



NEWCASTLE

St Philip's Christian College 2024 Annual Report



**St Philip's
Christian College**
FOR THE WHOLE OF LIFE



St Philip's Christian College, Newcastle

2024 Annual Report

THEMES

Theme 1 - Context

Theme 2 - Outcome and Results

Theme 3 - Staffing

Theme 4 - Attendance

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Contextual Information

St Philip's Christian College, Waratah, a co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1,433.

The College is ideally located in the heart of Newcastle and in close proximity to Newcastle University. The mission of the College is to continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice.

The five cultural distinctives of the College; Believing in God, Connecting to Others, Thinking for Life, Creating for Good and Taking Responsibility are an outworking of the Core Values of the College: Christ First, Serve One Another, Strive for Excellence, Do What is Right and Build Community. The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life.

At SPCC, we are intent on encouraging our students to seek and to question, so that their Christian faith becomes real and personal. Our school provides an environment where respect and excellence are encouraged, along with a desire to see students enjoying the learning process and school life.

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

Curriculum strengths include high academic standards in all KLAs, an effective learning support program, dynamic gifted and talented programs, a world class STEM program, a broad scope of vocational education opportunities, including HSC SmartTrack, which enables students to receive an HSC with industry qualification and experience, but no HSC Examinations, and innovation in ICT, including the establishment of an effective learning management platform, iLearn.

We aim to develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community. A wide and varied range of extra-curricular activities are offered including sport gala days and representative team sports, musicals, dance eisteddfods, choral groups, vocal ensembles and choirs, concert and stage bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and serviced-learning trips. "High Street Productions" is an after-school Performing Arts program providing tuition in drama, dance and musical theatre.

The Centre for Innovation and Learning, which has a K-6 Hub and a 7-12 Hub, accommodates a range of services including Library Services, iSupport Services, dynamic and innovative teaching and learning experiences and Media and Marketing Services. Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years), which provides a dynamic and creative environment, and offers a transition program to Kindergarten at SPCC Waratah.

Throughout the College we have created flexible learning spaces, which facilitate effective team teaching, and increase student engagement and enthusiasm for learning. To strengthen our culture of learning, we have introduced 'The SPCC Whole of Life Framework', which empowers students to become independent, motivated, confident and resilient learners. We have continued to strengthen student-centred, interdisciplinary learning throughout the College, which reinforces our cultural distinctives

THEME 1 - Context

by empowering students to engage in the learning process through discovery, curiosity, creativity and self-motivation, while taking responsibility for their own learning. The PBL pedagogy continues to empower our students to see the relevance of their learning to real life situations, while increasing their communication, collaboration and critical thinking skills.

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



Principals' Report

PAM O'DEA AND JAMIE FAHEY

As we come to the close of another school year, it's a wonderful opportunity to reflect on the journey we've shared together at St Philip's Christian College. This year, the theme of Tenacity has served as a powerful reminder of the strength and resilience that lies within each of us—no matter the circumstances we face.

This year has been especially significant as we celebrate Mrs O'Dea's final year as our Principal. With 36 years of service at SPCC, including 15 years as Principal, Mrs O'Dea has been a guiding force in the growth and success of this College. Her leadership has shaped this school into what it is today, and we are so grateful for her unwavering dedication and commitment. The theme of Tenacity could not have been more fitting as we reflect on her remarkable journey. It is my privilege to now invite Mrs O'Dea to share her reflections on the year that has been.

As this year marks the conclusion of my time as Principal at St Philip's Christian College, I am filled with gratitude for all we've achieved together. Reflecting on the past year, I would like to take a moment to highlight the remarkable progress we've made in the first three terms.

In early 2024, our STEM program received a significant boost through a \$30,000 grant from the NSW Government and Regional Development Australia (RDA) Hunter, to whom we extend our heartfelt gratitude. This generous support has provided invaluable resources and opportunities for our students, enhancing their educational experience and advancing our STEM program.

In addition to these generous grants, we were honoured to be one of eight schools selected from over 700 applicants to participate in the prestigious Kids in Space Program, a national space education initiative, that provides industry connections and real-world learning experiences for younger students. We received a sponsorship valued at over \$6,000, which offered our Year 3 students a unique opportunity to explore space technology and design thinking, as well as professional development for teaching staff.

Our Subs in Schools State Champion team, Oceanus, competed in Adelaide and won the National Championships, for the 4th year in a row. These students were applauded for showcasing unmatched dedication and innovation in the field of submarine technology. A highlight of the Subs in Schools Program is the active involvement of our alumni, in particular, Jack Fraser, who travelled with the team to Adelaide, serving as a mentor and sharing his valuable experience. This tradition of alumni mentorship enriches the program, fostering a supportive community and enhancing the learning experience for all involved.

For the first time this year, in April, our Screen and Media students were selected as representatives of the Association of Independent Schools NSW, to be the videographers and photographers for the Annual Combined Schools Anzac Service in Hyde Park in Sydney. Our students braved the elements to record this occasion in a way that will provide an excellent historical record of the occasion.

