10%
	2017	3	100%	79%	0%	8%

**\*Note: Scores where students did not sit for their HSC examination account for where percentages do not add to 100%**

### 2020 Higher School Certificate – Extension Results

Subject	Year	No. of students	E4%		E3-E2%		E1%	
			SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Ext I Mathematics	2020	2	50%	37.95%	50%	66.5%	0%	5%
	2019	1	0%	39%	100%	56%	0%	5%
	2018	3	33%	32%	67%	64%	0%	4%
	2017	2	0%	38%	100%	59%	0%	3%

# SENIOR PERFORMANCE RECORD OF ACHIEVEMENT (ROSA)

The RoSA is a cumulative credential. It is for the year 10, 11 and 12 students leaving school prior to the Higher School Certificate. There were 5 RoSA credentials issued by NESA to students in 2020.

## Year 10 Record of School Achievement - Percentage in Grades

### English

Grade	SPCC % 2016	State % 2016	SPCC % 2017	State % 2017	SPCC % 2018	State % 2018	SPCC % 2019	State % 2019
A	5	12	8	12	6	22	20	12
B & C	73	65	55	65	54	57	58	65
D & E	22	23	37	23	40	21	22	22

2020 A = 21% (13%), B and C = 72% (65%), D and E = 7% (22%)

### Mathematics

Grade	SPCC % 2016	State % 2016	SPCC % 2017	State % 2017	SPCC % 2018	State % 2018	SPCC % 2019	State % 2019
A	5	15	11	15	4	15	10	15
B & C	71	54	71	55	33	55	54	55
D & E	24	31	18	30	63	30	36	31

2020 A = 12% (15%), B and C = 68% (55%), D and E = 21% (30%)

### Science

Grade	SPCC % 2016	State % 2016	SPCC % 2017	State % 2017	SPCC % 2018	State % 2018	SPCC % 2019	State % 2019
A	14	13	18	13	25	13	17	13
B & C	56	61	44	61	35	62	68	61
D & E	30	26	38	26	40	25	15	26

2020 A = 14% (13%), B and C = 72% (61%), D and E = 14% (26%)

### Australian Geography

Grade	SPCC % 2016	State % 2016	SPCC % 2017	State % 2017	SPCC % 2018	State % 2018	SPCC % 2019	State % 2019
A	2	13	11	13	10	14	15	14
B & C	60	62	58	63	69	63	83	63
D & E	38	25	31	24	21	23	2	23

2020 A = 28% (15%), B and C = 63% (62%), D and E = 9% (22%)

### History

Grade	SPCC % 2016	SPCC % 2016	SPCC % 2017	State % 2017	SPCC % 2018	State % 2018	SPCC % 2019	State % 2019
A	10	10	21	14	10	14	23	14
B & C	66	66	55	63	65	63	58	62
D & E	24	24	24	23	25	23	19	23

2020 A = 7% (15%), B and C = 63% (62%), D and E = 30% (23%)

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# Theme 5

*Teacher  
Professional  
Learning,  
Accreditation  
and  
Qualifications*



<b>Date</b>	<b>Description</b>	<b>Attended</b>	<b>Trainer</b>
January	HLTAID001-Provide Cardiopulmonary Resuscitation	5	Accredited PD
	HLTAID003-Provide First Aid	64	Accredited PD (Evaluated)
	PBIS Whole Staff Overview @ SPCC	5	Accredited PD
	Staff Conference	1	Elective PD
	Education Perfect PD	2	Elective PD
	Big Day Out	3	Elective PD
	PBIS Introductory Elective	1	SPCC
	Teaching EAL/D Students Part A: Understanding & Assessing English Proficiency	1	AIS
	2020 Annual AHISA Subscription	1	AHIS
	Central Coast Global Leadership Summit	5	
	Strengths & Set Plan Training	1	KylieMcGillivray
	Game Design with Scratch	1	Elective PD
	Emotional Regulation in Students with an Autism Spectrum Disorder and/or other Neurodiverse Disorders-Masterclass	1	Accredited PD (Evaluated)
	Early Signals, First Responses-Module 1	1	Accredited PD (Evaluated)
	Early Signals, First Responses-Module 2	1	Accredited PD (Evaluated)
	Early Signals, First Responses-Module 3	1	Accredited PD (Evaluated)
February	HSC Feedback and Advice Day: Mathematics (2 Unit)	1	Maths Association of NSW
	HRIS T&L/DOS Meetings	1	HRIS
	Spell-it Professional Development Workshop	2	Accredited PD (Evaluated)
	Adjusting Teaching During COVID-19	5	Accredited PD
	Coaching sessions (with science teachers)	1	Elective PD
	Coaching sessions (for me)	1	Elective PD
	Professional Learning Group	1	Elective PD
	Maintaining Accreditation at PT-face to face	1	Accredited PD (Evaluated)

