



ANNUAL REPORT 2020

ST PHILIP'S CHRISTIAN COLLEGE
PORT STEPHENS



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MESSAGE FROM OUR PRINCIPAL



MARTIN TELFER
PRINCIPAL

This year was intended to be one of great celebration as the College entered into our 25th year. My intention as the third Principal of St Philips Christian College Port Stephens, following Dr Tim Petterson and Mr Chris Walking, was to mark the important occasion with a number of festive activities and community events. Unfortunately, by March it became clear that the outbreak of COVID-19 across the world would have a significant impact on all of our lives, including the life of the College community.

The global pandemic created a situation where we had to reconsider the way education would be delivered. At the end of Term 1, we conducted a one week trial of students learning from home anticipating that a lockdown was imminent. This trial provided useful feedback as we entered Term 2 with all students learning remotely from home. Thankfully, the lockdown only lasted a month and by mid-term 2 most students and staff were back on campus. The rest of the year saw many disruptions to the College community life as most events, excursions and cocurricular activities were cancelled. Parents and visitors were not permitted to come on school grounds which was necessary but also incredibly disappointing.

The challenges of 2020 also highlighted the many great strengths of our College community. I am deeply grateful for the unwavering support and generous spirit of our parents and carers. They demonstrated patience with all the restrictions, and a willingness to comply with all the new health guidelines. I was also incredibly proud of our amazing staff. They quickly

adapted to the shift of remote learning. Their positive attitude towards a whole new way of teaching ensured that the quality of learning and the connection with students continued despite the circumstances. I was also amazed at the resilience of our students who maintained an optimistic outlook and an ability to cope with all the disruptions and cancellations. Our students discovered new and creative ways to stay connected to, and look out for each other. They learnt about academic maturity and responsibility in ways that would have not been possible in a normal school year.

The challenges of 2020 also brought about many other positive outcomes. We were put in a situation where we had to consider what were the essential elements of education and we needed to change our operations and build in efficiencies. As a result, there were a number of new innovations and different ways of operating which are now embedded in what we do.

Our Year 12 students were able to achieve our best HSC results for many years. This is a reflection of the investment made by our teachers and the gritty determination and hard work of this amazing group of students. Eleven different students received a total of 26 Band 6 scores representing 25% of the cohort. Seven students received an ATAR above 95. Darcie O'Leary received the highest ever ATAR at the College with 99.50 and three students were nominated for HSC exhibitions.

We look forward to the year ahead as an opportunity to build upon the new innovations that came about in 2020, to welcome back parents and visitors on to the campus and engage once again in all the activities that make our College the wonderful place that it is.

Mr Martin Telfer
Principal



REPORTING AREA 1

A MESSAGE FROM KEY SCHOOL BODIES

EXECUTIVE PRINCIPAL'S REPORT



MR GRAEME IRWIN
Executive Principal

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

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

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

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

A major achievement for the year was the development of Strategic Plans for the Foundation, the acceptance of these by schools to develop their

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

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

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

Infrastructure developments progressed well during the year despite COVID. The Senior School building at Cessnock and the DALE building at Gosford were both completed successfully.

Planning also progressed on the many other projects managed by the Project Control Group. I want to thank the group for their sterling efforts throughout 2020 under the chairmanship of Ian Easton our College Architect.

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

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

Throughout the year SPELT met regularly to oversee all our schools and support one another and learn from each other. SPELT is the St Philip's Executive Leadership Team and is made up of all the senior leaders in the group. Principal Newcastle - Pam O'Dea, Principal Port Stephens - Martin Telfer, Principal Gosford - Michelle Cairelli, Acting Principal Cessnock - Matt Connett, Principal DALE - Bronwyn Thoroughgood, Principal Teaching School - Samantha Van De Mortel, Executive Director Early Learning

- Lea Rule, Chief Financial Officer - Matthew Gray, Deputy CEO - Graeme Evans and myself. I commend everyone on their dedication to the task of keeping our schools running and delivering high quality learning and care for our students during a most difficult year.

