



INFLUENCE

YOU ARE THE SALT OF THE EARTH...
YOU ARE THE LIGHT OF THE WORLD

— MATTHEW 5:13-16



ANNUAL REPORT 2021

Educational and Financial Report



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Theme One

MESSAGES FROM SCHOOL LEADERS

Board Chairman - Les Holland
Chief Executive Officer - Graeme Irwin
Principal - Michelle Cairelli



BOARD 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 Twelve 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 physical 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

**"I am the way, the
truth and the life"**
John 14:6



CHIEF EXECUTIVE OFFICER'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 One 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. Well-being 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.

CHIEF EXECUTIVE OFFICER'S REPORT

Graeme Irwin

Following a time of personal and long-service leave during Term Three, 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, well-being, 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.

CHIEF EXECUTIVE OFFICER'S REPORT **Graeme Irwin**

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
- SPCC Newcastle Active Learning Centre
- Foundation Office
- Young Parents and Narnia Kurri Kurri
- 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.

Grace and Peace,

Graeme Irwin



PRINCIPAL'S REPORT PRESENTATION DAY SPEECH

Michelle Cairelli

We started off our Year of Influence, of Salt and Light, with Psalm 100, a Psalm of thanksgiving to God. We looked back on 2020 and gave thanks for the many wonderful things that had come out of a very difficult year. We gave thanks that we had all worked together to keep our learning going. Students, parents and staff together, we had all gotten through our first round of the global pandemic, all safe and sound and proving that we really are all lifelong learners and how important it is to keep being kind to each other.

We gave thanks for some great HSC results, and our School Captain Louise making it on to the All Rounder's list for obtaining 90+ in every subject with an ATAR of 99.20.

And so began the wonderful year of 2021, happy to be together and appreciative of things we had previously taken for granted. We were very grateful in Term One, to be at the Swimming Carnival and even more so I think at the Athletics Carnival in Term Two, just one day before restrictions resumed, turned into stay-at-home orders and now we were grateful that at least we knew how to do online schooling this time. We didn't think at the start that it would continue for more than a Term and two school holiday periods.

The teachers went straight into action with iLearn and See Saw, determined the children would not miss out on their learning. Parents juggled working from home with supervising lessons and many of our staff were doing the same. I don't know how many of you guys interrupted parents work meetings with fights with your siblings, doing handstands in the background of your dad's work meetings, or ate your way through a week's supply of lunch box treats while mum wasn't looking. We all have stories like these we will be reminiscing about for years. 2021 will certainly be recorded in the history books. In 2021 our students have learned to be resilient, resourceful, supportive, appreciative, patient, persevering and kind. You still achieve great NAPLAN results in all areas with reading results across the whole school significantly above the average scores in State and other Independent Schools. And you still raised \$\$\$\$ for KenYa Help despite crazy restrictions. The bank manager told Steward's Light School that their beautiful school would not have survived without our generous donations during COVID. You are World Class influencers, All for the Glory of God.

Despite all of the lockdowns last year and this, Year Three, you did amazingly well in your NAPLAN tests, placing this school significantly above other all schools in above other schools in Australia in Reading writing and numeracy. You are amazing! Did you know that an amazing 71% of you achieved in the top two bands in Reading. World Class learning, All for the Glory of God Year Three. Well done!

I want to thank the parents for their patience and cooperation and for keeping us updated with how the children were travelling. I want to thank the teachers for responding with more creative ideas as the long Term Three continued; for online quizzes, felt slipper kits delivered in large yellow envelopes, woodwork projects converted to cardboard and science experiments in the back yard, using regular pantry items.

PRINCIPAL'S REPORT PRESENTATION DAY SPEECH

Michelle Cairelli

We even had online social events; and as Term Three spilled over into the start of Term Four, we had passion projects and aspirational trips around the world in integrated curriculum projects. And just last week, the perpetual disco, with each year group having a one hour rotating disco. Mrs Lapointe, what a way to start your time with us. Not sure I mentioned that dancing in fluro was part of the job description. We are very blessed to have you. You were well worth waiting for and we are very grateful to Mr Johnston for keeping the Middle School steady in the meantime and more importantly for tearing up the disco dance floor with the Nutbush! And who knows what the year 2022 will bring? The year we will be celebrating 40 years since the opening of the first St Philip's Christian College.

Well... I am delighted to announce that we have been successful in our application for a second grant for the Senior School building and have been awarded an additional \$900,000 in government funding, bringing the total grant funding to 1.7 million dollars. If you are in Year Nine or Ten now, I anticipate that you will be moving into the amazing new Senior School buildings, overlooking the oval, before you graduate!

What a great segue for the theme for 2022, which is Thankfulness.

