



St Philip's Christian College DALE **ANNUAL REPORT 2021**



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

MATTHEW 5:13-16

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01. A MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM CHAIRMAN OF THE BOARD



LES HOLLAND

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

John 14:6

Greetings friends,

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

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

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

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

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

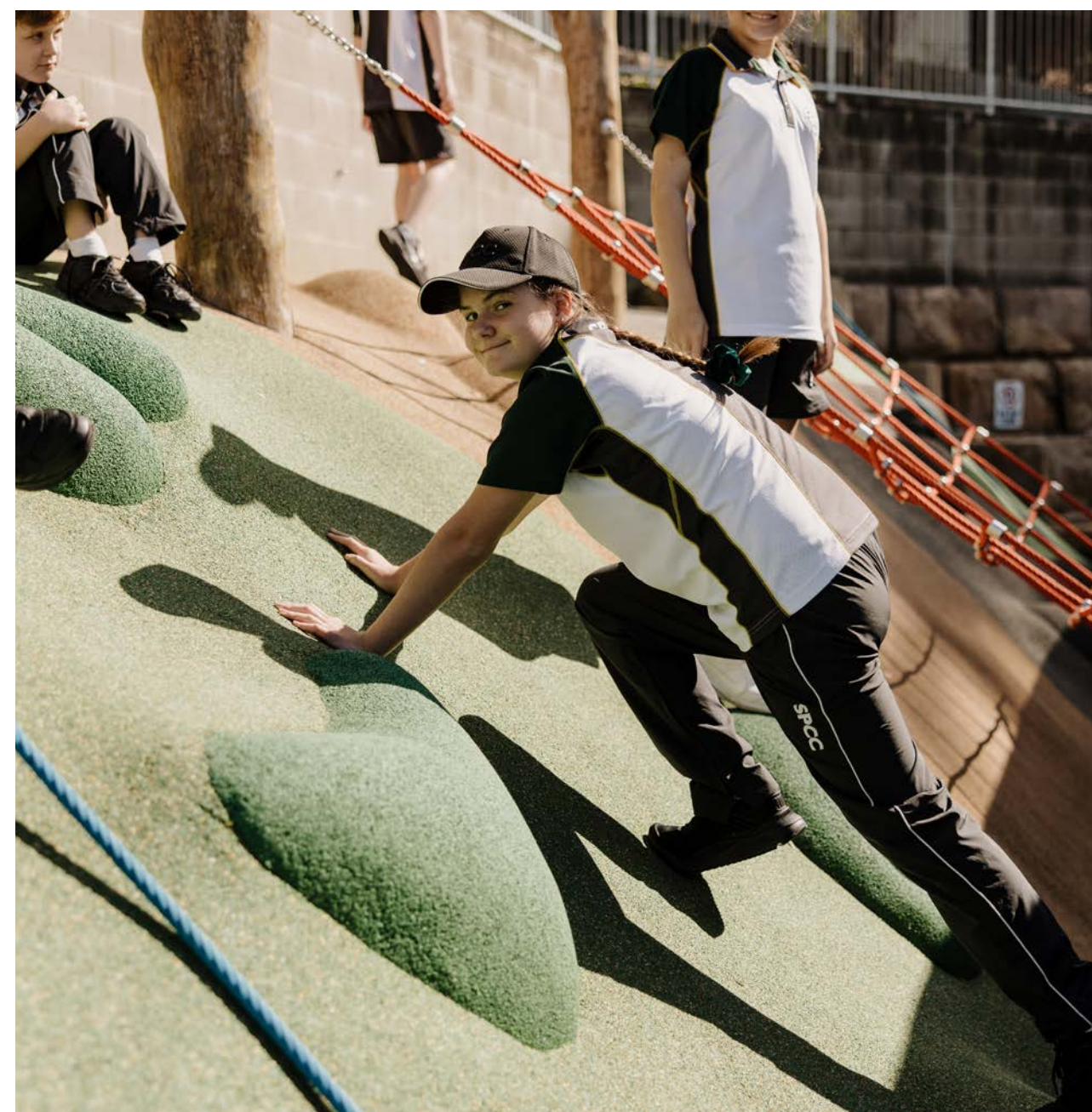
To the Board of Governors; your diligence, knowledge, wisdom and prayerful decision-making in overseeing the operations of St Philip's is greatly appreciated and essential to the success and strength of the group, helping to ensure St Philip's remains at the forefront of Christian Education in the Newcastle,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