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

Every blessing,

Graeme Irwin AM
Executive Principal



Our theme of 'Courage' was so needed for all within our school communities and the verse 1 Corinthians 16:13 'Be on guard. Stand firm. Be courageous. Be strong', was a constant encouragement.

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 and colleagues,

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

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

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

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

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

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

My thanks to our Executive Principal Mr Graeme Irwin for his wise and godly leadership, vision and resolve; to all Principals, leaders and all staff throughout the group for their commitment and diligence in maintaining the

"culture" of St Philip's. Also, thank you to the Foundation staff who are doing a sterling job in supporting the schools.

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

Finally: From 2 Peter 3:17,18

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

Grace and Peace,

Les Holland

Chairman, Board of Governors
SPCEF Ltd – AGM 27 May 2021

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 1075), cultural and religious backgrounds.

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

<http://bit.ly/SPCCPS-SCHOOLPROFILE-2020>



The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for all-round development

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	



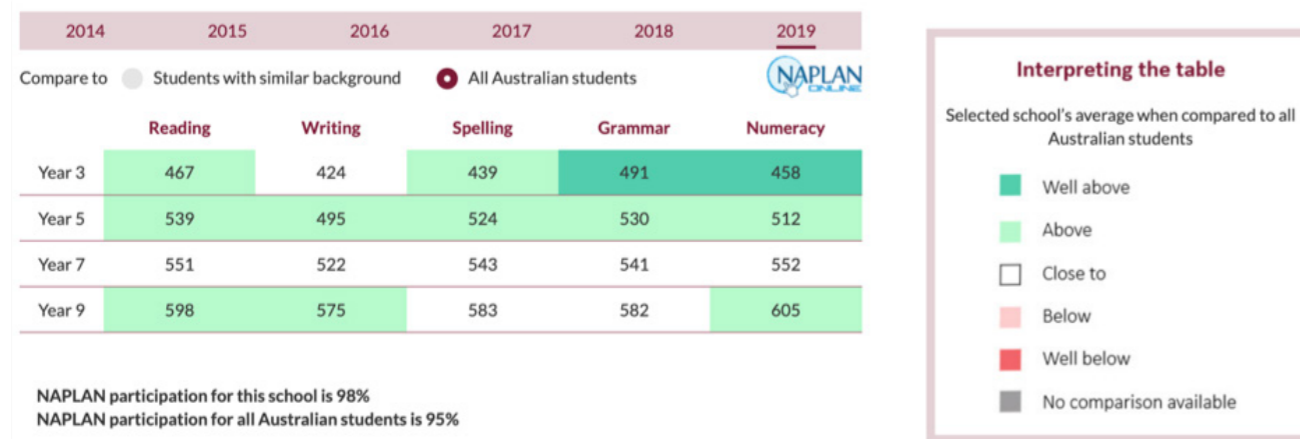
REPORTING AREA 3

STUDENT OUTCOMES

IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN RESULTS

As NAPLAN assessments were cancelled in 2020 due to COVID19, the most recent information relates to 2019 NAPLAN results which are available by following this link: <http://bit.ly/NAPLAN-2020>



REPORTING AREA 4

SENIOR SECONDARY OUTCOMES

(STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ATTAINMENT (ROSA)

Fifty-seven Year 10 students from St Philip's Christian College Port Stephens were eligible for their RoSA in 2020.

HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Forty-four students from St Philip's Christian College Port Stephens sat for the NSW Higher School Certificate in 26 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 2020, St Philip's students obtained **11** places on the Honour Roll. These places were achieved by **11** individual students across **15** subjects, with **26** top Bands (6 or E4) obtained. This result reflects positively on the students' efforts and those of their teachers and parents who supported them.