March	HSC Disability Provisions; The Why, How and What Happens Next	1	NESA
	Writing Module 1: Overview of Writing @SPCC	9	Accredited PD (Evaluated)
	Deaf Awareness Training	10	Elective PD
	Emergency Response Training	10	Elective PD
	2020 Teaching EAL/D Students Part A: Understanding and Assessing English Proficiency	2	Accredited PD (Evaluated)
	Teacher Accreditation Information Session	2	Elective PD
	Lesson Observation	1	Elective PD
	Spelling: Module 1- Assessment for Explicit Teaching of Spelling @ SPCC-Gosford	1	Accredited PD
	PD Coaching-Science	1	SPCC
	Parent Communication	1	Elective PD
	General Admission	1	Game Training Pty Ltd
	Pompeii & Herculaneum Webinar	1	
	Warden Training, Staff Training, Exercise & EPC	1	Hendry Group Pty Ltd
	You had me at hello: how to grab their attention & keep it (online)	1	Accredited PD (Evaluated)
April	2020 Modern History Core: HSC Insights-Webinar	1	Accredited PD
	2020 Approaching Russia and the Soviet Union-Webinar	1	Accredited PD
	POD CAST: Want Clever Kids? Get them playing outside	1	Elective PD
	Early Signals, First Responses-Module 4 Recognising, responding & when to seek external help	1	Accredited PD (Evaluated)
	Early Signals, First Responses-Module 5 Identifying & responding to children at risk	1	Accredited PD (Evaluated)
	Early Signals, First Responses-Module 6	1	Accredited PD (Evaluated)
May	Explicit Instruction in Measurement & Geometry @ SPCC	8	Accredited PD



	AEDC Data Entry	1	Elective PD
	Spelling Module 2 @ SPCC	1	Accredited PD
	Phase 2 Action Plan Numeracy Module 9	1	Accredited PD
	COVID-19 Infection Control Training	1	Elective PD
	Connect & Collaborate	1	Elective PD
	2020 Essay Writing for Modern History Part 2	1	Accredited PD
	Disability Standards for Education for Primary Schools: Part 1	1	Accredited PD (Evaluated)
	Maintaining relationships with families & children when children are not attending	1	Elective PD
	Getting started with remote learning	1	Elective PD
June	Writing Module 2: Sentences are the key to writing @ SPCC	8	Accredited PD
	NCCD-Connect & Collaborate	1	Elective PD
	2020 Civil Rights: Moving Beyond the 2019 HSC-Webinar	1	Accredited PD
	2020 Modern History Core: HSC Insights-Webinar	1	Accredited PD
	Inclusive Education: Essential Knowledge for Success	1	Elective PD
	Disability Standards for Education for Primary Schools: Part 2	1	Accredited PD (Evaluated)
	5 stepping stones to exceeding workshop	1	Elective PD
	Kiddo Certificate of Physical Literacy	1	Elective PD
	Let's Count	1	Elective PD
	Refugee Experiences and the Classroom	1	Accredited PD (Evaluated)
July	Writing Module 3: Building up text @ SPCC-Gosford	8	Accredited PD (Evaluated)
	Numeracy Module 10: @SPCC	2	Accredited PD
	Supervising Teacher	1	Elective PD
	Analysing NAPLAN data in scout to inform practice @ SPCC	1	Accredited PD
	PLC-Christian Perspective	2	Elective PD
	Child Protection Training SPCC	1	SPCC