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

Grace and Peace,

Les Holland

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



MESSAGE FROM OUR EXECUTIVE PRINCIPAL



GRAEME IRWIN AM

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

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

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

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

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

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

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

With our 40th Anniversary on the horizon it was important that an increased focus was put in the areas of enrolments, brand and marketing, alumni and philanthropy. To champion this Lucinda Gray was

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grace and Peace,

Graeme Irwin AM
EXECUTIVE PRINCIPAL



MESSAGE FROM ST PHILIP'S CHRISTIAN COLLEGE DALE ACTING PRINCIPAL



BRANT MASLEN

Thank goodness 2020 was behind us and we can start putting all things COVID-19 behind us... or so we thought! How little did we know of the continuing influence that COVID-19 restrictions was to have on the operations of the school. Not only as a whole but that the impacts would be felt differently depending on which Local Government Area each campus was in!

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

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

There were continued impacts on co-curricular activities such as camps, excursions, and work experience. However, staff collaborative problem solving across campuses overcame many barriers, enabling positive creative solutions utilising online and other digital resources such as Virtual Reality sets to provide real-world like experiences whilst still in the classroom. Supporting technology for learning increased in focus and included every classroom being fitted with state-of-the-art Promethean Boards to promote engagement in learning. This was one clear element that enabled the learning routines, established through our 'DALE Day', to further enhance the clearly structured dual-delivery mode to seamlessly incorporate ongoing learning for students operating remotely while still being connected to those class members who were able to be on-site and in the classroom.

The value of Wellbeing Assistants in each classroom became even more evident in 2021 as they provided additional supports for students and families through the various response stages to the COVID-19 Pandemic. Regular wellbeing check-ins provided individualised and targeted support. Activities and connections were designed to promote both on-going engagement in learning as well as maintaining social networks, which was so important for ongoing wellbeing.

Continued parent engagement was a priority and the once-termly 'Cuppa with the Principal' continued through the utilisation of the online platform 'Zoom'. This provided valuable feedback to the school throughout the challenges of the changing landscape in responding to the impacts of COVID-19 restrictions.

Along with this the school participated in a process of self-examination through the AIS 'Perspectives' survey completed by students, staff and the parent community. This provided the school with substantive data in reflecting not only on immediate responses to learning impacts but also the ongoing implementation of the vision and mission of the school under Mrs Thoroughgood's leadership. The last such review was done through the McCrindle survey in 2018. The results demonstrated significant positive developments and impacts of initiatives put in place. Remarkably, there was 100% positive parent support for the school as meeting their expectations for quality education, having pride in their child attending the school and that DALE was their preferred school of choice for their child's education. This was a massive improvement on community views from the 2018 survey and testament, not only to the leadership but also the efforts of the whole school community towards continuous improvement. This was further reflected in incredibly positive responses by students, staff, and parents in the various domains of Teaching and Learning, Student Wellbeing, and the Physical School Environment.

A physical outworking of the vision for the school's delivery of its education was realised with the official opening of the State-of-the art new DALE building on the SPCC Gosford site. This purpose-built facility incorporated measures to meet student sensory needs such as through adjustable LED lighting, sound dampening, soft tones, retreat areas and flexible spaces. This has been very positively received by all in the growing DALE community at Gosford. Additionally, Information Technology systems were incorporated for current as well as future educational needs. The unmitigated success of this facility in meeting the needs of students at Gosford has seen planning commence for incorporation at all DALE campuses.

Additionally, through the course of 2021, planning was put in place for another DALE campus - DALE Port Stephens to open in 2022 on the SPCC Port Stephens site. The plans are for the modification of an existing facility to incorporate IT systems and sensory adjustments for two classes to commence in 2022 - a

Stage 4 and a Stage 5 class. This will be the foundation for the commencement of this campus and planning is under way for a purpose-built facility to be in place as the campus grows in coming years to have classes right from Stage 2 through to Stage 6.