Six of our students achieved an ATAR above 95.00, including St Philip's Christian College Port Stephens highest ever ATAR result of 99.50. In addition to these pleasing results, one of our English Advanced students placed 16th in the state, with an English Extension 2 student obtaining 49/50 for his composition. Also of particular note were the achievements of three of our students; **Kyle Bowler** whose major work for Visual Art was nominated for ARTEXPRESS, **Indiana Nunn** received an ENCORE nomination, in recognition of her exceptional music ability and **Molly Torr** whose Design & Technology major design project was nominated for SHAPE.

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	2020	14	80	43	31	57	56	0	13
	2019	18	75	33	32	61	53	6	15
	2018	11	81	82	37	18	53	0	10
Business Studies	2020	8	73	25	35	75	47	0	17
	2019	11	69	27	33	45	50	27	16
	2018	11	80	64	37	36	50	19	13
CAFS	2020	9	86	89	34	11	56	0	9
	2019	13	77	46	37	54	52	0	11
	2018	2	78	50	29	50	56	0	13
Chemistry	2020	4	77	50	43	50	47	0	9
	2019	8	74	25	46	75	42	0	12
	2018	11	71	9	42	91	47	0	11
Design & Technology	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
	2018	1	83	100	47	0	50	0	3
Drama	2020	8	80	50	47	50	50	0	2
	2019	2	83	100	44	0	55	0	1.74
	2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economics	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
	2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Engineering Studies	2020	7	70	14	34	86	58	0	8
	2019	5	78	40	32	60	60	0	8
	2018	5	78	40	36	60	54	0	9
English Studies	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
	2018	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 %
English (Standard)	2020	19	70	0	11	95	77	5	11
	2019	21	68	0	12	90	76	10	12
	2018	19	66	5	15	84	69	11	15
English (Advanced)	2020	21	82	57	63	43	36	0	1
	2019	20	78	45	62	55	37	0	1
	2018	15	76	40	63	60	36	0	1
Geography	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
	2018	6	72	17	43	83	44	0	12
History Ancient	2020	4	71	0	33	100	51	0	15
	2019	7	81	57	36	43	49	0	15
	2018	7	77	57	36	43	48	0	15
History Modern	2020	12	79	42	37	58	47	0	15
	2019	10	73	30	40	70	47	0	14
	2018	5	81	40	42	60	43	0	15
Hospitality Examination (Food & Beverage)	2020	5	82	60	20	40	54	0	7
	2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Industrial Technology	2020	2	76	50	24	50	57	0	19
	2019	11	69	18	22	64	58	18	20
	2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Investigating Science	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
	2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Legal Studies	2020	8	77	25	39	75	49	0	11
	2019	5	76	20	42	80	43	0	16
	2018	5	64	20	44	60	41	20	14

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 (General)	2020	20	74	30	25	65	50	5	24
	2019	21	67	14	24	62	59	24	16
	2018	14	70	21	27	64	52	14	20
Mathematics (2 Unit)	2020	17	74	29	52	71	43	0	4
	2019	25	70	12	49	80	43	8	8
	2018	17	74	29	52	71	41	0	7
Music 1	2020	3	93	100	64	0	34	0	2
	2019	4	92	100	66	0	32	0	2
	2018	2	96	100	64	0	33	0	2
PDHPE	2020	14	76	29	34	71	51	0	14
	2019	25	74	32	32	56	57	12	12
	2018	11	76	45	33	55	52	0	13
Physics	2020	8	79	50	40	50	45	0	14
	2019	12	63	0	37	75	49	25	14
	2018	12	71	25	34	58	53	17	13
Software Design and Development	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
	2018	4	75	50	37	50	52	0	10
Visual Arts	2020	5	89	100	65	0	33	0	2
	2019	6	88	100	63	0	35	0	2
	2018	4	87	75	53	25	46	0	1