	Art PD	1	Teacher Training Australia
	2020 VET RTO Update Webinar	1	Accredited PD (Evaluated)
	Supporting & Engaging People with Autism	1	Elective PD
	Learning & Memory: Understandings from Educational Neuroscience	1	Elective PD
August	Spelling: Module 3- Explicit Teaching of Spelling Patterns and Rules @ SPCC-Gosford	1	Accredited PD
	Connect & Collaborate-PRIME Maths	1	Elective PD
	PLC-Christian Worldview	2	Elective PD
	2020 Becoming Accredited at Experienced Teacher through the Standards-based Pathway 2021	1	Accredited PD
	2020 Professional Support for Experienced Teachers-Standards (2021 Applicants) Online Course	1	Accredited PD
	School box Online Teacher Course	1	Accredited PD (Evaluated)
September	Literacy & Numeracy Phase 2 Action Plan-Module Writing 4 @ SPCC	10	Accredited PD (Evaluated)
	Phase 2 Action Plan Numeracy Module 11 Explicit Instruction in Number and Algebra @ SPCC-Gosford	2	Accredited PD
	Lighting a Fire by Dr David Smith	1	Elective PD
	Leading from the Middle @ SPCC	1	AIS
	Warden Refresher Training	1	Hendry Group Pty Ltd
	Rhythm to Recovery	1	Elective PD
	IEU Book Club- Interview with the Author	1	Accredited PD (Evaluated)
October	Writing Module 5: Assessment of Writing @ SPCC	11	AIS
	Spelling Modules 4: Explicit Teaching of Morphology and	1	Accredited PD
	Determining Marks for HSC Course Components	2	Accredited PD (Evaluated)

	Connect & Collaborate	1	Elective PD
	Seesaw Ambassador Mandatory Refresh 2020	1	
	HSC Marker Training	1	Accredited PD (Evaluated)
	HSC Chief Examiner & Committee Member Training	1	Accredited PD (Evaluated)
	2020 RTO Management System (Xcelerate) Webinar	1	Accredited PD (Not Evaluated)
<b>November</b>	Phase 2 Action Plan Numeracy Module 14 @ SPCC	10	AIS
	2020 UNE GRASS/STANSW Online PL Series	1	UNE
	2020 Information & Digital Technology Webinar	1	Accredited PD (Not Evaluated)
<b>December</b>	Timetable Training Course	1	Timetabling Solutions Pty Ltd

in 2020, all staff at St Philip's Christian College, Gosford, are committed Christians subscribing to the College's statement of Faith and are active members of a local Church. They are committed to teaching from a Christian worldview. All teaching staff have Teacher Education qualifications from a High Education Institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

<b>Teacher Qualifications</b>	
<b>Level of Accreditation</b>	<b>Number of teachers</b>
Conditional	1
Provisional	0
Proficient teacher	54
<b>Total Number of Teachers</b>	<b>55</b>
Teachers on Leave of Absence	1