The school's program in the senior years continued to develop through its non-exam, non-ATAR HSC program. This program sees all senior students with the potential to receive a full HSC as well as vocational education qualifications in areas ranging from Hospitality to Electrotechnology, Automotive and Primary Industries, with planning to further increase options in 2022. The success of this program has, in 4 short years of implementation, seen the school's reputation grow to being at the forefront of alternative educational pathways for senior students.

The school applied for a grant through the Fairer Education program for a 'Post-School Transition Advocate' to support students transitioning from Year 12 to further study, employment, or other options. In receiving this grant, the school appointed the Post-School Transition Advocate in Term 3, and this had a marked positive impact on graduating students leaving school confident in their futures. The grant will see this program further develop in years to come.

Throughout the year there were numerous requests from schools across the state for consultation from myself and other members of the executive of the school for support by schools wanting to develop alternative education pathway programs for their senior students. Additionally, the school presented at the NSW Positive Pathways conference on this program. Clearly, in the St Philip's theme for 2021 on Influence, DALE was influential, within its context, in supporting the needs of its students and through its developed reputation.

Unfortunately, our Principal of 6 years, Mrs Bronwyn Thoroughgood came to the decision that her season with DALE was over and we sadly farewelled her as she entered retirement. Mrs Thoroughgood's extensive knowledge of Special Education and her vision and leadership lead to extensive developments and achievements in DALE. The school population grew as she introduced additional stages to the program, extending it to cover from Years 3 to 12 and the school became more focused on its area within Special Education, focusing on students with Mental Health diagnoses. The introduction of targeted wellbeing programs as well as growing the school as a cross-

campus professional learning community saw the quality of curriculum delivery improved and much higher levels of student achievement which reflected in various measures such as NAPLAN, Minimum Standards in Literacy and Numeracy, VET qualifications and full HSC achievement. Her belief in the students of DALE, that they could achieve, saw a laser-like focus on empowering them towards their futures. She retired justifiably proud of the school's growing reputation for quality Christian education that saw students well prepared to leave school, knowing God and with a sense of personal wellbeing as well as a skillset ready to make a difference in their worlds - to act, rather than be acted upon.

Mrs Thoroughgood's departure through the year, however, left a void that I thank the collective leadership team for helping me fill in taking DALE through to the end of the year. Steadfastly continuing Mrs Thoroughgood's vision for the school and laying the platform for 2022. As Acting Principal, I could not have asked for better support from the college leadership team around me as well as key members of the St

Philip's Foundation Office and the staff. Whilst I do not wish to overlook the efforts of any, it would be remiss of me not to acknowledge the sterling efforts of Mrs Wendy Gerakios (Acting Deputy), Mrs Hayley Adcock (Director of Mental Health and Wellbeing), Mrs Louise Kostrzewa (Executive Assistant) and Mr Zach Manning (Head of Operations). Their efforts in service of DALE were tireless and went a long way to ensuring that 2021 ended very positively for DALE. The wonderful celebrations at the various Presentation Days, Year 12 Graduation and, indeed, the staff end-of-year event being testament to their efforts.

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

Mr Brant Maslen
ACTING PRINCIPAL



MESSAGE FROM SPCC DALE DIRECTOR OF MENTAL HEALTH AND WELLBEING



HAYLEY ADCOCK

The year of 2021 may be called a year to remember, however others may think of it as a year to forget! As a school that is defined by its purpose to support students with Autism and/or mental health conditions, the threat posed by COVID-19, not only to them but also to their families, teachers, and support staff, dominated our plans and actions throughout the year. Mental illness isolates and when that tendency to isolation is pressed by the fear of physical illness, and the temporary shutdown of services, vital links with people are threatened, which exacerbates the mental illness cycle. The SPCC DALE schools are situated in the Hunter New England and Central Coast area health region. Our regional profile shows that 1 in 4 people (24.3%) experience mental health and behavioural conditions, which is higher than the NSW state average. With these factors in mind our mission during 2021 was to keep students and families

connected, to continue to provide all the supports they needed to engage, be a safe, and be the predictable entity in their lives whilst the world was seemingly unpredictable.

