



# ANNUAL REPORT 2021

ST PHILIP'S CHRISTIAN COLLEGE  
PORT STEPHENS



*For the Whole of Their Life*



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*You are the salt of the earth... You are the light of the world.  
Matthew 5:13-16*



## MESSAGE FROM OUR PRINCIPAL



**MARTIN TELFER**  
PRINCIPAL

This year proved to be both memorable and challenging as the global pandemic continued into 2021. We started the year with many NSW Health restrictions in place, parent involvement was limited, and camps and excursions were postponed. By mid-August, the Hunter region was in lockdown and remote learning began once again. The students did not return fully on to campus until the final weeks of the year. However, these challenges brought about a renewed resilience, a renewed appreciation and a renewed understanding that our ability to cope with difficult times comes from a strong sense of belonging to our family and College community. Amongst all the change and uncertainty, we learnt about the sure hope that is found in our relationship with God, who continued to be faithful and generous towards us.

Our theme for the year was 'Influence', as we responded to the words of Jesus to be salt and light in the world. Our College community considered how we can use our influence to positively benefit those around us for their good and for God's purposes.

Our School Improvement Plan (SIP) focused around five goals. Firstly, we wanted to provide opportunities for all students and parents to explore the Christian faith, inviting them to follow Jesus. Secondly, our teachers focused on employing evidence-informed, innovative and engaging learning strategies, inclusive of the needs of all students. Thirdly, we looked at staff engagement through a Gallup survey 'Q12'. Our goal was to have all staff look forward to coming to work, feel valued, experience success and have a clear sense of how their work contributes to the mission of the College. Fourthly, we wanted to develop resilience in our students so that they were equipped to navigate the challenges, embrace the effort, learn from mistakes and respond with a growth mindset. Finally, we wanted to encourage philanthropy to create a culture of generosity within and beyond our College.

This year, the whole College community participated in the AIS Perspectives survey which focused on five important domains: School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community. Gathering feedback about these areas brought strategic benefit in identifying our College's strengths and opportunities for future improvement. Along with the Gallup Q12 engagement survey, the results highlighted that our staff are wholeheartedly committed to the vision and mission of the College and how it brings meaning to their work. This strength proved critical in ensuring we successfully navigated the challenges of 2021.

We introduced a number of vocational courses in 2021 for our Year 11 students. These included VET Construction, VET Electrotechnology, VET Allied Health and VET Education Support. These are skills-based practical courses which provide our students with more qualifications and certificates when they graduate from school. They are courses that give students experience on the job, developing and training them for whatever their work future may be.

In professional learning, our teachers adopted a high impact pedagogy to improve student outcomes. They formed learning groups over the year around the pedagogy of their choice which was facilitated by one of their colleagues. These groups then explored, experimented and reflected together on how the implementation of this strategy impacted their learning in their classroom.

This year we said farewell to our Head of Senior School, Tiina Hufton, who was appointed as Head of Secondary at Danebank College. We were pleased to announce an internal candidate, Graham Trott as our new Head of Senior School, beginning in 2022.

Before the lockdown began in Term 3, we were so pleased to be able to hold our swimming and athletic carnivals as well as showcase the outstanding abilities of our Junior and Middle School students in the musical, Beauty and the Beast.

In 2021 we constructed a state-of-the-art Marine lab and continued to work on our plans for a new Junior School building which will begin construction in 2022.

Finally, the pandemic had the most impact on our Year 12 students who were required to do Trial HSC exams online and then forced to wait longer for their final HSC exams which were postponed to later in the year. Despite these challenges, we are so pleased with their outstanding results. We had five students receive ATARs above 90, with the top mark of 97.85 achieved by Sasha Gutsulyak.

While 2021 was not the year that we were expecting, and as we absorb and reflect on the many challenges, we realise that these experiences have shaped our College community, making more evident our core values. We recognise the incredible achievements and acknowledge that these things were only possible through God's strength.

**Marty Terlfer**  
Principal





## REPORTING AREA 1

## A MESSAGE FROM KEY SCHOOL BODIES

## EXECUTIVE PRINCIPAL'S REPORT



**MR GRAEME IRWIN**  
Executive Principal

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

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

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

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

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

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

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

leadership and contribution to the SPCC community throughout this year.

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

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

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

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

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

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

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

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

Despite the ongoing disruption that COVID had on all aspects of the organisation throughout the year, we were still fortunate enough to be able to continue





working on a substantial number of capital projects. Our current development projects underway under the guidance of our Project Control Group are:

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

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

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

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

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

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

Grace and Peace,

**Graeme Irwin AM**

Executive Principal

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***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.***





## REPORTING AREA 1 - CONTINUED

# A MESSAGE FROM KEY SCHOOL BODIES

## BOARD CHAIRMAN'S REPORT 2020



**MR LES HOLLAND**  
Chairman, Board of  
Governors, SPCEF

Greetings friends,

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

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

2021 was especially challenging in many ways. I'm sure all of us thought and hoped that the impact of Covid 19 would diminish in 2021; how wrong that thought and hope was. In retrospect, 2021 Covid 19 was as impactful, if not more so than in 2020 in many negative ways and I thank all staff for the positive ways in which they were able to ensure students were not disadvantaged because of being not able to 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 Ltd – AGM 27 May 2021

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

## REPORTING AREA 1 - CONTINUED

# A MESSAGE FROM KEY SCHOOL BODIES

## VICE- PRESIDENT OF THE PARENT & TEACHERS FELLOWSHIP (PTF)



**MRS RACHEL FLICK**  
Vice-President PTF

St Philip's Christian College Port Stephens has an active PTF (parent, teacher fellowship) Group that is made up of parents, teachers, and friends of the school. The goals of the PTF are to support the school through activities that showcase the school, build community and raise funds.