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# Theme 6

## *Workforce Composition*



TEACHING  
STAFF

53

FULL-TIME  
EQUIVALENT TEACHING  
STAFF

45.1

NON-  
TEACHING  
STAFF

32

FULL-TIME  
EQUIVALENT  
NON-TEACHING STAFF

23.5

INDIGENOUS STAFF

*0*

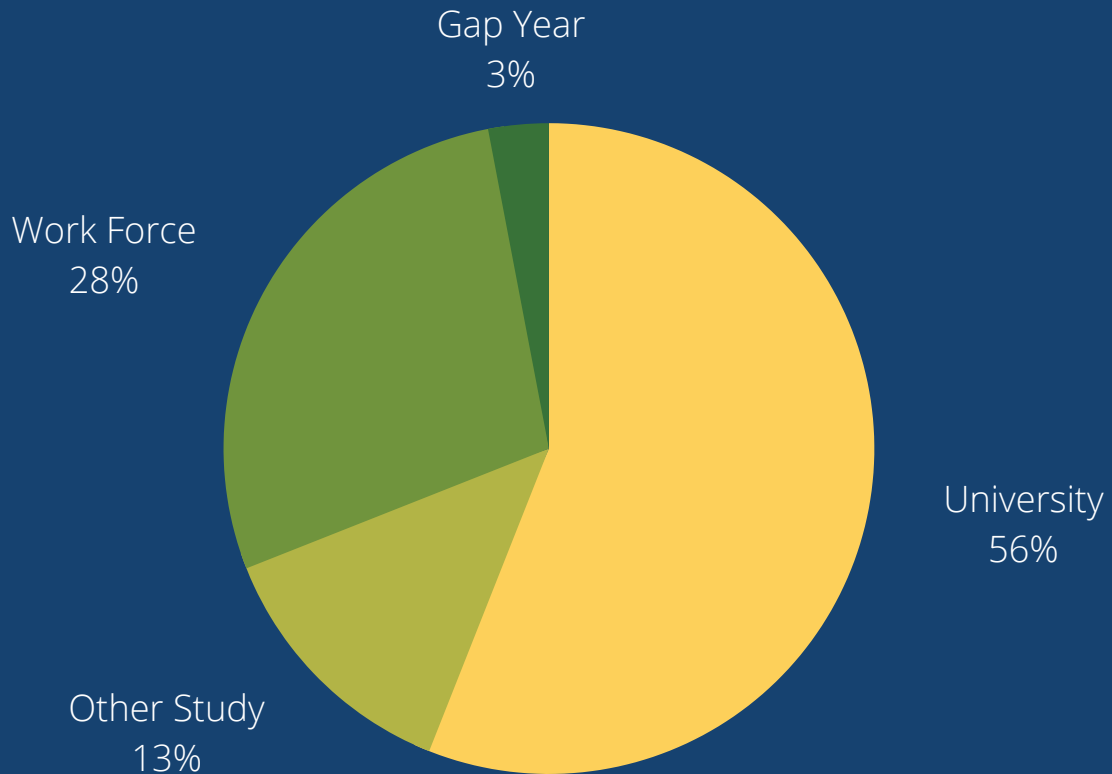
# Theme 7

*Student  
Attendance,  
Retention rates  
and Post-  
School  
Destinations*



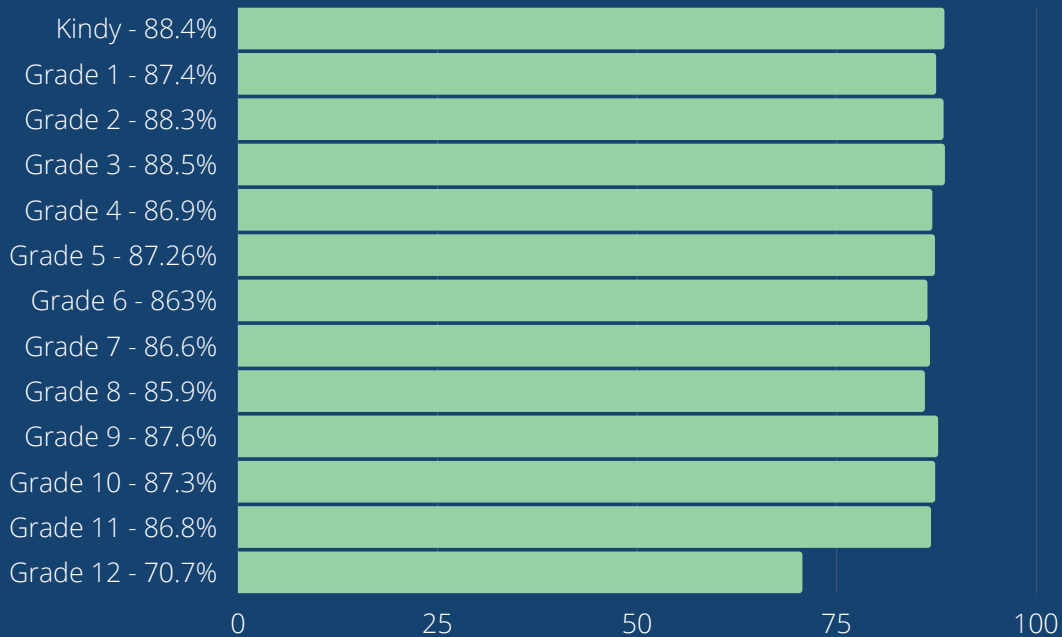


# POST SCHOOL DESTINATIONS



Retention rate of Year 10 2018 to Year 12 2020 = 65%  
For whole school student attendance rates please visit the  
"My School" website for information: [www.myschool.edu.au](http://www.myschool.edu.au)

# 2020 ATTENDANCE RATES



## ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

- Students are calculated as present if they are on school related leave.
- Year 12 students attendance is calculated only for Term 1, Term 2 and Term 3.
- Attendance is calculated only for School days

## MANAGEMENT OF ATTENDANCE

- All class rolls are recorded in the morning by Teachers and records are kept in our online database.
- Student Reception checks that all rolls have been marked and then our online database will generate and send an SMS to all parents where no notification has been given.
- Student Reception will notify relevant Pastoral Care Teacher or Year advisor of students who are absent for more than three consecutive days and the Pastoral Care Teacher/Year Advisor will then follow up with Parents.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Parents will be asked to an interview by the Principal to resolve ongoing difficulties.







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# Theme 8

## *Enrolment Policies*



# ENROLMENT POLICY

## General Statement

St Philip's Christian College, Gosford is a Christian, Coeducational, Independent, Preschool Year 12 College. The College is located in Narara in the NSW Central Coast

## St Philip's Christian College Mission Statement

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

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

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

## Aim

- To enrol students from families who desire a Christian Education for their children and who support the ethos of the College.
- To establish the direction for College procedures and practices for enrolling students into St Philip's Christian College Gosford.
