

St Philip's Christian College
DALE Young Parents

ANNUAL REPORT 2021



*You are the salt of the earth...
You are the light of the world*

MATTHEW5:13-16



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01. A MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM CHAIRMAN OF THE BOARD



LES HOLLAND

"I am the way, the truth and the life"

John 14:6

Greetings friends,

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

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

2021 was especially challenging in many ways. I'm sure all of us thought and hoped that the impact of COVID-19 would diminish in 2021; how wrong that thought and hope was. In retrospect, 2021 COVID-19 was as impactful, if not more so than in 2020 in many negative ways and I thank all staff for the positive ways in which they were able to ensure students were not disadvantaged because of being not able to physically attend school. Face-to-face learning and contact with fellow students are conducive with positive experiences and general well-being. Our staff are well-equipped to engender positive outcomes.

My thanks and appreciation to Mr Graeme Irwin AM our Executive Principal/CEO who continues to lead the St Philip's group with enthusiasm, passion, vision and determination. To our CFO, all the Principals and Senior Leaders of our schools, including DALE, Narnia, the Teaching School, and Foundation staff, thank you for taking your responsibilities' earnestly and with zeal.

Our St Philip's organisation is making considerable progress in many areas including impressive new buildings and building programs, refurbishments and general improvements to buildings in all our schools and centres. The Project Control Group (PCG) oversees all major projects and enhances decisions made at school level. Thank you to all people involved in the many

projects that inevitably make the practical environment conducive to teaching and learning.

To the Board of Governors; your diligence, knowledge, wisdom and prayerful decision-making in overseeing the operations of St Philip's is greatly appreciated and essential to the success and strength of the group, helping to ensure St Philip's remains at the forefront of Christian Education in the Newcastle, Hunter Valley, Central Coast areas and beyond.

"But the wisdom from above is first of all pure. It is also peace loving, gentle at all times, and willing to yield to others. It is full of mercy and good deeds. It shows no favouritism and is always sincere." James 3:17

Grace and Peace,

Les Holland

CHAIRMAN, BOARD OF GOVERNORS,
SPCEF Ltd - AGM 27 May 2021



MESSAGE FROM OUR EXECUTIVE PRINCIPAL



GRAEME IRWIN AM

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

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

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

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

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

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

In May of 2021, we welcomed our new Director of People and Culture, Virginia McMurray, to the Foundation team. Virginia held the position of People & Culture: Learning, Planning and Engagement Lead for the City of Newcastle. In 2020 Virginia led the City's broader People and Culture Team during the COVID-19 response. We have been so grateful for her leadership and contribution to the SPCC community throughout this year.

With our 40th Anniversary on the horizon it was important that an increased focus was put in the areas of enrolments, brand and marketing, alumni

and philanthropy. To champion this Lucinda Gray was appointed to the role of Director of Development and Community in June 2021. Lucinda was employed until December the same year and made significant headway in all of these areas.

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

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

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

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

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

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

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

Despite the ongoing disruption that COVID-19 had on all aspects of the organisation throughout the year, we were still fortunate enough to be able to continue working on a substantial number of capital projects. Our current development projects underway under the guidance of our Project Control Group are:

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

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

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

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

In all that we were able to achieve in 2021 and through all of the ups and downs, I look back and see that our theme of Influence was certainly outworked throughout it all. We have had the opportunity this year to be influential in many areas. This may be on an organisational level

as we look at the influence that our Teaching School has had and will have on the future of teacher training in our country, or on an individual level. I have heard numerous stories this year of staff members going above and beyond to care for the wellbeing of their students particularly throughout the remote learning season, this level of care will have an influence on those students that will stay with them for the rest of their life. I thank God for these opportunities and for faithful staff who are ready and willing to step in and be obedient to the call of God.

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

Grace and Peace,

Graeme Irwin AM

EXECUTIVE PRINCIPAL





Animal Opposites



MESSAGE FROM ST PHILIP'S CHRISTIAN COLLEGE DALE YOUNG PARENTS ACTING PRINCIPAL



BRANT MASLEN

Thank goodness 2020 was behind us and we can start putting all things COVID-19 behind us... or so we thought! How little did we know of the continuing influence that COVID-19 restrictions was to have on the operations of the school. Not only as a whole but that the impacts would be felt differently given the different Local Government Areas for the Wyong and Waratah campuses!

Fortunately, the school was able to build upon the strategies that had been put in place during 2020 and refine those to best serve our young parents. In fact, the school developed a reputation as a leading edge in this area. The incredibly positive response to the ongoing learning and support to our students and families saw the school highlighted in research conducted by the NSW Association of Independent Schools (AIS), in association with the University of Technology, as a case study for others to follow. There was a particular focus on the incorporation of digital practices to augment and support learning. In doing so there were three key points that underpinned ongoing learning:

- Maintaining student wellbeing.
- Providing flexibility and individualised approaches.
- Ensuring the core values of the school informed all whole school decisions.

There were continued impacts on co-curricular activities such as the final year camp, excursions, work placement and the school-based traineeship program. However, staff members collaborative problem solving across the two campuses overcame many barriers, enabling positive creative solutions utilising online and other digital resources to keep connections with the school, peers and the program.

The value of Wellbeing Support staff as part of the Young Parents program became even more evident in 2021 as they provided additional supports for families through the various response stages to the COVID-19 Pandemic. Regular wellbeing check-ins provided individualised and targeted support. Activities and connections were designed to promote both on-going engagement in learning as well as maintaining social networks, which was so important for ongoing wellbeing. This was further emphasised given the multiple occasions that campuses had to be completely closed due to identified COVID-19 cases. It was a period of considerable concern for all in the community.