And so let me finish today by giving thanks with the bible verse for the 2022 theme of thankfulness, Colossians 3:16-17 NLT:

'and whatever you do or say, do it as a representative of the Lord Jesus, giving thanks through him to God the Father.'

Michelle Cairelli
Principal



Theme Two

*Contextual
Information
About The School
And
Characteristics
Of The Student
Body*



SPCC Gosford

St Philip's Christian College Gosford was acquired in 2007 and has an enrolment of 602 students Kindergarten to Year Twelve. 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 Four, 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

602

LOCATION

Gosford, NSW

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

SCHOOL ICSEA VALUE

1076

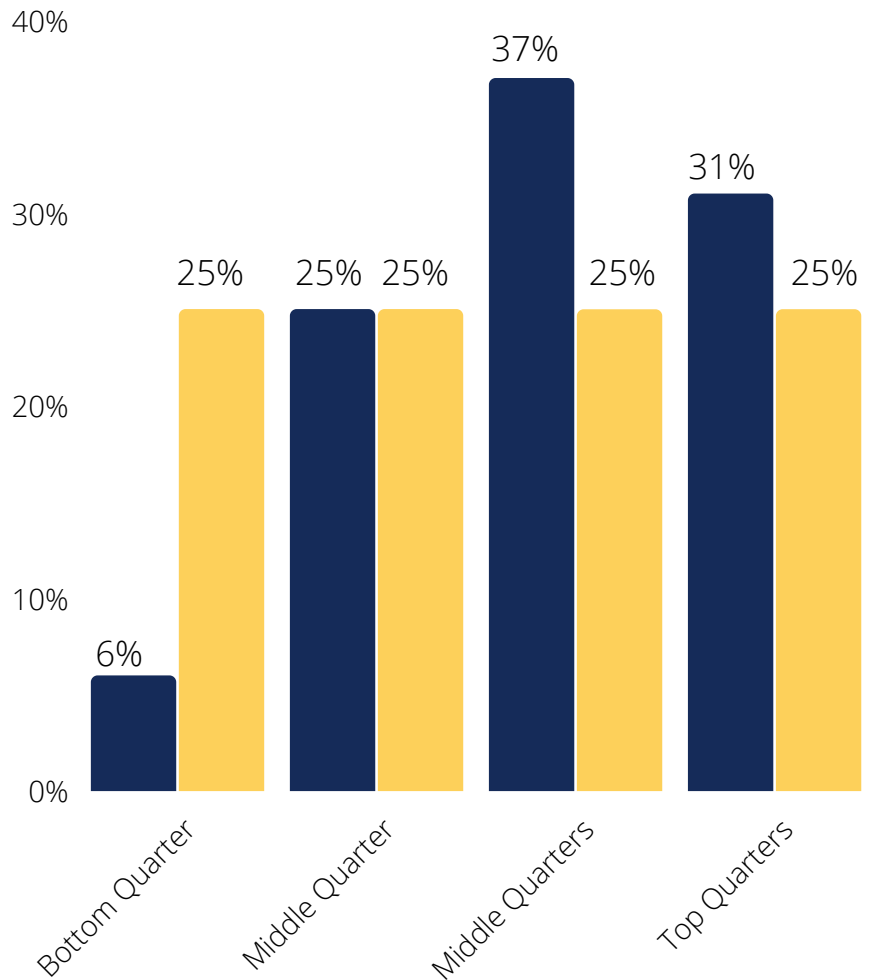
AVERAGE ICSEA VALUE

1000

DATA SOURCE

**PARENT
INFORMATION**

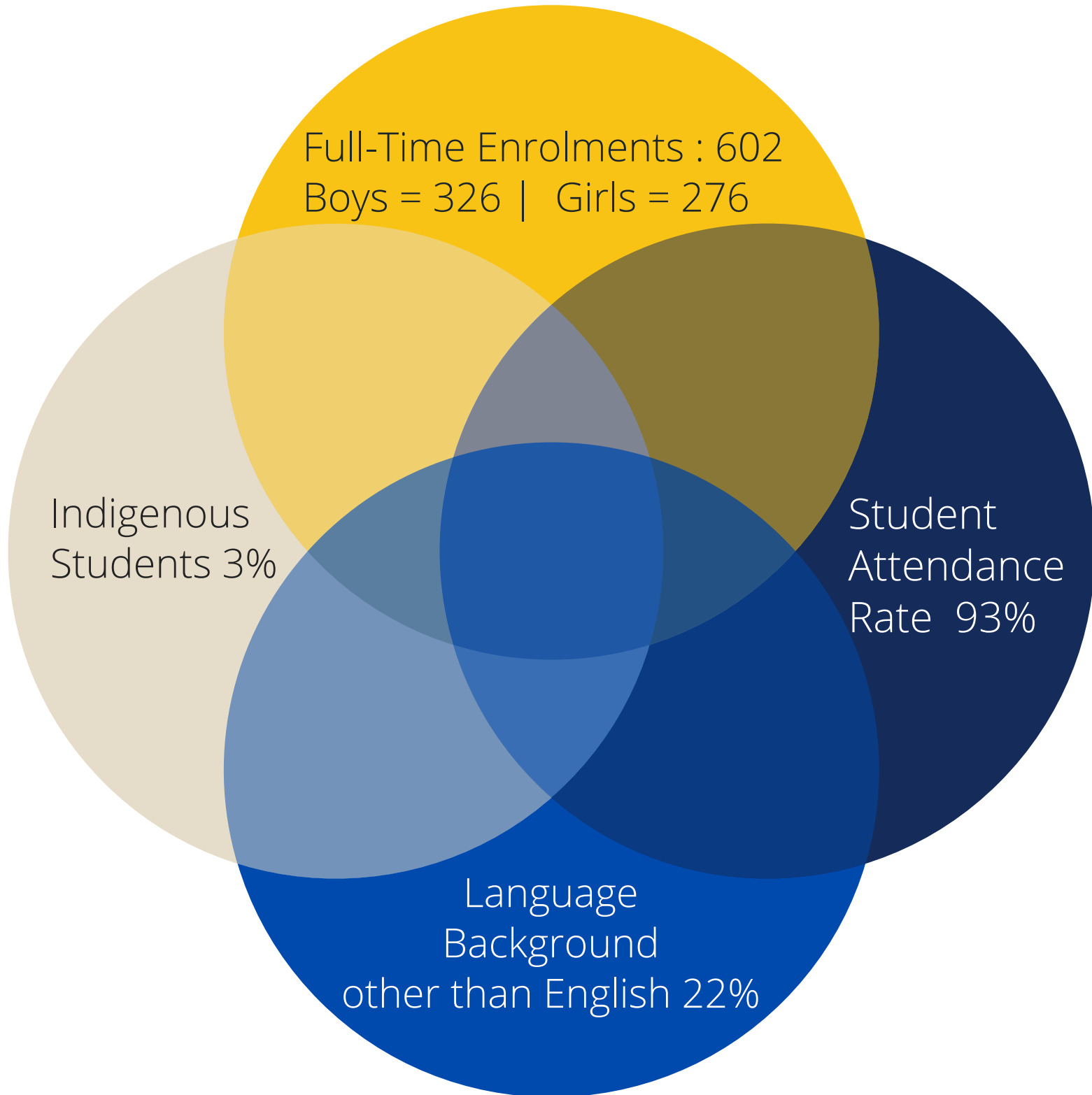
**DISTRIBUTION
OF SOCIO-
EDUCATIONAL
ADVANTAGE
(SEA)**



SCHOOL DISTRIBUTION

AUSTRALIAN DISTRIBUTION

CHARACTERISTICS OF THE Student Body



**SENIOR
SECONDARY
OUTCOMES**

SENIOR SECONDARY CERTIFICATE AWARDED	32
COMPLETED SENIOR SECONDARY SCHOOL	32
