

St Philip's Christian College DALE Young Parents Annual Report 2020



"Be on guard.
Stand firm in the
faith. Be courageous.
Be strong."

1 CORINTHIANS 16:13



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A MESSAGE
FROM KEY
SCHOOL
BODIES

01

MESSAGE FROM CHAIRMAN OF THE BOARD

THEME 1



LES HOLLAND

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 AGM 28th May 2020



MESSAGE FROM OUR EXECUTIVE PRINCIPAL

THEME 1



GRAEME IRWIN

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 farewelled 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. And here 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 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 farewelled Edna Dobson after 25 years of dedicated service on the Board. This is truly a re-markable contribution and we honour Edna for her service and commitment.

Throughout the year SPELT meet 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

CEO / EXECUTIVE PRINCIPAL



MESSAGE FROM ST PHILIP'S CHRISTIAN COLLEGE DALE PRINCIPAL

THEME 1



**BRONWYN
THOROUGHGOOD**

"A year like no other!"
"Unprecedented" "You are on mute!" These are very familiar words that will be remembered and associated with 2020. COURAGE was the theme for 2020 which, ironically, was decided upon before we knew COVID-19 was going to impact us the way it did. We all needed COURAGE to face what was before us. As a College Leadership team, it was brilliant to be able to reflect and say that even though COVID-19 interrupted our normal operation, God blessed us with many high points worthy of celebration.

For SPCC DALE Young Parents, 2020 saw leaders, staff, and students pivot constantly as restrictions were put into place and schooling as we knew it changed. Throughout the lockdown period during March and April the Executive decided that due to our students experiencing Anxiety, Depression or Post Traumatic Stress Disorder under ordinary circumstances, we would remain open throughout the lockdown period for those students who would not cope with not attending school. A number of students appreciated the

fact that we were a place they could come. Some attended each day, touching base with staff and maintaining connection with their peers online. For some it was a life-line, literally, to have a place to go so they could get away from the disharmony or violence of their home lives.

Our transition to remote learning was a credit to the staff as there was no facility to teach remotely prior to the announcement that the majority of students will be working from home. Our staff were able to create an online learning environment for students who had access to the internet quickly. While our focus remained on the wellbeing of students, we were able to encourage our students to participate in creative ways to access the curriculum. It was a time of huge learning for staff to think about curriculum delivery differently. The whole concept of 'play' emerged as something that had been missing from the lives of our students. As a result, staff planned activities that generated fun and engagement not only with the students but with their children as well. Cooking classes, treasure hunts and communal messaging were all held via Zoom. Educational and wellbeing packs were assembled and delivered to the students' homes. Students engaged in online Chapel using their phones so they were able to be acknowledged for their efforts and support of each other, worship and see their friends.

Throughout the year our school has been recognised for the way we navigated COVID-19 as demonstrated through the invitation to speak at AISNSW presentations to schools to share what we did. There were many silver linings that have come from COVID-19 including having the facility to support students to work remotely when their mental health gets in the way of them attending school face to face; observing the impact play has on learning and bringing that into the way we approach the curriculum; creating a responsive communication approach with students so they remained current in what was happening and refining our social media presence.

YEAR 12 STUDENT GRADUATES

In 2020 we had 15 Year 12 students graduate from SPCC DALE Young Parents. As restrictions lifted, we were able to take our graduates out

for a workshop facilitated by DALE CARNEGIE INSTITUTE at Kirkton Park in the Hunter Valley. This event was designed to bless our students by exposing them to a beautiful environment which would also stretch them out of their comfort zone. This was aimed at setting a reference point for students to acknowledge their worth and move through their fear in other areas of their life.

The Year 12 Formal was a wonderful opportunity for students to dress-up and be honoured by each other, their parents, partners and their teachers. The night did not disappoint with the stories the students shared of what they overcame to be able to graduate and create the life they would once have only dreamed of. The fact the restrictions were lifted so they could dance was an absolute bonus.

We have an extraordinary Leadership team at SPCC DALE, to whom I am eternally grateful for their dedication and commitment to the vision to make DALE Young Parents a place that students love to come. Our teaching and non-teaching staff also contribute high levels of enthusiasm, love and skill, and to them I am also thankful. The community that surrounds our school at the Young Parents Hub is supportive and works in partnership alongside our team. This has a huge impact on student outcomes.

May God bless you and keep you and may his face shine upon you and bring you peace.
Numbers 6:24-26.