During the year the school participated in a process of self-examination through the AIS 'Perspectives' survey completed by our young parents and all staff. This provided the school with substantive data in reflecting not only on immediate responses to learning impacts but also the ongoing implementation of the vision and mission of the Young Parents program under Mrs Thoroughgood's leadership. The results demonstrated significant positive support for the developments and impacts of initiatives put in place. The results were remarkable in their clear support for the direction for this program in empowering young parents towards positive futures that enabled generational change. This was reflected by exceptional results across the domains of Teaching and Learning, Student Wellbeing, and the Physical School Environment.

A highlight of 2021 was the celebration of 20 years of the Young Parents program. This was held at the Wyong campus. The impact of the program over the years was reflected in the wonderful attendance of past and present students, staff, members of the St Philip's Board, Foundation team, local members of parliament as well as community services and friends of the program. Features of the evening included moving stories from ex-students of how their time in the Young Parents School had transformed their lives and 'where they were now' as well as the positive impacts for their children's lives. Additionally, it was wonderful to hear from Mrs Thoroughgood (Principal) and Mr Irwin (CEO) of the future plans for the next developments for the existing campuses as well as expansion of the program in the hunter region.

Unfortunately, our Principal of 6 years, Mrs Bronwyn Thoroughgood came to the decision that her season with DALE Young Parents was over and we sadly farewelled her as she entered retirement. Mrs Thoroughgood's vision and leadership lead to extensive developments and achievements in the Young Parents program with additional supports, learning programs and initiatives such as the Education Support School Based Traineeship program for students. The introduction of targeted wellbeing programs as well as growing the school as a cross-campus professional learning community saw the quality of curriculum delivery and high levels of student achievement, reflected in Minimum Standards achievements in Literacy and Numeracy, Certificate II and III VET qualifications and full HSC achievement. Her focus was very much on empowering our young parents towards their futures and, having a firm belief in themselves. She retired justifiably proud of the school's growing reputation for quality Christian education in

an adult educational environment, students coming to know and accept God in their lives, with graduates leaving with a sense of personal wellbeing as well as a skillset ready to make a difference in their worlds - to act, rather than be acted upon.

Mrs Thoroughgood's departure through the year, however, left a void that I thank the collective leadership team for helping me fill in taking DALE Young Parents through to the end of the year. Steadfastly continuing Mrs Thoroughgood's vision for the school and laying the platform for 2022. As Acting Principal, I could not have asked for better support from the college leadership team around me as well as key members of the St Philip's Foundation Office and the staff. Whilst I do not wish to overlook the efforts of any, it would be remiss of me not to acknowledge the sterling efforts of Mrs Wendy Gerakios (Acting Deputy), Mrs Hayley Adcock (Director of Mental Health and Wellbeing), Mrs Louise Kostrzewa (Executive Assistant) and Mr Zach Manning (Head of Operations). Their efforts in service of DALE Young Parents were tireless and went a long way to ensuring that 2021 ended very positively for the Young Parents program. The wonderful celebrations at the various Presentation Days, HSC Graduation and, indeed, the staff end-of-year event being testament to their efforts.

2021 was the year of 'Influence' and DALE Young Parents certainly influenced. Looking forward to 2022 as the year of 'Thankfulness' there is much from 2021 for which to be thankful.

Mr Brant Maslen

ACTING PRINCIPAL

MESSAGE FROM SPCC DALE YOUNG PARENTS DIRECTOR OF MENTAL HEALTH AND WELLBEING



HAYLEY ADCOCK

The year of 2021 may be called a year to remember, however others may think of it as a year to forget! As a school that is defined by its purpose to support Young Parents and pregnant teens, the threat posed by COVID-19, not only to them but also to their families, teachers, and support staff, dominated our plans and actions throughout the year. Mental illness isolates and when that tendency to isolation is pressed by the fear of physical illness, and the temporary shutdown of services, vital links with people are threatened, which exacerbates the mental illness cycle. In addition, teenage parenthood is associated with several adversities, including low socio-economic status, educational under-achievement, and drug and alcohol misuse. In turn, young parenthood can act to further entrench some of these problems and perpetuate a cycle of disadvantage. Our regional profile shows that 1 in 4 people (24.3%) experience mental health and behavioural conditions, which is higher than

the NSW state average. With these factors in mind our mission during 2021 was to keep students and families connected, to continue to provide all the supports they needed to engage, be a safe, and be the predictable entity in their lives whilst the world was seemingly unpredictable.

January saw the hope that 2021 would be a fresh start from the lockdowns and threats that plagued 2020. In the area of mental health & wellbeing, DALE began the year with a focus on trauma informed practices and consolidation of all the work we did in 2019 and 2020 on Collaborative and Proactive Solutions and the Responsive Classrooms DALE Day, in the journey of becoming a fully trauma responsive school. Staff were provided with professional development which looked at the neurodiversity of trauma and the brain and the five principles of trauma informed care, to assist in the development of strategies for classrooms, the playground, for our students and for staff.

In 2020 The SPCC DALE Young Parents School Improvement plan was developed in conjunction with all Heads of Campus and executive to meet the SPCC Foundation priorities as well as the needs of DALE staff and students for 2021. In the priority area of pastoral care and wellbeing, SPCC DALE Young Parents committed to honouring students by empowering them to develop the independence and resourcefulness necessary to participate fully in the life of the school, within their family, and within the community.

One way these skills were developed was through the promotion of student voice to empower our young people to better advocate for themselves. Our School Based Research Project on the implementation of Collaborative and Proactive Solutions (CPS), helped structure a clear way for students to have a voice in matters directly affecting them. CPS is an evidence-based, trauma-responsive approach to working with students with social, emotional, and behavioural challenges. The model engages staff and students to work together to create and implement strategies to proactively solve problems in their environment and prevent challenging behaviours. Through staff training in the CPS model, staff have been able to help build problem solving skills in students and have facilitated student agency.

