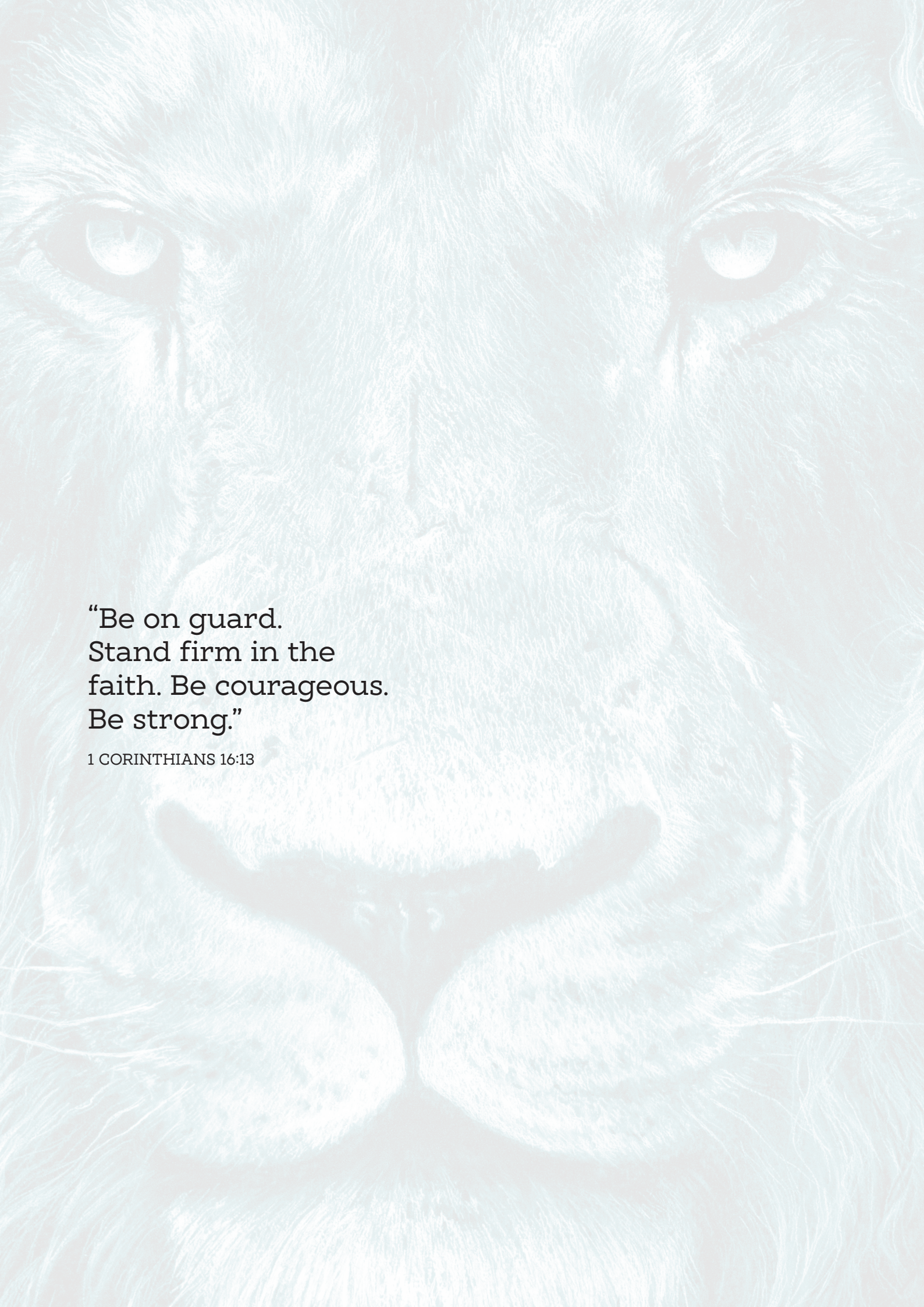


St Philip's Christian College DALE Annual Report 2020



For the Whole of Their Life





“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,

Leo Holland

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



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 AM

EXECUTIVE PRINCIPAL





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Year 1

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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, 2020 saw leaders, staff, students and families 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 population of students having a diagnosis of Anxiety, Depression, Post Traumatic Stress Disorder and/or Autism we would remain open throughout the lockdown period for those students who would not cope with not attending school.