At the end of Term 1 and during the first week of the school holidays, a team of 35 students and 6 teachers embarked on our first-ever Townsville Youth Adventure, an initiative launched by Mrs Van der Velde, to provide an exceptional opportunity for our students to engage with our indigenous communities in a meaningful way. Working alongside YWAM Townsville, teams were involved in some initial training on working in community, before dividing into 3 teams heading to Charters Towers, Yarraba and Palm Island for 5 days of community service.

At the beginning of Term 2, we opened the basketball courts of our new Active Learning Centre. This facility has proven to be a hub of activity and engagement. A particular highlight was the commencement of the inaugural Saints Cup, an inter-house competition that took place throughout Terms 2 & 3, every Wednesday lunchtime, with over 500 students viewing the games. The Grand Final was held in the last week of Term 3 with Macquarie and Williams winning the boys and girls competitions respectively.

THEME 1 - Context

Our College continues to excel in the Performing Arts, and this year was no exception. In Term 2, Mr Cooper launched the inaugural staging of 'Gallery,' a captivating hour of musical theatre showcasing outstanding talent from our Secondary students, who performed 14 songs from some of the world's most renowned shows. The performance not only highlighted the students' exceptional abilities but also underscored our commitment to fostering artistic expression within our school community.

Then at the conclusion of Term 2, the Middle School presented 'The Lion King Junior', which left audiences in awe of the talent and dedication of such young students, who delivered such high-quality performances, well-beyond their years. Every aspect of the show, from vocals and choreography, to costumes and set design, exceeded expectations.

During Term 3, the College actively participated in Bullying No Way Week, a national initiative dedicated to raising awareness and taking action against bullying. Engaging in various activities throughout the week, our students deepened their understanding of community living, learning to support and encourage one another.

Another highlight of the term was the Colour Fun Run, a vibrant and joyous event that united our community. We extend heartfelt thanks to every student who fundraised and to all who contributed so generously to Beyond Christian Academy, raising over \$70,000. Your support is transforming the lives of these children, providing them with quality education and opportunities that open the door to a better future.

During the October school holidays, Mrs O'Dea, along with 23 Senior School students and 3 staff members, travelled to Malawi to visit Beyond Christian Academy. This was an incredible journey of learning, serving, and connecting with local communities. Our students had the unique opportunity to witness firsthand the profound impact Beyond Christian Academy is having in the lives of so many, a testament to the strength of cross-cultural partnerships and the power of service.

Term 4 also saw the return of our Business in a Box event, which was a celebration of innovation, creativity, and entrepreneurship. With nearly 100 student-run businesses, it was inspiring to see our students put their ideas into action and bring their entrepreneurial visions to life. Congratulations to all of the participants for their hard work and ingenuity!

We were also privileged to welcome Sharon Claydon, our Federal Member of Parliament, to the College in Term 4. She visited to congratulate our Subs in Schools winners and to explore the incredible developments happening in STEM here at SPCC. It was a wonderful opportunity to showcase the remarkable talent and enthusiasm of our students.

As we close the chapter on 2024, a year defined by tenacity, let us take a moment to recognize the achievements, embrace the lessons we've learned, and celebrate the relationships and sense of community we've built together. The journey of this year has been marked by growth and resilience, and we look forward to continuing this momentum in 2025.

Thank you to every staff member, student, and family who has contributed to making St Philip's Christian College such a special place. Wishing you all a joyful Christmas, and I eagerly look ahead to another exciting and fulfilling year.



Directors' Report

SHORT TERM OBJECTIVES

The Foundation's short-term objectives are to:

- Maintain annual enrolment projections for each school;
- Develop effective and engaging learning experiences for all students;
- Increase achievement levels in public exams across all schools;
- Maintain strong pastoral care programs based on Christian values;
- Recruit and maintain high quality teaching staff in all schools;
- Complete major capital improvement projects annually in line with each school's master plan

LONG TERM OBJECTIVES

The Foundation's long-term objectives are to:

- Double overall enrolments by 2030;
- Position all schools within the top quartile in the region according to performance;
- Develop effective succession plans to ensure good leadership and expertise is retained;
- Complete long-term capital development programs for each school.

STRATEGY FOR ACHIEVING THE OBJECTIVES

To achieve these objectives, the Foundation has adopted the following strategies:

- Bolster early learning and prep school services as a major entry point;
- Maintain the edge with the introduction of effective educational innovation;
- Build a 'Schools of First Choice' reputation;
- Seek out and secure grants, donations and support for development goals;
- Ensure continuous improvement is achieved across all programs;
- Support and challenge staff through effective performance appraisal processes;
- Pursue strategic property acquisition and capital works programs;
- Establish new schools as demand and opportunity arises

INFORMATION ON DIRECTORS



Stephen Clarke

JP, MRMA, Dip In Theology (Hons)

Leslie Holland
Chairman
B. Ed Dip Teach



Benjamin Picton

BBus / BCom (Combined), Dip Fin M

Graeme Irwin AM
Executive Principal
Dip. Teach, Dip Bus

Robert Fogg

BEng (Mechanical)
MOccHS&EM
MERgo

COMPANY SECRETARY

Garry Paget held the role of secretary during the year.

THEME 1 - Context

PRINCIPAL ACTIVITIES

The principal activities of the Foundation during the financial year was the provision of education to school-aged and early childhood education via the administration of St Philip’s Christian College (Newcastle, Port Stephens, Gosford and Cessnock schools) as well as St Philip’s Christian College’s Dynamic Learning College (DLC), Young Parents College, Gilibaa, Teaching School, Saints Academy, and Narnia Christian Preschool (Newcastle, Port Stephens, Wyong, Cessnock and Gosford campuses).