VOCATIONAL EDUCATION & TRAINING ENROLMENTS	32



Theme Three

Student Outcomes In Standardised National Literacy And Numeracy Testing

2021

NAPLAN TESTING

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	476 454-497		436 418-454		446 427-466		484 461-507		430 412-448	
	SIM 469	ALL 438	SIM 445	ALL 425	SIM 446	ALL 421	SIM 465	ALL 433	SIM 429	ALL 403
Year 5	542 522-562		512 493-531		524 506-543		539 517-560		514 496-531	
	SIM 530	ALL 511	SIM 498	ALL 480	SIM 521	ALL 504	SIM 522	ALL 503	SIM 51	ALL 494
Year 7	560 544-576		537 520-555		555 539-572		570 552-588		570 572-554	
	SIM 557	ALL 542	SIM 537	ALL 522	SIM 560	ALL 548	SIM 551	ALL 533	SIM 567	ALL 550
Year 9	606 590-622		538 517-560		587 569-605		590 572-609		601 586-616	
	SIM 602	ALL 577	SIM 571	ALL 551	SIM 599	ALL 580	SIM 600	ALL 573	SIM 610	ALL 588

Further information on NAPLAN: <http://www.myschool.edu.au/>

SIM = Similar background – Students have a similar background as determined by parental occupation and education, indigeneity and geographic location. The background of students has been shown to have an impact on NAPLAN results.

ALL = All Australian Students Nationally.