Normally the PTF meet two to three times every school term on Wednesday evenings. Everyone is welcome to attend! These meetings are an opportunity to meet other parents and teachers and work together on supporting the school. They also provide the opportunity to engage on a personal level with the school Principal, Mr Telfer, about the projects he is focused on and the progress and challenges the school is facing.

Funds from the PTF activities are invested back into the school on initiatives that will have a direct impact on current students. For example, in 2020, PTF funds were spent on:

- replacing the outdoor furniture
- replacing the canvas marquees (used for sports carnivals, fairs etc)
- supporting our new 2021 kindergarten students with their welcome books and teddies

Funds were also allocated to a Ninja Park style playground equipment (primarily for Middle School students).

Unfortunately, PTF was limited in its ability to meet as per usual and run the planned activities in 2020 due to COVID19 restrictions. Whilst this was disappointing, the Pie Drive was able to proceed and raised approximately \$1500. The Fair (despite not proceeding), raised over \$8,000 through the generous contributions of sponsors, showbags and the raffle. Another highlight for 2020 included improving financial processes by setting up internet banking.

PTF is looking forward to meeting more regularly and supporting the school in 2021 with the following activities:

- Mother's Day Stall - 5-7 May 2021
- Pie Drive – 16 June 2021
- Father's Day Breakfast - 3 September 2021
- Colour Run – 10 September 2021
- St Philip's Fair - 8 October 2021
- 2022 Stationery Order Fundraiser – end of Term 4

Thank you to everyone for supporting and contributing to the PTF initiatives. Special thanks go to:

The Committee members including James Kelman, Rachel Flick, Jacqui Emmanuel, Tanya Simm, Sarah Smith, and Briony Nurcombe.

Those that took leadership roles in organising PTF activities including Heather Hannah, Martine Shaw, Ruth Mueller, Sally Buckley and Sarah-Jane Day.

We wish you well for the school year ahead and appreciate your involvement and support of future PTF activities.

Kind regards,

**Rachel Flick**

PTF Vice-President, 2020

## REPORTING AREA 2

## CONTEXTUAL INFORMATION

## ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

St Philip's Christian College Port Stephens was established in 1995 and now has an enrolment exceeding 700 students from K to 12. Located on the beautiful Tomaree peninsula it is surrounded by pristine beaches and breathtaking natural beauty. The mission of the College is to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five core values of the College are Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community.

The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for all-round development - intellectual, social, cultural, moral, spiritual and physical. 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 high academic standards, learning support, gifted and talented, vocational education, innovation in ICT and thinking and information skills.

Extracurricular activities include sport, gala days, music groups, drama performances, academic competitions, camping activities and mission trips. The College is grateful to be able to offer our students the opportunity to do the Duke of Edinburgh's Award, a program to enrich their lives with Voluntary Service, Physical Recreation, learning new Skills and undertaking an Adventurous Journey to create opportunities for team building, problem solving and making life long friends.

The College has an open enrolment policy and students are drawn from a wide range of socioeconomic (ICSEA 1071), cultural and religious backgrounds.

Please visit My School website for further information about the College:

<https://bit.ly/SPCCPS-SCHOOLPROFILE-2021>



*The mission of the College is to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice.*

## ENROLMENTS BY GRADE

Year Group	Total in Year Group	Maximum Class Size
Kindergarten	36	24
Year 1	41	26
Year 2	56	26
Year 3	49	26
Year 4	53	26
Total for Junior	235	
Year 5	63	26
Year 6	67	26
Year 7	78	26
Year 8	67	26
Total for Middle	275	
Year 9	64	26
Year 10	58	26
Year 11	47	24 (20 for Prac Class)
Year 12	41	24 (20 for Prac Class)
Total for Senior	210	
Total for School	720	





## REPORTING AREA 3

# STUDENT OUTCOMES

## IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

## NAPLAN RESULTS

NAPLAN assessments commenced in 2021 after a period of cancellation due to COVID-19. The College participation in NAPLAN this year was 97% for further information follow this link: <https://bit.ly/ANNUALREPORTNAPLAN2021>



## REPORTING AREA 4

# SENIOR SECONDARY OUTCOMES

## (STUDENT ACHIEVEMENT)

## RECORD OF SCHOOL ATTAINMENT (ROSA)

Fifty Year 10 students from St Philip's Christian College Port Stephens were eligible for their RoSA in 2021.

## HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Forty-one students from St Philip's Christian College Port Stephens sat for the NSW Higher School Certificate in 24 courses. Across the cohort, our students were stretched to give their very best effort and as a result achieved excellent results.

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, St Philip's students obtained 8 places on the Honour Roll. These places were achieved by 8 individual students across 10 subjects, with 16 top bands (6 or E4) obtained. This result reflects positively on the students' efforts and those of their teachers and parents who supported them.

Our highest ATAR for 2021 was 97.85, with a number of our students achieving an ATAR above 90.00. Also of particular note were the achievements of three of our students; **Benjamin Freeman** whose major work for Visual Arts was nominated for ARTEXPRESS, **Flynt Young** whose Design & Technology major design project was nominated for SHAPE and **Harrison Macris** whose Industrial Technology major project was nominated for InTech.



*Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the LORD your God is with you wherever you go. Joshua 1:9*



# HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

## PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Biology	2021	10	74	40	31	50	60	10	9
	2020	14	80	43	31	57	56	0	13
	2019	18	75	33	32	61	53	6	15
Business Studies	2021	9	71	22	36	56	51	22	13
	2020	8	73	25	35	75	47	0	17
	2019	11	69	27	33	45	50	27	16
CAFS	2021	9	76	33	32	67	61	0	6
	2020	9	86	89	34	11	56	0	9
	2019	13	77	46	37	54	52	0	11
Chemistry	2021	5	80	60	41	40	48	0	11
	2020	4	77	50	43	50	47	0	9
	2019	8	74	25	46	75	42	0	12
Design & Technology	2021	6	78	67	55	33	42	0	3
	2020	7	81	57	47	43	51	0	2
	2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Drama	2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2020	8	80	50	47	50	50	0	2
	2019	2	83	100	44	0	55	0	1.74
Economics	2021	1	(studied via distance)	0	50	0	44	1	6
	2020	3	80	67	51	33	40	0	9
	2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Engineering Studies	2021	6	77	50	36	33	56	17	7
	2020	7	70	14	34	86	58	0	8
	2019	5	78	40	32	60	60	0	8
English Studies	2021	1	(no exam sat)	1 (Band A)	0	0	0	0	0
	2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019	7	60	0	0	71	35	29	64

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
English (Standard)	2021	20	69	0	17	100	74	0	9
	2020	19	70	0	11	95	77	5	11
	2019	21	68	0	12	90	76	10	12
English (Advanced)	2021	20	81	80	69	20	31	0	-1
	2020	21	82	57	63	43	36	0	1
	2019	20	78	45	62	55	37	0	1
Geography	2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019	7	67	0	44	86	44	14	12
History Ancient	2021	9	74	33	34	56	45	11	21
	2020	4	71	0	33	100	51	0	15
	2019	7	81	57	36	43	49	0	15
History Modern	2021	17	74	29	38	65	46	6	16
	2020	12	79	42	37	58	47	0	15
	2019	10	73	30	40	70	47	0	14
Hospitality Examination (Food & Beverage)	5	83	80	26	20	61	0	13	7
	5	82	60	20	40	54	0	7	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Industrial Technology	2021	6	76	33	25	67	54	0	21
	2020	2	76	50	24	50	57	0	19
	2019	11	69	18	22	64	58	18	20
Investigating Science	2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019	5	70	20	23	60	55	20	21
Legal Studies	2021	5	81	60	42	40	44	0	14
	2020	8	77	25	39	75	49	0	11
	2019	5	76	20	42	80	43	0	16



# HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

## PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Mathematics Stand 2	2021	24	69	21	25	42	54	25	21
	2020	20	74	30	25	65	50	5	24
	2019	21	67	14	24	62	59	24	16
Mathematics Adv 2	2021	14	80	43	50	57	44	0	6
	2020	17	74	29	52	71	43	0	4
Mathematics (2 Unit)	2019	25	70	12	49	80	43	8	8
Music 1	2021	1	81	100	64	0	34	0	2
	2020	3	93	100	64	0	34	0	2
	2019	4	92	100	66	0	32	0	2
PDHPE	2021	13	72	31	31	54	56	15	13
	2020	14	76	29	34	71	51	0	14
	2019	25	74	32	32	56	57	12	12
Physics	2021	5	85	80	41	20	50	0	9
	2020	8	79	50	40	50	45	0	14
	2019	12	63	0	37	75	49	25	14
Society & Culture	2021	5	84	100	46	0	48	0	6
	2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Software Design and Development	2021	1	(studied via distance)	100	36	0	53	0	11
	2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Visual Arts	2021	6	87	100	63	0	35	0	2
	2020	5	89	100	65	0	33	0	2
	2019	6	88	100	63	0	35	0	2

# EXTENSION COURSES

## PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
English Extension 1	2021	2	43	100	94	0	6
	2020	4	44.85	100	93	0	7
	2019	N/A	N/A	N/A	N/A	N/A	N/A
English Extension 2	2021	2	43	100	84	0	16
	2020	1	49	100	82	0	18
	2019	N/A	N/A	N/A	N/A	N/A	N/A
History Extension	2021	2	34	0	77	100	23
	2020	2	30	0	76	100	24
	2019	2	40	100	77	0	23
Mathematics Extension 1	2021	7	75	71	74	29	26
	2020	5	79	60	74	40	25
	2019	11	65	55	80	45	20
Mathematics Extension 2	2021	N/A	N/A	N/A	N/A	N/A	N/A
	2020	3	88	33	84	67	16
	2019	2	69	50	86	50	14

96%

### 2021 Higher School Certificate

In 2021, 96% of the Year 12 cohort sat for the HSC

15%

### 2021 VET Qualification

In 2021, 15% of the Year 12 cohort participated in vocational or trade training.



REPORTING AREA 5

# TEACHER PROFESSIONAL LEARNING

## ACCREDITATION AND QUALIFICATIONS

### TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	1
Provisional	2
Proficient Teacher	69
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	1
<b>Total number of Teachers</b>	<b>73</b>

### TEACHING STANDARDS / QUALIFICATIONS

73

#### TEACHERS

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

0

#### TEACHERS

Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacks formal teacher education qualifications.

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





## PROFESSIONAL LEARNING

St Philip's Christian College strives to achieve a culture of professional learning to enhance the teaching and learning experience for both students and staff. As a school that seeks constant improvement a professional learning community is fostered to ensure that all teachers are cognisant of developments in 21st century learning through structured ongoing and reflective professional learning.

