



ANNUAL REPORT 2022

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 was an opportunity to corporately express our renewed gratitude to God through our theme of 'Thankfulness'. Following on from years of COVID restrictions, in 2022 we thanked God for the simple things of school life that we previously took for granted. We really appreciated things like learning in class face-to-face, going on camps and excursions, running carnivals and concerts, and inviting parents back on campus.

In 2022 we were reminded that education is all about a partnership of trust. What brings the family and the College together, are the best interests of the students who attend each day. When we trust each other, as we have had to more than ever over the last few years, then it is the students, these precious young people, who benefit the most. So, I am very thankful to all of our families for their support, patience and co-operation.

I am also very thankful for our staff and the way they partner together in collaboration to provide excellent learning experiences for our students. Our surveys throughout the year highlighted that our approach to professional learning in diverse teams across faculties and stages, led by peer facilitators, was most effective. This year our professional learning focus was on high impact pedagogies and the implementation of iLearn, our learning management system.

I am thankful for the partnership with the PTF who do an incredible job of building community and funds for our school. Through the leadership of outgoing President, Rachel Flick, they were able to organise two very successful and enjoyable events, the Colour Run and the Trivia Night. The highlight was the College Fair in October which saw thousands of people attend and experience fun, food and fireworks.

School partnerships of trust do not just occur with families but to provide quality education we must also form partnerships with local industry, local government, churches, community leaders and social justice groups. This year we have been able to build upon our relationships, and create partnerships of mutual blessing

which has stimulated our students learning and provided wonderful new opportunities.

We have forged a partnership with the Worimi Land Council which will provide our whole College with a better understanding and appreciation of our Worimi history, culture and traditions, and to guide the implementation our new Reconciliation Action Plan.

Our partnership with Collins Aerospace has provided amazing industry experience for our students in all aspects of engineering, and we were so pleased to showcase an astronaut space suit at Celebrate. Collins Aerospace initiated a scholarship program and provided work experience opportunities for our students.

We have formed a partnership with the Eco Network which culminated in the Sustainable Futures Festival held here in September. It has inspired the College to think about the actions we can take to be responsible in the way that we care for the planet here at Port Stephens.

Hope Cottage provides an excellent service to those most needy in our area and this partnership has been most beneficial for our students to regularly contribute

to. We continue to partner with our local churches and we are so appreciative of the way they are involved in spiritually building into the lives of our students.

As a result of these partnerships the College experienced many positive outcomes. In 2022 we saw a significant increase in the number of enrolments. Our Year 12 students were able to demonstrate their learning in the HSC, with almost half of the cohort receiving ATARs above 80, 3 students receiving ATARs above 90, with Alannah Horne achieving an ATAR of 95.90.

This year we welcomed Graham Trott to the role of Head of Senior School. We said farewell to the 'Little House' as we prepare for the construction of the new Junior School building. We installed a Ninja Park in the Middle School to allow our students to enjoy some active playground facilities. Our Senior School performed the musical, 'Bye Bye Birdie' which showcased the incredible talents of our students.

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 inspiring creativity and innovation through a growth mindset. Fourthly, we wanted to develop student voice by enabling agency, responsibility and empowerment. Finally, we began to investigate and create a wellbeing framework for our College community.

In our year of 'Thankfulness' we also reflect upon the partnership that God calls us to, in sharing the good news of the gospel of Jesus Christ. This is the kind of partnership where we acknowledge and express God's daily generosity towards us. The more we receive God's grace, the more we realise that being thankful is not just something we say to God, but a way of being before God each day. It is a position of gratitude that trusts in the promise that God's grace is all sufficient and always available. This we have learned anew in 2022.

Marty Telfer
Principal



REPORTING AREA 1

A MESSAGE FROM KEY SCHOOL BODIES

EXECUTIVE PRINCIPAL'S REPORT



MR GRAEME IRWIN
Executive Principal

This annual report focuses on the achievements of the school community during 2022 and so I encourage you to read through the report to see the many positive outcomes for students and staff. This particular section, being my CEO report, provides a general overview of the year regarding the wider school group, senior staff matters, board matters plus infrastructure projects.

But firstly, I offer my congratulations to each and every student who make up our schools and centres. We have babies to pre-schoolers in Narnia, children across our Junior Schools, emerging adolescents in our Middle Schools and young adults in our Senior Schools. Well done for the hard work and effort you have put in during 2022. Thank you for helping build a great culture within our schools where everyone flourishes. Remember, if you put in the effort, the rewards will be there for you.

Secondly, my appreciation to all our staff, including our Teacher Trainees, for your hard work and contribution during 2022. A school is nothing without good staff and with brilliant staff is able to achieve much for students and the community. The quality of our staff at St Philip's is impressive, and at a time when there are staff shortages across the education sector, we have maintained a high-quality workforce. Thank you!

2022, as everyone reading this is probably aware, was a significant year for St Philip's, being our 40th Anniversary. The 4th February, 1982 was the very first day of school for St Philip's Christian College for our very first school at Waratah. When SPCC Waratah first opened its doors within the St Philip's church building in 1982, there were two teachers and 26 students. Now in 2022 we have grown to over 4,600 students and 850 staff across, 4 x K-12 schools, 6 x Early Learning Centres, 4 x Dynamic Learning Schools, 2 x Young Parents schools as well as providing Tertiary education through the St Philip's Teaching School.

It was fitting then that the theme for 2022 was Thankfulness, and the associated Bible verse directed our attention to the need to live like we are thankful. If we are thankful to God for his blessings, we will live like thankful people ensuring that what we say and what we do represents him well.