Our transition to online learning was a credit to the staff as there was no facility for remotely learning prior to the announcement that the majority of students will be working remotely. Our staff were able to create an online learning environment within two weeks and 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.

For the students who did not have access to the internet or were not interested in connecting to the online learning provided, we were able to provide them with alternate ways to engage. Wellbeing Assistants made calls to parents and students to check-in to see how they were going and assist with the packages of work that was sent to their homes if needed. Students engaged in online Chapel and Assemblies so they were able to be acknowledged for their efforts, worship and see their friends.

Our parent meetings also went online. When our Cuppa with the Principal moved to Zoom, we found many other parents attended who couldn't attend when they were held face to face. It appeared that parents enjoyed the opportunity to connect without having to factor in travel time.

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 that play has on learning and bringing that into the way we approach the curriculum; creating a responsive communication approach with parents so they remained current in what was happening and refining our social media presence.

YEAR 12 STUDENT GRADUATES

In 2020 we had six Year 12 students graduate from SPCC DALE. This included our first cohort of four students from Cessnock. As restrictions lifted, we were able to take our Stage 6 students

to CRU at Lake Macquarie for a day of leadership development and fun. Our students overcame their fear of heights through their participation in the activities such as ropes course, climbing a rock wall and abseiling. This was aimed at setting a reference point for students to 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 and their teachers. The night did not disappoint with the stories the students shared of how they overcame so much to be able to graduate and 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 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. Our school families are supportive and work 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



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

HEAD 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 (SPCC DALE) is part of the St Philip's Christian College group of schools and is registered as an independent special school. We are a dynamic alternative learning environment for students who have Anxiety, Depression, Post Traumatic Stress Disorder and/or Autism Spectrum Disorder.

The DALE program commenced in August 1997 as an initiative of St Philip's Christian Education Foundation for disadvantaged and 'at risk' young people with the establishment of DALE Christian School as a special school. In 2018 the school changed its name to St Philip's Christian College DALE. This occurred to ensure our school was in line with all of the other St Philip's Colleges. In 2020 SPCC DALE had an enrolment of 165 students and 66 (49.1 FTE) staff.

In 2020 we operated three campuses - Waratah, Cessnock and Gosford.

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.

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 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 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. This environment is much more intimate and holistic, compared to mainstream schooling. SPCC DALE provides a long-term special education service for Years 3 to 12.

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

1. The educational program at SPCC DALE is aimed at viewing each student as a whole person, spiritually, academically, relationally, and physically, while they undertake their accredited educational program (moving towards a RoSA certificate or 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. Each student at SPCC DALE has an Individual Plan developed for them in partnership with the student, their families and support agencies.
3. We work to know our students as whole people as they study by simplifying the classroom structures.
4. We involve the students in co-curricular activities in a timely manner in their overall development. Changes to routine and outings off-site are managed very carefully, but still happen routinely for events such as camps, work placements, physical education, and excursions.
5. Providing campuses in three locations in 2020 enabled more students to have access to the specialist services available in SPCC DALE.

The School aims to create an environment where everyone in the community is respected, and where Christian beliefs and values are communicated through relationships in a community that is safe and caring. It is a place where students experience understanding, acceptance, clear boundaries, compassion and forgiveness. The school 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).

During COVID-19 restrictions while our school remained open for children of essential workers and those who needed to attend school our literacy and numeracy programs adopted our dual delivery approach. Literacy and numeracy groups occurred via Zoom as did one to one instruction. 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 6 to 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 HSC candidates successfully completed Minimum Standards testing and, thus, satisfied requirements for the HSC. The team at SPCC DALE 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.

The team at SPCC DALE are committed to incorporating literacy and numeracy results into the consultative processes with students and their families through the 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

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Record of School Achievement is a record of achievement for students who leave school prior to receiving their HSC. It reports results of moderated, school-based assessment, not external examinations. The Record of School Achievement will be available when a student leaves school any time after they complete Year 10 and will be cumulative, recognising a student's achievements until the point they leave school. The Record of School Achievement will also offer students the ability to record their extra-curricular achievements.

The results of the 2020 Records of School Achievement are shown in the tables below. The achievements are excellent given the starting point of most of the students - which was that they were disengaged from schooling and learning when they first arrived at SPCC DALE. These grades are achieved through implementing the required NESA syllabi with the attendant professional teaching & learning processes, including requisite, assessment & qualification.