Theme Four

Senior Secondary Outcomes (Student Achievements)



2021 Higher School Certificate

Subject	Year	No. of Students	Bands 3-6 %		Bands 1-2 %	
			SCHOOL	STATE	SCHOOL	STATE
Ancient History	2021	2	100%	79%	0%	21%
	2020	0	Not Studied at SPCC			
	2019	1	100%	85%	0%	15%
	2018	1	100%	85%	0%	15%
Biology	2021	11	82%	91%	18%	9%
	2020	14	100%	87%	0%	13%
	2019	9	67%	84%	33%	16%
	2018	14	56%	90%	14%	10%
Business Studies	2021	8	100%	87%	0%	13%
	2020	16	88%	83%	12%	17%
	2019	6	50%	83%	50%	17%
	2018	9	89%	88%	11%	12%
Chemistry	2021	5	100%	89%	0%	11%
	2020	3	100%	91%	0%	9%
	2019	1	0%	12%	100%	88%
	2018	10	70%	89%	30%	11%
Design & Technology	2021	0	Not Studied at SPCC			
	2020	2	100%	98%	0%	2%
	2019	4	100%	95%	0%	5%
	2018	7	100%	97%	0%	3%
Drama	2021	0	Not Studied at SPCC			
	2020	4	100%	98%	0%	2%
	2019	3	100%	98%	0%	2%
	2018	6	100%	98%	0%	2%
English Standard	2021	11	100%	91%	0%	9%
	2020	11	100%	89%	0%	11%
	2019	5	60%	87%	40%	13%
	2018	16	94%	85%	6%	15%
English Advanced	2021	9	100%	99%	0%	1%
	2020	11	100%	99%	0%	1%
	2019	9	100%	99%	0%	1%
	2018	18	94%	99%	6%	1%

Subject	Year	No. of Students	Bands 3-6 %		Bands 1-2 %	
			SCHOOL	STATE	SCHOOL	STATE
Legal Studies	2021	0	Not Studied at SPCC			
	2020	4	100%	89%	0%	11%
	2019	0	Not Studied at SPCC			
	2018	10	80%	86%	20%	14%
Mathematics 2	2021	12	83%	79%	17%	21%
	2020	17	82%	76%	18%	24%
	2019	12	75%	83%	25%	17%
	2018	23	87%	80%	13%	20%
Mathematics Advanced	2021	9	100%	94%	0%	6%
	2020	8	100%	96%	0%	4%
	2019	1	100%	92%	0%	8%
	2018	5	100%	93%	0%	7%
Modern History	2021	4	100%	84%	0%	16%
	2020	7	71%	84%	29%	16%
	2019	6	83%	86%	17%	14%
	2018	15	73%	85%	27%	15%
Music I	2021	2	100%	98%	0%	2%
	2020	0	Not Studied at SPCC			
	2019	4	100%	98%	0%	2%
	2018	6	100%	99%	0%	1%
Personal Dev./ Health/ PE	2021	0	Not Studied at SPCC			
	2020	5	100%	86%	0%	14%
	2019	8	62%	88%	38%	12%
	2018	10	90%	86%	10%	14%
Physics	2021	2	100%	91%	0%	9%
	2020	3	100%	86%	0%	14%
	2019	0	Not Studied at SPCC			
	2018	4	100%	97%	0%	3%
Studies of Religion I Unit	2021	0	Not Studied at SPCC			
	2020	12	92%	94%	8%	6%
	2019	4	75%	96%	25%	4%
	2018	8	75%	93%	25%	7%
Textiles & Design	2021	2	100%	93%	0%	7%
	2020	5	100%	96%	0%	4%
	2019	5	100%	93%	0%	7%
	2018	5	100%	94%	0%	6%
Visual Arts	2021	3	100%	98%	0%	2%
	2020	4	100%	98%	0%	2%
	2019	4	100%	98%	0%	2%
	2018	0	Not Studied at SPCC			

Subject	Year	No. of Students	Bands 3-6 %		Bands 1-2 %	
			SCHOOL	STATE	SCHOOL	STATE
Hospitality	2021	14	100%	87%	0%	13%
	2020	10	100%	91%	0%	9%
	2019	2	100%	73%	0%	27%
	2018	7	86%	84%	14%	16%
Information & Digital Technology	2021	3	100%	93%	0%	7%
	2020	4	100%	96%	0%	4%
	2019	6	100%	85%	0%	15%
	2018	5	100%	90%	0%	10%