Warmest blessing,

Bronwyn Thoroughgood
SPCC DALE PRINCIPAL



MESSAGE FROM SPCC DALE DIRECTOR OF MENTAL HEALTH AND WELLBEING

THEME 1



HAYLEY ADCOCK

Welcome to the 2020 Annual report for the Mental Health and Wellbeing at SPCC DALE. I am pleased to report that over the year we have had numerous positive outcomes for our students, made cultural change in the area of positive mental health, and increased wellbeing for staff and students, all while navigating a global pandemic.

As the Director of Mental Health and Wellbeing at DALE I knew that wellbeing had to be at the forefront of all of our decisions and plans for our students, staff, families, and our community. With the unwavering support from our Principal Bronwyn, and Deputy, Brant, we were able to maintain momentum in the space of wellbeing at DALE in pursuit of best practice and positive outcomes for all of our students.

This year, while navigating COVID-19, we have remained flexible, dynamic and responsive in our actions so as to provide safety and consistency for our staff and students. We needed to remain open for those students not only of essential workers, but also of those who we were essential for, and at a time of uncertainty DALE was able to remain strong and reliable, something of which we should all be proud to be a part of.

This report highlights progress over the past year in implementing key initiatives focused on improving wellbeing outcomes. This includes work to increase staff knowledge and skills in the Collaborative and Proactive Solutions model, to strengthen our DALE Day structures to improve connection, social and emotional wellbeing and mental health in our DALE community, and introduction of our first Canine Wellbeing Assistant. There has also been a continued focus on engaging with families and carers, community agencies, and child and young people's mental health in the development of DALE's wellbeing policy, process development, communication, and structures to promote positive mental health and wellbeing across our school.

While adapting to new ways of working, we have continued to work toward the finalisation of our Collaborative and Proactive Solutions (CPS) model research project as part of the AIS school-based research initiative. 2020 saw over 90% of staff become proficient in the model and also a cultural shift in pedagogy surrounding behaviour at our school. CPS contributed to the significant decrease in suspensions and student turnover. Staff reported an increase in positive teacher-student interactions and a decrease in challenging behaviour when using CPS as a strategy for addressing unsolved problems, and the data collected about the change in staff thinking from behaviour management to skill deficit has had a positive impact on student outcomes. Overall, CPS has been effective in the promotion of student engagement.

Following on from our 2019 research and implementation of the DALE Day Structure, a structure for each classroom based on researched best practices to support the engagement and mental health of all of our students, 2020 saw the launch of the DALE Day Best Practice Guide, which outlined expectations and guidelines for the implementation of morning meetings, self-regulation activities, such as Zones of regulation, mindfulness, brain breaks, and reflection into each day to emphasise social emotional wellbeing.

The introduction of our first Canine Wellbeing Assistant, Rosie, has been a blessing to both students and staff at our Waratah campus. Rosie brings calm and joy to all she meets and her presence at our school summates wellbeing. Working with Grant from Dogs Connect has helped us develop our knowledge and skills in whole school wellbeing practices which we are excited to span to each of our other campuses as we roll our Canine Wellbeing Assistants at each campus in the future.

2020 was the perfect year for our SPCC theme of COURAGE. We stepped up and were brave to make decisions in the best interest of the wellbeing our staff and students during a very uncertain time. Staff were brave in their pursuit of new learnings to facilitate engagement of students both on the ground and remotely, and our students despite all of their mental health needs showed how courageous they are in that they could persevere through adversity to learn

and develop their skills in coping, flexibility and adaptability. What a year to focus on being strong and courageous with God by our side giving us strength.

I wish to thank my Executive team, College leadership team, staff at SPCC DALE and DALE Young Parents for their ongoing adaptability, responsiveness and commitment to our mission this year, despite the circumstances and challenges of COVID-19. Their adaptability, flexibility and ability to seamlessly transition to remote learning when required, using Zoom and iLearn, and thinking outside the box to continue to engage with each of our students' and their families for the benefit of maintaining positive mental health, has been truly commendable. I believe that I have been called to DALE because I believe DALE is an education environment that follows Jesus' teachings of inclusion, non-judgement and unwavering love and I am truly grateful for the privilege of working in such an amazing team.

Yours faithfully,

Hayley Adcock

DIRECTOR OF MENTAL HEALTH & WELLBEING





Courage

2020
"Be on guard. Stand firm in the faith.
Be courageous. Be strong."

1 CORINTHIANS 16:13



CONTEXTUAL
INFORMATION
ABOUT THE
SCHOOL AND
CHARACTERISTICS
OF THE STUDENT
BODY

02

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

THEME 2

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 2020 our numbers were 72 (47.4 FTE) students and 32 (16.3 FTE) staff.

In 2020 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, can experience God's unsurpassable love daily.