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

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

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

In 2021 SPCC DALE was successful in its application for a Fair Education Program Grant for a project titled Positive Futures: A DALE Transition program and Post-school liaison position. The rationale behind this project was in part due to DALE expanding to include Year 11 and 12 students in 2019. It sought to embed practices supporting students through to post-school options that sees students graduate feeling prepared for the next step of their life journey. A Post-School Transition Advocate was employed to help develop post-school transition plans as a process, in addition to the development of a Graduate Profile, which is a learning continuum. This encompasses the personal and social capabilities of self-awareness and self-management, social awareness and social management, from the Australian curriculum which are vital for students as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

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

Our Canine Wellbeing Assistant program continued to grow with the introduction of Ziggy for DALE Cessnock.

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

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

As DALE has been on a growth trajectory of the development of best practice in mental health and wellbeing, we sought to share our research, learnings, and developments with internal and external school communities. In June 2021, myself and Principal Bronwyn Thoroughgood were asked to present at the AIS NSW Wellbeing Conference. We presented on the "DALE Way" which incorporated our development and implementation of the DALE Day structure and our research and implementation of Collaborative and Proactive Solutions and whole school wellbeing practices to meet the needs of students. In September 2021, myself and our DALE Gosford Head of Campus, Salina Mayall presented at the virtual Australian Association of Special Education conference on the implementation of research-based practice for students with mental health disorders. In October 2021, we presented our School Based Research Project on the implementation of Collaborative and Proactive Solutions at the AIS NSW, Research Symposium.

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

Overall, 2021, with the continual threat of COVID-19 impacts and daily adjustments to ensure the safety of all SPCC DALE staff and students, DALE was able to continue to grow as well as plan for the development of the new Port Stephens Campus. 2021 saw 12 students from DALE graduate with an HSC and enter the workforce or further study. I am grateful for the staff at SPCC DALE that have worked tirelessly throughout 2021 to continue to sow into the lives of the students at DALE, and their families. Through teamwork DALE achieved its commitment to keeping students and families connected through additional communication and online presence, continued to provide all the supports students and their families needed to engage through online teaching and learning platforms, wellbeing check-ins, continuation of the DALE Day structure to promote mental health practices, and continued to be a safe and predictable entity in their lives. It is a privilege to be a part of the SPCC DALE team meeting the needs of the student community.

Mrs Hayley Adcock

DIRECTOR OF MENTAL HEALTH AND WELLBEING



*This is the day that the Lord has made:
We will rejoice and be glad in it.*

PSALM 118:24

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

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 the other St Philip's Colleges. In 2021 SPCC DALE had an enrolment of 165 students and 95 (52 FTE) staff.

In 2021 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.

OUR CORE VALUES

Our Vision is based around our five Core Values:

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

THE SCHOOL CONTEXT

SPCC DALE is based on the belief that each student has a God given 'design' and 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 2021 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.



03. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The National Assessment Program – Literacy and Numeracy (NAPLAN) data, shows current level of achievement in Literacy and Numeracy for students enrolled in Year 3, 5, 7 and 9 in 2021. These figures reflect the need for significant intervention and a high level of support for Literacy and Numeracy. Please note that these numbers do not take into consideration students who were absent or exempt.

Also note that SPCC DALE is not compared to other schools on the MySchool website because its cohort is so particular. That is, the low number of students and their diverse needs make comparisons with other school cohorts statistically irrelevant.

As an embedded process, upon enrolment, students complete PAT literacy and numeracy assessments 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 7 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 literacy and numeracy.

In 2021 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 2022.

The minimum number of students that complete a NAPLAN test needs to be 5 students to have the average of that grade and test reported on the My School website against the school.

The table below shows the average student results at our school for the selected year.

The cell colour shows how the school's results compare to those of students with a similar background. You can also see whether the school's results are above, close to or below those of all students nationally.