Year 10 Grades – 2020

SUBJECT	NO. OF STUDENTS	GRADES %'S									
		A	B	C	C6	D	D4	D3	E	E2	N
ENGLISH	14		7	57		29			7		
MATHEMATICS	14				23		8	15		31	
SCIENCE	14			64		29			7		
GEOGRAPHY	14			71		29					
HISTORY	14		7	64		29					
WORK EDUCATION	14		21	36		36			7		
PDHPE	14		21	36		29			7		
MATHEMATICS LIFE SKILLS	1										

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 Hospitality, Electrotechnology and Automotive.

At SPCC DALE 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 – 2020

SUBJECT	TOTAL STUDENTS IN COURSE	GRADE (AVERAGE)	SCHOOL ASSESS. MARK (AVERAGE)
ENGLISH STUDIES	11	C	-
COMMUNITY AND FAMILY STUDIES	18	D	-
SPORT, LIFESTYLE & RECREATION	12	D	-
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	12	C	-
MARINE STUDIES	12	C	-
HOSPITALITY (VET) 120 HOURS	10	Complete	
ELECTROTECHNOLOGY (VET) 120 HOURS	1	Complete	
ENGLISH LIFE SKILLS	1	-	

HSC Grades – 2020

SUBJECT	TOTAL STUDENTS IN COURSE	GRADE (AVERAGE)	SCHOOL ASSESS. MARK (AVERAGE)
ENGLISH STUDIES	7	C	-
MARINE STUDIES	5	-	66
SPORT, LIFESTYLE & RECREATION	6	-	59
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	6	-	66
HOSPITALITY (VET)	1	Certificate II	
AUTOMOTIVE (VET)	1	Certificate II	

YEAR 12	QUALIFICATION/CERTIFICATE	GRADE (AVERAGE)
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: \$37,190.

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.

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	1
PROVISIONAL	5
PROFICIENT TEACHER	31
TOTAL NUMBER OF TEACHERS	37

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.





WORKFORCE COMPOSITION

SCHOOL STAFF 2020	NO. OF STAFF
Teaching Staff	39
Full-time equivalent teacher staff	27.8
Non-teaching Staff	27
Full-time equivalent non-teaching staff	21.3
Indigenous	2
Full-time equivalent indigenous	1.2

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 165 students enrolled at the August census in 2020.

Attendance rates per Semester 1 & Term 3 are distributed below:



	SPCC DALE - WARATAH	SPCC DALE - CESSNOCK	SPCC DALE - GOSFORD
YEAR LEVEL	ATTENDANCE RATE %	ATTENDANCE RATE %	ATTENDANCE RATE %
Year 3	98.45	91.12	84.02
Year 4	92.07	87.52	74.11
Year 5	83.53	88.96	86.42
Year 6	84.05	84.95	83.46
Year 7	78.81	80.17	78.61
Year 8	81.95	77.88	80.99
Year 9	79.19	87.19	85.63
Year 10	70.54	80.04	87.40
Year 11	79.79	73.63	89.44
Year 12	87.22	91.87	90.48
TOTAL WHOLE CAMPUS	83.56	84.40	93.39

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 due to social & emotional disorders such as ASD, Depression, Anxiety, and/or PTSD.

Many of the students have been 'non-attendees' for periods ranging between 1 month and 12 months prior to enrolling at SPCC DALE.

The trend of maintaining improvement in individual attendance continued with many in the 2020 student group. The mechanisms for recording the many types of absences are consistent with the state attendance codes.

HOW THE SCHOOL MANAGES STUDENT NON-ATTENDANCE:

SPCC DALE's 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 indicates that the school informs parents/carers of absences by sending an SMS daily, following up with a phone call and email by the student's teacher and/or the Head of Campus. Attendance Plans and Attendance Improvement Plans, where necessary, are created in an attempt to improve attendance. For chronic absences the school notifies the Home School Liaison Officer and Department of Community and Justice.

The details of this information are given to prospective parents in the Student Handbook as part of the enrolment package. Continuing students and their families are supplied with an updated Handbook at the start of each year and a PDF copy of the handbook is uploaded to the school's website.