- To cater for the individual needs of each student equitably within the constraints of the available resources.

## Objectives – Policy statement

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

## Audience and Applicability

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

## Principles and Procedures

Discrimination on the basis of race, colour, nationality 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 ('an equal playing field') as all other enrolment applications. Students with emotional, behavioural and / or academic problems that would be beyond the established resources of the school to accommodate (and therefore constitute 'unjustifiable hardship' on the College) may not be enrolled.

The College Fees and Charges Schedule and Collection Guidelines are made available to all families. Parents are asked to make a declaration to pay tuition fees and other charges as they fall due. This is a condition of continued enrolment for their student.

The College desires to support and involve families in the College community therefore siblings of students already enrolled are given preference.

Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review. Students enrolling from Narnia Christian Preschool Gosford, are given preference in Kindergarten.

International student enrolments are welcome and are subject to special conditions contingent upon a suitable Homestay family arrangement being available. (not currently taking International Students until the International Border re-opens)

# ENROLMENT POLICY

Enrolments are processed in the following priority order:

- Students having automatic enrolment status from St Philips Christian College, Gosford (e.g. Current Year 6 students have priority registration into Year 7)
- Students of current staff members
- Siblings of current students
- Students transferring from other St Philips Christian schools eg. Waratah, Port Stephens and Cessnock
- Students enrolled in Narnia Christian School, Gosford prior to Kindergarten enrolment
- All other applications from any prospective student in order of receipt and not previously mentioned.

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

If a student does not attend school for 20 continuous days and no communication from the family has been forthcoming, then the enrolment of the child may be terminated and the matter referred to the home-school liaison officer.