Further development of staff understanding of mental health for students and themselves was also an area for development on the school strategic plan. Young Parent Social Workers attended On-Line Training (OLT) for supporting student mental health and wellbeing as the first step in the process of rolling out this professional development to all staff. It focussed on responses to intervention and creating goals towards meeting students' mental health needs at individual, group, and whole school levels. Staff were provided with professional development focussing on compassion fatigue and personal health and wellbeing. Staff wellbeing plans were developed, and wellbeing pods formed so that each staff member had a peer connection and a small support group at each campus. In addition, staff return to work documents were created to plan effectively for staff to return to work from mental health or medical leave.

Our Canine Wellbeing Assistant program continued to grow with the introduction of Juno at DALE Young Parents Wyong.

In the application of 2021's theme of Influence, SPCC DALE Young Parents sort to provide students with opportunities to develop an authentic relationship with Jesus and choose His way to influence their lives and the lives of the people around them through student led chapels, service opportunities, devotions, and prayer.

DALE Young Parents also committed to positively influence staff, students, and our community around mental health & wellbeing. Throughout the year we worked with Hunter New England Health and Central Coast School link teams, Department of Community and Justice (DCJ), Child and Youth Mental Health Services, Wesley Mission, Parents Next, Uniting and Samaritans, as well as the AIS to build community networks and gain access to programs to support student wellbeing at DALE Young Parents.

These connections led to the knowledge of a School Counselling Grant being offered by the AIS in response to the increased mental health needs of students within the independent school's sector. SPCC DALE Young Parents was successful in gaining one of the grants to employ school counsellors at each of the Young Parent campuses.

2021 saw SPCC DALE Young Parents be able to celebrate the 20th year of Young Parents, which had been delayed due to the pandemic. This celebration of the years of dedication of SPCC to the Young Parents'

school and the commitment to continued education of teenage parents was inspiring. The celebration was an amalgamation of past and present students, founding members, local politicians, executive members, and staff, come together to commemorate and pay tribute to all who had contributed to the success of the Young Parents' school and Hub.

In October 2021 we said goodbye to DALE and DALE Young Parents' resigning principal of 6 years, Mrs Bronwyn Thoroughgood. I would personally like to thank her for her vision, leadership, and support to DALE, and to the DALE staff over the years. She provided DALE with the foundations necessary for growth and her passion, innovation and advocacy in the Young Parent space will be sorely missed. Deputy Mr Brant Maslen was able to transition into the role of Acting Principal seamlessly, and Mrs Wendy Gerakios stepped up from her Head of Campus role into the Acting Deputy role, with Heidi Moon stepping into the Young Parents' Head of Campus Role at our Wyong campus. Brant, Wendy and Heidi each contributed significantly to the continuation of education and wellbeing for all students and staff, the lockdowns and restrictions of each campus individually and collectively, as well as continuing to address the key priorities for the school's strategic plan. Both Brant and Wendy deserve the utmost credit and regard for what they achieved under immense pressure throughout the final semester of 2021.

Overall, 2021, with the continual threat of COVID-19 and adjustments made daily to ensure the safety of all staff and students, Young Parents was able to continue to meet the educational, social, and emotional needs of all the students. 2021 saw 9 students from Young Parents graduate with an HSC and enter the workforce or further study. I am grateful for the staff at SPCC DALE Young Parents that have worked tirelessly throughout 2021 to continue to sow into the lives of the students and their families. Through teamwork DALE achieved its commitment to keeping students and families connected through additional communication and online presence, continued to provide all the supports students and their families needed to engage through online teaching and learning platforms, wellbeing check-ins, continuation of the DALE Day structure to promote mental health practices, and continued to be a safe and predictable entity in their lives. It is a privilege to be a part of the team at SPCC DALE Young Parents.

Mrs Hayley Adcock

DIRECTOR OF MENTAL HEALTH AND WELLBEING

02. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

St Philip's Christian College DALE Young Parents (SPCC DALE Young Parents) is part of the St Philip's Christian College group of schools and is registered as an independent Special Assistance school. We are a Dynamic Alternative Learning Environment for expecting and parenting teens and young parents with children. We aim to assist students to re-engage with their Secondary Education and transform their lives and the lives of their children.

The DALE Young Mother's Program commenced in 2000 as an initiative of St Philip's Christian Education Foundation and was part of DALE Christian School. In 2016 the DALE Young Mother's Program transitioned into DALE Young Parents' School and became a registered and accredited Special Assistance school for expecting and parenting teens and young parents with children. At this time, we amalgamated with St Philip's Christian College Young Parents' Program in Wyong. In 2018 we changed our name to St Philip's Christian College DALE Young Parents to bring us more in line with the other St Philip's Colleges. In 2021 our numbers were 77 (48.4FTE) students and 42 (15.7FTE) staff.

In 2021 we operated two campuses; one in Waratah and Wyong.

THE VISION

We aim to create an environment where students:

- love coming to school;
- experience success in their learning;
- feel valued and appreciated for who they are; and
- therefore, experience God's unsurpassable love daily.

OUR CORE VALUES

Our Vision is based around our five Core Values:

1. **Christ First** - we want to give proper respect to Jesus Christ in all things.
2. **Serve One Another** - we want to learn how each of us is equipped to serve each other through the unique gifts and purpose in our lives.
3. **Strive for Excellence** - we want to aim to continually do our very best in our learning and serving.
4. **Do what is right** - we want to always behave in a Christian manner.
5. **Build Community** - we want everyone to know they belong because they know that they are respected and cared for.