OVERALL STUDENT ATTENDANCE RATE IN 2020

FOR WHOLE OF SPCC DALE = 87.12

Attendance rates for 2020 were impacted positively due to COVID-19 isolation periods where students were required or chose to work remotely due to health reasons. For many students with Anxiety working from the safety of their home allowed them to better engage in their learning. Following the isolation period in Terms 1 and 2, our approach was to ease our students back into full time onsite attendance slowly. This resulted in most students returning to onsite learning from the commencement of Term 3.

The rate of student attendance is more variable than other schools because of:

- a. Students enrolling during the school year from other schools where they have had difficulties;
- b. Intentional orientation programs that involve flexible attendance for students who are arriving from school with a history of school refusal or their level of anxiety and tolerance of change means they would benefit from a phased transition plan;
- c. Students who at times need clinical review of their social/emotional difficulties; and
- d. Students on Attendance Plans.



RETENTION OF YEAR 10 TO YEAR 12

The majority of SPCC DALE Year 10 students decided to remain at DALE and continue with their education into Stage 6.

The Year 10 graduating cohort of 2020 consisted of males and females. Post-year 10 & 11 destinations included

a. Continued onto Year 11 at SPCC DALE

- 4 students (Cessnock)
- 2 students (Waratah)
- 4 students (Gosford)

b. Continued onto Year 12 at SPCC DALE

- 3 students (Cessnock)
- 7 students (Waratah)
- 2 students (Gosford)

c. Workforce or seeking employment

- 1 student (Cessnock)
- 5 students (Waratah)
- 3 students (Gosford)

d. Combined work and study

- 0 students (Cessnock)
- 0 students (Waratah)
- 1 student (Gosford)

e. Not studying or working

- 0 students (Cessnock)
- 1 student (Waratah)
- 0 students (Gosford)

The value of work experience in providing our students with the opportunity to impress prospective employers has been validated, as some of our students have gained work and in some cases an apprenticeship. Likewise, the networking with organisations that provide post-school support for students with disabilities has been shown to be beneficial.





ENROLMENT POLICIES

08

ENROLMENT POLICIES

THEME 8

SPCC DALE is a co-educational, special school providing an education underpinned by Christian values and operating within the policies of NESA. All applications are processed in order of receipt. During 2020 we continued to refine the processes of enrolment across the three campuses. Consideration is given to the applicant's support for the ethos of the school, siblings already attending the school, the applicant's needs corresponding with Special Needs criteria as defined by the NSW State Disability criteria, and other particular criteria determined by the school from time to time. The school maintains the policy that the students at the school satisfy, the criteria for enrolment in special needs education services as per the current criteria.

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 family 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 are processed within the school's enrolment protocol (see the Enrolment Process below).
2. Each applicant's supporting statement/ interview responses regarding their ability and willingness to support the school's ethos are considered.

3. Each applicant's educational needs are considered. To do this, the school gathers information and consults with the parents/ family/carer and other relevant persons (e.g. the previous school).
4. Any strategies which need to be put into place to accommodate the applicant are identified before a decision regarding the enrolment is made. The needs of the students currently enrolled are also taken into consideration when assessing suitability of the placement for an applicant.

5. The applicant is informed of the outcome.

ENROLMENT PROCESS

In line with the enrolment principles outlined above, the following is the procedure for enrolment at SPCC DALE, and is issued to

prospective parents. This enrolment process can take up to six weeks to complete.

THE APPLICANT CONTACTS ST PHILIP'S CHRISTIAN COLLEGE DALE REGISTRAR:

- a. School tour of the relevant site is undertaken by Registrar/staff member if requested.
- b. Enrolment enquiry form Part A provided. Email enrolment enquiry form if tour not required.

APPLICANT COMPLETES THE ENROLMENT ENQUIRY FORM PART 1 AND RETURN TO ST PHILIP'S CHRISTIAN COLLEGE DALE – WARATAH. THE FOLLOWING MUST BE INCLUDED: -

1. Diagnosis - Documentation for Autism Spectrum Disorder must be according to DSM-V criteria and no higher than level 2 (including original diagnosis and any additional updates and/or reports).
2. Diagnosis - Documentation for Mental Health must be under 12 months old (including original diagnosis and any additional update and/or reports).

N.B. the enrolment enquiry can only continue once relevant information is collected.