CONTRIBUTIONS ON WINDING UP

St Philip’s Christian Education Foundation Limited is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member while they are a member, or within one year after they cease to be a member, is \$50. The total amount that members of the School are liable to contribute if the School is wound up is \$350 (2023: \$250).

AUDITOR’S INDEPENDENCE DECLARATION

This report is made in accordance with a resolution of directors, pursuant to section 298(2)(a) of the Corporations Act 2001.

MEETINGS OF DIRECTORS

The number of meetings of the School's Board of Directors ('the Board') held during the year ended 31 December 2024, and the number of meetings attended by each director were:

Director	Attended	Held
Leslie Holland	7	7
Graeme Irwin	7	7
Robert Fogg	6	7
Benjamin Picton	5	7
Stephen Clarke	7	7

Held: represents the number of meetings held during the time the director held office.



CEO's Report

GRAEME IRWIN

2024 has been a truly exceptional year. To our staff, parents, and, of course, our amazing students, I extend my heartfelt gratitude. Your dedication to this community is the foundation of what makes St Philip's such a unique and thriving place. We are deeply thankful for every one of you.

In 2024 our theme has been Tenacity, a quality we've seen so powerfully displayed across our community—students, staff, and families alike, and woven through so many of the new pursuits undertaken this year.

One of the significant achievements for 2024 was the launch of SPCC Gilibaa, our Bilingual Worimi College. Gilibaa has been a phenomenal success, bringing an innovative, bilingual approach to education as students learn in both English and their native Gutung language. Since its launch in January, it has truly flourished. In November, we were thrilled to be recognised as a 5-Star Innovative School for 2024 — a testament to the courage and innovation behind Gilibaa's mission. The Kindergarten class for 2025 is already at capacity, and in just a year, we are expanding from one K-2 class to five K-4 classes.

This year we also launched our Pioneer magazine. Pioneer is a biannual publication from St Philip's Christian Education which highlights groundbreaking educational initiatives. The magazine connects with current and prospective partners, alumni, and stakeholders, fostering a vision for future transformative growth. In September we were honoured to receive the Alumni or Community Publication of the Year for 2024 at the Educate Plus Awards for our inaugural edition.

We also had remarkable success in the realm of construction and design. At the Master Builders Association of NSW Newcastle Excellence in Building Awards, three of SPCE's recent projects received top honours. These awards celebrate the incredible work done to create environments that support learning and growth across our campuses, including our Junior School at Port Stephens, Central Office, and Active Learning Centre at Waratah.

As a multi-school group, we continue to find exciting ways for students to connect and grow across campuses. This year our students have had the opportunity to be involved in our Ministry Camp, HSC Study Camp and Student Leadership Symposium along with many cross-campus subject-based intensives, workshops, sporting initiatives and debating days.

These events draw from the depth of expertise that we have across our organisation and our students benefit from their knowledge and wisdom as well as building community and connections with students from across the group of schools.

We also had the joy of hosting our 2nd Annual St Philip's Golf Classic in November, a day filled with camaraderie and fundraising. Thanks to our generous donors, we are moving forward with our transformative Young Parents College at Wyong, which will offer incredible support to young parents in our community.

This year is also special as we honour and bid farewell to a truly valued leader. Mrs Pam O'Dea is stepping down from her role as Principal of our Newcastle College. Every student currently in the Newcastle school and those that have graduated over the years, have benefited from Pam's passionate and dedicated leadership. We thank you, Pam, for everything you've contributed, and we wish you blessings in all that is to come.

In Matthew 7:7, Jesus tells us: "Keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you." This verse is a reminder to never give up. Be persistent, keep seeking the truth, and keep striving to make a difference.

Thank you all and may God's grace and peace be with each of you as we journey into the new year. I am excited and expectant for all that God has in store for us in 2025.

Graeme Irwin AM, Chief Executive Officer - May 2024

THEME 2 - Outcomes and Results

NAPLAN

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	464	463	456	477	472
Year 5	533	514	513	550	513
Year 7	582	578	564	588	587
Year 9	595	599	582	583	598

NAPLAN participation for this school is 98%
NAPLAN participation for all Australian students is 95%

Interpreting the table

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

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

www.myschool.edu.au/school/43931/naplan/results



THEME 2 - Outcomes and Results

VET at SPCC Newcastle

2024 VET courses offered on site at SPCC:

- Hospitality
- Entertainment
- Construction
- Screen and Media (Non-ATAR)
- VET Visual Art (non-ATAR)
- Business Services
- Sport Coaching (Year 11 only)
- Design Fundamentals (external RTO delivered onsite)
- Engineering (External RTO Delivered onsite to SPCC SBAT students – students finish in Year 11)

Students Undertaking VET Courses

Course	No. of Yr11 Students	No. of Yr12 Students	Total Stage 6 Students
Construction	17	16	33
Entertainment	15	13	28
Hospitality	15	16	31
Screen and Media	12	8	20
VET Visual Art	13	5	18
Business Services	15	12	27
Sport Coaching (new in 2024)	14	0	14
TAFE	13	6	19
Other External Providers	9	12	21
TOTALS	63 students*		

*21 Yr 12 students did two or more VET subjects

Percentage of Year 12 students undertaking VET/TVET Courses 47%

Percentage of Year 12 subjects that are VET/TVET Courses 20% of 30 subjects (excluding Design Fundamentals) offered at school were VET.
33% of all subjects (including 6 EVET subjects) studied by Year 12s were VET subjects.