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

Higher School Certificate – Extension Results

Subject	Year	No. of Students	E4 %		E3 – E2 %		E1 %	
			SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
English Ext 1	2021	2	0%	41%	100%	58.5%	0%	0.5%
	2020	0	Not Studied at SPCC					
	2019	0	Not Studied at SPCC					
	2018	4	0%	38%	100%	62%	0%	0%
English Ext 2	2021	0	Not Studied at SPCC					
	2020	0	Not Studied at SPCC					
	2019	0	Not Studied at SPCC					
	2018	3	0%	17%	100%	82%	0%	1%
Mathematics Ext 1	2021	2	0%	37%	100%	57%	0%	6%
	2020	2	50%	38%	50%	57%	0%	5%
	2019	1	0%	39%	100%	56%	0%	5%
	2018	3	33%	32%	67%	64%	0%	4%
Mathematics Ext 2	2021	0	Not Studied at SPCC					
	2020	0	Not Studied at SPCC					
	2019	0	Not Studied at SPCC					
	2018	3	0%	33%	100%	65%	0%	2%

53%

OF THE YEAR 12 COHORT
UNDERTOOK A VET OR
TRADE TRAINING

100%

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

HIGHER SCHOOL CERTIFICATE HONOUR ROLL

The Honour Roll acknowledges students who obtain a Band 6 result (90 or better) in a 2-unit course or a Band E4 result (45 or better) in an Extension course in one or more subjects.

In 2021, there were a total 4 Distinguished Achievers that were obtained over 4 subjects, with 6 top bands.

SENIOR PERFORMANCE RECORD OF ACHIEVEMENT (ROSA)

The RoSA is a cumulative credential. It is for the Year Ten, Eleven and Twelve students leaving school prior to the Higher School Certificate. There was 1 RoSA credentials issued by NESA to students in 2021.



Theme Five

*Teacher
Professional
Learning,
Accreditation
And
Qualifications*



DATE	DESCRIPTION	ATTENDED
February	D10C2 Growing Evidence Informed Practice - Blended Learning Experience	1
	Scratch junior Course (online through AIS – self paced course)	1
	Setting Up Your Classroom for Success with Sue Larky	1
March	PBIS training workshop	1
	AIS Online Reading Modules 1-7	1
	Cracking the Hard Class	4
April	Introduction to the Positive Behaviour Support Template	1
	Supporting Successful Transitions and Change	1
	Bullying in Schools: How Should Teachers Respond?	1
	Be You Modules- Affirm	1
	Be You Module- Embed	1
	Be You Module- Empower	1
	Unfolding God's Story through Mathematics Interim.	1
	Understanding Sensory Processing	1
May	Hunter Schoolbox User Forum	1
	What We Now Know About Stage 6 Advanced Mathematics	1
	DV-Alert training	2
June	Timetabling Solutions	1
	Men who choose violence	2
July		
August	Edutech 2021 online conference	1
September		
October	NSW Year 11 EES Overview and Resources for Modules 1 and 2	
	NSW Year 11 EES Overview and Resources for Modules 3 and 4	
November	Meeting the Needs of Indigenous Students	1
December		

In 2021, 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.

Teacher Qualifications

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	3
Proficient Teacher	53
Total Number of Teachers	56
Teachers on Leave of Absence	1