- SPCC DALE Head of Mental Health and Wellbeing validates documentation against DALE enrolment criteria.
- Notification is sent to Registrar confirming student meets/does not meet enrolment criteria for SPCC DALE
- Enrolment application pack emailed to parent/carer who completes and returns to Registrar along with \$50 application fee.
- The following must be included with the application form: -
 - Individual Student Profile from parent/carer and current school teacher
 - Most recent Academic Report
 - Most recent NAPLAN Report

- Birth Certificate
- Immunisation history statement

- The Registrar will then arrange a meeting with the Head of Campus.
- Head of Campus to complete Part 2 of enrolment enquiry and organise observation if required.
- Application assessed by Principal/Deputy Principal to determine suitability for enrolment at SPCC DALE.
- Final interview held with Principal/Deputy Principal, Head of Campus, parents/carers and student.
- The applicant is advised of the decision.
- Should the applicant be successful a letter of offer will be sent.
- Once letter of offer is signed and returned, any necessary payments made, and relevant documentation is completed, enrolment can commence.
- If no position is vacant at time of enquiry, we require applicant's diagnosis to be validated by Head of Mental Health and Wellbeing and if they meet our enrolment criteria, we will place the applicant on our waitlist. Once a position becomes available the applicant will be notified and the enrolment process can then begin.

CONTINUED ENROLMENT AT ST PHILIP'S CHRISTIAN COLLEGE DALE

Ongoing enrolment is dependent on satisfactory attendance and student capacity to function appropriately within the support structure of the school. Regular communication is made with the parent/carer of a student who is at risk of not meeting the above criteria.

OTHER SCHOOL POLICIES

09

OTHER SCHOOL POLICIES

THEME 9

SPCC DALE is structured to support students in a holistic way. Our maximum class size is 16 students with a Teacher and Wellbeing Assistant.

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 Legislative requirements.

WELLBEING POLICY

The Pastoral Care and Wellbeing Policy was reviewed during 2020 and can be found on our website under its new name, Wellbeing Policy.

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 SPCC DALE bullying in all its forms: physical, social, psychological and verbal, is unacceptable.
- The school is committed to minimising all forms of harassment.
- SPCC 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, SPCC DALE will also provide support, guidance and education 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 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 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

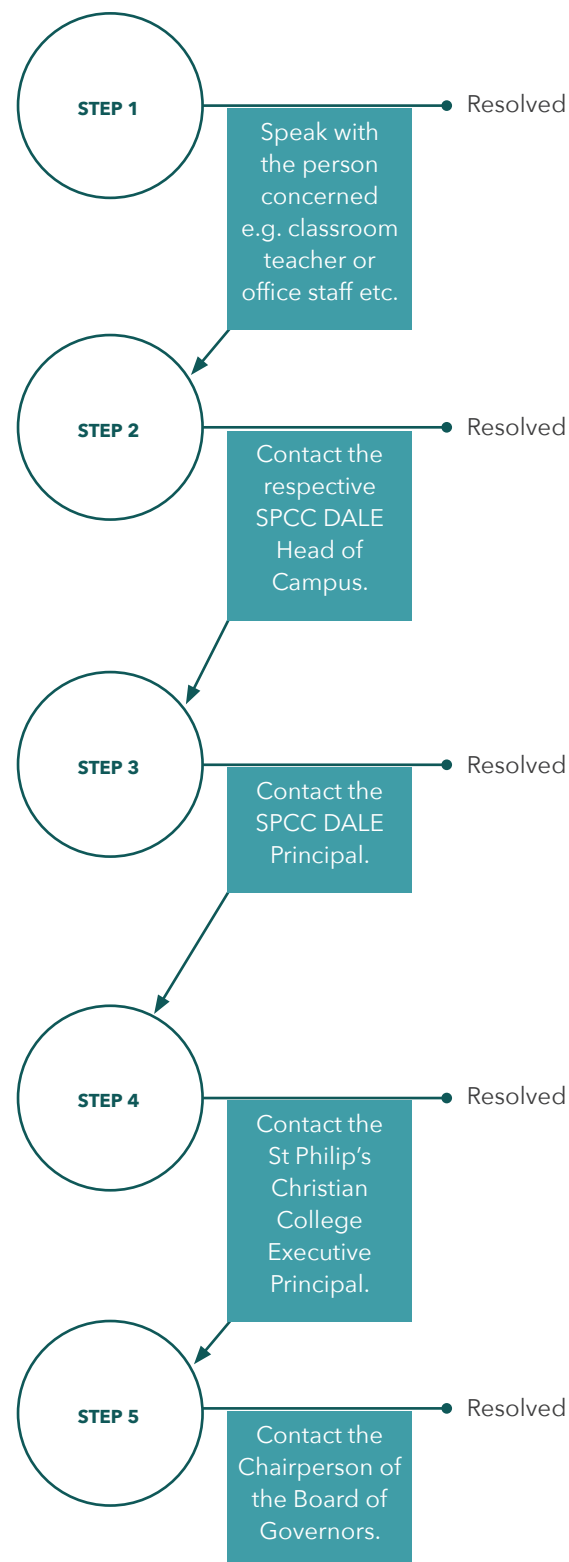
The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. These principles of procedural fairness, including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