'And whatever you do or say, do it as a representative of the Lord Jesus, giving thanks through him to God the Father.' Colossians 3:16-17 NLT

We chose this theme because we have been greatly blessed! We saw the year as an opportunity to pause and spend time reflecting on what God has done and to learn to be grateful and give the credit to Him. Thankfulness is very much key to health and wellbeing within any community and a thankful person and a thankful community are positive and strong!

Our 40th anniversary celebrations took many forms. A significant number of events were held throughout the year including a gala dinner, art-gallery showcase, cross school musical The Little Mermaid, open day and alumni activities. Thank you to Pam and the team at Waratah for hosting these events and going above and beyond to include our alumni and our other schools. It was a wonderful time to reflect on God's blessing over the years and to see the growth of Christian schooling in the hunter region and beyond.

I am always grateful for the amazing team of professionals I get to work with. They are skilled and dedicated and together we achieved much in 2022. In particular, I want to acknowledge the members of 'SPELT'. This group is made up of the most senior executive in St Philip's and the acronym SPELT is an

abbreviation for St Philip's Executive Leadership Team. The significant changes within this group follows.

In January 2022, following Michelle Cairelli's appointment to Principal, of what is now the Dynamic Learning College and Young Parents College, Cameron Johnston was appointed as acting Principal for SPCC Gosford. Cameron had been serving in the role of Deputy Principal of Welfare and Operations prior to this appointment and had been employed at SPCC Gosford since 2013.

In September 2022 Cameron's permanent appointment to the role of Principal was announced following a process to confirm this appointment. Cameron is a capable leader, who has faithfully empowered his staff to deliver on the commitment given to all families in pursuit of the College's mission: to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. He is passionate about seeing every child reach their God-given potential and has a proven record of engaging students through innovative and inclusive education pathways.

He is committed to developing educational leaders who will inspire students and change communities.

In July 2022, Mr Matthew Gray resigned from his role of CFO. Matthew commenced with the organisation in 2019 and provided significant support and guidance over the ensuing challenging time of COVID. To allow us time to conduct a thorough recruitment process for this significant role, Craig Harvey from Resolve Consulting was appointed Interim CFO Consultant until such time as a new CFO was appointed.

In November 2022, following a national advertising campaign, Mr Jacques Cronje was appointed as CFO. Jacques is a man of outstanding character and brings with him a wealth of knowledge and experience in the finance sector as well as a passion for Christ and a desire to pursue a vocation which enables him to utilise his God-given skills for Kingdom purposes.

At the Staff Conference in July 2022, we took some time to honour three Board Members for their contribution to St Philip's over significant time periods.



Firstly, Paul Dorrity served as a Board Member from 2010 to 2022 (12 years). Paul was originally a parent and also a member of the SPCC Port Stephens School Council. Secondly, Tony Urquhart served from 2001 to 2022 (21 years). Tony along with his wife Jenny were parents at Waratah and always great supporters. Tony is probably best known at Waratah as the parent who first went with his children to the famous Year 6 Coachwood outdoor camp, and then continued to attend every year afterwards as a volunteer leader. Lastly, Edna Dobson served from 1994 - 2010 and then from 2013 - 2020 (23 years). Edna and husband Gordon are parents of a teacher (Susan Bartlett) and grandparents of now ex-students Sam and Josh (Waratah). Edna was on the Board and involved in the decision to commence every new school we have started from Port Stephens in 1995 to the St Philip's Teaching School in 2018.

Being a St Philip's Board Member is a volunteer role that is taken on to support and further the vision of Christian education through the St Philip's Christian Education Foundation. Board Members are now known as Board Directors and we would be amiss if we didn't acknowledge the work of our current directors over 2022. Thank you to our Chair, Les Holland and each of our non-executive directors Ben Picton, Stephen Clarke and Robert Fogg.

Infrastructure works during 2022 included the commencement of three major projects. The Active Learning Centre (ALC) at Waratah, the Central Office at Waratah and a new Junior School building at Port Stephens. Planning for future infrastructure projects was also undertaken and includes upgrades at Gosford, Cessnock and Dynamic Learning at Waratah. In addition, planning continues for new school projects including Charmhaven and Maitland.

The new Central Office facility was commenced during 2022 and this building will provide a permanent home for the Central Office staff and will celebrate our schools and students and be the location for many current group activities and new activities to come. It is symbolically located on the site where the school first started and it also physically links to the St Philip's church from where the organisation derives its name. I hope to see you in this space soon!

Grace and peace to all,

Graeme Irwin

CEO

June 2023

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We saw the year as an opportunity to pause and spend time reflecting on what God has done and to learn to be grateful and give the credit to Him.



REPORTING AREA 1 - CONTINUED

A MESSAGE FROM KEY SCHOOL BODIES

BOARD CHAIRMAN'S REPORT 2022



MR LES HOLLAND
Chairman, Board of
Governors, SPCEF

Greetings,

It is my privilege to be able to present this report to the Foundation for the year ended December 2022.

Over the many years of my involvement with St Philip's, I have always been intent on growing our resolve to maintain our place as leaders in education for the "Whole of Life." This means quality education for every student, right from pre-school to year 12 and beyond. When students are presented with holistic Christian education and values, they are better equipped to have considerable impact for good in their communities.

Our Vision, Mission and Core values underpin all that we do. St Philip's is a Christ-centered community, living out our core values of:

1: Christ First - we want to honour Christ in all things.

2: Serve One Another - we want to appreciate the God-given potential of each person.

3: Strive For Excellence - we want to aim to do our best all the time.

4: Do what is right - we want to always behave in a Christian manner.

5: Build Community - we want everyone to feel they belong.

It is essential that the six vision statements, the mission statement and the five core values are daily affirmed. The importance of maintaining strong commitment to these ideals cannot be overstated.