Theme Six

Workforce Composition



TEACHING
STAFF

60

FULL-TIME
EQUIVALENT TEACHING
STAFF

51.6

NON-
TEACHING
STAFF

36

FULL-TIME
EQUIVALENT
NON-TEACHING STAFF

23.9

INDIGENOUS
STAFF

0

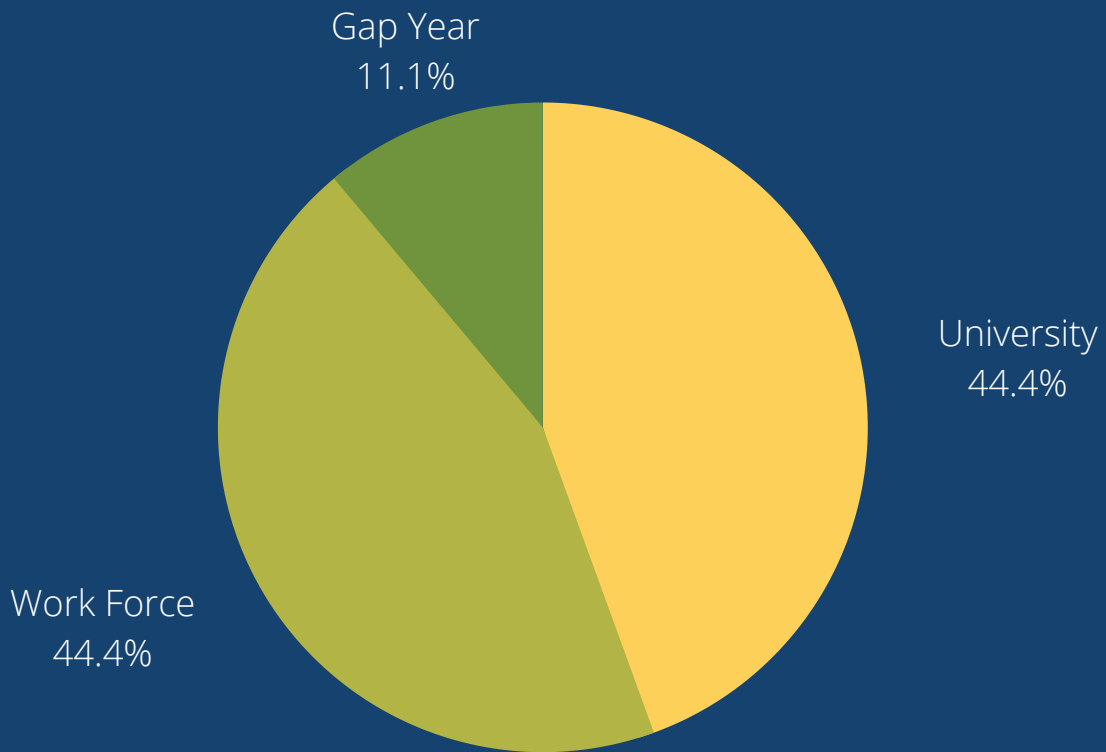
Theme Seven

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



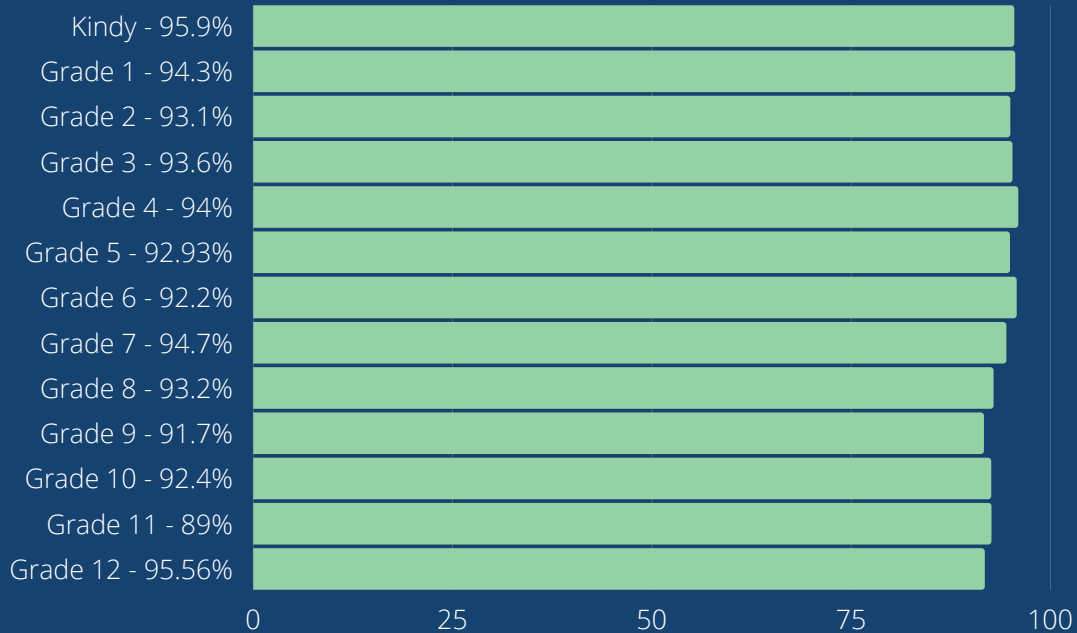


POST SCHOOL DESTINATIONS



Retention rate of Year Ten 2019 to Year Twelve 2021 = 63%
For whole school student attendance rates please visit the
"My School" website for information: www.myschool.edu.au

2021 ATTENDANCE RATES



ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

- Students are calculated as present if they are on school related leave.
- Year Twelve students attendance is calculated only for Term One, Term Two and Term Three.
- 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 students half year and end of year reports.
- Parents will be asked to an interview by the Principal to resolve ongoing difficulties.





Theme Eight

Enrolment Policies



ENROLMENT POLICY

General Statement

St Philip's Christian College, Gosford is a Christian, Co-educational, Independent, Preschool to Year Twelve College. The College is located in Narara, on 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. (We are 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 Six students have priority registration into Year Seven)
- Students of current staff members
- Siblings of current students
- Students transferring from other St Philip's 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 twenty 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 Principal's 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