THE CORE VALUES

Our Vision is based on the five Core Values of St Philip's Christian Education Foundation:

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.

STUDENT
OUTCOMES IN
STANDARDISED
NATIONAL
LITERACY AND
NUMERACY
TESTING

03

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

THEME 3

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (myschool.edu.au).

As was stated last year, 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 My School website because its cohort is so particular.

During COVID-19 restrictions while our school remained open for our students. Literacy and numeracy groups continued in a dual delivery approach providing Zoom lessons or lessons that were provided to their house, followed up by phone calls. Our learning support staff reported that the essential nature of the relationships they have with their students, positively impacted their wellbeing during a time of uncertainty.

As an embedded process, upon enrolment, students complete PAT literacy and numeracy assessment to determine individual needs. All students, thereafter, complete regular and ongoing assessments to determine growth and development in these core skill areas. Based on student data individual, small group or in-class support is available to students, as needed. This is supplementary to timetabled class literacy and numeracy lessons. For Years 9 and 10 students Mathematics is studied in-class via the Mathematics Pathways program that offers individualised pathways for students in numeracy. Additionally, where required, senior students are given individualised support towards successful completion of HSC Minimum Standards testing. In 2020 all DALE Young Parents HSC candidates

successfully completed Minimum Standards testing and, thus, satisfied requirements for the HSC. The team at SPCC DALE Young Parents are committed to incorporating literacy and numeracy results into the consultative processes with students and their families through their ongoing Individualised Plans. This will be a target for further systematisation in 2021.





SENIOR
SECONDARY
OUTCOMES
(STUDENT
ACHIEVEMENT)

04

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

THEME 4

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 Retail, Business Services and/or Educational Support.

At SPCC DALE Young Parents we operate a year A and year B Stage 6 program. Therefore, we have summarised our 2020 results of both the Preliminary and HSC courses in the tables below.

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

Preliminary Grades – Both Campuses - 2020

SUBJECT	TOTAL STUDENTS IN COURSE	GRADE (AVERAGE)	SCHOOL ASSESS. MARK (AVERAGE)
ENGLISH	12	C	-
VISUAL ART	18	C	-
EXPLORING EARLY CHILDHOOD	16	D	-
NUMERACY	19	B	-
FOOD TECH	10	C	-
SPORT, LIFESTYLE & RECREATION	3	C	-
BUSINESS SERVICES 1 (VET) 120 HOURS	12	Complete	
RETAIL (VET) 120 HOURS	16	Complete	
EDUCATION SUPPORT (VET) 120 HOURS	2	Complete	

Summary of 2020 HSC data by course – All Campuses

SUBJECT	TOTAL STUDENTS IN COURSE	GRADE (AVERAGE)	SCHOOL ASSESS. MARK (AVERAGE)
ENGLISH STUDIES	5	C	-
EXPLORING EARLY CHILDHOOD	3	-	72
SPORT, LIFESTYLE & RECREATION	8	-	74
BUSINESS SERVICES (VET)	3	Complete	
RETAIL (VET)	8	Complete	
EDUCATION SUPPORT (VET)	3	Complete	
BUSINESS SERVICES 2 (VET)	1	Complete	
TOURISM (VET)	2	Complete	
TOURISM, TRAVEL & EVENTS (VET)	6	Complete	

YEAR 12	QUALIFICATION/CERTIFICATE	PERCENTAGE OF STUDENTS
2020	HSC	100%
2020	VET	100%



TEACHER
PROFESSIONAL
LEARNING,
ACCREDITATION
AND
QUALIFICATIONS

05

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

THEME 5

Expenditure on Professional Development: \$4,622.00.

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 2020 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.

SUBJECT	NUMBER OF TEACHERS
CONDITIONAL	0
PROVISIONAL	1
PROFICIENT TEACHER	7
TOTAL NUMBER OF TEACHERS	8

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



WORKFORCE COMPOSITION

06

WORKFORCE COMPOSITION

THEME 6

Figures on staff attendance in 2020 for the Annual Report are as follows:

SCHOOL STAFF 2020	NO. OF STAFF
Teaching Staff	16
Full-time equivalent teacher staff	8
Non-teaching Staff	16
Full-time equivalent non-teaching staff	8.3
Indigenous	1
Full-time equivalent indigenous	0.4

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





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

07

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

THEME 7

STUDENT PROFILE

There were 72 (47.4 FTE) students enrolled at the August census in 2020.

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.

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 path way. The table below explains the attendance rates for each grade at each campus. In order to calculate the attendance rates we took the total number of days the students attended and divided that total by the number of days they were enrolled to attend. This provided us with the average attendance and absence rate for the year.

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.