2022 has been arduous in many ways, affected in part by the ongoing challenge of operating in a Covid-affected environment, especially in the first half of the year, and I thank all staff for the way in which their respective roles have been consistently carried out. Student learning and outcomes are enhanced and strengthened by their expertise and Christian example. I appreciate that our leaders take seriously their responsibility to guide staff and students in the "culture" of St Philip's.

I extend my sincere thanks and appreciation to Mr Graeme Irwin, our Executive Principal/CEO who continues to lead the St Philip's organisation with Godly intent, vision and resoluteness. Thanks also to the Principals and Senior Leaders of our schools, Narnia and the Teaching School, Foundation Office staff; the leadership of Mrs. Michelle Cairelli, creating new initiatives and effectiveness for DALE and Young Parents schools. The new venture of the "Saints Academy" under the leadership of Mr. Paul Welham is an exciting new endeavour and an investment into young people's lives which, no doubt, will enhance and add to their experience and life skills.

A special thank you to Mr. Craig Harvey, Locum CFO for the latter part of 2022 after the resignation of Mr. Matthew Gray in July. Craig assisted our new CFO Mr. Jaques Cronje as he "comes to grips" with, and understands the workings of St Philip's. I welcome Jaques to St Philip's and know that his expertise and dedication will be valuable to our organisation.

The building program is moving along nicely, with the Foundation Central office in Bridge Street and the ALC at Newcastle school to be completed and occupied during 2023. The new Junior School building at Port Stephens is also underway as are many important smaller projects around the organisation. We are ever thankful to God for His provision.

My thanks to the Board of Directors, whose abilities, experience and knowledge are greatly appreciated. It is a pleasure to work alongside you all in ensuring that St Philip's remains a powerful entity at the forefront of Christian education in this region and beyond. "The steadfast love of the LORD never ceases, his mercies never come to an end; they are new every morning; great is your faithfulness." Lamentations 3:22-23

Grace and Peace,

Leslie J Holland

Chairman, Board of Directors, SPCEF Ltd
AGM 25th May 2023

"Jesus answered, "I am the way, the truth and the life..."
John 14:6

REPORTING AREA 1 - CONTINUED

A MESSAGE FROM KEY SCHOOL BODIES

PRESIDENT OF THE PARENT & TEACHERS FELLOWSHIP (PTF)



MRS RACHEL FLICK
PTF President

St Philip's Christian College Port Stephens is fortunate to have a wonderful PTF (parent, teacher fellowship) Group that supports the school through activities that showcase the school, build community and raise funds.

Comprised of parents and teachers at the school, the PTF meet two to three times every school term on Wednesday evenings. 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. Anyone is welcome to attend the PTF meetings. The goals of the PTF are to build community and raise funds to support St Philip's. In 2022 the PTF raised close to \$40,000. Highlights included:

- The Colour Run in Term 1, where the kids took great pleasure running around an obstacle course in the rain with colours thrown at them!
- The inaugural Trivia Night, held at Nelson Bay Golf Club. The event sold out and was a wonderful opportunity for our school community to have fun together.
- The St Philip's Fair, which was an epic event with unprecedented attendance and funds raised. The afternoon included side show alley, entertainment, market stalls, food trucks, rides and concluded with Fireworks. The Fair met the goals of bringing the community together and showcasing St Philip's as a school of excellence.
- Additionally, PTF continued to run The Mothers Day Stall, Pie Drive and Fathers Day BBQ which helped the school community celebrate their families and make the winter months a little easier!

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 2021, the majority of PTF funds were spent on a "Ninja Park". This area was designed as an age-appropriate play area primarily for Middle School aged students. It is located in the quadrangle outside the Chris Walking Theatre and was opened in April 2022. Funds in 2022 were used to purchase a number of items requested by the school community, including outdoor tables and umbrellas for the senior school precinct.

PTF is looking forward to supporting the school in 2023 with the following activities:

- Mother's Day Stall (May)
- Trivia night (May)
- Pie Drive (June)
- Father's Day BBQ (September)
- Fair (October)

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

- The generosity of local businesses and families and friends of the school, with special thanks to Boost Juice, Terry White Chemmart Nelson Bay, New Pave, John Cropley Dentists, Port Stephens Packaging, Salamander Hotel, Shoal Bay Country Club, Nelson Bay Golf Club
- The school for their support of the PTF, especially Martin Telfer, Dave McKinnon, Keith Dalleywater, Glen Urane, Graham Trott, Samantha Corset, Mandy Eggins, Sarah-Jane Day, Liz Denton, Ann Anderten and both the finance and IT teams
- The Committee members including Rachel Flick, Nathan Lilly, Jacqui Emanuel, Kaila Watson, Natalie Costa
- Those that took leadership roles in organising PTF activities including Sam Macabulos, Janelle Toh, Heather Hannah, Sarah Bell, Martine Shaw, Lachlan Meurer, Hayden Brown, Adam Walker, Alana Clifton

Sadly, 2022 was my final year as PTF President as my family and I are returning to Sydney. My time in the PTF was both an honor and a joy and I am thankful for the opportunity I had to serve the school in this way. Please consider how you can be involved in PTF activities in 2023, as it is a wonderful way to get to know other parents, the staff and support our amazing school.

Kalia Watson has accepted the position of President for 2023 and I wish her all the best as she serves St Philip's in this role.

Wishing you a blessed 2023.

Kind regards,

Rachel Flick

PTF President, 2022

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 1077), cultural and religious backgrounds.