Members of the College staff participated in a wide variety of both internal and external Professional Learning opportunities during 2021. In addition to the compulsory professional learning days attended by all teaching staff, a number of staff were provided additional professional development opportunities external to the School. This data is captured in the table below.

SCHOOL	COURSE NAME	ATTENDEES
ALL	Big Day IN – St Philip's Christian College Port Stephens	92
JUNIOR	Traffic Jam in my Brain - Online	1
JUNIOR	CrookED Science Online PD	1
JUNIOR	NESA MCC Meeting	1
JUNIOR	Senior First Aid & CPR- Obtain	1
JUNIOR	AIS ETIP Meeting - accreditation	1
JUNIOR	HALT Conference	1
JUNIOR	SPELD – Early Literacy - online	1
JUNIOR	NESA MCCA Meeting	1
MIDDLE	Professional Development with Waratah Art Department, investigating VET Courses	1
MIDDLE	Second Professional Development with SPCC Waratah Art Department, investigating VET Courses	1
MIDDLE	Growth Coaching International	1
MIDDLE	PETA -reading to write online conference	2
MIDDLE	Adolescent Success Conference	1
SENIOR	Landscape Painting, Maitland Regional Art Gallery	1
SENIOR	SPCC Waratah HSC BOWS – Art Teachers	1
SENIOR	Youth Express, VET Coordinators, Murrook Cultural Centre	1

SCHOOL	COURSE NAME	ATTENDEES
SENIOR	VET Head of Department cross campus meeting SPCC Waratah	1
SENIOR	LSA Annual Conference, online legal skills & knowledge	2
SENIOR	AIS Diverse Pathways, Brighter Futures online	1
SENIOR	AIS Experienced teacher pathway, AIS Sydney Conference Centre	1
SENIOR	SPCC Waratah TAS Head of Department cross campus meeting	1
SENIOR	SAC HSC Study Day, Wesley Conference Centre, Sydney	1
SENIOR	AIS NSW Experienced Teacher Inquiry Pathway Course 1, Sydney	2
SENIOR	SPCC Waratah HSC Art Marking & Feedback	1
SENIOR	SPCC Foundation, Vet Coordinator cross campus meeting	1
SENIOR	Education is Key, Kitchen operations/hospitality Industry Experience, ZOOM	2
SENIOR	AIS NSW, Taronga Zoo, presenting one of the sessions, using data in Science.	1
SENIOR	VADEA Inspire HSC Visual Arts writing(online flexible course)	1
SENIOR	SPCC (Via Zoom) Mandatory course requirement, experienced teacher pathway	2
SENIOR	Youth Express Hospitality PD Zoom with Industry, support the course to industry standards	1





REPORTING AREA 6

# WORKFORCE COMPOSITION

INCLUDING INDIGENOUS



TEACHING STAFF



TEACHING STAFF (INDIGENOUS)



TEACHING STAFF - FULL TIME EQUIVALENTS (FTE)



OPERATIONAL STAFF



OPERATIONAL STAFF (INDIGENOUS)



OPERATIONAL STAFF - FULL TIME EQUIVALENTS (FTE)



TOTAL STAFF



TOTAL STAFF (FTE)

## OPERATIONAL STAFF CONSISTS OF THE FOLLOWING

- Administration
- ICT
- Maintenance
- Finance
- Human Resources
- Marketing, Communications & Enrolments
- Co-curricular (Sport Related)
- Student Support Services
- Health Care
- Technicians (Library, Science, TAS and Visual Arts)
- Wellbeing Staff



*At St Philip's Christian College, we believe a dynamic, christ-centered community is key to raising students who are secure, well-rounded young men and women.*



## REPORTING AREA 7

**STUDENT ATTENDANCE****INCLUDING RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS****ATTENDANCE**

SCHOOL AREA	YEAR LEVEL	ATTENDANCE RATE %
Junior School	Kindergarten	94%
	Year 1	94%
	Year 2	95%
	Year 3	93%
Middle School	Year 4	95%
	Year 5	93%
	Year 6	92%
	Year 7	90%
	Year 8	90%
Senior School	Year 9	88%
	Year 10	91%
	Year 11	93%
	Year 12	92%

For whole school student attendance rates please refer to the school's data on the My school website.

**ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS:**

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

**MANAGEMENT OF NON-ATTENDANCE**

- All student absences are recorded in the morning by teachers, the school secretary is notified, records are kept on the database and absentees are communicated to other staff.
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. Junior School, Middle School and Senior School Secretaries will communicate to the Heads of School (HOS) names of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Partial absences – such as late arrival should be treated in the same way.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised with the Principal, HOS and the parents. Unresolved attendance issues may be reported by the Principal to the Department of Family and Community Services.
- Student attendance and absence figures will appear on student half year and end of year reports.

**RETENTION RATES**

Whilst the majority of students who are enrolled in Year 10 complete their studies at the College in Year 12, a sizeable number do not. The single biggest factor that contributes to this is linked to the transient nature of the population. Regrettably, we lose many students as

their parents are relocated for work, most notably Air Force families. One of the benefits of this transience is that we are constantly enrolling new students who bring with them fresh ideas and perspectives. The table below provides a summary over recent years.