THE SCHOOL CONTEXT

SPCC DALE Young Parents is based on the belief that each student has a God given 'design' and in order to live a fulfilling life, they need to come to an understanding of their uniqueness and value as a person. We also focus on each student developing an appreciation for the uniqueness and value of others.

SPCC DALE Young Parents seeks to offer students a new beginning in an atmosphere where there is less pressure to 'conform' to those things which were the cause of their alienation. The environment is much more intimate and holistic, compared to mainstream schooling. SPCC DALE Young Parents passionately fosters a holistic dual generational approach to supporting young parents and their children. As the young parent studies in their classroom, their children are also learning and developing skills in a stimulating and nurturing environment. We offer an educational service for Years 9 to 12 students, providing them with the opportunity to gain a RoSA and/or non-ATAR HSC.

The way SPCC DALE Young Parents puts this philosophy into practice is as follows:

1. The educational program is aimed at viewing each student as a whole person - spiritually, academically, relationally, and physically - while they undertake

their accredited educational program (moving towards the RoSA certificate and non-ATAR HSC).

2. We also work closely with the home and any other support agencies who may be involved in the young person's life.
3. The way that we work to know our students as whole people as they study is by simplifying the classroom structures.
4. We involve the students in creative co-curricular and wellbeing programs as they are ready and as relevant to their overall development.

The school aims to create an environment where everyone in the community is respected and free of stigma, and where Christian beliefs and values are communicated through relationships in a community that is safe and that cares. It is a place where students experience understanding, acceptance, clear boundaries, compassion and forgiveness. This context provides an opportunity to invite students into the freedom to responsibly be themselves.



03. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The National Assessment Program - Literacy and Numeracy (NAPLAN) data, shows current levels of achievement in Literacy and Numeracy for students enrolled in Years 3, 5, 7 and 9 in 2021. Although there is a significant need for literacy and numeracy intervention for our young parents, it is rare that our students sit the NAPLAN tests due to leave relating to their pregnancy.

SPCC DALE Young Parents is not compared to other schools on the MySchool website because its cohort is so particular. In 2021, as in previous years, our young parents were withdrawn from NAPLAN testing due to pregnancy or maternity leave and such there are no results to demonstrate.





04. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

NON-ATAR HIGHER SCHOOL CERTIFICATE (HSC)

The Higher School Certificate (HSC) is the credential awarded to secondary school students who successfully complete senior high school level studies (Years 11 and 12 or equivalent) in New South Wales.

After successfully completing Year 12 and the necessary assessments, our Year 12 cohort graduated with a full non-ATAR HSC. All our students also engaged in VET subjects and graduated with vocational qualifications in Business services, Retail services and Education Support.

At SPCC DALE Young Parents we operate a year A and year B Stage 6 program. Therefore, we have summarised our 2021 results of both the Preliminary and HSC courses in the tables.

The results are reflective of the determination and commitment of our students.

Year 11 Grades - Both Campuses - 2021

SUBJECT	NO. OF STUDNETS	GRADES %					
		A	B	C	D	E	N
ENGLISH STUDIES	12	8%	25%	42%	17%	8%	
NUMERACY	12	8%	33%	42%	8%	8%	
SPORT, LIFESTYLE & RECREATION	6		17%	83%			
VISUAL ARTS	11		9%	18%	27%	27%	18%
FOOD TECHNOLOGY	6			67%	33%		
BUSINESS SERVICES (VET)	19	N/A					
RETAIL SERVICES (VET)	18	N/A					
EDUCATION SUPPORT (VET)	8	N/A					

HSC Grades - 2021

SUBJECT	TOTAL STUDENTS IN COURSE	GRADE (AVERAGE)	SCHOOL ASSESS. MARK (AVERAGE)
ENGLISH STUDIES	16	B	N/A
EXPLORING EARLY CHILDHOOD	12	N/A	54
SPORT, LIFESTYLE & RECREATION	11	N/A	60
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	8	N/A	75
BUSINESS SERVICES (VET)	8	N/A	N/A
RETAIL SERVICES (VET)	11	N/A	N/A
EDUCATION SUPPORT (VET)	11	N/A	N/A



05. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Expenditure on Professional Development: \$15,915.06

This included all staff attending St Philip's Christian College Conferences, and numbers of teaching staff attending professional seminars and support for post graduate studies. Much of our professional learning was adjusted during 2021 in response to COVID-19 guidelines. In order to remain connected as a school across multiple campuses during periods of isolation, we conducted online worship, staff meetings and training.

***All teachers have teaching qualifications from a higher education institution within Australia.**

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	0
PROVISIONAL	1
PROFICIENT TEACHER	6
HIGHLY ACCOMPLISHED	0
LEAD YEACHER (VOLUNTARY ACCREDITATION)	0
TOTAL NUMBER OF TEACHERS	7

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY

- Leadership training conducted by the AIS Leadership Centre for School Executive.
- Code of Conduct, Child Protection and Reportable Conduct Training - all staff.
- Report writing training - all teaching staff.
- iLearn, mySPCC and WHS training - all teaching staff.
- Collaborative and Proactive Solutions training - all staff.
- Introduction to Play is the Way - all teaching and wellbeing staff.
- Structured Playground training - all teaching and wellbeing staff.
- Staff Wellbeing - Strengths and selfcare - all staff





06. WORKFORCE COMPOSITION

SCHOOL STAFF 2021	NO. OF STAFF
Teaching Staff	15
Full-time equivalent teacher staff	7.6
Non-teaching Staff	27
Full-time equivalent non-teaching staff	8.1
Full-time equivalent indigenous	0.20

For characteristics of the workforce please see My School website:
www.myschool.edu.au





*The Vision:
Changing lives by
inspiring young
people.*

07. STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

STUDENT PROFILE

There were 77 (48.4 FTE) students enrolled at the August census in 2021.