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

<https://bit.ly/SPCCPS-SCHOOLPROFILE-2022>



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 | 40 | 24 |
| Year 1 | 43 | 26 |
| Year 2 | 52 | 26 |
| Year 3 | 54 | 26 |
| Year 4 | 51 | 26 |
| Total for Junior | 243 | |
| Year 5 | 64 | 26 |
| Year 6 | 52 | 26 |
| Year 7 | 58 | 26 |
| Year 8 | 70 | 26 |
| Total for Middle | 248 | |
| Year 9 | 73 | 26 |
| Year 10 | 67 | 26 |
| Year 11 | 49 | 24 (20 for Prac Class) |
| Year 12 | 34 | 24 (20 for Prac Class) |
| Total for Senior | 223 | |
| Total for School | 707 | |



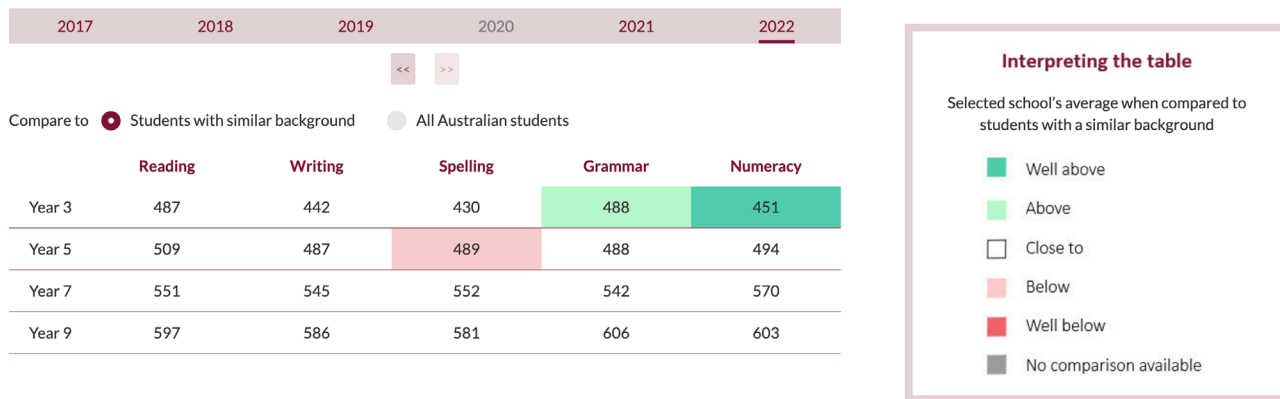
REPORTING AREA 3

STUDENT OUTCOMES

IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN RESULTS

NAPLAN assessments commenced in 2022 after a period of cancellation due to COVID-19. The College participation in NAPLAN this year was 98% for further information follow this link: <https://bit.ly/NAPLAN2022>



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

REPORTING AREA 4

SENIOR SECONDARY OUTCOMES

(STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ATTAINMENT (ROSA)

Sixty seven Year 10 students from St Philip's Christian College Port Stephens were eligible for their RoSA in 2022.

HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Forty two 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 2022, St Philip's students obtained eleven places on the Honour Roll. These places were achieved by 11 individual students across 10 subjects, with 15 top bands (6 or E4) obtained. This result reflects positively on the students' efforts and those of their teachers and parents who support them.

Our highest ATAR for 2022 was 95.90, with a number of our students achieving an ATAR above 90.00. Also of particular note were the achievements of three of our students; **Alannah Horne** who was nominated for Onstage, **Jessiah Barnes** whose Design & Technology major design project was nominated for SHAPE and InTech, and **Rhys Haynes** whose Industrial Technology major project was nominated for SHAPE and 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 | 2022 | 6 | 77 | 50 | 27 | 33 | 53 | 17 | 18 |
| | 2021 | 10 | 74 | 40 | 31 | 50 | 60 | 10 | 9 |
| | 2020 | 14 | 80 | 43 | 31 | 57 | 56 | 0 | 13 |
| Business Studies | 2022 | 9 | 68 | 33 | 35 | 56 | 46 | 11 | 19 |
| | 2021 | 9 | 71 | 22 | 36 | 56 | 51 | 22 | 13 |
| | 2020 | 8 | 73 | 25 | 35 | 75 | 47 | 0 | 17 |
| CAFS | 2022 | 6 | 73 | 33 | 33 | 67 | 62 | 0 | 5 |
| | 2021 | 9 | 76 | 33 | 32 | 67 | 61 | 0 | 6 |
| | 2020 | 9 | 86 | 89 | 34 | 11 | 56 | 0 | 9 |
| Chemistry | 2022 | 7 | 72 | 0 | 33 | 100 | 52 | 0 | 15 |
| | 2021 | 5 | 80 | 60 | 41 | 40 | 48 | 0 | 11 |
| | 2020 | 4 | 77 | 50 | 43 | 50 | 47 | 0 | 9 |
| Design & Technology | 2022 | 7 | 78 | 33 | 47 | 67 | 49 | 0 | 4 |
| | 2021 | 6 | 78 | 67 | 55 | 33 | 42 | 0 | 3 |
| | 2020 | 7 | 81 | 57 | 47 | 43 | 51 | 0 | 2 |
| Drama | 2022 | 3 | 89 | 100 | 47 | 0 | 49 | 0 | 4 |
| | 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 |
| Earth & Environmental Science | 2022 | 4 | 75 | 0 | 32 | 100 | 59 | 0 | 9 |
| | 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 |
| Economics | 2022 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2021 | 1 | (studied via distance) | 0 | 50 | 0 | 44 | 1 | 6 |
| | 2020 | 3 | 80 | 67 | 51 | 33 | 40 | 0 | 9 |
| Electro-technology | 2022 | 3 | 70 | 0 | 9 | 100 | 55 | 0 | 36 |
| | 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 |