YEARS COMPARED	YEAR 10 TOTAL ON CENSUS DATE	YEAR 12 TOTAL ON CENSUS DATE	PLEASE REFER TO THE NOTE BELOW	APPARENT RETENTION RATE	ACTUAL RETENTION RATE
2012/2014	54	39	38	72%	70%
2013/2015	71	50	49	70%	69%
2014/2016	81	49	45	60%	55%
2015/2017	72	54	49	75%	68%
2016/2018	63	34	34	54%	54%
2017/2019	63	50	46	79%	73%
2018/2020	58	41	40	70%	69%
2019/2021	64	41	37	64%	58%

Note: This column accounts for individual Year 10 students who were enrolled at St Philip's Christian College on the census date and were still enrolled at the time the census was conducted when they were in Year 12. "Apparent" shows the percentage changes in total enrolment between the two years indicated. "Actual" reflects the proportion of students from the first year group who were still enrolled in the second year group.

**POST SCHOOL DESTINATIONS**

The information provided in this section is based on feedback received from students after they have left the College. The information provided is voluntary and may

therefore be incomplete and/or anecdotal. From feedback received up to the time of going to print, the post-school destinations of our Year 12 leavers in 2021 are as follows:

DESTINATION	NUMBER/43	%
Tertiary Education – University	22	54%
Tertiary Education – TAFE	1	2%
Tertiary Education – Private Colleges, Overseas, Other	0	0%
Apprenticeships/Traineeships	1	2%
Employment	9	22%
Deferred Study – Travel	2	5%
Unemployed	0	0%
Unknown	6	15%



## REPORTING AREA 8

## ENROLMENT POLICIES

**1. GENERAL STATEMENT**

All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support.

The law in NSW states that all children between the ages of six and below the minimum leaving age are required to attend school regularly. (Education Act 1990).

Parents/Care givers are legally responsible for their child's attendance.

**2. AIM**

To provide an efficient process of enrolment that satisfies the needs of both students and the school.

**3. OBJECTIVES - POLICY STATEMENT**

3.1 The NSW Education Act, Section 22 (1990) states that it is the duty of the parent of a child of compulsory school-age to cause the child:

(a) to be enrolled at, and to attend, a government school or a registered non-government school, or

(b) to be registered for home schooling with the Board of Studies and to receive instruction in accordance with the conditions to which the registration is subject.

3.2 All students who are enrolled at St Philip's Christian College, regardless of their age, are expected to attend the College whenever instruction is provided.

**4. AUDIENCE AND APPLICABILITY**

All students, staff and parents of St Philip's Christian College, Port Stephens.

**5. CONTEXT**

St Philip's Christian College is a comprehensive co-educational K-12 school providing an education underpinned by Christian values and operating within the policies of the NESA.

Our 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.

**6. RESPONSIBILITIES AND DELEGATIONS**

- Students seeking to enrol will be required to provide proof of age and an immunisation certificate, a copy of their last school report (where applicable) and a fully completed application form.
- Students seeking to enrol will be assessed by a Learning Support staff member as appropriate.
- The Principal or their representative will have a formal interview with parents and students applying to enrol. During this interview the Principal will explore with the parents the suitability of the school for the student in terms of ethos, curriculum, pastoral care and required support programs. Parents are also expected to be supportive of the ethos of the school.
- Subject to availability, offers of a place will be made in writing as soon as possible following the interview.

- Enrolments are processed in the following priority order; Siblings of current students, Students having automatic enrolment status from St Philip's Christian College Port Stephens (e.g. Current Year 6 students have priority registration into Year 7); Students transferring from other St Philip's system schools e.g. Cessnock, Gosford and Newcastle; Students enrolled in Narnia Port Stephens Transition Class prior to Kindergarten enrolment; All other applications from any prospective student in order of receipt and not previously mentioned.

- Students will be allocated to classes according to a combination of class size and student need.

- Where there are no positions available in a school year, or within a particular class, students will be placed on a waiting list. They will be contacted as soon as a position becomes available.

- The enrolment of a student may be terminated if there has not been full disclosure of any social, emotional, intellectual and / or medical conditions.

- Continuing enrolment is subject to the student and parents' adherence to the school expectations and payment of all school fees.

**7. MONITORING, EVALUATION AND REPORTING REQUIREMENTS**

This policy will be evaluated and reviewed every three years or as needed in line with legislative changes.

**8. DOCUMENT DETAILS AND HISTORY**

Updated August 2016

Updated March 2017

See Compulsory School Age, NSW Education Act (1990) Section 21B (refer Appendix 1)

[http://www.austlii.edu.au/au/legis/nsw/consol\\_act/ea1990104/s21b.html](http://www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104/s21b.html)





## REPORTING AREA 9

## OTHER SCHOOL POLICIES

The following are a brief description of some of the key policies of the College. Full versions of these and other policies can be viewed at the College or accessed on the College website [www.spcc.nsw.edu.au](http://www.spcc.nsw.edu.au).

**ANTI-BULLYING & HARASSMENT POLICY**

**RATIONALE:** It is the aspiration of the College that we are encouraged by Jesus to 'love one another as I have loved you'. This is our foundation statement as Christians within a Christian College and is the foundation upon which we build.

*"Finally all of you, live in harmony with one another, be sympathetic; love as brothers, be compassionate and humble" (1 Peter 3:8)*

*"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." (Universal Declaration of Human Rights)*

**AIM:** It is the aspiration of St Philip's Christian College Port Stephens to provide a safe, secure and nurturing environment that aims to support, encourage and respect ALL. We acknowledge and celebrate our differences and to this end we endeavour to function as a 'family'.

**CHANGES IN 2021:** No changes were made in 2021.

**STUDENT WELLBEING POLICY**

**RATIONALE:** The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

**AIM:** To provide an educational environment which recognises, values and builds student wellbeing. To develop students who are physically and emotionally healthy.