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

## Responsibilities and Delegations

### Board of Governors

- The Board of Governors holds the ultimate responsibility for determining enrolment policy
- Make a decision re enrolment in the event the appeal process is required.



### Principal

- The Principal is responsible for ensuring that policies and procedures relating to enrolment are in place.
- The Principal oversees and approves the selection and enrolment of all students.
- The Registrar organizes interviews for new students to meet with the Head of Sub School.
- The Principal approves and extends all offers of enrolment
- The Principal makes a decision re enrolment in the event the appeal process is required.

### Head of School

- As the Principals delegate, the Head of School interviews all prospective students to their school within the College, making recommendations re enrolment of students to the Principal.
- Before making a final determination on a student's enrolment, the Registrar seeks input from appropriate staff and/or specialists re applicants' educational needs.

### Head of Inclusive Education / Inclusive Education Teacher

- Assist the Head of School in the enrolment process by reviewing and assessing the educational needs of prospective students as required.
- Provide advice to the Head of School re class make up and educational needs of relevant classes/students/staff and prospective enrolments.

# ENROLMENT POLICY

## Registrar

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



## Parents

- Provide all necessary information when completing the online enrolment form and in the initial interview regarding the child's educational needs
- Make available any specialist information and academic records/history regarding the child's educational needs
- Ensure all information listed on the enrolment application/ medical form is true and correct.
- Accept/decline offer of enrolment within 14 days of offer being sent. (This is now 28 days)
- 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.

## Students

- Cooperate with the College's enrolment process
- After enrolment, continue to meet conditions of enrolment as outlined in the Parent Handbook and by following College policies and procedures.

## Monitoring Evaluation and Reporting Requirements

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

For further information on characteristics of the student body, please refer to the information on the My School website:  
[www.myschool.edu.au](http://www.myschool.edu.au)



# Theme 9

*A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances*



# Registration & Accreditation

Registration and accreditation of the school was renewed by BOSTES in 2020. This involved inspection of all relevant school policies and procedures, all of which BOSTES found to be compliant.

Our next registration will be in 2025



Policy Area	Changes in 2020	Access to Full Text
<b>Student Welfare</b> The School seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students.	No changes were made in 2020	Available to staff on mySPCC at: <a href="http://www.spcc.nsw.edu.au">www.spcc.nsw.edu.au</a> Available to parents
<b>Anti-Bullying</b> The School policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.	No changes were made in 2020	Available to staff on mySPCC at: <a href="http://www.spcc.nsw.edu.au">www.spcc.nsw.edu.au</a> Available to parents
<b>Student Discipline</b> The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction corporal punishment. All behaviour management actions are based on procedural fairness and involve parents in the processes.	No changes were made in 2020	Available to staff on mySPCC at: <a href="http://www.spcc.nsw.edu.au">www.spcc.nsw.edu.au</a> Available to parents
<b>Reporting complaints &amp; resolving grievances</b> The policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	No changes were made in 2020	Available to staff on mySPCC at: <a href="http://www.spcc.nsw.edu.au">www.spcc.nsw.edu.au</a> Available to parents