Theme Nine

*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 2021	Access to Full Text
<p>Student Welfare</p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students.</p>	No changes were made in 2021.	Available to staff on mySPCC at: www.spcc.nsw.edu.au Available to parents
<p>Anti-Bullying</p> <p>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.</p>	No changes were made in 2021.	Available to staff on mySPCC at: www.spcc.nsw.edu.au Available to parents
<p>Student Discipline</p> <p>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.</p>	No changes were made in 2021.	Available to staff on mySPCC at: www.spcc.nsw.edu.au Available to parents
<p>Reporting complaints and resolving grievances</p> <p>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 raised complains and grievances and how the school will respond.</p>	No changes were made in 2021.	Available to staff on mySPCC at: www.spcc.nsw.edu.au Available to parents

Theme Ten

*Priority Areas
For
Improvement*



2021

ACHIEVEMENTS

Whole child at the centre of all school based decisions		
Focus Area	Priorities	Achievements 2021
Christian Growth	Teaching the Christian Faith with Excellence	Appointment of a Director of Christian Foundation in order to support and equip staff to teach the faith in a relevant, meaningful and Godly way.
Educational Excellence	Developing a Strengths-Focused Organisation	Senior School students unpacked their strengths to use for goal setting and subject and career direction. Staff continued in their development and association with strengths as part of an ongoing staff PD programme.
Pastoral Care and Wellbeing	Building Positive Relationships	Equipping staff, students and school community members in how to develop and maintain quality relationships which reflect the Gospel of Christ through a series of talks and seminars organised by our Leader of Wellbeing.
Community and Culture	Promoting a Culture of Belonging	Established a Reconciliation Action Plan Committee to develop a framework for Gosford to recognise which will assist in the recognition of our First Nations people in order to enhance the reconciliation process.
Growth and Sustainability	Developing Educational Infrastructure	Received Government grant funding to assist in the development of a new Senior School project. This new development would ensure that existing facilities were upgraded and learning opportunities for students were enhanced.

Theme Eleven

*Actions
Undertaken By
The School To
Promote
Respect And
Responsibility*



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

Junior School

- All students from Kindergarten to Year Four had the opportunity to lead Junior School Chapel.
- Daily morning mantras based on positive psychology continued, developing a growth mindset and Christian values, teaching the children respect and setting up high expectations of behaviour for all students.
- The buddy program continued as Year Four students were matched with a Kindergarten buddy to support their transition into school.
- Year Four students provided service leadership opportunities such as managing lost property and taking responsibility for the raising and lowering of the flags each day.

Middle School

- During the year, there were opportunities for Middle School students to take up leadership roles in the area of House Captains (Year Seven), Captains and Student Leaders (Year Eight).
- Middle School Student Leaders led each week at assembly and chapel, as well as running various sporting events during lunchtime. The leaders continued to lead whilst online, developing videos that focused on various issues in order to encourage their peers.
- All Middle School students were challenged to grow in responsibility as they became more independent learners, through the challenge of online learning during COVID-19.
- Year Eight students had the opportunity to complete the Raw Challenge which aimed to increase unity and personal initiative amongst the cohort.
- Year Eight also attended a Burn Bright Seminar in Term Four that focused on values and strengths.
- Matters relating to respect and responsibility were regularly raised in classrooms, assemblies, Year Meetings and in Pastoral Care classes.
- Middle School showed respect during various special events, including Anzac Day, end of year assemblies and graduations.
- Middle School students were also given opportunities to participate in fun days at the end of the year as a form of bonding and celebration. Students went to various places depending on their year group; Terrigal Beach (Year Eight), Tree Tops (Year Seven), Laser Tag/Rock Climbing (Year Six), Amazement Farm and Fun Park (Year Five).
- Middle School students experienced camps with Year Seven and Eight going to Crusaders and Year Five and Six going to Canberra. Students participated in various age appropriate activities that enabled them to build resilience and respect of each other.

Senior School

- Opportunities for leadership in the roles of Prefects, House Captains and School Captains.
- Senior School Student Leaders created and submitted proposals for various new initiatives, including a Student Representative Council, Year Eleven and Twelve Sport, Cultural Diversity Celebrations, Student Led Bible Study, Coffee Van Visits and Charity and Community Service opportunities.
- Senior School Student Leaders led in new ways - sharing devotions / testimonies in the online context due to Covid-19 home learning.
- Senior School students volunteered at Coast Shelter to support their ongoing important work.
- All Senior School students were challenged to grow in responsibility as they became more independent learners, through the challenge of online learning during COVID-19.
- Year Ten students attended the Stand Tall Event in Sydney.
- Matters relating to respect and responsibility are regularly raised in classrooms, assemblies, Year Meetings and in Pastoral Care classes.
- Celebrating Anzac Day both at school in a special assembly and in the public forum with SPCC students attending the ceremony and march in Gosford.
- Introduction of the Acknowledgement of Country by students and staff in any official school gatherings.