**CHANGES IN 2021:** No changes were made in 2021.

**STUDENT BEHAVIOUR MANAGEMENT / DISCIPLINE POLICY**

**RATIONALE:** Positive and responsible student behaviour is essential to the smooth running of the college, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. This policy is based on principles of procedural fairness. Parents are involved in the process of procedural fairness for suspension and expulsion.

**AIM:** To build a school environment based on positive behaviour, mutual respect and cooperation. To manage poor behaviour in a positive and professional manner. To establish well understood and logical consequences for student behaviour. The School does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.

**CHANGES IN 2021:** No changes were made in 2021.

**COMPLAINTS & GRIEVANCES POLICIES**

**RATIONALE:** These policies and procedures are based on biblical principles and use appropriate, procedural fairness in dealing with complaints and grievances. These processes incorporate how parents raise complaints and grievances and how the school will respond.

The Bible clearly encourages us to seek to resolve differences between each other and to live in harmony with one another:

- **Do all you can to live in harmony with others** - Romans 12:16 says 'Live in harmony with one another'.
- **Resolve differences quickly** - Ephesians 4:26 emphasises the need to resolve differences before the end of the day.
- **Deal with any issue in the proper order** - Matthew 18:15-17 describes dealing first with the person who may have offended you, then if the person doesn't respond appropriately, to take the matter to a higher authority.

**AIM:** These policies set out the manner in which St Philip's Christian College Port Stephens shall manage and resolve complaints and grievances in a prompt, impartial and just way.

**CHANGES IN 2021:** No changes were made in 2021.









REPORTING AREA 10

# SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT






## ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOLS 2020 ANNUAL REPORT

AREA	PRIORITIES	ACHIEVEMENTS
	<b>INVITING PEOPLE TO FOLLOW JESUS:</b> Provide opportunities for all students and parents to explore the Christian faith and decide to follow Jesus as their Lord and Saviour.	In the lead up to Easter the Chaplaincy team ran a Mission Week with the student lead CRU Groups. Over the course of this week there were a number of events, run before school and at lunch time, which provided opportunities for students to respond to God's love.  Each term we ran a parent night around an appropriate parenting topic. The speakers for these events, shared their faith and invited parents to various Alpha courses which were held over the year.
	<b>TEACHING WITH HIGH IMPACT PEDAGOGIES:</b> Employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students.	Each teacher formed a professional learning group around the High Impact Pedagogy of their choice. These groups were facilitated by a College and provided an opportunity for teachers to learn, explore, experiment and reflect together, with the purpose of improving student outcomes. These groups met three times a term on Tuesday afternoons. The list of HIP's were: <ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Visible thinking</li> <li>• Worked examples</li> <li>• Feedback</li> <li>• Effective questioning</li> <li>• Differentiation</li> </ul>

AREA	PRIORITIES	ACHIEVEMENTS
	<b>ENHANCING STAFF ENGAGEMENT:</b> Create a culture where staff enjoy coming to work, feel valued, experience success and have a clear understanding of how their work contributes to the mission of SPCC.	In May we conducted the Gallup staff engagement survey. The results from these surveys were shared amongst the various teams across the school. These teams then analysed the data and set an engagement goal.
	<b>DEVELOPING RESILIENCE:</b> Equip students to navigate challenges, embrace the effort, learn from mistakes and respond with a growth mindset.	Over the year we ran a number of special assemblies and incursions, focusing on anti-bullying and how to create a supportive student's environment. We also reviewed and updated our pastoral care programs on resilience. The wellbeing team regularly attended year meetings to teach students how they can build resilience into their lives.
	<b>ENCOURAGING PHILANTHROPY:</b> Further develop and enhance the benefits of a culture of generosity within and beyond our schools.	The executive team, conducted an audit of all the different charities and organisations that the College supports. This was then reviewed and a plan was established to create consistency across the College and to encourage further generosity.



THE PRIORITY AREAS FOR SCHOOL IMPROVEMENT IN 2021 ARE:

	<p>Inviting People to Follow Jesus:</p>	<p>Provide opportunities for all students and parents to explore the Christian faith and decide to follow Jesus as their Lord and Saviour.</p>
	<p>Teaching with High Impact Pedagogies:</p>	<p>Employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students.</p>
	<p>Inspiring Creativity and Innovation:</p>	<p>Develop a growth mindset that releases students and staff to think for life and create for good.</p>
	<p>Promoting Student Voice:</p>	<p>Enable authentic agency and responsibility, empowerment and leadership through inclusive engagement of all students.</p>
	<p>Health and Wellbeing as a priority and shared responsibility:</p>	<p>Develop in staff and students an awareness of their own wellbeing, a care for the wellbeing of others and the capacity to respond in love. (make sure there is a measure around COVID)</p>



*And we know that for those who love God all things work together for good, for those who are called according to His purpose. Romans 8:28*



## REPORTING AREA 11

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our College wants all students to recognise that they are valued and integral parts of the College community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. This starts with a basic code of conduct outlining principles of respect and responsibility:

## SPCC CODE OF CONDUCT

1. Respect God
2. Respect the Staff
3. Respect your fellow students
4. Respect the property of others
5. Respect the truth
6. Learn all you can
7. Look after the College
8. Earn the College a good name
9. Be in the right place at the right time with the right equipment
10. Have the right attitude

This Code of Conduct is actively taught, explained and demonstrated throughout the College. The College's discipline policy is based upon this Code.