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	2020	4	44.85	100	93	0	7
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2018	2	37	100	95	0	4
English Extension 2	2020	1	49	100	82	0	18
	2019	N/A	N/A	N/A	N/A	N/A	N/A
	2018	1	36	100	71	0	29
History Extension	2020	2	30	0	76	100	24
	2019	2	40	100	77	0	23
	2018	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics Extension 1	2020	5	79	60	74	40	25
	2019	11	65	55	80	45	20
	2018	6	61	17	80	83	20
Mathematics Extension 2	2020	3	88	33	84	67	16
	2019	2	69	50	86	50	14
	2018	2	63	50	85	50	14

100%

2020 Higher School Certificate

In 2020, 100% of the Year 12 cohort sat for the HSC

11%

2020 VET Qualification

In 2020, 11% of the Year 12 cohort participated in vocational or trade training.

Senior secondary outcomes are documented on the My School website.
<http://bit.ly/SPCCPS-SENIORSECONDARYOUTCOMES-2020>

REPORTING AREA 5

TEACHER PROFESSIONAL LEARNING

ACCREDITATION AND QUALIFICATIONS

TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	0
Provisional	0
Proficient Teacher	68
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	1
Total number of Teachers	69

TEACHING STANDARDS / QUALIFICATIONS

69

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 2020. 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 Out – St Philip's Christian College Combined Staff Conference January	89
JUNIOR	STEM ideation for Primary Teachers Blacktown Sydney	1
JUNIOR	Colour Conference	2
JUNIOR	Panel Training Initial Teacher Education Panelist Stage 2 - online	1
JUNIOR	CPR Training and testing to maintain – Newcastle	1
JUNIOR	Growing Critical Thinking – online Alphacrucis College Sydney	1
JUNIOR	Neuroeducation Series – online	1
JUNIOR	PD Providers information session with NESAs	1
JUNIOR	PD endorsed courses workshop SPCC Waratah	1
JUNIOR	Teacher Leaders – AIS Sydney	2
JUNIOR	Supporting Teachers through Accreditation – experienced teacher	1
JUNIOR	Growing Critical Thinking	1
MIDDLE	Australian School Library Association Literacy Research	1
MIDDLE	CRU Teachers Conference	2
MIDDLE	Generation Next Mental Health Conference	2
MIDDLE	The Relational Aspect of Teaching	1
MIDDLE	MS Ultimate Excel Training Certification	1
SENIOR	Stage 5 Drones and Digital Technologies Sydney University	1
SENIOR	Hooked on SAC State Library of NSW	1
SENIOR	Preparing for the 2020 Art HSC Exam	1

SCHOOL	COURSE NAME	ATTENDEES
SENIOR	ACPE Conference Year 7-10 PDHPE	1
SENIOR	Rosehill Legal Studies State Conference	1
SENIOR	HRIS Cultural Festival Meeting	1
SENIOR	HSC Meet the Markers 2019 Science Exams	1
SENIOR	NCCD Meeting Hunter Valley Grammar	1
SENIOR	AIS Conference – Pathways & Partnerships Forum	1
SENIOR	AIS Hospitality Network Day William Angliss Institute	2
SENIOR	AIS Creating experience Teacher Digital portfolio	1
SENIOR	AIS NSW Science Conference Presenter Sydney	1
SENIOR	Ryde CRU Teachers Conference	1
SENIOR	GeoGebra – Become Proficient Math Course	1
SENIOR	AIS VET Compliance Course ASQA Standard	1
SENIOR	Nesli Advanced Leadership Program	2
SENIOR	Preparing for the 2020 Physics Exam	1
SENIOR	HSC Collaboration & Marking Assessments Course	1
SENIOR	AIS Online- Great Teachers give Great Feedback, further ability to give feedback	1
SENIOR	Timeless Textiles develop textile and fibre skills	1
SENIOR	Teaching Outside the Box – Bringing your SAC Classroom to Life	1
SENIOR	AIS Digital Masterclass	1
SENIOR	Biology, Earth, Environmental & Investigative Science	1
SENIOR	AIS Two Masterclasses Course	2
SENIOR	Education Support VET Management	1