Wyong Campus

STUDENT YEAR	(DAYS OF ENROLMENT) AVERAGE FTE	AVERAGE ATTENDANCE RATE	AVERAGE ABSENCE RATE
Year 10	0.4	75%	25%
Year 11	0.5	78%	22%
Year 12	0.7	69%	31%

Waratah Campus

STUDENT YEAR	(DAYS OF ENROLMENT) AVERAGE FTE	AVERAGE ATTENDANCE RATE	AVERAGE ABSENCE RATE
Year 10	0.35	92%	8%
Year 11	0.5	73%	27%
Year 12	0.7	74%	26%

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 4 graduating students.

The Year 12 graduating cohort of 2020 consisted of 4 females. Post Year 12 destinations included:

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

SPCC DALE Young Parents Waratah had 8 graduating students.

The Year 12 graduating cohort of 2020 consisted of 7 females & 1 male. Post Year 12 destinations included:

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

The connections with organisations that provide post-school support through the YP Hub 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.

ENROLMENT POLICIES

08

ENROLMENT POLICIES

THEME 8

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 on the following page).
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 on the previous page, the following is normally the procedure for enrolment at SPCC DALE Young Parents:

APPLICANT 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:
 1. Student Birth Certificate must be supplied with the application form or other photo identification
 2. 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.



OTHER SCHOOL POLICIES

09

OTHER SCHOOL POLICIES

THEME 9



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 tolerance 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

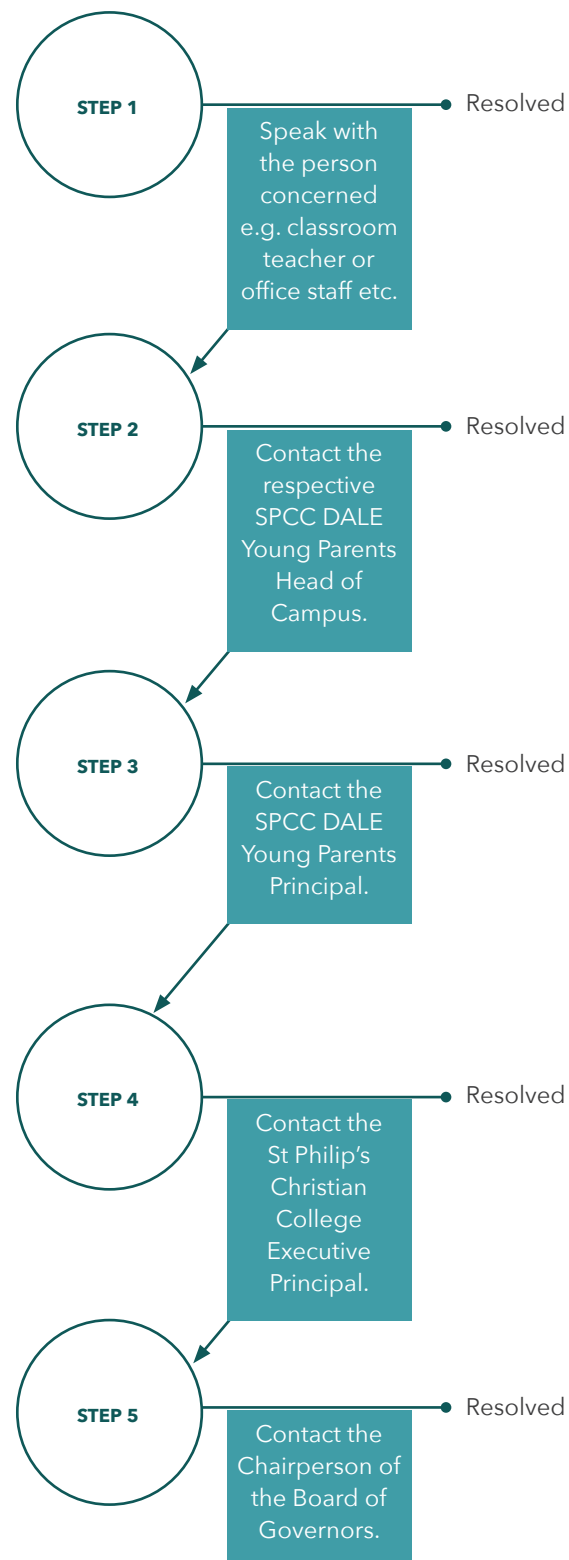
The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. These principles of procedural fairness, including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

In December 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





SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

10

SCHOOL IMPROVEMENT PLAN 2020

Spiritual Growth

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
Our goal is that all students will experience Christian growth and transformation through the recognition that the Holy Spirit gives them the courage to do what is needed to live a fulfilled life.	<ul style="list-style-type: none">• Create Chapel as an interactive and engaging place for students to learn about Jesus and the power of the Holy Spirit in their lives.