During 2021, the following initiatives were conducted to promote respect in the student body.

Our annual Wellbeing Week initiative was delivered online due to COVID-19 lockdowns. The College prepared Wellbeing Packs for every student in the College which were collected by all the families, making sure relationship between our families and the College remained healthy.

## JUNIOR SCHOOL:

- Kindergarten / Year Four and Kindergarten / Year 12 Buddy Programs. These two 'Buddy Systems' both serve the purpose of creating leadership skills in Year 12 and Year Four students, but importantly provide role modelling for our youngest students in respect, leadership, service and responsibility.
- Specialist Social Skills Programs are run by our Learning Support Team to assist students with learning difficulties to better help them to function appropriately in community. These programs enlist students to act as mentors who role model skills and strategies to students who may struggle in these areas of development.

## MIDDLE & SENIOR SCHOOL:

Co-curricular activities also help students to interact and understand each other as well as staff members in a more relaxed environment than the formal classroom. Respect and responsibility can be a natural by-product of a healthy co-curricular program.

In light of the COVID-19 lockdowns and restrictions a range of activities were offered for the students in various platforms, either online or the student body was kept in cohorts but with the focus on promoting respect & responsibility.

- The Anti bullying program is part of our overarching wellbeing framework, this year the emphasis was on respect and resilience. The students were given many opportunities to explore these topics in their year meetings.
- The Amazing Me Presentation for students in Year 5 and families from Year 5-8, explored healthy relationships. Students and their parents were given the opportunity to cover a range of topics at the College and at home.

*The College encourages Whole of Life Learning; where students are actively involved in activities around ethics, virtues, their individual strengths, respect and responsibility.*

Our students participated in a number of co-curricular activities including:

- Photography
- Peripatetic Music Lessons\*
- College Music Ensembles\*
- Ministry Groups
- Leadership Program
- Duke of Edinburgh's Award
- A Day Camps Program\*\*
- Overnight Camps\*
- Peer Support
- Various Sporting Activities
- Debating
- Empowering – Christian Leadership
- Dramatic Performances
- MADD Night (Music, Art Drama)\*
- Candlelight Supper\*
- A Junior School Musical

\* Due to COVID19 the College created new and creative space for activities to occur, either online through Zoom or Teams.

\*\* This year our College was unable to go on regular Camps therefore a new Day Camp Program was prepared.



*The College encourages Whole of Life Learning; where students are actively involved in activities around ethics, virtues, their individual strengths, respect and responsibility.*



REPORTING AREA 12

# PARENT, STUDENT AND TEACHER SATISFACTION

The School desires to work in partnership with the families of the students to encourage the best educational outcomes for each student. The teachers endeavour to communicate effectively regarding each student's academic and social development on an on-going basis. Parents are provided with regular feedback and teachers are conscious of ensuring that each parent is well-informed of their child's developments and needs. The school encourages parents to discuss concerns with the appropriate staff member as necessary. Good communication is seen as the basis of an effective partnership.

Many parents assist in the running of school activities and ensuring a wide range of opportunities are available for the students. The Parents, Teachers and Friends organisation continues to provide a great opportunity for willing and enthusiastic parents to enjoy great social activities and assist with fundraising for school resources. These parent contributions and support are essential components of the St Philip's Christian College community.

The school is blessed by very committed staff members who want only the best for the students of the school. The teachers are conscious of maintaining proactive collegiality, supporting and encouraging each other in the various roles they take on in the life of the school. The pastoral structure of the school is designed to not only support the students, but also to support the staff in the leading of the children's learning.

In 2021, an exit survey was conducted by Year 8 as they transitioned to Senior School and Year 12 students upon their graduation. This year we asked the SPCC community to engage in a comprehensive AIS Perspective Survey, the feedback from all of these surveys are helpful in creating an accurate and effective improvement plan for our organisation.

It was wonderful to see that parents, students and staff all agree that our mission, vision and values are an overarching strength across all aspects of the school and the importance of educating the whole child – mind, body and spirit remains a feature of our school improvement plan.

Professional learning is valued, and it is evident that our focus on High Impact Pedagogies (HIP) is having a positive impact. From the survey, both teachers and leaders agree that high expectations are set for the staff, which in turn, benefits our students. We have established a Professional Learning Team to ensure this continues into next year.

The survey showed that our students love learning, and the College Leadership Team sees creativity and innovation as areas of focus for the future, ensuring that our students develop a growth mindset and become thinkers for life, impacting their world for good. This cannot be done without promoting student voice, so our goal is to enable authentic agency and responsibility, empowerment and leadership through inclusive engagement of all students. Together we can create opportunities to live the College values through all our actions.