Compare to		NAPLAN				
		Selected school's average when compared to all Australian students				
		Reading	Writing	Spelling	Grammar	Numeracy
Year 3	Students with similar background	455	415	361	443	396
Year 5	All Australian students	455	416	463	432	440
Year 7		517	465	478	445	470
Year 9		525	443	515	515	528

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



For the word of the Lord is right and true; He is faithful in all He does.

PSALM 33:4

04. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

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 2021 Records of School Achievement are shown in the table below. The achievements are excellent given the starting point of most of the students - which was that they were disengaged with 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 - 2021

SUBJECT	NO. OF STUDENTS	GRADES %'S									
		A	B	C	C6	D	D4	D3	E	E2	N
ENGLISH	19		5%	5%		60%			30%		
MATHEMATICS	19				5%		16%	26%		53%	
SCIENCE	19		5%	16%		58%			21%		
GEOGRAPHY	19		5%	15%		65%			15%		
HISTORY	19		5%	25%		55%			15%		
WORK EDUCATION	19		5%	45%		40%			10%		
PDHPE	19			50%		45%			5%		

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 2021 results of both the Preliminary and HSC courses in the tables below.

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

Year 11 Grades - 2021

SUBJECT	NO. OF STUDENTS	GRADES %					
		A	B	C	D	E	N
ENGLISH STUDIES	8		25%	50%	25%		
ABORIGINAL STUDIES	21	5%	10%	48%	33%	5%	
SPORT, LIFESTYLE & RECREATION	7	14%	29%	43%	14%		
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	9		11%	22%	44%	22%	
MARINE STUDIES	9		22%	11%	56%	11%	
HOSPITALITY (VET) 120 HOURS	8	N/A					
AUTOMOTIVE (VET) 120 HOURS	2	N/A					
PRIMARY INDUSTRIES (VET) 120 HOURS	1	N/A					

HSC Grades - 2021

SUBJECT	TOTAL STUDENTS IN COURSE	GRADE (AVERAGE)	SCHOOL ASSESS. MARK (AVERAGE)
ENGLISH STUDIES	10	C	N/A
MARINE STUDIES	12	N/A	54
SPORT, LIFESTYLE & RECREATION	12	N/A	60
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	12	N/A	44
HOSPITALITY (VET)	10	N/A	
ELECTROTECHNOLOGY (VET)	1	N/A	

05. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Expenditure on Professional Development: \$82,510.68.

This included all staff attending St Philip's Christian College Conferences, and numbers of teaching staff attending professional seminars and support for post graduate studies. Much of our professional learning was adjusted during 2021 in response to COVID-19 guidelines. 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.

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.
- Programming & assessment feedback training - all teaching staff.
- iLearn, mySPCC and WHS training - all teaching staff.
- Collaborative and Proactive Solutions training - all staff.
- Trauma informed practice training - all staff.
- Structured Playground training - all teaching and wellbeing staff.
- Staff Wellbeing - Strengths and self care - all staff.

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	5
PROVISIONAL	3
PROFICIENT TEACHER	26
HIGHLY ACCOMPLISHED	0
LEAD YEACHER (VOLUNTARTY ACCREDITATION)	0
TOTAL NUMBER OF TEACHERS	34



Be on your guard; stand firm in the faith; be courageous; be strong.
1 CORINTHIANS 16:13

06. WORKFORCE COMPOSITION

SCHOOL STAFF 2021	NO. OF STAFF
Teaching Staff	39
Full-time equivalent teacher staff	26
Non-teaching Staff	59
Full-time equivalent non-teaching staff	26
Full-time equivalent indigenous	0

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



*Mission:
To create a Dynamic Alternative
Learning Environment where students
love coming to school.*

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

STUDENT PROFILE

There were 165 students enrolled at the August census in 2021. 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 2021 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 to improve attendance. For chronic absences the school notifies the 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 2021

For whole of SPCC DALE = 86.5%

Attendance rates for 2021 were impacted negatively 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 isolation periods through the course of 2021, our approach was to ease our students back into full time onsite attendance slowly. This resulted in most students returning to onsite learning through the course of Term 4.

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

- Students enrolling during the school year from other schools where they have had difficulties.
- 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.