Percentage of Year 12 students undertaking a VET course who attained their full qualification 97%

Senior Secondary Outcomes

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

Currently in NSW only 81% of senior students follow an academic program of study with the aim of entering University. Of this 81%, approximately 71% meet the needs of University entrance through the ATAR. At St Philip's Christian College approximately 67% meet the requirements for University entrance.

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

Consider the following OPTIONS to obtaining an HSC:

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

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

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

THEME 2 - Outcomes and Results

Senior Secondary Subjects Offered

ENGLISH

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

MATHEMATICS

Mathematics Advanced
Standard Mathematics
Mathematics Extension I
Mathematics Extension II

SCIENCE

Biology
Chemistry
Physics

HSIE

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

TAS

Design & Technology
Engineering Studies
Software, Design &
Development

CREATIVE ARTS

Drama
Music 1
Visual Arts

PDHPE

Community and
Family Studies
Personal
Development,
Health and Physical
Education

LANGUAGES OTHER THAN ENGLISH

French Beginners
French Continuers

VOCATIONAL EDUCATION & TRAINING

Hospitality
Entertainment
Construction
Screen & Media
(Non-ATAR)
Business Services
Visual Arts
Sport Coaching



Record of Achievement

In 2024, 114 students sat for the NSW Higher School Certificate in 30 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 50% of these placed in Bands 5 and 6 (80-100 marks). Of the 28 candidates who sat for a one unit extension course, 100% achieved 25 marks or more out of 50 with 100% of these achieving in the highest bands with 40 marks or more. In general, student's achievement was at or above state level. This has been a consistent trend over the past five years.

| In 2024, 114 students sat for the HSC

Post School Destination

Most students who left school at the end of Year 12, following completion of their education, enrolled at university, TAFE or apprenticeships. Of the 114 students to complete their HSC and receive an ATAR, 67% were offered a place at university with 44% of these students received early entry offers. A number of students will take a GAP year before beginning their tertiary education. For most of these students it will involve some time spent overseas as well as joining the workforce for a short period of time.



THEME 2 - Outcomes and Results

Band Comparison 2020 – 2024

		Total Students	School %	State Comparison %	School %	State Comparison %
		In Course	Band 3-6	Band 3-6	Band 1-2	Band 1-2
Ancient History	2024	15	100	83.55	0	16.41
	2023	8	75	80.18	25	19.78
	2022	6	100	82.15	0	17.81
	2021	8	100	77.74	0	22.24
	2020	10	100	83.59	0	16.39
Biology	2024	48	97.9	87.8	2.08	12.17
	2023	44	93.16	88.93	6.81	11.03
	2022	38	94.72	79.2	5.26	20.76
	2021	39	100	90.61	0	9.36
	2020	48	95.82	86.41	4.16	13.56
Business Studies	2024	30	100	86.36	0	13.6
	2023	12	100	87.4	0	12.56
	2022	11	100	89.38	0	10.6
	2021	22	95.44	85.97	4.54	14
	2020	26	96.13	82.04	3.84	17.92
Chemistry	2024	17	100	86.97	0	13.01
	2023	19	94.72	85.44	5.26	14.53
	2022	15	84.6	84.19	15.38	15.77
	2021	11	10	88.31	0	11.66
	2020	12	100	90.06	0	9.99
Community & Family Studies	2024	4	100	91.42	0	8.54
	2023	10	100	90.79	0	9.18
	2022	12	100	93.11	0	6.84
	2021	14	100	91.6	0	8.37
	2020	8	100	89.9	0	10.07
Dance	2020	5	100	98.45	0	1.51
Design & Technology	2024	14	100	95.71	0	4.25
	2023	14	100	94.79	0	5.18
	2022	9	100	96.19	0	3.76
	2021	14	100	96.72	0	3.24
	2020	22	100	97.71	0	2.26

THEME 2 - Outcomes and Results

Band Comparison 2020 – 2024

Standard English	2024	53	100	92	0	7.96
	2023	50	96	89.31	4	10.66
	2022	39	97.42	87.52	2.56	12.44
	2021	43	100	90	0	9.95
	2020	40	100	88.69	0	11.28
Advanced English	2024	54	100	99.43	0	0.54
	2023	48	100	99.33	0	0.63
	2022	53	100	99.01	0	0.94
	2021	50	100	99.11	0	0.84
	2020	64	100	99.26	0	0.71
English as a Second Language	2023	1	100	77.39	0	22.58
	2022	1	100	72.78	0	27.19
	2020	0	0	0	0	0
English Extension I	2024	12	100	99.4	0	0.48
	2023	9	100	99.47	0	0.51
	2022	14	100	99.52	0	0.46
	2021	7	100	99.28	0	0.69
	2020	11	100	97.17	0	0.81
English Extension II	2024	7	100	99.18	0	0.8
	2023	7	100	99.13	0	0.84
	2022	7	100	98.78	0	1.2
	2021	1	100	99.19	0	0.79
	2020	1	100	99.19	0	0.79
Engineering Studies	2024	9	100	93.54	0	6.42
	2023	15	93.32	94.62	6.66	5.36
	2022	10	100	85.52	0	14.44
	2021	14	100	91.92	0	8.05
	2020	12	100	91.05	0	8.92
Food Technology	2024	4	100	86.45	0	13.52
Drama	2024	6	100	98.71	0	1.25
	2022	12	100	98.31	0	1.65
	2021	10	100	98.33	0	1.64
	2020	0	0	0	0	0