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

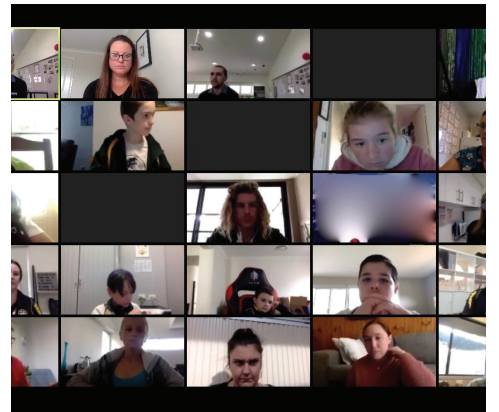
Learning 5

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.



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. Student engagement is measured by decreased use of Plan A (CPS).

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 as 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.



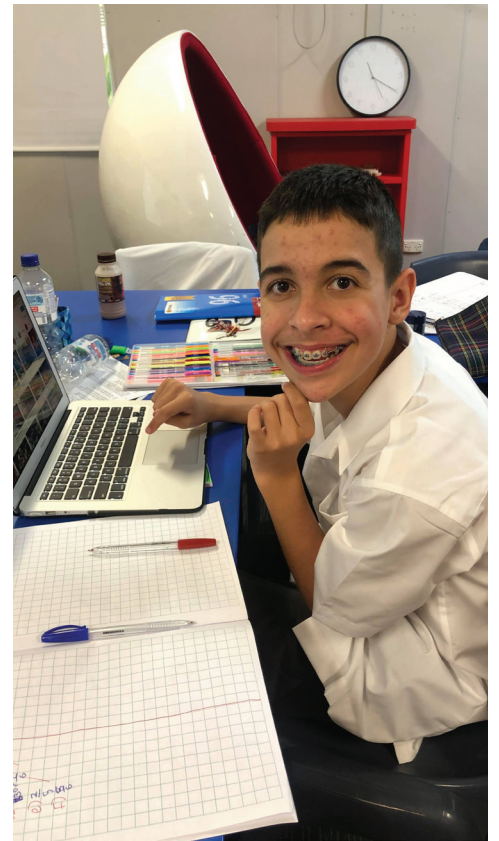
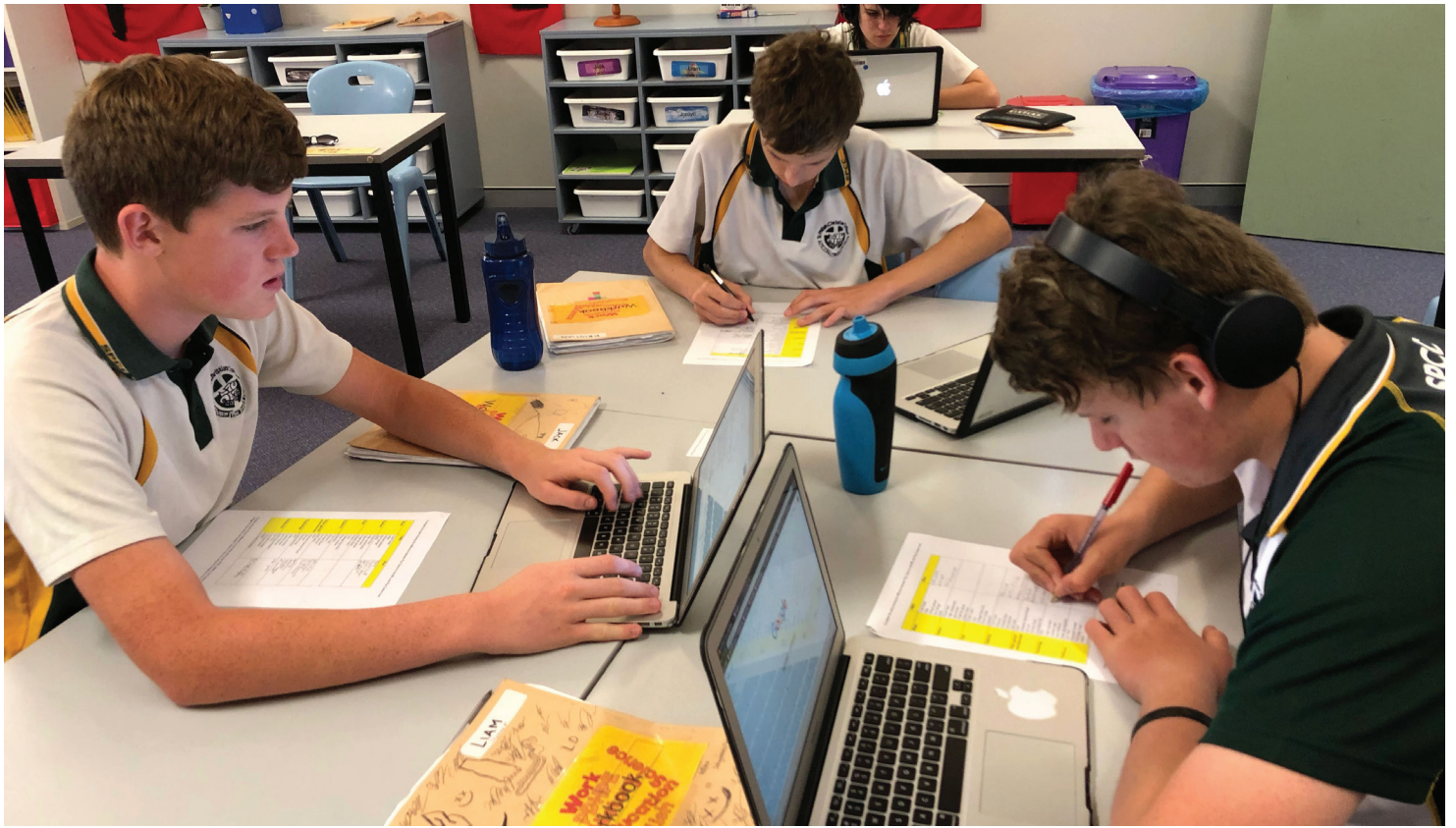
Community and Culture