Student Learning & Achievement

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
Our teachers use evidence informed teaching practices to support the engagement and progress of students.	<ul style="list-style-type: none">• The DALE Day is implemented by every class teacher across the school.

Pastoral Care and Wellbeing

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
We support the mental health and wellbeing of our students by using evidenced informed practices such a Collaborative and Proactive Solutions model when interacting with students.	<ul style="list-style-type: none">• All staff are trained in Collaborative and Proactive Solutions (CPS) model.• Student voice is valued and evident across the school through the active use of CPS.



Community and Culture

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
Provide opportunities for students to spend time with each other as parents across both campuses, build relationships and learn from each other encouraging a sense of value as a member of our community and as a parent	<ul style="list-style-type: none"> Each campus collaborates with partners to organize informal social experiences for students/families during non-term time.

Resources and Facilities

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
Our school required facilities to facilitate dynamic learning.	<ul style="list-style-type: none"> Submit an BGA application for Kurri (YP). Grow technology resources. Revitalisation of Waratah site.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

THEME 11

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

St Philip's Christian College 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 guidelines 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 2020 are listed below.

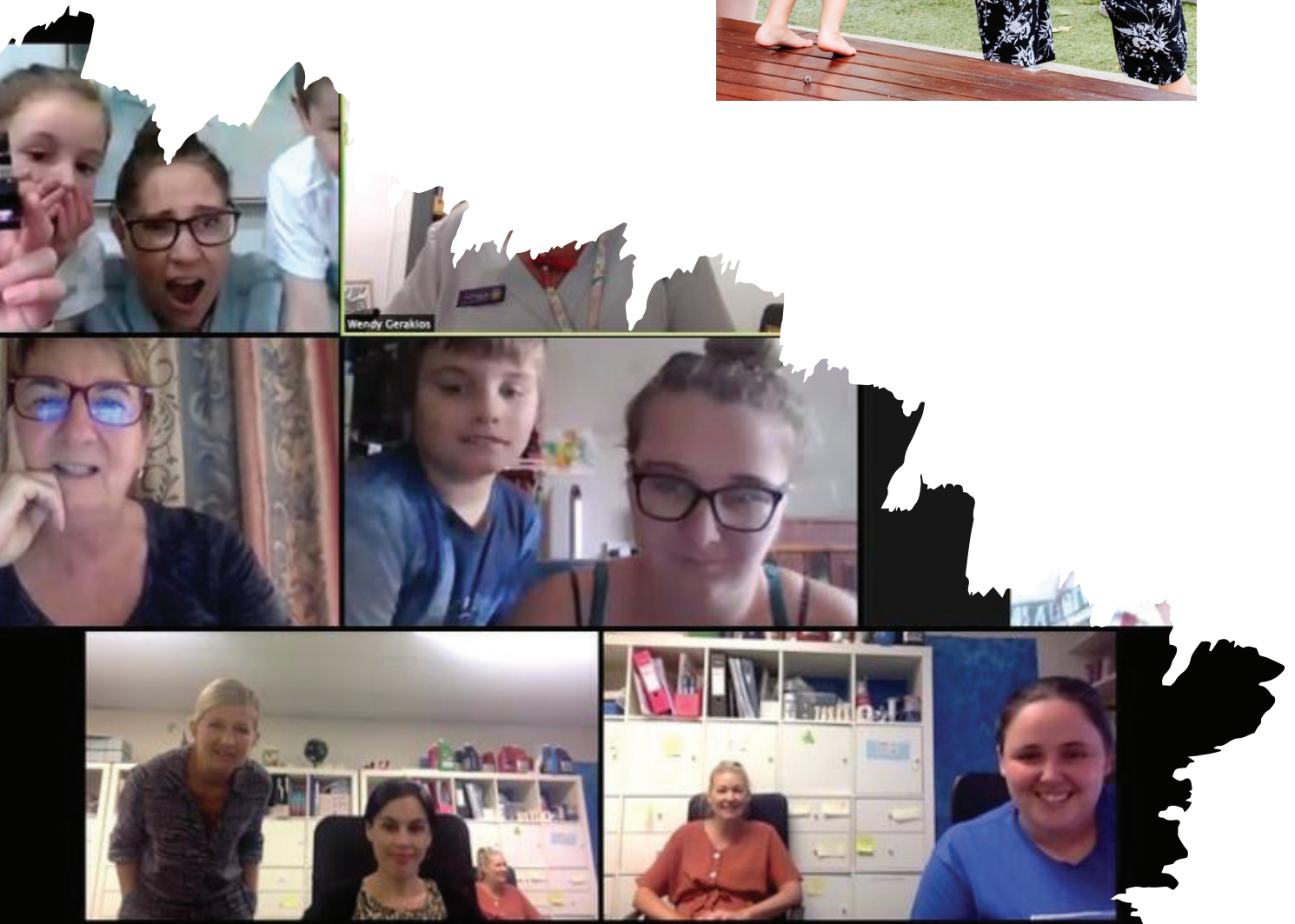
1. Service

- NAIDOC Week
- Sorry Day
- Fundraisers to support Community connection
- Careers Day
- Catering opportunities with Lake Macquarie Council and other external providers

2. Student Program

- Bullying no way
- Dress Up Day – Light the Night for Leukaemia
- Fitness with Laura (on zoom during COVID)
- Sewing
- SHINE Program
- Van Gogh Excursion

- Graduation Celebration – Grad Hike, Hunter Valley Zoo, Leadership Day with Dale Carnegie, Go-Karts
- Bridges out of Poverty with Uniting
- Child and Family Health Nurses
- Pink for a Purpose Day
- Uni4U
- RU OK day
- Reconciliation Day
- Triple P
- WNC Financial Counselling
- NAIDOC
- Information Stalls Blue Haven community centre (student service)



PARENT, STUDENT AND TEACHER SATISFACTION

12

PARENT, STUDENT AND TEACHER SATISFACTION

THEME 12

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 2020, where families and staff honoured and celebrated the achievements of the young parents at separate presentation days and a combined formal. One of our graduating students, Jasmyn, shared the below speech at SPCC DALE Young Parents Wyong Presentation Day.



I pay my respect to the Darkinjung lands and its people. I acknowledge those ancestors that defended, walked, and managed these lands for many generations before me and who have left a legacy of strong culture, wisdom and knowledge embedded in these lands beneath me today.