REPORTING AREA 6

WORKFORCE COMPOSITION

INCLUDING INDIGENOUS

69

TEACHING STAFF

0

TEACHING STAFF (INDIGENOUS)

62.7

TEACHING STAFF - FULL TIME EQUIVALENTS (FTE)

33

OPERATIONAL STAFF

0

OPERATIONAL STAFF (INDIGENOUS)

22.4

OPERATIONAL STAFF - FULL TIME EQUIVALENTS (FTE)

102

TOTAL STAFF

85.1

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	86%
	Year 1	91%
	Year 2	89%
	Year 3	88%
	Year 4	89%
Middle School	Year 5	89%
	Year 6	90%
	Year 7	89%
	Year 8	87%
	Year 9	88%
Senior School	Year 10	88%
	Year 11	88%
	Year 12	90%

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
2011/2013	46	27	22	59%	48%
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%

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 2020 are as follows:

DESTINATION	NUMBER/43	%
Tertiary Education – University	28	65%
Tertiary Education – TAFE	1	2%
Tertiary Education – Private Colleges, Overseas, Other	6	14%
Apprenticeships/Traineeships	0	0%
Employment	5	12%
Deferred Study – Travel	0	0%
Unemployed	0	0%
Unknown	3	7%

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 NSW BOSTES.

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



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 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 2020: No changes were made in 2020.

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 2020: No changes were made in 2020.

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 2020: No changes were made in 2020.

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 2020: No changes were made in 2020.



REPORTING AREA 10

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOLS 2019 ANNUAL REPORT

AREA	PRIORITIES	ACHIEVEMENTS
CHRISTIAN GROWTH	Provide Opportunities for all students and parents to explore the Christian faith and decide to follow Jesus as their Lord and saviour.	This is a constant focus for the College; this is explored daily, through various lessons, teachings and Chapel.
	To run another Alpha Course for parents and staff.	Due to COVID19, the College was unable to run this course, as parents were unable to be on campus.
	Equip staff and students to teach the faith in a relevant, meaningful and Godly way.	This is explored through times of Devotion, whether staff or student lead, along with times of worship and prayer.
	To maintain our connection and support of the local churches.	Due to COVID19, the College was unable to invite guests on campus, but we continued our connections through other mediums, shared prayer and times of worship where possible.
EDUCATIONAL EXCELLENCE	Equip every student to action personalised academic goals to achieve success in learning.	Goal setting training commenced along with parent & teacher conferencing for students.
	To employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students.	Due to COVID19 the College focus moved to learning strategies that were delivered online, this focus specifically looked at how every student could still be involved in engagement whilst not in the classroom.
	Provide professional learning employing a range of strategies including reflective practices, constructive feedback, discipline dialogue around data, collaborative enquiry and evidence-based decision making.	Due to COVID19, many Professional Development opportunities changed, regular conferences were cancelled, but as the year continued, new and innovative strategies were developed and participated in.

AREA	PRIORITIES	ACHIEVEMENTS
PASTORAL CARE & WELLBEING	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.	Due to COVID19, the essence of coming to work changed dramatically, redefining how to show appreciation was important and achieved.
	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.	This year we went above and beyond to work on staff and student wellbeing. With an increasingly challenging year, wellbeing was at the centre of all our decisions and actions this year.
COMMUNITY & CULTURE	Equip students to navigate challenges, embrace the effort, learn from mistakes and respond with a growth mindset.	This year was a challenge in many areas of the College life. Students achieved incredible resilience, and their efforts are commendable.
	Foster a sense of engagement, inclusivity and a positive school spirit, founded on the core values.	Due to COVID19 the sense of inclusivity was challenged, but the school spirit, founded in our core values, shine brightly.
	Emphasise excellence in customer service across all areas of the school community, communicating effectively and efficiently.	This was achieved through diligence, commitment and the strong relationships the College has developed with staff and families.
	Develop local, national and global partnerships that provide unique mission and service opportunities for our students and staff.	Due to COVID19, this was not achieved but will be explored further in 2021.
GROWTH & SUSTAINABILITY	Continue to deliver exceptional educational services and promote these to achieve full enrolments in our schools.	Our exceptional educational services and achievements were reached, with our HSC students' incredible success as evidence.
	Further develop and enhance the benefits of a culture of generosity within and beyond our school.	During the difficult COVID19 year, many families faced extraordinarily difficult times. The College worked alongside our families to continue to support them when in need.