As a co-educational school the Year 10 graduating cohort of 2021 consisted of both males and females.

Post-year 10 & 11 destinations included:

a. Continued onto Year 10 at SPCC DALE

5 students (Cessnock)
8 students (Waratah)
7 students (Gosford)

b. Continued onto Year 11 at SPCC DALE

3 students (Cessnock)
3 students (Waratah)
5 students (Gosford)

c. Continued onto Year 12 at SPCC DALE

2 students (Cessnock)
7 students (Waratah)
5 students (Gosford)

d. Workforce or seeking employment

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

e. Combined work and study

0 students (Cessnock)
4 students (Waratah)
0 student (Gosford)

f. Not studying or working

0 students (Cessnock)
2 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, as has the employment of a Post School Transition Advocate for students.

08 • ENROLMENT POLICIES

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 2021 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 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).
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 Director 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 the 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 Director 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.

09 • OTHER SCHOOL POLICIES

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 on 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

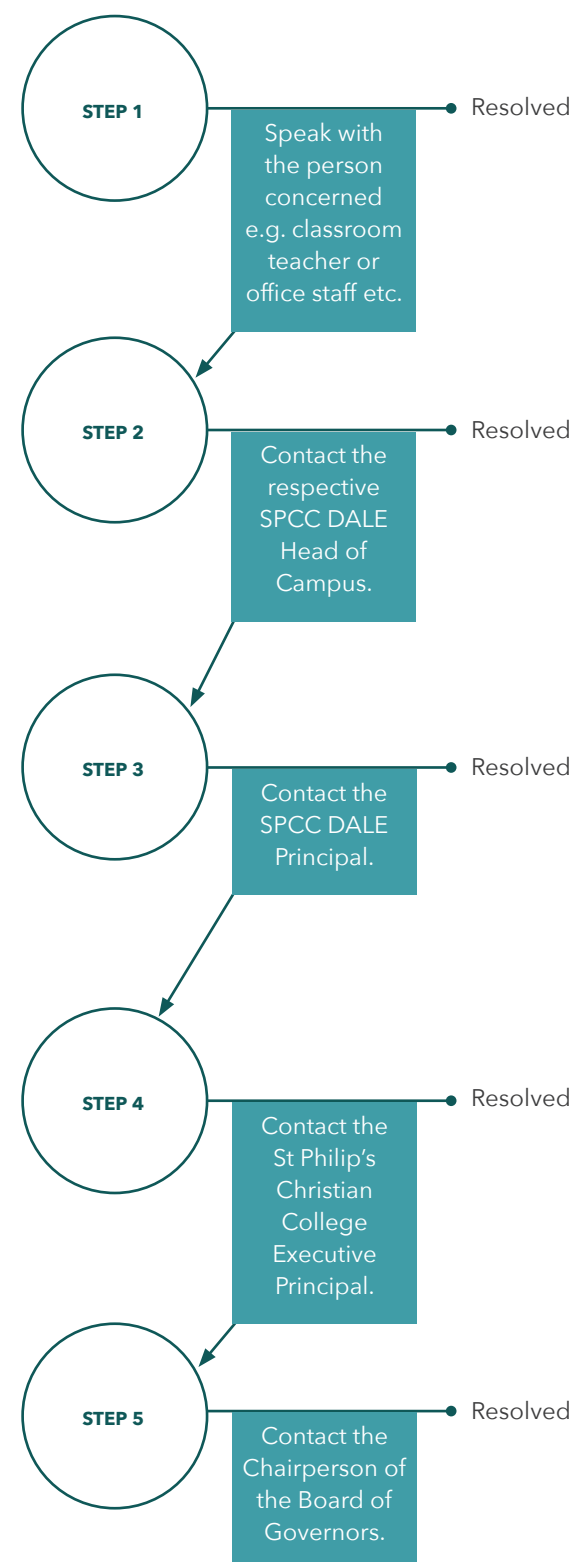
The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. These principles of procedural fairness, including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



Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you.