I acknowledge and recognise all Aboriginal people who have come from other First Nations groups and who have now come to call this country their home. I acknowledge the Elders who are our knowledge holders, teachers, and pioneers.

I recognise all Aboriginal people who were forcibly removed from their families and communities and acknowledge the negative impact and disconnection to family land and community.

I empower our youth who are our hope for a brighter and stronger future who will be our future leaders.

I acknowledge and pay my respect to our Members who have gone before me and recognise my contribution to people and community.

I've tried to keep this speech light after making most staff members, and the random bar tender who didn't even know me, cry after a speech of mine in a video played at the formal.

Last year when I started reading the bible there was a verse that really stood out clearly to me. It says "Your lives are like salt among the people."

But if you, like salt, become bland, how can your 'saltiness' be restored? Flavourless salt is good for nothing and will be thrown out and trampled on by others. Your lives light up the world. Let others see your light from a distance, for how can you hide a city that stands on a hilltop? And who would light a lamp and then hide it in an obscure place? Instead, its placed where everyone in the house can benefit from its light. So, do not hide your light. Let it shine brightly before others, so that the commendable things you do will shine as a light upon them."

One thing that I have learnt over the past 3 years of getting to know the girls who are graduating with me today, is that everyone has a story. Everyone has gone through so much. And I think that is why this verse came to mind when I started writing this speech.

At one point in time we have all felt like we have lost our flavour, in a sense, and our light has been dimmed. SPCC Young Parents gave us all hope for a brighter future. You guys saw so much potential in all of us and encouraged us to live up to that potential. We all deserved to have our light shine brightly before others, and we were given that opportunity.

Being a parent is hard, being a single parent is hard, being homeless is hard, going through domestic violence is hard, dealing with mental health is hard, going through these types of things while enrolling yourself back into school and seeing it through to the end is extreme.

But each staff member here at Wyong gave us such a safe and comfortable environment, which is something some of us did not have for a long time.

We did not give up, no matter how hard things have been, it's been a long 3 years but we did it. We should all be so proud of ourselves and each other.

There is this awkward, false stigma around becoming a young parent that says you now cannot achieve what could have been done if you had not of become a young parent.

It is one of the most irritating statements I have ever heard.

The truth is, without becoming a young parent, I would not have achieved what I have done today. My daughter was the reason why I received a full HSC, certificates in retail, business, education support, and the reason why I am now enrolling in a Bachelor of social science at university.

Becoming a young parent was the best thing that could have happened to me, and I know that all the girls that completed their schooling alongside me could say the same thing.