# Theme 10

*Priority areas  
for  
Improvement*





# 2020

## ACHIEVEMENTS

### Whole Child at the centre of all school based decisions

Area	Priorities	Achievements 2020
<b>Intellectual Treasure</b>	We are Faithfully engaged in learning about and achieving our personal best	-HSC results reflected consistency in education despite covid disruptions. Many Students achieved their personal best including our female School Captain who achieved an ATAR of 99.2. -NAPLAN did not go ahead but benchmarking in primary classes suggested that across the board results in literacy and numeracy were substantially maintained despite online learning. -IEP's intervention support and quality differentiation continued through online learning
<b>Spiritual Treasure</b>	We intentionally mature and grow as disciples of Jesus	Covid restriction did not hinder this. Technology was used to communicate with each other, pray together, have devotion time, and support each other in Christian community. If anything, we dug deeper and supported each other even more than usual.
<b>Social Treasure</b>	We have a common language and system in the school for student engagement	Our well-being team initiated positive behaviour intervention and support (PBIS) and was successful in gaining a grant for this which will consolidate PBIS over the next three years.
<b>Governmental Treasure</b>	We strengthen our relationships with the Foundation team	At an Executive Level there were many opportunities to collaborate in approaches to online learning and Covid restrictions. This was mostly via technology but Covid engendered a real team spirit across SPCC schools. Foundation team were very influential and instrumental in facilitating this.
<b>Financial</b>	We steward out finances in order to support global world class education for the Glory of God	Our support of two schools in Kenya increased during Covid with additional contribution, sponsorship of teachers' salaries in one of the schools and a record fund raising on KENYA help day which went towards these two schools. Planned PD support was on hold due to both countries navigating COVID restrictions.

# Theme 11

*Actions  
undertaken by  
the school to  
promote respect  
& responsibility*



# During the Covid-19 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 practise.

IN A COVID YEAR RESPONSIBILITY AND RESPECT WAS TAUGHT AND EXPLORED THROUGH A NUMBER OF DIFFERENT ACTIVITIES IN THE COLLEGE.

- All students in Year 4 had the opportunity to lead the assembly
- Junior School classes ran chapel in-person before Covid restrictions or via zoom throughout times of restrictions
- Daily morning mantras based on positive psychology were introduced, a growth mindset and Christian values were implemented to teach children respect and to set up high expectations of all students.
- The buddy program continued. Year 4 students were matched with a Kindergarten buddy to support their transition into school.
- Year 4 students provided service leadership opportunities such as managing lost property and taking responsibility for the raising and lowering of the flags each day
- Year 10 students attending the Stand Tall even (live streamed) from Sydney
- Our Senior student leaders leading in new ways (sharing devotions/testimony via zoom recordings) grew in their understanding of how their responsibility to serve the community needed to adapt in a COVID affected year.
- Students were taught the responsibility of more independent learning through the online learning experience – being organised for class, completing work and maintaining focus.
- Visits from the local School Police Liaison Officer on a variety of topics outlining what it means to be a responsible citizen in our local community.
- Students in SS were given the opportunity to learn more about healthy relationships through an organisation called YourChoicez early in the year.
- Matters related to respect are regularly raised and explored in Pastoral Care and Year Meetings.
- We celebrated Teacher Appreciation Day and encouraged families to connect with their teachers to say thank you in what was a difficult year for the staff.



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# Theme 12

*Parent, student  
and teacher  
satisfaction*





## PARENT, STUDENT & TEACHER SATISFACTION

*During the Covid-19 Pandemic, our switch to 100% online learning occurred almost overnight.*

**93.7% of Parents were "Satisfied" or "Extremely Satisfied" with the transition into online learning during Covid-19 the outbreak.**

**89% of Parents were "Satisfied" or "Extremely Satisfied" with the support given by Teachers during online learning.**

2020 was an incredibly challenging year but we could not have done it without the cooperation of parents, students and teachers. We had to navigate restrictions with online learning, support at school for children of essential service workers and then transition back to school with partial online learning. It was a steep learning curve for everyone. However, we received so much positive encouragement, affirmation and gratitude from parents. So many said that we 'knocked it out of the park' in regards to the continuation of education and even of pastoral care. Parents were wonderfully supportive, sending in coffees or sweet treats for the staff still at school. Our surveys last year were of a different nature to usual: more on how we could improve our online learning, what was working, what was not. With a change in timetable as a result, we received further positive feedback as parents felt we had listened and responded to the common concerns. I received an overwhelming amount of unsolicited glowing feedback in emails and cards of thanks in 2020.

Year 12 were very happy when we did return but the general consensus was that they continued their studies with little disruption to the flow and we managed to perform all of the end of year festivities and rites of passage to complete their schooling, in creative and covid safe ways. We wanted them to feel special. They said that they did and that they did not feel they had missed out.