| 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 % |
|-------------------------------|------|----------|---------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|
| Engineering Studies | 2022 | 4 | 64 | 0 | 30 | 75 | 56 | 25 | 14 |
| | 2021 | 6 | 77 | 50 | 36 | 33 | 56 | 17 | 7 |
| | 2020 | 7 | 70 | 14 | 34 | 86 | 58 | 0 | 8 |
| English Studies | 2022 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 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 |
| English (Standard) | 2022 | 20 | 60 | 14 | 15 | 72 | 73 | 14 | 12 |
| | 2021 | 20 | 69 | 0 | 17 | 100 | 74 | 0 | 9 |
| | 2020 | 19 | 70 | 0 | 11 | 95 | 77 | 5 | 11 |
| English (Advanced) | 2022 | 21 | 80 | 60 | 67 | 40 | 32 | 0 | -1 |
| | 2021 | 20 | 81 | 80 | 69 | 20 | 31 | 0 | -1 |
| | 2020 | 21 | 82 | 57 | 63 | 43 | 36 | 0 | 1 |
| Geography | 2022 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2021 | 20 | 69 | 0 | 17 | 100 | 74 | 0 | 9 |
| | 2020 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| History (Ancient) | 2022 | 7 | 77 | 14 | 34 | 86 | 50 | 0 | 17 |
| | 2021 | 9 | 74 | 33 | 34 | 56 | 45 | 11 | 21 |
| | 2020 | 4 | 71 | 0 | 33 | 100 | 51 | 0 | 15 |
| History (Modern) | 2022 | 5 | 80 | 60 | 34 | 40 | 54 | 0 | 11 |
| | 2021 | 17 | 74 | 29 | 38 | 65 | 46 | 6 | 16 |
| | 2020 | 12 | 79 | 42 | 37 | 58 | 47 | 0 | 15 |
| Hospitality (Food & Beverage) | 2022 | 4 | 79 | 25 | 35 | 75 | 59 | 0 | 6 |
| | 2021 | 5 | 83 | 80 | 26 | 20 | 61 | 0 | 13 |
| | 2020 | 5 | 82 | 60 | 20 | 40 | 54 | 0 | 7 |
| Human Services | 2022 | 1 | 71 | 0 | 12 | 100 | 84.25 | 0 | 3 |
| | 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 |
| Industrial Technology | 2022 | 10 | 81 | 55 | 22 | 45 | 65 | 0 | 13 |
| | 2021 | 6 | 76 | 35 | 25 | 67 | 54 | 0 | 21 |
| | 2020 | 2 | 76 | 50 | 24 | 50 | 57 | 0 | 19 |

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 % |
|-------------------------------|------|----------|------------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|
| Legal Studies | 2022 | 10 | 81 | 55 | 22 | 45 | 65 | 0 | 13 |
| | 2021 | 6 | 76 | 35 | 25 | 67 | 54 | 0 | 21 |
| | 2020 | 2 | 76 | 50 | 24 | 50 | 57 | 0 | 19 |
| Mathematics Stand 2 | 2022 | 30 | 71 | 30 | | 50 | | 20 | |
| | 2021 | 24 | 69 | 21 | 25 | 42 | 54 | 25 | 21 |
| | 2020 | 20 | 74 | 30 | 25 | 65 | 50 | 5 | 24 |
| Mathematics Adv 2 | 2022 | 11 | 75 | 33 | 49 | 56 | 45 | 11 | 6 |
| | 2021 | 14 | 80 | 43 | 50 | 57 | 44 | 0 | 6 |
| | 2020 | 17 | 74 | 29 | 52 | 71 | 43 | 0 | 4 |
| Music 1 | 2022 | 2 | 91 | 100 | 70 | 0 | 28 | 0 | 2 |
| | 2021 | 1 | 81 | 100 | 64 | 0 | 34 | 0 | 2 |
| | 2020 | 3 | 93 | 100 | 64 | 0 | 34 | 0 | 2 |
| PDHPE | 2022 | 12 | 71 | 25 | 26 | 67 | 54 | 8 | 20 |
| | 2021 | 13 | 72 | 31 | 31 | 54 | 56 | 15 | 13 |
| | 2020 | 14 | 76 | 29 | 34 | 71 | 51 | 0 | 14 |
| Physics | 2022 | 7 | 77 | 43 | 41 | 43 | 45 | 14 | 13 |
| | 2021 | 5 | 85 | 80 | 41 | 20 | 50 | 0 | 9 |
| | 2020 | 8 | 79 | 50 | 40 | 50 | 45 | 0 | 14 |
| Society & Culture | 2022 | 8 | 70 | 25 | 33 | 60 | 50 | 25 | 7 |
| | 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 |
| Software Design & Development | 2022 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 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 |
| Visual Arts | 2022 | 5 | 89 | 100 | 66 | 0 | 33 | 0 | 1 |
| | 2021 | 6 | 87 | 100 | 63 | 0 | 35 | 0 | 2 |
| | 2020 | 5 | 89 | 100 | 65 | 0 | 33 | 0 | 2 |

EXTENSION COURSES

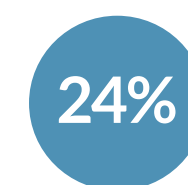
PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

| Course | Year | Students | School Mean | Bands 3-4 School % | Bands 3-4 State % | Bands 1-2 School % | Bands 1-2 State % |
|-------------------------|------|----------|-------------|--------------------|-------------------|--------------------|-------------------|
| English Extension 1 | 2022 | 5 | 43 | 100 | 93 | 0 | 7 |
| | 2021 | 2 | 43 | 100 | 94 | 0 | 6 |
| | 2020 | 4 | 44.85 | 100 | 93 | 0 | 7 |
| | 2022 | 3 | 43 | 100 | 85 | 0 | 15 |
| English Extension 2 | 2021 | 2 | 43 | 100 | 84 | 0 | 16 |
| | 2020 | 1 | 49 | 100 | 82 | 0 | 18 |
| | 2022 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2021 | 2 | 34 | 0 | 77 | 100 | 23 |
| History Extension | 2020 | 2 | 30 | 0 | 76 | 100 | 24 |
| | 2022 | 5 | 75 | 60 | 74 | 40 | 26 |
| | 2021 | 7 | 75 | 71 | 74 | 29 | 26 |
| Mathematics Extension 1 | 2020 | 5 | 79 | 60 | 74 | 40 | 25 |
| | 2022 | 2 | 69 | 100 | 85 | 0 | 15 |
| | 2021 | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics Extension 2 | 2020 | 3 | 88 | 33 | 84 | 67 | 16 |