THEME 2 - Outcomes and Results

Band Comparison 2020 – 2024

Legal Studies	2024	11	100	88.76	0	11.2
	2023	11	100	89.58	0	10.4
	2022	9	100	83.96	0	15.99
	2021	12	100	85.48	0	14.5
	2020	12	100	88.1	0	11.86
Mathematics Standard 2	2024	68	91.15	82.75	8.82	17.21
	2023	50	96	81.77	4	18.19
	2022	52	98.06	81.12	1.92	18.85
	2021	40	90	10	7.4	22.06
	2020	54	92.57	74.9	7.4	25.06
Mathematics Advanced (Change of Name)	2024	26	96.14	94.63	3.84	5.34
	2023	33	93.93	92.92	6.06	7.04
	2022	36	100	94.24	0	5.72
Mathematics	2021	35	91.42	93.64	8.57	6.32
	2020	40	97.5	95.55	2.5	4.41
Maths Extension I	2024	7	100	97.31	0	2.66
	2023	17	100	95.77	0	4.2
	2022	21	100	93.77	0	6.2
	2021	12	100	94.05	0	5.92
	2020	14	100	94.18	0	5.79
Maths Extension II	2024	2	100	68.22	0	1.77
	2023	6	100	98.48	0	1.49
	2022	3	100	95.96	0	4.02
	2021	4	100	98.55	0	1.43
	2020	2	100	97	0	2.98
Geography	2021	0	0	0	0	0
	2020	0	0	0	0	0
Modern History	2024	13	100	89.84	0	10.13
	2023	8	100	83.82	0	16.14
	2022	7	85.71	88.13	14.28	11.84
	2021	12	100	83.4	0	16.56
	2020	11	100	83.77	0	16.2

THEME 1 - Context

Band Comparison 2020 – 2024

Music 1	2024	12	100	96.59	0	3.37
	2023	15	100	97.57	0	2.36
	2022	9	100	97.26	0	2.71
	2021	11	100	98.13	0	1.83
	2020	4	100	97.62	0	2.35
PD/H/PE	2024	37	100	90.17	0	9.79
	2023	26	92.29	88.78	7.69	11.19
	2022	27	100	78.93	0	21.03
	2021	29	96.53	85.73	3.44	14.24
	2020	46	100	84.91	0	15.05
Physics	2024	16	100	85.98	0	13.97
	2023	20	85	88.77	15	11.2
	2022	18	94.42	86.44	5.55	13.52
	2021	11	100	90.4	0	9.57
	2020	17	100	85.47	0	14.49
Society & Culture	2023	15	100	94.72	0	5.25
	2022	15	100	92.93	0	7.04
	2021	5	100	93.71	0	6.26
	2020	11	100	93.85	0	6.12
Software Design & Development	2023	9	100	87.53	0	12.43
	2022	7	85.69	86	14.28	13.97
	2021	0	0	0	0	0
	2020	6	100	87.39	0	12.58
Studies of Religion I	2024	6	100	95.93	0	4.05
	2023	10	100	96.68	0	3.28
	2022	13	100	95.56	0	4.41
	2021	10	100	91.49	0	8.45
	2020	19	100	93.8	0	6.17
Studies of Religion II	2024	15	100	94.42	0	5.54
	2023	16	93.75	94.64	6.25	5.34
	2022	10	90	92.81	10	7.17
	2021	21	95.22	9046	4.76	9.51
	2020	11	100	91.74	0	8.23

Band Comparison 2020 – 2024

Visual Arts	2024	19	100	99.12	0	0.85
	2023	14	100	98.72	0	1.24
	2022	19	100	98.26	0	1.71
	2021	8	100	98.24	0	1.72
	2020	15	100	97.76	0	2.2
Construction	2024	7	100	71.46	0	28.5
	2023	4	100	57.16	0	42.8
	2022	5	100	71.74	0	28.21
	2021	6	100	66.12	0	33.85
	2020	8	100	52.94	0	32.62
Hospitality Operations	2024	9	100	81.32	0	18.64
	2023	14	100	85.63	0	14.35
	2022	7	100	84.73	0	15.24
	2021	9	100	77.3	0	22.66
	2020	7	100	82.37	0	17.58
Entertainment Industry	2024	12	100	83.16	0	16.8
	2023	5	100	81.47	0	18.5
	2022	5	100	85.52	0	14.45
	2021	7	100	84.77	0	15.19
	2020	4	100	83.12	0	16.85
Business Services	2024	3	100	76.32	0	23.65
	2023	2	100	81.81	0	18.16
	2022	1	100	77.49	0	22.47
Human Services	2023	9	88.88	87.89	11.11	12.08
	2022	7	100	92.1	0	7.86
French Beginners	2024	2	100	90.21	0	9.75
	2022	8	100	89.46	0	10.51



**St Philip's
Christian College**
FOR THE WHOLE OF LIFE

NEWCASTLE

HSC Results 2024



Congratulations to the Year 12 students on their outstanding success in the 2024 Higher School Certificate examinations!