The students come from a wide range of socio-economic backgrounds and a wide geographic area. All students have experienced difficulty in a mainstream school prior to becoming pregnant due to being disengaged. Many of the students have been 'non-attendees' for periods ranging between 1 month and 2 years prior to enrolling at SPCC DALE Young Parents.

Due to our students managing parenthood and school, most students follow a part time attendance pathway to complete their HSC. As a result of part time attendance, SPCC DALE Young Parents is exempt from completing the STATS report.

The mechanisms for recording the many and varied type of absences are consistent with the state attendance codes.

HOW THE SCHOOL MANAGES STUDENT NON-ATTENDANCE

The SPCC DALE Young Parents attendance policy identifies processes that ensure compliance with the NSW Education Amendment (School Attendance) Bill 2009. This legislation requires school Principals to keep in the register of enrolments and attendance, particulars about absences of children from school for medical or other reasons, and particulars about any unsatisfactory school attendance by children of compulsory school-age.

The school's Attendance Policy also describes processes to inform parents/carers of students under the age of 17 about absences. For chronic absences the school notifies the Home School Liaison Officer and Community and Justice Services.

The details of this information are given to prospective students and their parents (where applicable) by supplying a Student Handbook as part of the enrolment package. Ongoing students are each supplied with an updated handbook at the start of each year and a PDF copy is made available on the school's website.

The rate of student attendance is difficult to attain as we are exempt from creating STATS reports due to our students following a part time attendance pathway, however the table below explains the attendance rates for each grade at each campus. It is worth mentioning that our students have all been disengaged from education prior to attending school at SPCC DALE Young Parents. The statistics speak to the commitment and determination that teenage parents have towards the transformation of their lives.

WYONG AND WARATAH ATTENDANCE RATES COMBINED

YEAR LEVEL	ENROLMENT	ABSENCE	FULL DAYS	ATTENDANCE	ATTENDANCE %
Year 9	2	28	372	344	92.5%
Year 10	29	1007	5394	4387	81.3%
Year 11	50	2052	9300	7258	77.9%
Year 12	17	684	3162	2478	78.4%
TOTAL	98	3771	18228	14457	79.3%

RETENTION OF YEAR 10 TO YEAR 12

Most students arrive at our school in Year 11 but for those students who commence at SPCC DALE Young Parents in Year 10, they are able to make a smooth transition to the 3-year HSC pattern of study.

SPCC DALE Young Parents Wyong had 6 graduating students.

The Year 12 graduating cohort of 2021 consisted of 6 females. Post Year 12 destinations included:

- a. Workforce or seeking employment**
5 students
- b. Other study**
1 students

SPCC DALE Young Parents Waratah had 3 graduating students.

The Year 12 graduating cohort of 2021 consisted of 3 females. Post Year 12 destinations included:

- a. Workforce or seeking employment**
1 students
- b. Other study**
2 students

The networking with organisations that provide post-school support for students has been beneficial. We continue to grow and develop in this area as we recognise the importance of supporting our Alumni students beyond their season at DALE. The Young Parents Hub also plays a vital role in supporting the transition of students through to their lives post school.

08 • ENROLMENT POLICIES

SPCC DALE Young Parents is a co-educational, Special Assistance School providing an education underpinned by Christian values and operating within the policies of NESAs. All applications are processed in order of receipt. To attend our school, students must be an expecting teen or a young parent. Sometimes our students realise that they want to further their education when their children are a couple of years old. We accept enrolments from any young parent, male or female, who have had a baby during their teen years and are wishing to complete their HSC.

Once enrolled, students and their families are expected to support the school's ethos and comply with the school policies and normal procedures to maintain the enrolment. Any interested young person is given a school tour and then provided with an enrolment pack, including a copy of the Student Handbook which outlines the relevant school policies and how they are implemented at the school. The Student Handbook is also on the website.

PRINCIPLES

1. All applications should be processed within the school's enrolment protocol (see the Enrolment Process).
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school gathers information and consults with the parents/family/carer and other relevant persons (e.g. the previous school or caseworker).
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

ENROLMENT PROCESS

In line with the enrolment principles outlined, the following is normally the procedure for enrolment at SPCC DALE Young Parents:

Application Process

- Contact the school to book in a time with a Head of Campus.
- Attend the meeting, have a tour of the school including the Early Learning Centre and complete the application form. During the meeting, educational expectations and the possible pattern of study are discussed.
- A Student Handbook is given at the second enrolment interview.
- The following information must be included with the application form:
 - Student Birth Certificate must be supplied with the application form or other photo identification
 - Any medical or psychological plans (if applicable)
- When the application process is completed, a position is offered and a letter of offer is issued.

Continued Enrolment

Ongoing enrolment at SPCC DALE Young Parents is dependent on satisfactory attendance and student capacity to function appropriately within the support structure offered at the school. The suitability of student placement is assessed each semester during Individual Planning processes in consultation with the students and parents or carers where applicable.



09 • OTHER SCHOOL POLICIES

SPCC DALE Young Parents is structured to support our students in a holistic way.

The school is committed to providing a safe and supportive environment by having in place policies and procedures that provide a “caring, secure and challenging learning environment” which supports our Mission Statement and our legislative requirements.

WELLBEING POLICY

The Wellbeing Policy was reviewed during 2020 and can be found on our website.

The Vision and Mission statements of St Philip’s Christian College commit to providing a safe and caring environment where students can discover the gifts the Creator has given to them. Beyond this, these foundation statements of the College commit to inviting students to discover the good to which they are called in the use of these gifts, through reconciliation in Christ.