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
We welcome parents, carers and community members as partners in educating our students through training sessions, informal get togethers and individual planning meetings.	<ul style="list-style-type: none"> To create ways to empower parent and carers regarding their child's learning and development.

Resources and Facilities

PRIORITIES FOR 2020	GOALS FOR PRIORITIES
Our school required facilities to facilitate dynamic learning.	<ul style="list-style-type: none"> Oversee the construction of the DALE Gosford building. 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 DALE 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 our families were well supported even though they may not have been onsite. This happened through regular phone calls and Zoom meetings. We adjusted our Morning Tea's with the Principal to

become online Cuppa's with the Principal. 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. There are three components to this and examples of each done in 2020 are listed below.

SERVICE ACTIVITIES

- Sorry Day;
- ANZAC/NAIDOC ceremonies;
- COVID Safe Mother's Day Gift
- Bullying No Way
- Chapel via Zoom
- Christmas video with SPCC
- R U Ok Day

STUDENT PROGRAMS

- SHINE Program;
- Play is the Way – Boxing;
- Connect Groups – Cessnock and Waratah;
- Work Experience program;
- Sport and co-curricular programs;
- Book Week;
- Year 12 Formal; and
- Presentation Day (live streamed to parents so they could attend)
- Bungee fitness Stage 6
- Gymnastics Stage 2 & 3
- Bowling Stage 4 & 5
- CO2 dragster
- Book Week Parade

STUDENT LEADERSHIP

- Student leaders elected and appointed at each campus; and
- Organised leadership events for students throughout the year.