We are incredibly proud to celebrate the remarkable achievements of each student. Their dedication, perseverance and resilience throughout the Higher School Certificate year have resulted in exceptional results.

On behalf of the St Philip's Christian College (Newcastle) community, we extend our sincere thanks to everyone who has contributed to the learning journey of our Year 12 students over the past 13 years. Their success is a testament to the collective spirit of teamwork and support from teachers, families and students within our community.

As leaders of the College, we feel privileged to have been part of these students' journeys and are confident they will continue to achieve great things in the future, applying the same passion and determination that have brought them this far.

Notable achievements from the Year 12 class of 2024 include first place in NSW for Construction, 2 All-Rounders achieving Band 6 results in at least 10 units of study, a top ATAR of 98.8, and a significant number of students receiving early university entry offers, prior to the HSC examinations.

In addition, 25% of eligible students achieved an ATAR of above 90, with 84 students achieving Band 6 results, and many demonstrated significant improvement since the Trial HSC Examinations. These exceptional results are a testament to the hard work and determination of our students, and we commend each individual for their hard work and achievements.

Once again, congratulations to the Class of 2024! We eagerly anticipate all that you will accomplish in the years ahead.

Mr Jamie Fahey
Principal

Mr Joshua Whiddon
Head of Senior School

HSC Notable Achievements & Highlights



- **3rd in Hunter Region**

- **120th in State**

- **Early Entries**

Over 50 students received early offers to university prior to the HSC Exams.

- **2 SPCC students recognised as HSC All-Rounders**

- **84 SPCC students recognised as HSC Distinguished Achievers**

- **Maths Results**

- 20 Top Bands across Mathematics courses
- 100% Mathematics Extension 2 Students achieved Band 6

- **English Results**

- Top English results in the Hunter Region
- 20 Top Bands across English courses
- 8 Top Bands in English Extension 1

- **Courses above the State Average**

SPCC students achieved above State average in 25 subjects.

- **89% of SPCC students achieved results in Top Three Bands across all subjects.**

- **VET Results**

- 1st Place in Course for Construction
- 7 Top Bands in Entertainment

Academic Performance Snapshot

Total Number of Subjects:	30
Total Number of Students:	114
No. of Single Subject Accelerants:	7
All-Rounders:	2
Distinguished Achievers:	84
Percentage of Student ATARs above 90:	25%

**Highest
ATAR
98.80**

HSC Course Band Distribution

Band 6: 15.5%

Band 5: 36.5%

Band 4: 37%

89%

Band 3: 9.5%

Band 2: 1.5%

Band 1: 0%

11%

DUX of the College

Oscar Wills

The College Dux for 2024 is awarded to Oscar Wills in recognition of his exceptional academic achievements across all HSC subjects. Throughout Stage 6, Oscar has displayed remarkable diligence, dedication and excellence, attaining top bands in the following subjects:

- Chemistry
- Mathematics Extension 1
- Mathematics Extension 2
- Physics (2023)

Beyond his academic success, Oscar has been an active and valued member of the College community. We are incredibly proud of Oscar's hard work and commitment, making him a truly deserving recipient of the 2024 College Dux.



**TOP
ATAR
98.80**

ATAR Highlights



**Emily
Ashton**
97.40



**Luke
Harper**
97.00



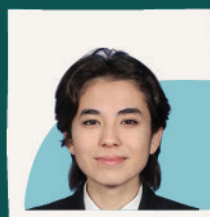
**Angus
Jewell**
96.60



**Connie
Bishop**
96.30



**Lauren
O'Connor**
96.25



**Hana
Levey**
95.90



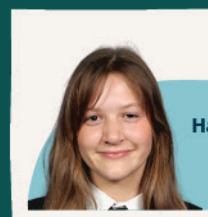
**Dimity
Rogers**
95.85



**Ruby
Pinter**
95.70



**Gilbert
Jones**
94.85



**Niamh
Hamilton**
94.00

SPCC HSC All-Rounders

| Emily Ashton

Emily has consistently demonstrated a pursuit of excellence in both her academic and creative endeavours. In 2023, she completed her accelerated HSC Ancient History course and was recognised as a Distinguished Achiever. In 2024, Emily has achieved exceptional HSC results, attaining top bands in the following subjects:

- English Advanced
- English Extension 1
- English Extension 2
- Legal Studies
- Visual Arts
- Ancient History (2023)



ATAR
97.40

| Lauren O'Connor

Throughout her studies in Stage 6, Lauren has demonstrated outstanding diligence and commitment to her studies. In 2024, Lauren has achieved exceptional HSC results, attaining top bands in the following subjects:

- Biology
- English Advanced
- Music 1
- Personal Development, Health and Physical Education
- Hospitality Examination (Food and Beverage)

ATAR
96.25



NSW First Place in Course

| Nicholas Brown

CONSTRUCTION EXAMINATION

Congratulations to Nicholas, who has achieved first place in the Construction Examination course. This accomplishment reflects his strong dedication, excellent practical skills and ability to effectively apply theoretical knowledge to real-world scenarios. Nicholas has consistently demonstrated a deep understanding of construction principles and a commendable work ethic throughout the course. His achievement is well-deserved, and we recognise his hard work and commitment to success.