Our Wellbeing Policy is based upon the principles of Collaborative and Proactive Solutions. Collaborative and Proactive Solutions (CPS) is a non-punitive and non-adversarial model, which decreases the likelihood of conflict, enhances relationships, improves communication, and helps children and adults learn and display the skills on the more positive side of human nature: empathy, appreciating how one’s behaviour is affecting others, resolving disagreements in ways that do not involve conflict, taking another’s perspective, and honesty. It is positive, proactive and focuses upon developing solutions and success for all in the learning environment.

Our shared commitment:

- Maintaining a supportive environment, which is inclusive of all its members.
- Promoting clear and open communication within all groups in the school community.
- Developing a climate in which mutual respect is valued, acknowledged and experienced.
- Providing a safe and happy learning environment in which children and staff experience success, are respected and celebrate their talents.

ANTI-BULLYING POLICY

Any behaviour where one takes advantage of another is not in accordance with the Biblical principles of:

- being made in the image of God and thus worthy of respect at all times; and
- loving God and loving each other.

This policy recognises that because we are human, bullying may be evidenced in our community, in varying degrees, at various times.

Policy

Staff, students and parents support a climate of respect and care for others. DALE actively promotes respect and acceptance for individual differences.

- At DALE bullying in all its forms: physical, social, psychological and verbal, is unacceptable.
- The school is committed to minimising all forms of harassment.
- DALE has systems of pastoral care, reporting and discipline which respond immediately to cases of bullying when they arise.
- While recognising that the school's first priority is to support victims of bullying, DALE will also provide support for the bully.

This policy can be found in our Student Handbook and on our website.

DISCIPLINE POLICIES

Suspension Policy

Suspension of a student for a school matter, should not be used in the first instance of undesirable behaviour unless the Head of Campus recommends to the Deputy Principal that such behaviour could cause emotional, psychological and/or physical harm to other persons.

The length of the suspension will be determined by the Head of Campus in consultation with the Deputy Principal.

Students may be suspended, provided the Head of Campus is satisfied that such action is warranted, if a student:

- Demonstrates consistent and wilful non-compliance;
- Acts violently or threatens violence;
- Threatens good order; and/or
- Disrupts own learning or that of other children.

Procedural fairness involves:

- Provision of relevant policies and procedures to involved parties;
- Provision to these parties of the details of any allegations;
- Provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision; and
- The right to an impartial decision.

Based on principles of procedural fairness we ensure parents are involved in the processes of procedural fairness for Suspension and Expulsion. The school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.

The full Suspension Policy can be found on our website.

Expulsion Policy

In cases where suspensions have proved ineffective and where consultations with the parents/students or other procedures and supports have produced no improvement in the student's behaviour, the Deputy Principal recommends to the Principal the permanent removal of the student from the school.

In instances of gross misconduct, for example extreme acts of abuse or violence, the Deputy Principal may recommend the immediate expulsion of the student.

Based on principles of procedural fairness we ensure parents or the students are involved in the processes of procedural fairness for Suspension and Expulsion. The school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.

The full Expulsion Policy can be found on our website.

Complaints & Grievances Policy

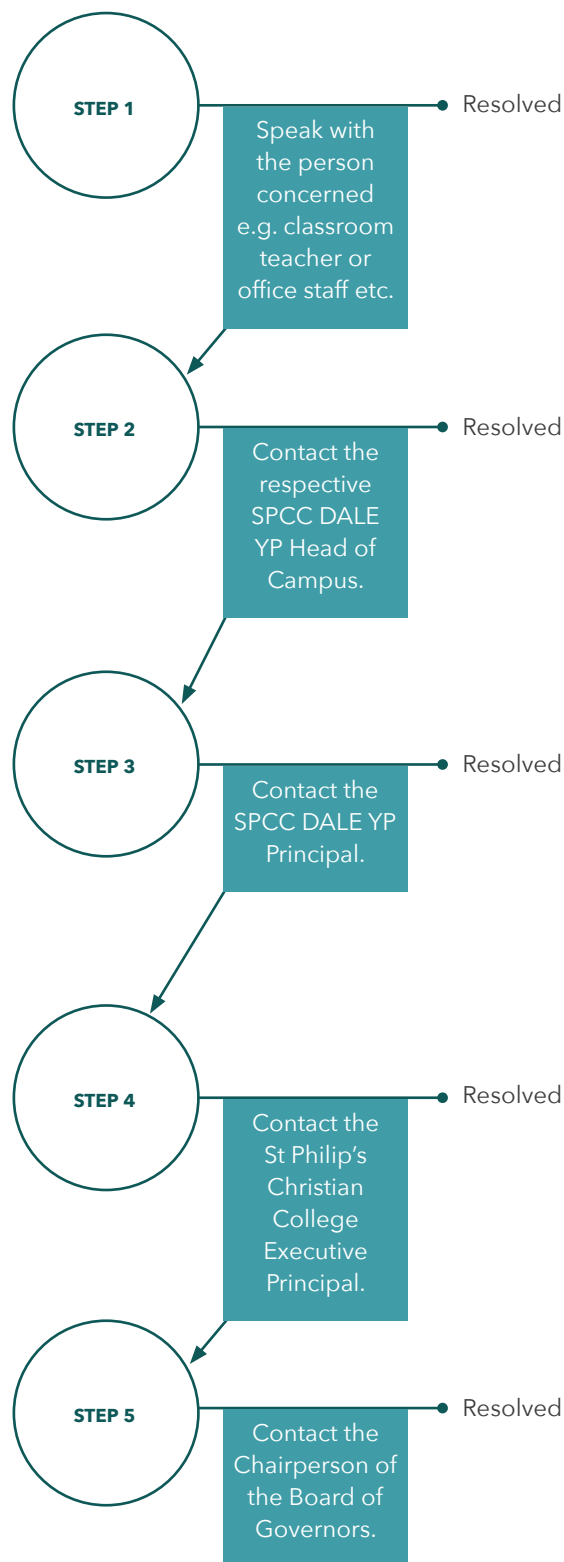
The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. These principles of procedural fairness, including appeals, are included in the Student Handbook.