THE PRIORITY AREAS FOR SCHOOL IMPROVEMENT IN 2021 ARE:

	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.
	TEACHING WITH HIGH IMPACT PEDAGOGIES:	Employ evidence-informed, innovative and engaging learning strategies inclusive of the needs of all students.
	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.
	DEVELOPING RESILIENCE:	Equip students to navigate challenges, embrace the effort, learn from mistakes and respond with a growth mindset.
	ENCOURAGING PHILANTHROPY:	Further develop and enhance the benefits of a culture of generosity within and beyond our schools.



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 2020, the following initiatives were conducted to promote respect in the student body.

Wellbeing Week initiative for the College; SALT (See, Ask, Listen, Tell) encouraging our students to care for each other with respect and kindness.

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.

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***

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

** The School Musical Beauty & the Beast was postponed to 2021

*** 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.

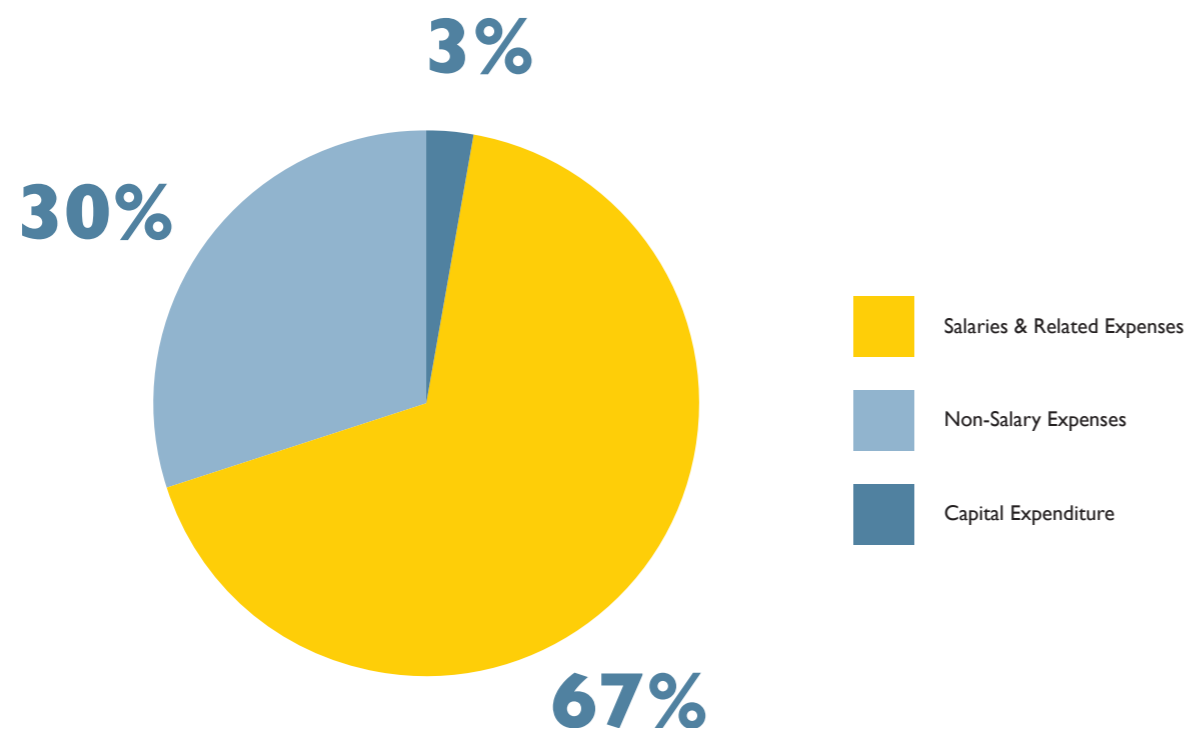
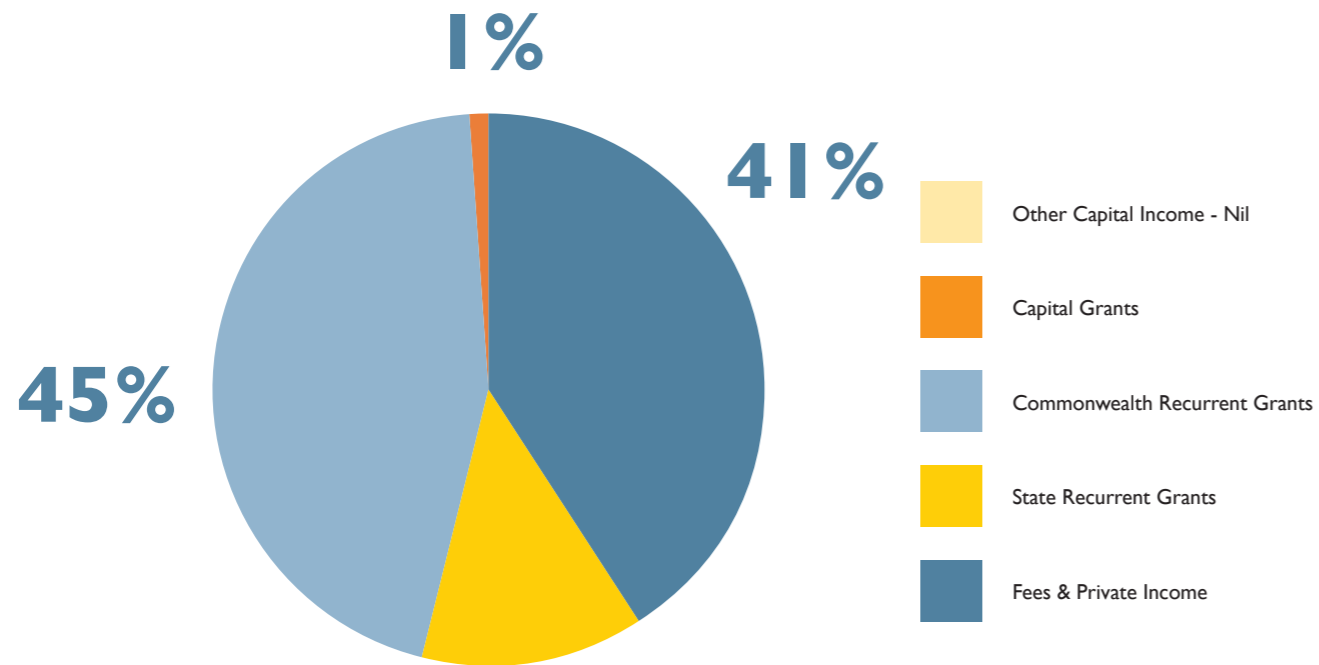
The School is blessed by very committed staff members who want only the best for the students of the School. The Teachers are conscious of maintaining proactive collegiality, supporting and encouraging each other in the various roles they take on in the life of the School. The pastoral structure of the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

In 2020, an exit survey was conducted by Year 8 as they transitioned to Senior School and Year 12 students upon their graduation. Traditionally an annual engagement survey is completed by all staff, students and families. This year we did not complete one due to Covid 19 but will recommence next year.



REPORTING AREA 13

SUMMARY FINANCIAL INFORMATION



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



For the Whole of Their Life