Practical and Performance Nominations

| Art Express – Visual Arts

- Hana Levey - Accepted

| First Class – Visual Arts

- Emily Ashton
- Kate Barnett
- Lachlan Harrower
- Sophia Lee
- Hana Levey

| Encore – Music

- Ruby Pinter

| Shape – Design and Technology

- Zoe Roberts

| OnStage – Drama

Group Nomination:

- Madison Burns
- Niamh Hamilton
- Shasta Ingersoll
- Angus Jewell
- Ruby Pinter
- Claire Youman

Individual Nominations:

- Niamh Hamilton
- Angus Jewell
- Ruby Pinter



Distinguished Achievers

Abel, Joshua Christian

- Entertainment Industry Examination

Allen, Genevieve Margaret

- Design and Technology
- Mathematics Standard 2
- Visual Arts

Ashton, Emily

- English Advanced
- English Extension 1
- English Extension 2
- Legal Studies
- Visual Arts
- Ancient History (2023)

Barnett, Kate Elise

- Entertainment Industry Examination

Barrett-Jefferies, Lily May

- Personal Development, Health and Physical Education
- Hospitality Examination (Food and Beverage)

Barry, Mia Angeline Williams

- English Extension 1

Bishop, Connie Victoria

- Business Studies
- Economics
- English Advanced
- Legal Studies (2023)

Breakspear, Evangeline

- English Advanced
- English Extension 1
- Visual Arts

Brown, Nicholas Mackenzie

- Mathematics Standard 2
- Construction Examination

Burchell, Joshua Connor

- Mathematics Standard 2

Burns, Madison Anne

- Drama
- English Extension 1

Contempree, Jacob Peter

- Entertainment Industry Examination

Cullen, Timothy

- Mathematics Advanced

Dahl, Jake

(Year 11 Accelerated Student)

- Mathematics Advanced

Fahey, Micaiah Matthew

- Mathematics Standard 2
- Entertainment Industry Examination

Frith, Alexander Peter Howard

- Construction Examination

Gorfine, Brianna Kim

(Year 11 Accelerated Student)

- Legal Studies

Gray, Hosanna

- Biology (2023)

Green, Abbey

- Legal Studies

Greentree, Adana

- English Advanced
- English Extension 1
- Mathematics Standard 2

Hamilton, Niamh Molly Rose

- Ancient History
- Drama
- Music 1
- Entertainment Industry Examination

Harper, Luke

- Mathematics Extension 1
- Mathematics Extension 2

Harrower, Lachlan James

- Mathematics Standard 2

Jewell, Angus William

- Drama
- English Advanced
- Legal Studies
- Entertainment Industry Examination (2023)

Jones, Gilbert Ernest

- Mathematics Standard 2
- Music 1
- Personal Development, Health and Physical Education
- Entertainment Industry Examination

Distinguished Achievers

Lee, Sophia Glen

- Ancient History
- English Advanced
- English Extension 1
- Visual Arts
- Biology (2023)

Levey, Hana

- English Advanced
- English Extension 1
- Visual Arts

Mills, Natasha Lucinda

(Year 11 Accelerated Student)

- Mathematics Advanced

Moss, Archie John

- Biology
- Mathematics Standard 2
- Music 1

Murray, Juliet Rose

- Visual Arts

O'Connor, Lauren Annalise

- Biology
- English Advanced
- Music 1
- Personal Development, Health and Physical Education
- Hospitality Examination (Food and Beverage)

Payne, Georgia Madison

- Mathematics Standard 2
- Ancient History
- Design and Technology
- English Advanced

Pinter, Ruby Babs Francis

- Drama
- English Advanced
- English Extension 1
- Music 1
- Entertainment Industry Examination

Pulsford, Lucy Charlotte

- English Advanced
- French Beginners

Rogers, Dimity Piper

- Mathematics Extension 1
- Mathematics Advanced
- Physics (2023)

Syed, Ramis

- Mathematics Advanced

Tobin, Oliver Peter

- Mathematics Standard 2

Wills, Oscar Thomas

- Chemistry
- Mathematics Extension 1
- Mathematics Extension 2
- Physics (2023)

Workforce Composition

SCHOOL STAFF	NUMBER OF STAFF
Teaching staff	125
Full-time equivalent teaching staff	108.1
Non-teaching staff	77
Full-time equivalent non-teaching staff	54.2

www.myschool.edu.au/school/43931

Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	5
Provisional	3
Proficient Teacher	125
Highly accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	1
SIA ISTAA Experienced Teacher Accreditation	1

Student Attendance

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

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

If the parents/guardians do not notify the College, or respond to the SMS, the Principal or her delegate will undertake all reasonable measures to contact parents promptly within three school days of an unexplained consecutive absence occurring. For any absence, a written note or SMS providing the dates of and reasons for the child's absence is required from the parent/guardian within seven days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is explained or unexplained. This note or SMS will be recorded on the student's school record. If a note or SMS of explanation is not received, then the absence is recorded as unexplained.