1 THESSALONIANS 5:16-18

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

SCHOOL IMPROVEMENT PLAN 2021

Spiritual Growth

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

Student Learning & Achievement

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

Pastoral Care and Wellbeing

PRIORITIES FOR 2021	GOALS FOR PRIORITIES
Developing Resilience	<ul style="list-style-type: none"> • Equip students to navigate challenges, embrace the effort, learn from mistakes, and respond with a growth mindset.
Enhancing staff engagement	<ul style="list-style-type: none"> • Create a culture where staff enjoy coming to work, feel valued, experience success, and have a clear understanding of how their work contributes to the mission of SPCC.

Community and Culture

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

Resources and Facilities

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



11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

- These Christian beliefs, values and practices are expressed further in the College Core Values. These are:
 - Christ First
 - Serve One Another
 - Strive For Excellence
 - Do What Is Right
 - Build Community
- These values of respect and responsibility flow from our love and respect for God and our desire to share this with others.
- Our College promotes respect and responsibility among its community both through reinforcement of the school values and throughout specific service activities. We promote respect for self, respect for others, respect for the school and respect for property.
- The respect that we hold for one another was reflected in the way we managed COVID-19 lockdowns and restrictions throughout the year. Our staff were committed to ensuring our students and our families were well supported even though they may not have been onsite. This happened through regular phone calls and Zoom meetings and 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 2021 are listed below.

Service Activities

- COVID Safe Mother's Day breakfast onsite.
- Term 1 - Community evening (pizza and look around classrooms).
- Bullying No Way.
- Chapel via Zoom and in person from Term 4.
- Christmas Events.
- R U Ok Day.
- Cuppa with the Principal via Zoom (once termly).
- ANZAC Service held onsite with guest speaker.
- Colour Run held at Cessnock campus.
- Sorry Day.
- NAIDOC Ceremonies.
- Harmony Day.

Student Programs

- Connect Groups were held weekly and during lockdown, these were conducted amongst cohorts only.
- Book Week dress up via Zoom and included in assembly.
- Fortnightly assemblies run by Stage 6 students both on Zoom and in person.
- Year 12 Formal.
- Year 12 Graduation Chapel.
- Presentation Day (live streamed to parents so they could attend).
- Sport and co-curricular programs (Term 4).
- Camp Stage 3 & 4.

• Student Leadership

- Student leaders elected and appointed at each campus.
- Student leadership day (Term 4).
- Organised leadership events for students throughout the year.



12. PARENT, STUDENT AND TEACHER SATISFACTION

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 once again held individual Presentation Days for each campus that were live streamed to parents and special guests. We were able to hold our annual Year 12 formal for our graduating students. Due to COVID restrictions we were only able to have limited families and staff attend. The evening was held at Swansea RSL in beautiful Lake Macquarie.

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 the 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 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.

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

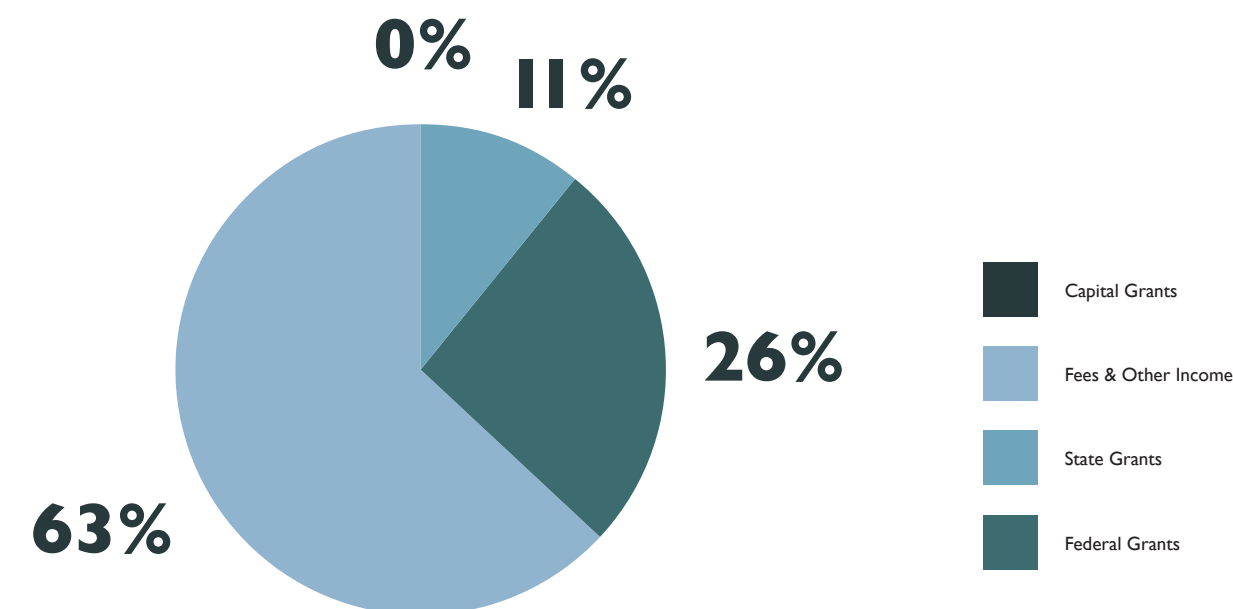
- School Environment - Vision, Mission and Values, Physical Environment and Religion & Faith.
- Teaching and Learning - Quality Pedagogical Practices, Inclusive Learning and Designing Learning.
- Student Wellbeing - Respectful Relationships, Inclusivity and Equity.
- Community - Communication, Reputation and Reporting.