2022 Higher School Certificate

In 2022, 100% of the Year 12 cohort sat for the HSC



2022 VET Participation

In 2022, 24% 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 | 5 |
| Provisional | 3 |
| Proficient Teacher | 65 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 1 |
| Total number of Teachers | 74 |

TEACHING STANDARDS / QUALIFICATIONS

74

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 2022. 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 | 95 |
| ALL | Staff Conference | 96 |
| JUNIOR | iPad training - Apple Inc. | 25 |
| JUNIOR | Leading from the Middle - AIS | 2 |
| JUNIOR | Connecting to Country – Youtoong AECG | 9 |
| JUNIOR | Leading the Implementaion of the New English K-2 Syllabus - AIS | 3 |
| JUNIOR | HALT Summit | 1 |
| JUNIOR | STEM 2022 Conference | 1 |
| JUNIOR | Literacy – Sounds Right | 2 |
| JUNIOR | Network PD - HALT | 2 |
| JUNIOR | Learning Lab – Pathways and Partnerships - AIS | 1 |
| JUNIOR | Experienced Teacher Accreditation | 1 |
| MS | NESA Teacher Accreditation Supervisor Training Day | 1 |
| MS | Newcastle University Day – Scratch Maths | 1 |
| MS | Leading and Coaching a culture of thinking | 1 |
| MS | Women in Art | 1 |
| MS | Cultural Burning Workshop | 1 |
| MS | Managing Student Online Behaviour and Avoiding Media Fallout | 1 |
| MS | Basic Barista Skills | 1 |
| MS | PETAA, Leading with Literacy | 1 |
| SENIOR | NESA Teacher Accreditation Supervisor Course | 1 |
| SENIOR | AIS Work Health & Safety for Schools | 1 |
| SENIOR | ETIP Professional Support Workshop | 1 |
| SENIOR | CSA National FLAME Network, Innovation & Adaptive Leadership | 1 |
| SENIOR | STA Meet The Markers 2022 – Science | 1 |
| SENIOR | AIS VET Coordinators Meeting | 1 |
| SENIOR | Marine Teachers Association AGM & PL | 1 |
| SENIOR | HSC Network - Art | 1 |
| SENIOR | VADEA Conference | 1 |

| SCHOOL | COURSE NAME | ATTENDEES |
|--------|---|-----------|
| SENIOR | AIS The Power of Purpose Conference | 1 |
| SENIOR | Industry Site Visit (VET) | 2 |
| SENIOR | NESA Standards Research Project Group | 1 |
| SENIOR | Leading & Coaching & Culture of thinking | 1 |
| SENIOR | Showcasing STEM in Geography | 1 |
| SENIOR | AIS Promoting & Protecting Student Wellbeing and Mental Health Science. | 1 |
| SENIOR | TTA Teaching Society & Culture --A Beginner's Guide | 2 |
| SENIOR | Construction VET | 1 |
| SENIOR | Fusion 360 Foundations | 1 |
| SENIOR | HSC BOW | 1 |
| SENIOR | AIS Curriculum Leaders Conference | 1 |
| SENIOR | VET White Card Course | 1 |
| SENIOR | VET Hospitality network Day | 2 |
| SENIOR | Pompeii & Herculaveum Webinar | 2 |
| SENIOR | Crooked Experiments & theory for HSC Physics | 1 |
| SENIOR | AIS Women in Leadership | 1 |
| SENIOR | Power & Authority Modern Course | 2 |
| SENIOR | STA Stage 6 Course | 1 |
| SENIOR | AIS NSW Learning Lab, Pathways & Partnerships, K-12 | 1 |
| SENIOR | AIS Cert 1V Training & Assessment | 1 |
| SENIOR | PETAA, Leading with Literacy | 1 |



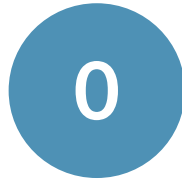
REPORTING AREA 6

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 | 93% |
| | Year 1 | 92% |
| | Year 2 | 93% |
| | Year 3 | 90% |
| | Year 4 | 90% |
| Middle School | Year 5 | 91% |
| | Year 6 | 88% |
| | Year 7 | 90% |
| | Year 8 | 89% |
| | Year 9 | 87% |
| Senior School | Year 10 | 88% |
| | Year 11 | 90% |
| | Year 12 | 94% |

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% |
| 2020/2022 | 58 | 44 | 37 | 76% | 64% |

"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 2022 are as follows:

| DESTINATION | NUMBER/42 | % |
|---|-----------|-----|
| 1. Tertiary Education – University | 19 | 45% |
| 2. Tertiary Education – TAFE | 2 | 2% |
| 3. Tertiary Education – Private Colleges, Overseas, Other | 2 | 4% |
| 4. Apprenticeships/Traineeships | 6 | 14% |
| 5. Employment | 2 | 4% |
| 6. Deferred Study – Travel | 4 | 9% |
| 7. Unemployed | 0 | 0% |
| 8. Unknown | 7 | 16% |

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 NESAs.

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 and signed 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 parent's 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

Updated June 2022

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



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

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, and as a Christian College it 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" (1Peter3:8) "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 2022: In 2022 the Anti-bullying policy and procedures were reviewed. The policy implemented included the role of the College, Executive Leadership Team and the School Liaison Police/Youth Command Officer along with their contact details.