## A SNAPSHOT OF St Philip's Christian College, Port Stephens

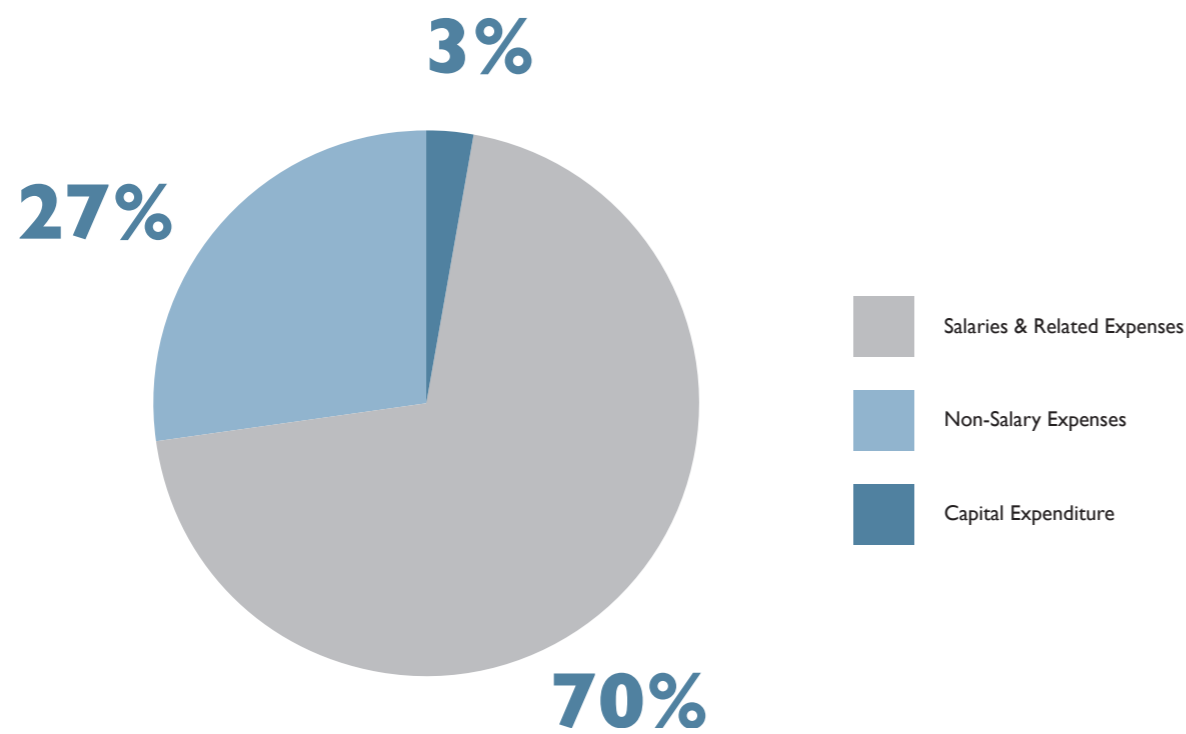
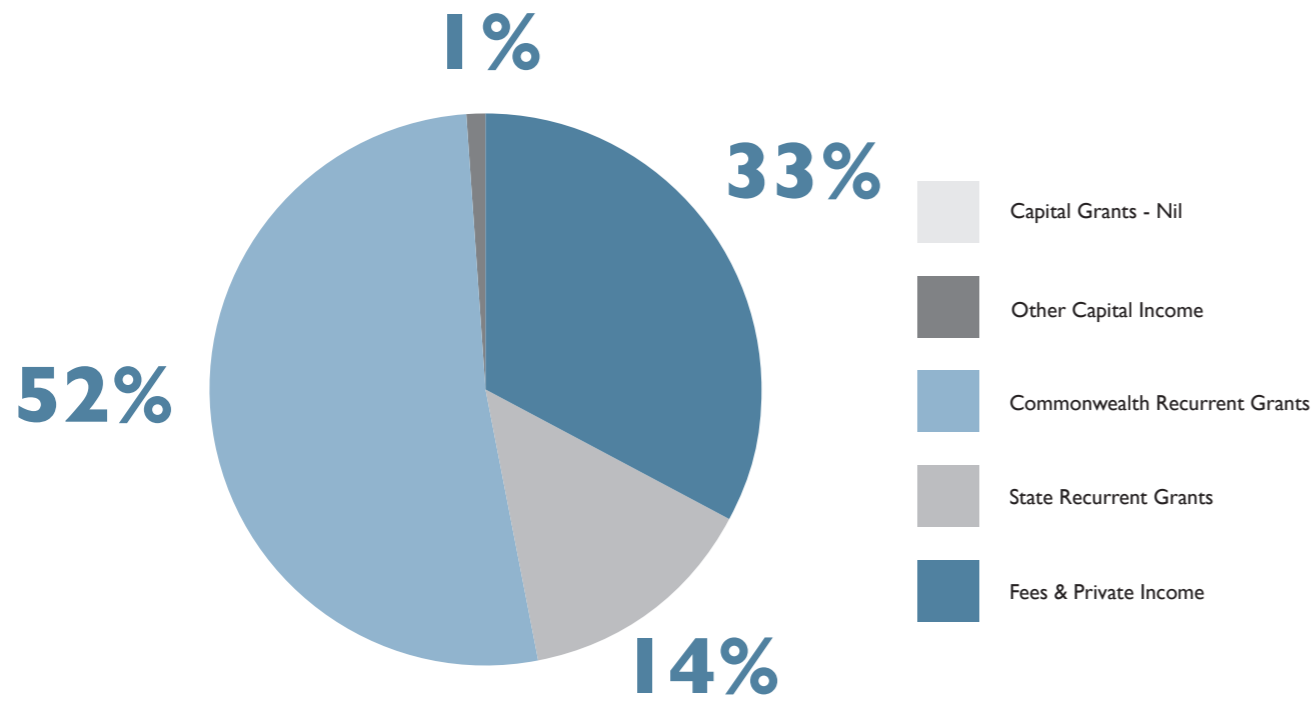
2021 Stakeholder  
Engagement Survey  
473 Total Respondents





REPORTING AREA 13

# SUMMARY FINANCIAL INFORMATION



*Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. Philippians 4:6*





*For the whole of their life*



# ST PHILIP'S CHRISTIAN COLLEGE PORT STEPHENS

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*For the Whole of Their Life*