Theme Twelve

*Parent,
Student and
Teacher
Satisfaction*





PARENT, STUDENT & TEACHER SATISFACTION

98% of parents say they are made to feel welcome at our school.

81% of students say that the school gives them opportunities to “make a difference” by helping other people, the school, or the community.

During 2021, we were once again affected by COVID-19 and were forced into lockdown as a community. After the success of our transition to online learning during the previous year, we were able to make the change once again with confidence. This time we were able to make some changes to our timetable to ensure the enhanced well-being of staff and students. This included rewriting the timetable to accommodate an early finish and the occasional well-being day taken to allow everyone to be refreshed from the demands of the lockdown. Staff, students and parents appreciated the changes the College implemented in order to bring about a healthier, happier and more productive learning environment for all.

This year we also introduced a new manner in which to collect data and feedback from our students, parents and staff. The AIS (Association of Independent Schools NSW) worked with all the St Philip's Christian Colleges to conduct a survey that allowed the Executive Team to plan for the future direction of the College. Some of the feedback has been highlighted below. Overall the feedback was overwhelmingly positive. We are blessed with incredible teachers that work tirelessly for the benefit of the students that have been entrusted into their care. We are thankful for the partnership we enjoy with the parents and we rejoice with the students that finish their schooling with us as they reflect on the memories they have created.

98% of Staff feel as though they have opportunities to be coached or mentored to strengthen their capacity

Theme Thirteen

Summary Financial Information

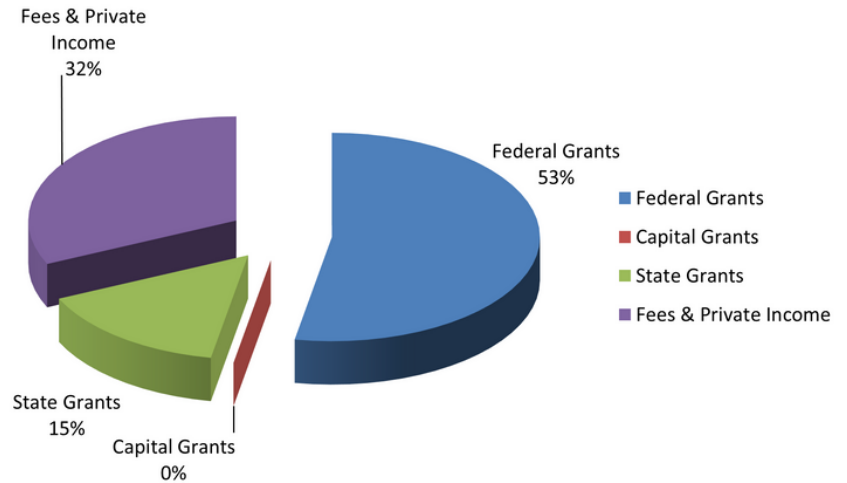


INCOME

for 2021



St Philip's Christian College - Gosford Income Sources 2021

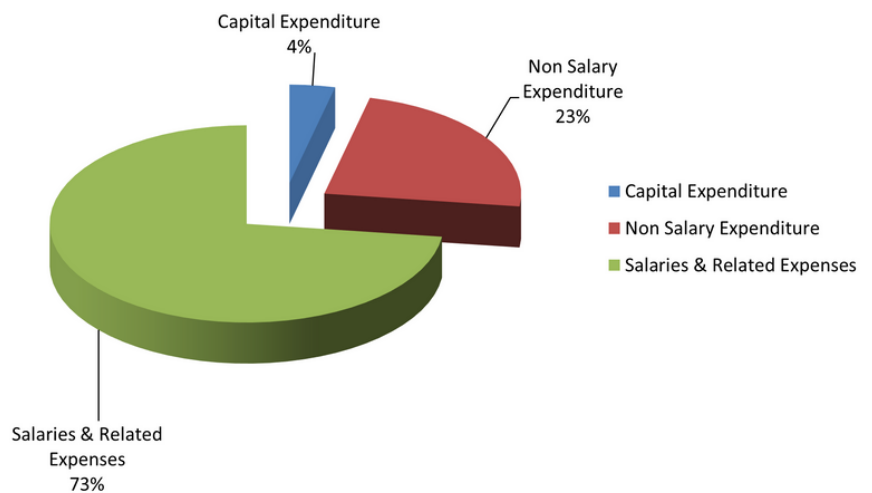


EXPENDITURE

for 2021



St Philip's Christian College - Gosford Expenditure 2021





Theme Fourteen

PUBLICATION REQUIREMENTS

Available on College Website

www.spcc.nsw.edu.au

and NESA Website

www.educationstandards.nsw.edu.au



2021 - INFLUENCE

You are the salt of the Earth...
You are the Light of the World
- Matthew 5:13-16



For the Whole of Their Life