Children in the lower years were always excited to see their teachers online. They even had bring your pet to school days on screen. Intervention went ahead as with online learning using learning platforms with video conferencing facilities.

Teachers rose to the task of sudden change of delivery methods and many teachers said that they enjoyed the challenge. It was a steep learning curve and the feeling of community was tangible. Teachers learned new skills and taught their colleagues and collaborated so well with each other. They were certainly extra tired at the end of the year and the phase of teaching online and face to face at the same time was very taxing.

We had our first zoom parent think tank and parents were glowing in their praise of how we were supporting their children and them as they endeavoured to supervise studies from home.

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# Theme 13

## *Summary Financial Information*

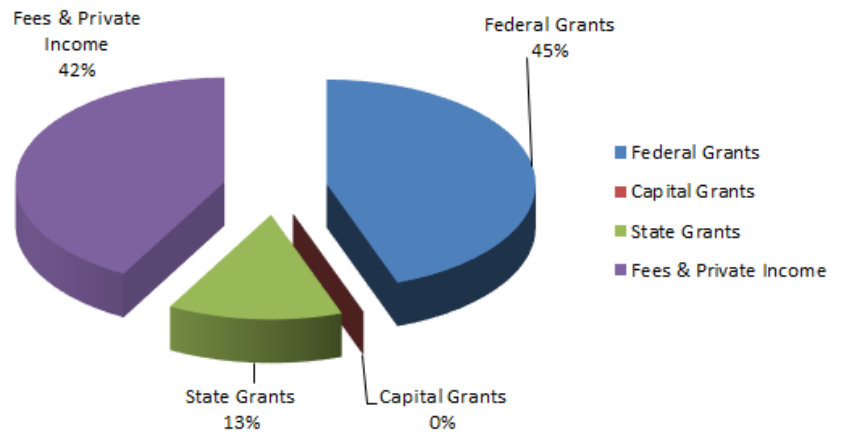


# INCOME

for 2020



## St Philip's Christian College - Gosford Income Sources 2020

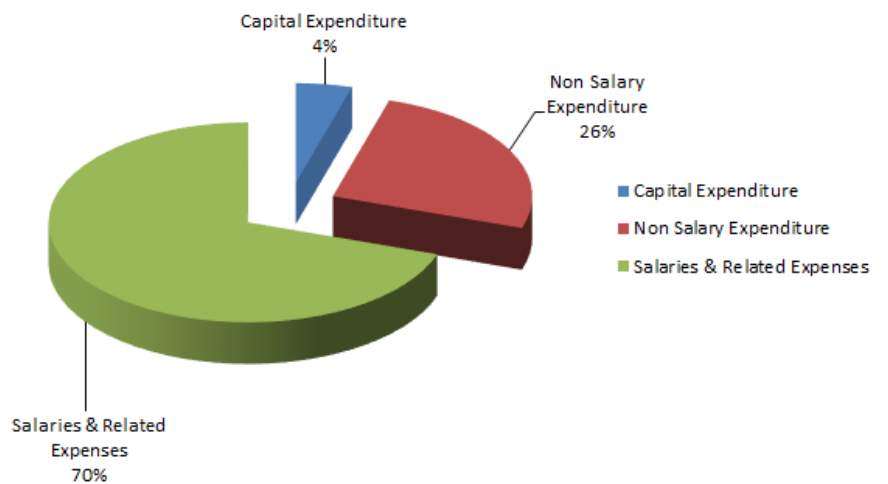


# EXPENDITURE

for 2020



## St Philip's Christian College - Gosford Expenditure 2020







# Theme 14

## **PUBLICATION REQUIREMENTS**

Available on College Website

[www.spcc.nsw.edu.au](http://www.spcc.nsw.edu.au)

and NESA Website

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)



1 CORINTHIANS 16:13

*Be on Guard,  
Stand Firm in the Faith,  
be Courageous,  
be Strong.*