In 2019, the College added a Confidential Informing (Whistleblowing) Policy to the Grievance Policy suite.

These policies are found on our website.

A summary of the procedure for handling concerns and complaints is represented by the following diagram.

COMPLAINTS & GRIEVANCES PROCEDURE





10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

SCHOOL IMPROVEMENT PLAN 2021

Spiritual Growth

PRIORITIES FOR 2021	GOALS FOR PRIORITIES
Encourage Leadership and Service Learning	<ul style="list-style-type: none"> Increase opportunities to raise-up students and staff to be Christ-like servant leaders.

Student Learning & Achievement

PRIORITIES FOR 2021	GOALS FOR PRIORITIES
Embedding whole of life learning	<ul style="list-style-type: none"> Provide opportunities for staff and students to understand and strengthen dispositions and habits for whole of life learning.

Pastoral Care and Wellbeing

PRIORITIES FOR 2021	GOALS FOR PRIORITIES
Developing Resilience	<ul style="list-style-type: none"> Equip students to navigate challenges, embrace the effort, learn from mistakes, and respond with a growth mindset.
Enhancing staff engagement	<ul style="list-style-type: none"> 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.

Community and Culture

PRIORITIES FOR 2021	GOALS FOR PRIORITIES
Broadening Strategic Relationships	<ul style="list-style-type: none">• Broaden and strengthen collaborations with like-minded people and organisations locally, nationally and globally for the benefit of others.

Resources and Facilities

PRIORITIES FOR 2021	GOALS FOR PRIORITIES
Growing enrolments	<ul style="list-style-type: none">• Continue to deliver exceptional educational services and promote these to achieve full enrolments in our existing schools.



11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our college mission statement clearly outlines how we endeavour to offer an environment that demonstrates respect and responsibility.

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

These Christian beliefs, values and practices are expressed further in the College Core Values. These are;

- Christ First
- Serve One Another
- Strive For Excellence
- Do What Is Right
- Build Community

These values of respect and responsibility flow from our love and respect for God and our desire to share this with others.

Our College promotes respect and responsibility among its community both through reinforcement of the school values and throughout specific service activities. We promote respect for self, respect for others, respect for the school and respect for property.

The respect that we hold for one another was reflected in the way we managed COVID-19 lockdowns and restrictions throughout the year. Our staff were committed to ensuring our students and their families were well supported even though they may not have been onsite. This happened through regular phone calls and Zoom meetings. We are truly thankful for the incredible community who journeyed with us through a challenging and unpredictable time.

Respectful and responsible behaviour is encouraged and monitored through the implementation of key programs and strategies that work toward building young parents' capacity as a young parent, student and individual. There are multiple components to this and examples of each done in 2021 are mentioned on the following pages.

Service Activities

- NAIDOC Week.
- Sorry Day.
- Fundraisers to support Community connection - supporting Compassion.
- Colour Run.
- Careers Day.
- Operation Christmas child
- Wrapping gifts for Cancer Council at Westfield Tuggerah.

Student Programs

- Bullying no way.
- Graduation Celebration – Hunter Valley Zoo, Movie Day, Treetops Adventure Park.
- Graduate Mentoring including Post School Transition Meetings.
- Bridges out of Poverty.
- First Steps Parenting – weekly visits.
- Pink for a Purpose Day.
- RU OK day.
- Reconciliation Day.
- Fun Day at Holey Moley.
- Circle of Security Parenting course.
- 123 Magic Parenting course.
- Financial Counselling.
- NAIDOC.
- Rock and Water course.
- Nutrition and Healthy Eating.
- Life Hacks – life skills program eg. How to change a tyre.
- Careers Expo.
- DCJ Housing Clinic – monthly.
- ConnectAbility – weekly visits.



12. PARENT, STUDENT AND TEACHER SATISFACTION

SPCC DALE Young Parents is a safe, supportive and encouraging environment, free from stigma and judgement, which allows young parents the best opportunity to successfully complete their education.

The tradition of hosting an annual celebration for graduating students continued in 2021, where families and staff honoured and celebrated the achievements of the young parents at separate presentation days and a combined formal.

When dealing with the complexities of life many of our students experience challenges in regular attendance. In some instances, students will unenroll from school only to re-enrol at a time when their life circumstances have settled. It is encouraging to celebrate the successful achievement of their HSC in the years to follow. We work closely with external agencies through the Young Parents' Hub to support these students during this time.

A great majority of young parents' express gratitude for open-hearted fresh starts received as they work towards strengthening their engagement to informal education. The determination and courage our students exhibit are inspiring.