Thank you to all the staff at NARNIA who have done such an incredible job at looking after our children everyday so that we could have this opportunity. You guys have played a huge part in raising my daughter to be the girl she is today. The impact you have had on her childhood is huge.

Thank you to all the staff from the SPCC Young Parents school. The dedication and love that you all put into your job every single day is so inspiring. You guys have opened the door for all of us to not only continue being amazing parents but be amazing individuals who can achieve anything we put our mind to.

And last but not least, thank you to all of you funny, caring, crazy, gorgeous girls who I have spent the past 3 years with. I am so proud of us. I cannot wait to see where life takes us after graduation.

Thankyou



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 is 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.*

Due to COVID-19 restrictions we held individual Presentation Days for each campus and continued our end of year celebration of student achievement in 2020. Parents, partners and family members were able to join the celebration via live streaming. We were able to hold our annual Year 12 formal for our graduating students. A limited number families and staff attended the evening and celebrated the achievements of the students at Brown Sugar in Warners Bay.

STAFF RESPONSE TO COVID-19

Two weeks into COVID-19 staff were asked to complete a survey indicating the way they were looking after their emotional, social, physical and spiritual wellbeing. As a result of intentionally thinking this through staff commented on how many strategies they had in place which served to improve their wellbeing. Whilst staff found the demands upon them during COVID-19 to be high they were able to acknowledge the deep level of resilience they held. The comments below come from reflections that staff had about how the school held wellbeing as a high priority.

- *"The staff here at DALE Young Parents are doing a great job because their wellbeing is so important to the school. When they are supported, they can operate at their best. Keep up the great work".*
- *"I think we are doing an amazing job to ensure all staff and students are safe and supported. Thank you".*







St Philip's Christian College DALE and SPCC DALE Young Parents

Resilience of learners during COVID-19

By Hayley Adcock
Head of Mental Health
& Wellbeing

Despite there being a significant disruption to the typical education model during COVID-19 we experienced resilience in our students that exceeded our expectation. As a school for students with diagnosed mental health disorders and teen parents you could presume that our students would have had greater difficulty with the notion having to adapt to the constant changes that COVID-19 brought with it, but we saw relationships built and perseverance through the uncertainty.

As a set of special schools, we knew that wellbeing had to be at the forefront of all of our decisions and plans for our students, staff and families of our community. We knew that eventually school would get back to the 'normal' mode of educating students but that we could potentially have a bigger issue getting our students to reengage if the 'learning at home' experience worked better for them, or if the disruption caused a significant adverse emotional response and as such prohibited them from returning. We predicted that we may see an increase in school refusal, and an increase in drop-out rates. Our mission was to be on the front foot of this in pursuit of prevention.

Our school, like many, provides students with safety, structure, consistency, belonging and social context that they do not, or are unable to obtain

in any other setting. We knew that some of our families would struggle to match the learning and support that our school provides, but we also knew that some of our families could also offer some things that school could not in such a stressful and uncertain time and we needed to work together to achieve the best outcomes for students.

Learning!

FOCUS ON WELLBEING AND BUILD CONNECTION

- between families and the school
- between teachers and students
- between students and their peers
- between staff
- between leadership and our school community

We were already poised on this journey of focussing on wellbeing through our research and implementation of responsive classroom practices, contextually reformed into the **DALE Day** structure, which we were able to pick up and modify for the purposes of home-based learning. Our research and implementation of the **Collaborative and Proactive Solutions (CPS) model**, was also a foundational structure we were able to use to springboard into this new 'normal' with the identification and solving of problems creating barriers for our students.

Learning 2

ESSENTIAL IS A MEANINGFUL WORD

As a group of special needs and special assistance schools, we needed to remain open for those students not only of essential workers, but also of those who we were essential for. We needed to provide opportunity for continued education and wellbeing support for those who continued to attend school because it was essential for them to attend, and those who were self-isolating at home. For this purpose, we launched into a dual delivery mode of education – in-class education able to be accessed from home via online platforms including iLearn and Zoom.

Flexible learning options had always been on our agenda to assist those students whose mental health prevented them from attending school full-time, but COVID-19 saw this advance into the present instead of the future focus it has previously been afforded. We set about purchasing cameras and lapel mics to assist teachers deliver their classes in the dual delivery mode. We upskilled staff in online learning management systems and assisted parents on this journey also.

Learning 3

WELLBEING IS KEY

The focus on *Social and Emotional Learning* during this time saw an increase in student engagement with the wellbeing activities held online, and for those who were unable to access the Zoom links, they participated by sending in photos of themselves doing the same activities, which were shared with classmates. This collective comradery was powerful in the building of learners who were connected to their teachers and peers and as such engaged like we had not expected.