STUDENT WELLBEING POLICY

RATIONALE: The overall wellbeing and management of students is a focus for St Philip's Christian College Port Stephens. This policy is an overarching policy regarding the welfare of all students in our care.

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

CHANGES IN 2022: In 2022, the policy was revised to highlight the importance of a Safe and Supportive Environment for all students.

STUDENT BEHAVIOUR MANAGEMENT / DISCIPLINE POLICY

RATIONALE: Every student has a right to feel safe and secure and be able to learn to the best of their ability. Inappropriate behaviour should not interfere with teaching and learning. Students must have an understanding of the consequences of their actions so they can make positive choices about their behaviour.

AIM: The aim of the Student Discipline Policy is to ensure that we provide a safe, secure and positive learning environment where all students feel valued and supported and, are treated in a way that upholds procedural fairness. To achieve this, we need to employ strategies which enable students to develop and model appropriate behaviour and to modify inappropriate behaviour.

CHANGES IN 2022: In 2022, the Executive Leadership Team reviewed the Discipline Policy and all procedures and have since implemented revised processes for disciplinary action that are based on procedural fairness.

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 2022: No changes were made in 2022.



REPORTING AREA 10






SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOLS 2021 ANNUAL REPORT

| AREA | PRIORITIES | ACHIEVEMENTS |
|---|--|---|
|  | INVITING PEOPLE TO FOLLOW JESUS: Provide opportunities for all students and parents to explore the Christian faith and decide to follow Jesus as their Lord and Saviour. | As the year progressed and we were able to invite local Youth Groups to the College in parallel with our Wellbeing team asking students specific questions around their current faith walk created a clear opportunity for engagement with the students in the College on this goal. Inviting external speakers and holding an Easter Mission Week also created further platforms within the whole College community, to invite students to follow Jesus. At the end of the year, the Executive Leadership committed to this being an ongoing goal. |
| | TEACHING WITH HIGH IMPACT PEDAGOGIES: Employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students. | Each teacher joined a group around the High Impact Pedagogy of their choice. These groups were facilitated by a teacher from the 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. This year the teachers created a measurement tool, 'I Used to think, but Now I think reflection survey.' Data collection and the management of the outcomes has been a success this year. |

| AREA | PRIORITIES | ACHIEVEMENTS |
|---|---|--|
|  | ENHANCING STAFF ENGAGEMENT: 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. | Working on this goal we acknowledged that this is everyone's responsibility and this can be achieved through various activities. Making a commitment to share regular meals together, making team decisions on an engagement goal on the back of the Gallup Q12 staff engagement survey and making sure to celebrate achievements and successes for individuals and teams, all helped for the success of this goal. |
|  | DEVELOPING RESILIENCE: 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, camps (where possible due to COVID) and parent evenings to share to all of our community on how to build resilience into their lives. At the end of this year, we recognised the importance of having a common language across the College about building resilience and the value in reviewing this regularly. |
|  | ENCOURAGING PHILANTHROPY: Further develop and enhance the benefits of a culture of generosity within and beyond our schools. | The College identified the importance of ongoing support to specific charities. The College identified 'Hope Cottage' as an important local beneficiary for generosity from the College community. We also recognised that individuals or groups can be the champion of a certain endeavour, such as 'Drought Relief' and these need to be encouraged throughout the College. There is an expectation that all students will engage in philanthropic activities, in an age-appropriate manner, where the natural flow will be from the classroom learning to engagement of the community and beyond. |

THE PRIORITY AREAS FOR SCHOOL IMPROVEMENT IN 2022 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 2022, 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 relationships between our families and the College remained healthy. This year we have been able to invite families back to the many activities at the College, where we have hosted parenting evenings and information nights where our families can connect with each other and form lifelong relationships.

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 4 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.
- Student leaders are voted in for Year 4 in the Junior School each year. These students are given opportunities to grow and model positive relationships within the College.
- All students in Year 4 are Kindy buddies for our new enrolments, this strengthens relationships and the students model respect and by living & modeling our College Values for the new students.

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. Every year the College focuses on promoting respect & responsibility, this year was no different. The students were able to participate in a range of activities and events.

- 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 Year 9 students participate in a program called 'Shine & Strength' this is an opportunity for them to reflect and strengthen relationships within their year group. This activity equips the students with tools to navigate healthy relationships in their future.
- Our Middle and Senior School Captains are an integral part of the College, they are mentored by the Year Coordinators and Heads of School, allowing them to grow in their confidence to lead various activities in the College. These students are fundamental in promoting strong relationships across the College and promoting a student voice.

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 Senior School Musical



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 College desires to work in partnership with 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 College encourages parents to discuss concerns with the appropriate staff member as necessary. Clear communication is seen as the basis of an effective partnership.

Many parents assist in the running of College 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 College 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 College is designed to not only support the students, but also to support the staff in the leading of the children's learning.

In 2022, an exit survey was conducted by Year 8 as they transitioned to Senior School and Year 12 students upon their graduation. An annual engagement survey

is completed by all staff, students and families. 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.

Our survey results showed that all visitors feel welcome, this is a great outcome for the College as one of our strategic goals is to strengthen our community engagement. It was also pleasing to see that parents, staff and students continue to see the importance of educating the whole child, mind, body and spirit, and this remains a feature of the College improvement plan.

It was wonderful to see that our parents valued the importance of their children's spiritual growth in the College, this was the highest outcome from this part of our community. They were also extremely impressed with the high standards of our buildings and facilities at the College.

Our students rated highly that they feel safe in their class and believe that teachers provide them with learning opportunities that are challenging.