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.

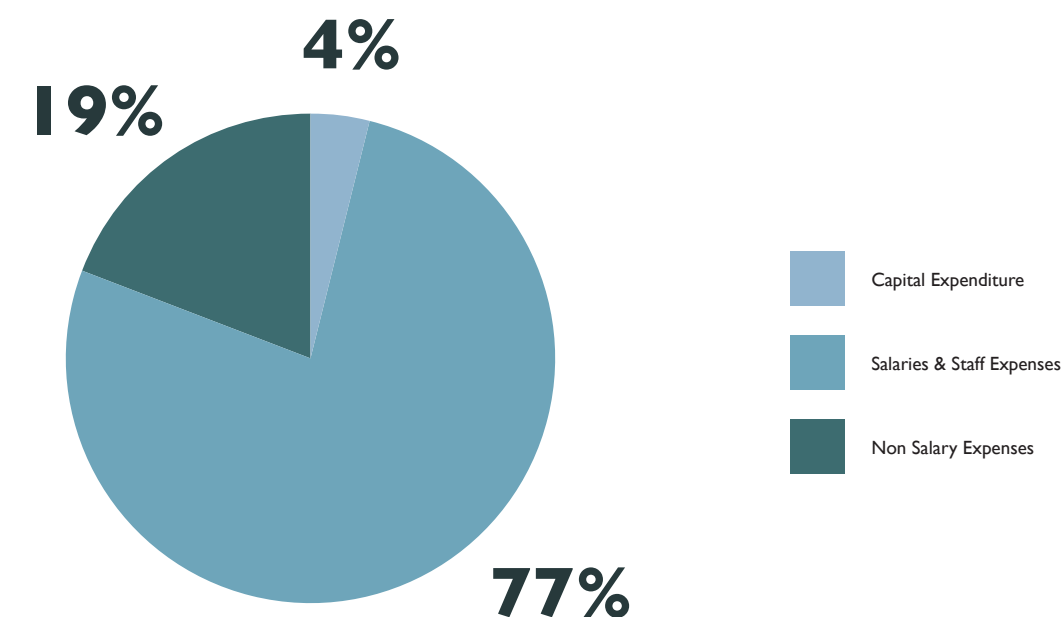
The majority of parents and students give very high praise for the series of open-hearted fresh starts that have been received as they become engaged again with formal education, as part of the SPCC DALE community.

13. SUMMARY OF FINANCIAL INFORMATION

ST PHILIP'S CHRISTIAN COLLEGE DALE INCOME SOURCES 2021



ST PHILIP'S CHRISTIAN COLLEGE DALE EXPENDITURE SUMMARY 2021



14. PUBLICATION REQUIREMENTS

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



St Philip's Christian College DALE

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