We also became conscious of the need to maintain connection despite access to technology as some of our students were unable to access the online platforms. This saw the introduction of:

- Education packs: printed booklets, maths and art supplies, loan computers
- Wellbeing packs: Zones of Regulation print outs, colouring in, activity calendars

These were picked up from school or delivered to families by our staff. Our staff made weekly phone calls to families to ask how they were going and if the school could do anything to assist. This link between home and school was vital to the maintenance of connection and assisted parents and carers to feel heard and supported during the home learning experience.



Learning 4

STAFF WELLBEING MATTERS

Staff wellbeing was also pivotal to the success of building resilient learners during COVID-19. Staff became the *core link* between students and school and their commitment to the dual delivery mode learning was essential.

Ways to support staff during this time included:

- open and transparent communication
- setting up home offices with the provision of desks and chairs from school
- self-care reminders
- practicing gratitude
- provision of time
- engagement in whole-school fun challenges

Learning 5

HOME AND SCHOOL RELATIONSHIP IS VITAL

During this time relationships forged between school and home which was integral to the building of resilient learners. Based on trust and *authentic connection* the relationship between our school and the families we cater for became stronger during the pandemic. Students returned during Term 2 with a renewed appreciation for face-to-face learning and their social and professional relationships within the school context.

The resilience shown by our students during the pandemic exceeded our expectation and proved that they could persevere through adversity to learn and develop their skills in coping, flexibility and adaptability. Their re-engagement with face-to-face learning has been successful and one that was unexpected in such an uncertain time.

We are appreciative of the learnings we have made and have taken many silver linings out of the experience. Our students, despite their ongoing difficulties grew in ways we did not expect and we are forging ahead with these new discoveries into 2021 with the maintenance of our focus being on wellbeing and building connection with our community.

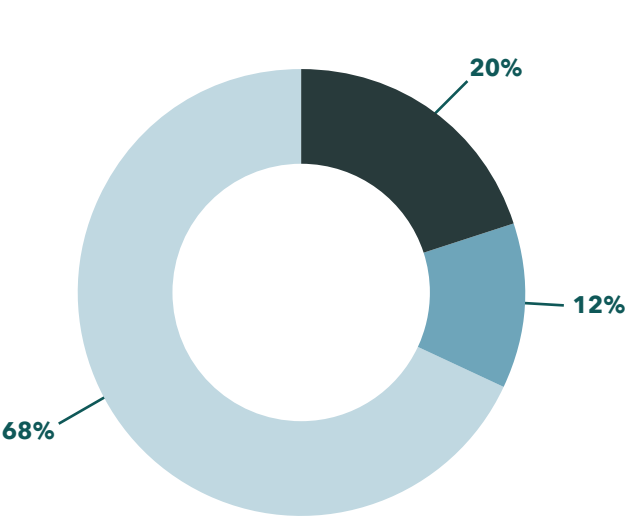
SUMMARY OF FINANCIAL INFORMATION

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SUMMARY OF FINANCIAL INFORMATION

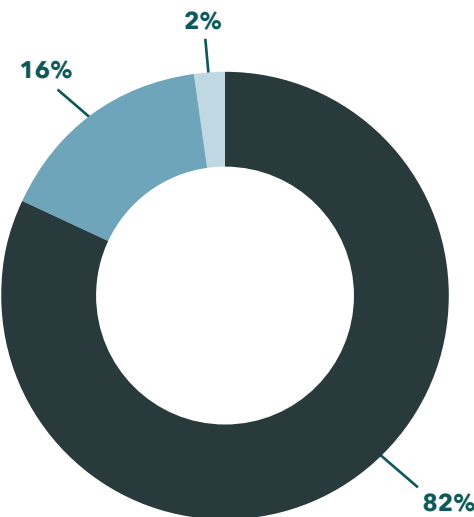
THEME 13

ST PHILIP'S CHRISTIAN
COLLEGE DALE YOUNG
PARENTS INCOME SOURCES
2020



- Fees & Other Income **20%**
- State Grants **12%**
- Federal Grants **68%**

ST PHILIP'S CHRISTIAN
COLLEGE DALE YOUNG PARENTS
EXPENDITURE SUMMARY 2020



- Salaries & Related Expenses **82%**
- Non Salary Expenditure **16%**
- Capital Expenditure **2%**



THEME 14

PUBLICATION REQUIREMENTS

This Annual Report will be made available on NESAs online.

It will also be uploaded to our school website and made available to parents upon request in hard copy form.

A link to an electronic copy of the Annual Report will be posted in our newsletter.



For the Whole of Their Life

St Philip's Christian College
DALE Young Parents

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