PARENT, STUDENT AND TEACHER SATISFACTION

12

PARENT, STUDENT AND TEACHER SATISFACTION

THEME 12

SPCC DALE is a safe and caring place for those who are not successful in mainstream schooling, for social/emotional/mental health reasons. For many of our students, attending school each day can be a challenge and we want to honour their persistence and determination, acknowledging the courage required.

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

Through online parent/teacher meetings, daily phone calls and check ins, emails and information sessions, parents and carers affirmed the following:

- When their children enjoy coming to school, home is more settled;
- Families felt well supported during COVID-19 and their children enjoyed working with the classroom teacher.
- Their child's engagement in learning during COVID-19 lockdown period was supported and appropriate. They stated that the remote learning facility provided for their child reduced the level of stress in their family because the connection points throughout the day between and staff and their child made a big difference.
- Parents said that the intentions of the school to provide work as well as supporting students and their families was much appreciated.

- One parent identified an increase in technology skills in their child as a result of working online.
- The Work Experience program continues to be identified by parents as being valuable to develop their child's social and employability skills even though during lockdown period the program was suspended.
- The opportunity to engage in the weekly Work Experience programs gives students the possibility to gain part time work or apprenticeships.

We continue to have some students find that even the SPCC DALE environment is not sufficient to assist their re-engagement into education. This is normally due to their diagnosed condition manifesting itself in ways that are at a higher level of support than our school is able to provide and are therefore referred to other more suitable educational settings.

The majority of parents and students give very high praise for the series of open-hearted fresh starts that have been received as they become engaged again with formal education, as part of the SPCC DALE community.



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 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”.



SUMMARY OF FINANCIAL INFORMATION

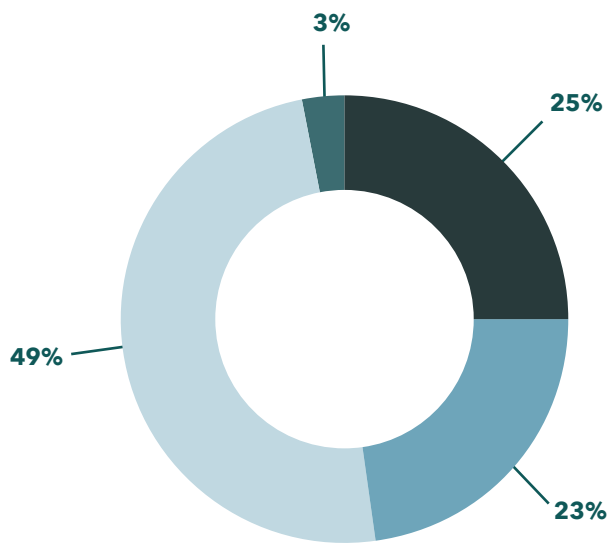
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SUMMARY OF FINANCIAL INFORMATION

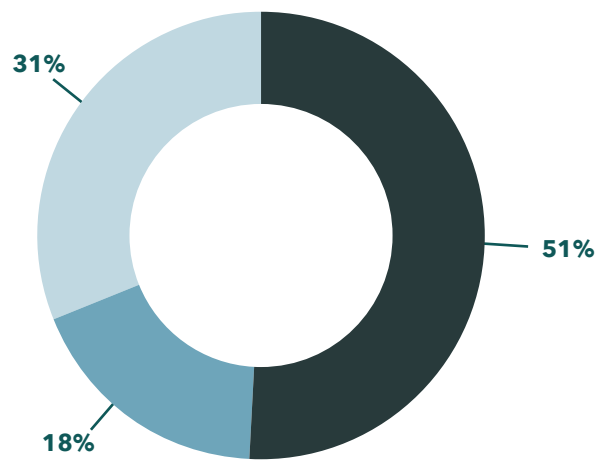
THEME 13

ST PHILIP’S CHRISTIAN
COLLEGE DALE INCOME
SOURCES 2020

ST PHILIP’S CHRISTIAN
COLLEGE DALE EXPENDITURE
SUMMARY 2020



- Fees & Other Income **25%**
- State Grants **23%**
- Federal Grants **49%**
- Capital Grants **3%**



- Salaries & Related Expenses **51%**
- Non Salary Expenditure **18%**
- Capital Expenditure **31%**

THEME 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.

A notice will be displayed in our school newsletter to notify parents that it is available.



For the Whole of Their Life

St Philip's Christian
College DALE

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