Our graduating class provided a lot of feedback about the way their lives had been transformed since joining SPCC DALE Young Parents. Some of this feedback is listed below:

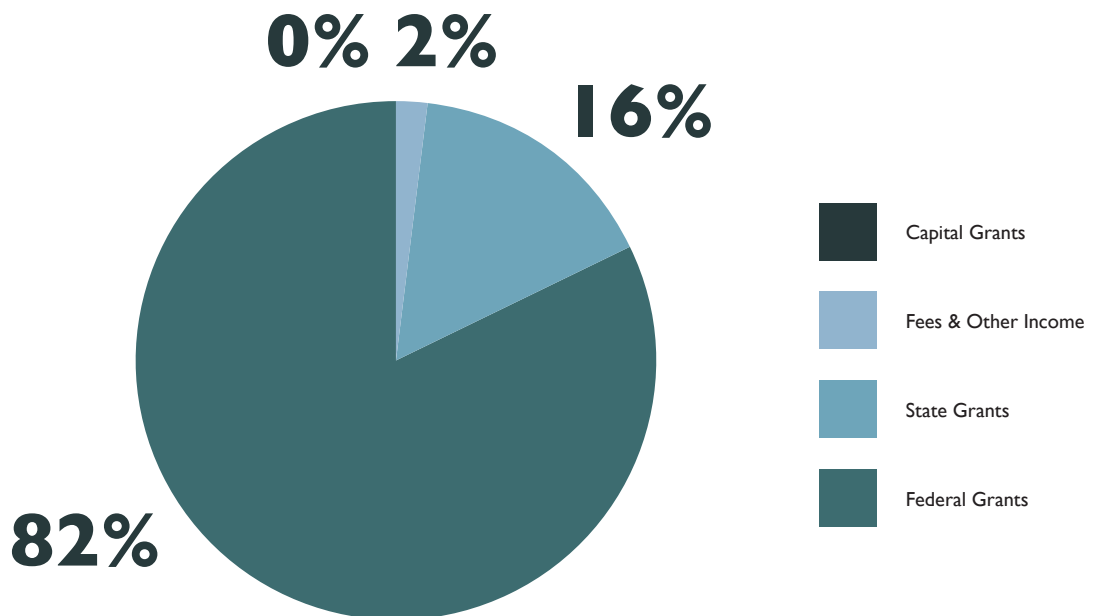
- *I have been through some pretty dark times but the staff hung in there with me. I would never have finished my HSC if it wasn't for the constant support the teachers gave me.*
- *I thought everyone thought I was so quiet and didn't want to hang with me. I thought I was always going to be like that but I have learnt that I can be whoever I want to be.*
- *Even when I was homeless and I lost my kids because I was so depressed and desperate, the staff hung in there with me. They were open every day during COVID and that saved my life.*

In 2021 our College community participated in The Association of Independent Schools Perspective Survey. This included participation from students and staff. Results of the survey demonstrated high levels of satisfaction in the teaching and learning, student wellbeing, school environment, Leadership and community domains. Particular areas to celebrate within these domains included:

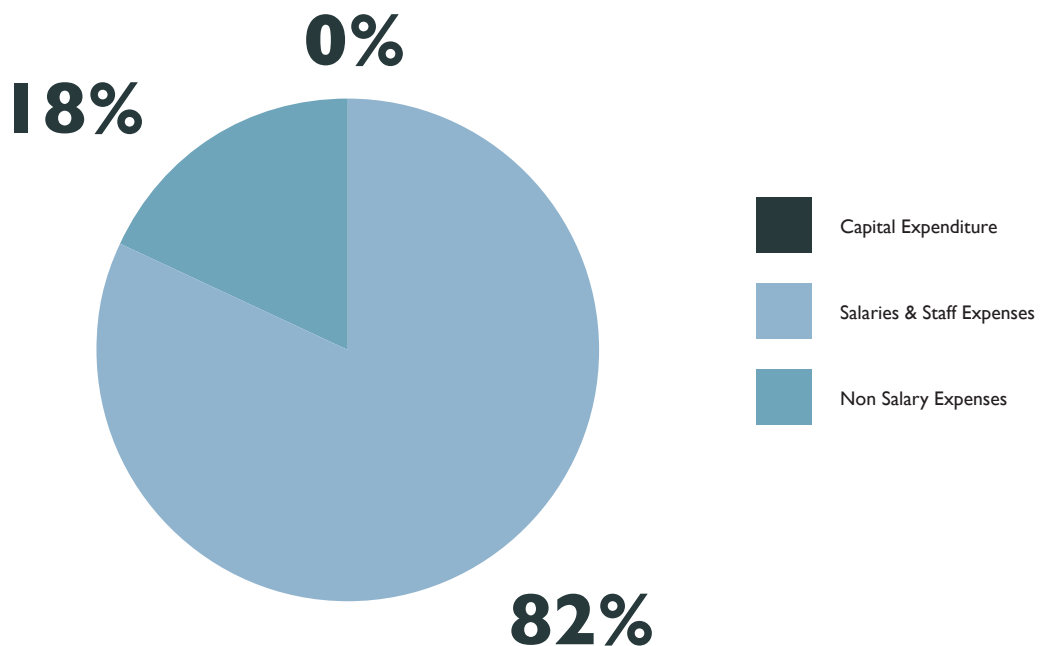
- School Environment - Sense of Safety, Physical Environment and Religion & Faith.
- Teaching and Learning - Quality Pedagogical Practices, Inclusive Learning and Designing Learning.
- Student Wellbeing - Respectful Relationships, Inclusivity and Equity.
- Leadership - Engaging with the Community and Leadership practices.
- Community - Communication, Student Community Engagement and Reporting.

13. SUMMARY OF FINANCIAL INFORMATION

ST PHILIP'S CHRISTIAN COLLEGE DALE YOUNG PARENTS INCOME SOURCES 2021



ST PHILIP'S CHRISTIAN COLLEGE DALE YOUNG PARENTS EXPENDITURE SUMMARY 2021



14. PUBLICATION REQUIREMENTS

This Annual Report will be made available on NESA online. It will also be uploaded to our school website and made available to parents upon request in hard copy form.



For the Whole of Their Life

St Philip's Christian College Young Parents

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