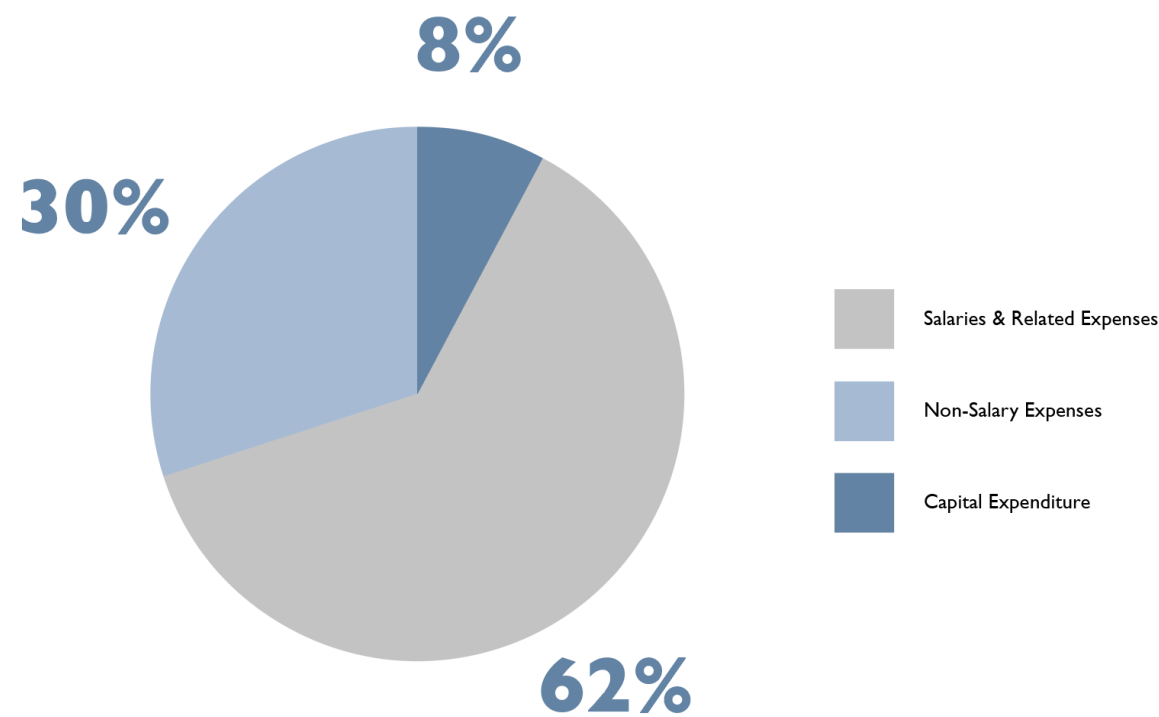
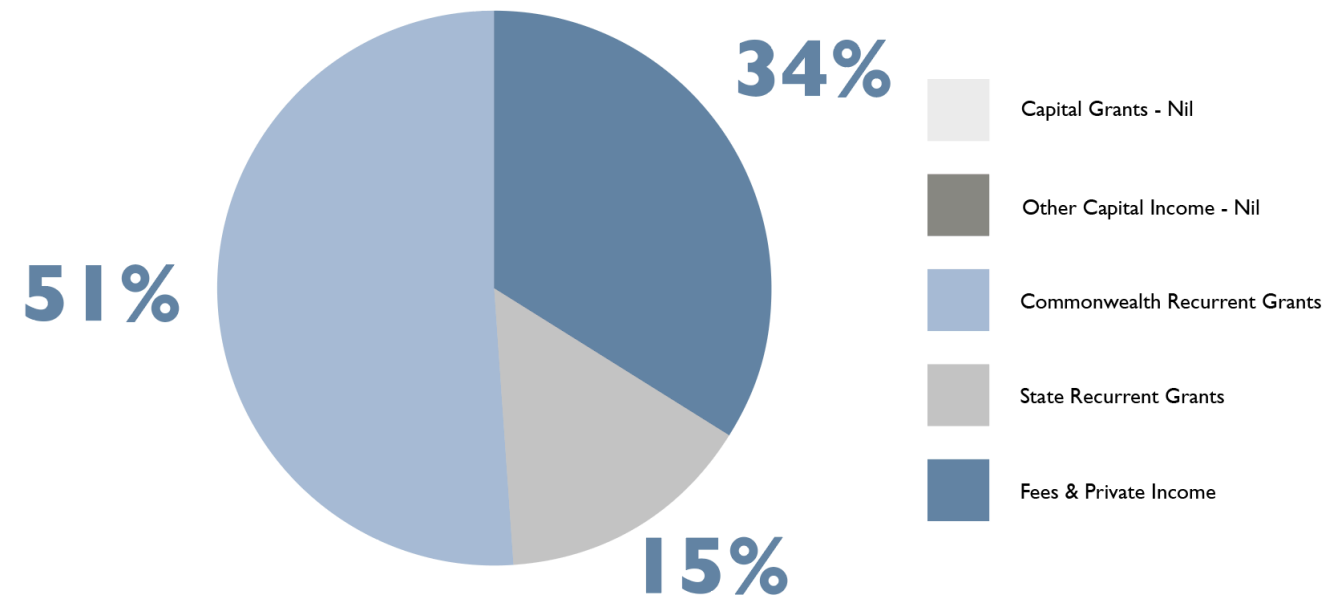
For all teachers and support staff the strongest result was the College mission, that this is at the heart of everything the school does.

In partnership with the entire St Philip's Christian College Port Stephens community, we will continue to strive for excellence and to honour Christ in all things.



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

182 Salamander Way, Salamander Bay, NSW 2317

02 4919 5400

portstephens@spcc.nsw.edu.au

www.spccportstephens.nsw.edu.au



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