Notice: This report was generated from 2024's Result Period 9 student data archive.
There were 183 full days in this period.

Year	Head Count	Full Year Equivalent	Full Days	Absence	Attendance	Attendance %
Kindergarten	72	70.92	12,978	775	12,203	94.03%
Year 1	71	68.98	12,624	826	11,798	93.46%
Year 2	74	73.20	13,395	884	12,511	93.40%
Year 3	82	80.78	14,782	1,029	13,753	93.04%
Year 4	85	84.16	15,402	1,329	14,073	91.37%
Year 5	85	84.79	15,516	1,380	14,136	91.11%
Year 6	85	84.65	15,491	1,216	14,275	92.15%
Year 7	162	154.40	28,255	2,193	26,062	92.24%
Year 8	165	162.98	29,826	2,604	27,222	91.27%
Year 9	164	161.11	29,483	2,791	26,692	90.53%
Year 10	162	158.18	28,947	2,910	26,037	89.95%
Year 11	135	131.36	24,039	1,988	22,051	91.73%
Year 12	128	117.98	21,591	1,399	20,192	93.52%
Total	1,470	1,433.49	262,329	21,324	241,005	91.87%

www.myschool.edu.au/school/43931/attendance

School Policies

The following school policies are publicly available on the website:

- Enrolment Policy
- Child Protection Policy
- Anti-bullying Policy
- Discipline Policy
- Complaints Policy

www.spcc.nsw.edu.au/schools/colleges/newcastle/about/policies



Feedback from Students, Parents, and Staff during 2024

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

STUDENT SATISFACTION

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

1. Pastoral Care Teacher Meetings
2. Student Leader Meetings
3. Student group meetings with the Principal
4. Head of School Meetings with Leaders
5. Chaplain facilitated Meetings
6. Student Voice Groups

TEACHER SATISFACTION

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

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

PARENT SATISFACTION

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

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

THEME 6 - Stakeholder Satisfaction

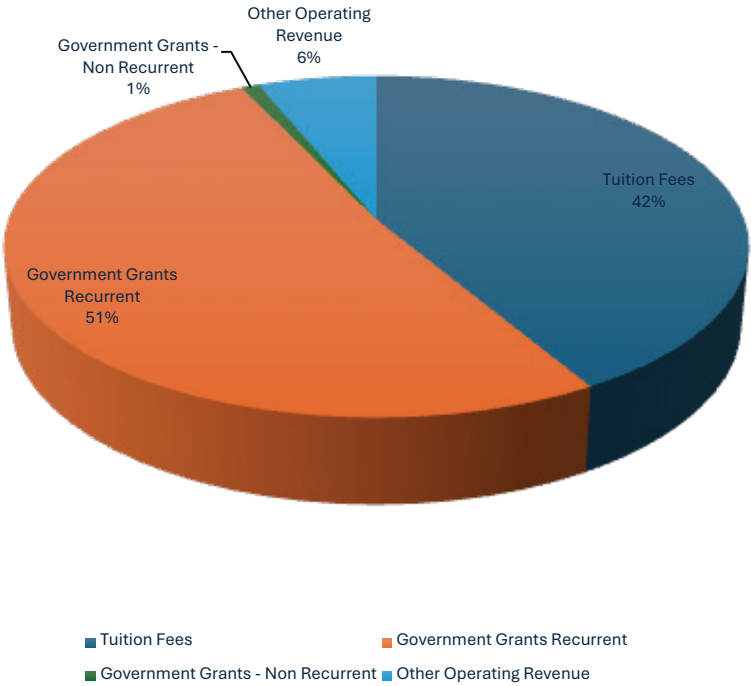
FOCUSED SURVEYS FOR 2024

- Student Perspective surveys of Teachers – Years 5 – 12
- Weekly Pulse check-in with students
- Perspectives Survey – Parents, Staff and Students
- Senior School Student Leaders Nominations
- 5 – 12 Gallup Student Poll Survey
- Year 10 GRAD Student Voice Survey
- Senior School Captains Voting
- Gallup Q12 Staff Engagement Survey
- Year 12 Formal Awards Survey
- Senior School Launch Day Feedback Survey
- Year 8 and 9 students interest Survey for Homeroom Classes
- SPCC Student Leadership Symposium Feedback
- Academic Mentoring Survey
- Senior School Staff Awards Survey
- Middle School Student leadership voting
- Year 5 Parents MacBook Survey
- Middle School Students Toilet Survey
- Year 7 Testing Day RSVP
- Year 7 ADDvantage Elective survey
- Well-being Program Survey Year 7 – 10
- Safe Spaces Survey Year 2 – 12
- Malawi Feedback Preparation
- Nepal Service Trip Survey
- IP Meetings and Feedback
- Teacher Duties Survey
- Sub-School Visit Survey
- Year 5 Macbook Survey
- Year 12 Mentoring Survey
- SPCC App Feedback Survey
- Kindergarten enrolment feedback survey



THEME 7 - Financial Information

SPCC Newcastle Income by Source



SPCC Newcastle Expenses by Type

