



For the Whole of Their Life



Newcastle

Annual Report

2016



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Theme 1:

MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE PRINCIPAL

Throughout 2016, we have experienced the impact of “Rising Together”. Students working with other students, and with past students, parents working with one another and with their children, staff members working in collegial teams, and with their students, have all supported one another to rise. By rising together, we have provided support for one another to grow and reach our full potential. Middle School students would remember the scones in their first assembly this year. They smelt and tasted so good, and were a reminder that when cooking scones, you need to place them next to each other on the tray, so that support is provided for them to rise. If you place them separately on the tray, they end up as dense, flat biscuits, never reaching their full potential! In 1 Thessalonians 5:11, Paul reminds us to; “Encourage one another and build up one another.” The original translation of the word “encourage” is to spur each other on. So by rising together, we have been able to spur one another on to realise God’s purpose for each of us individually, and together as a community. Let’s reflect on some of the ways this has happened throughout the year.

Our PTF consistently works with the College leadership to help students to rise. Early this year, a donation of \$20,000 towards the purchase of a CNC Router, a computer controlled machine used to cut shapes in a range of materials, empowered many students to rise through the iSTEM program.

Students from our Year 10 iSTEM class, and Year 11 Engineering Studies class entered the Hunter Electric Vehicle STEM Competition at Cameron Park Raceway. By supporting one another, they were awarded 1st place in the Design, Innovation and Entrepreneurship award and the Overall Grand Champions of the Competition cup.

Robocup is a competition which develops Science, Technology & Engineering skills but extends across the curriculum to Mathematics, Literacy, Music, Art, Sportsmanship, Teamwork & Problem Solving. What a great way to rise together!! Following their win at the Robocup Regionals at the University of Newcastle, Benjamin Barnett, Eve Prior-Shoebridge and Matthew Rigby travelled to the University of New South Wales to compete in the Robocup State competition, where they were placed 4th.

For the first time, students from Middle and Senior School participated in the Sydney Eisteddfod, in the Secondary Schools Dance section. Schools from all over Australia and New Zealand entered this Eisteddfod. By rising together, they achieved a "Highly Commended", an excellent result for their first time participation.

Students from our Year 11 Music Class teamed up with the Media Club to enter a competition with Mojo Homes. They had to create an advertising jingle for the company, and as a result of working together, they won the "People's Choice Award" with a prize of a \$750! A spokesperson from Mojo homes said: "We loved how they teamed up with the multimedia students to create such a dynamic video." Throughout the year, students and staff from the Music and Art departments worked together to present a number of showcases. Of particular note was the Gala Concert, held several weeks ago. Prior to the concert, those attending were captivated by wonderful artworks produced by students, staff and parents, including our Archibald Prize Winners. The concert that followed, showcased students performing together to thrill their audience.

St Philip's Drumline members attended the Australian Percussion Eisteddfod in Melbourne for the first time, this year. The weekend was a huge success and an enjoyable experience for everyone involved. These boys rehearsed together for hours on end, after school and during school holidays. It is clear that they have worked together to rise to an excellent standard of performance, as you have seen and heard today.

In 2016, many opportunities were given for our alumni to participate in the life of the College and work with our current students to help them to rise. We introduced the PAL Program, Peer Assisted Learning, which provides for past students to work with a small team of current students to help them increase their achievement of academic outcomes. This was highly successful!

In another field of endeavour, alumni, Rhys Connell, a former Hospitality student, now assistant Sous Chef of Sydney's Sepia Restaurant, shared his time, effort, expertise and passion with our Year 11 Hospitality students by demonstrating three technical and delicious dishes, inspiring them to work together to help each other take on new culinary challenges.

As traditional learning often falls short of equipping students with what they truly need to thrive in the 21st century, the challenge we face is implementing changes that will prepare them for the future. Throughout the last decade, at SPCC we have introduced a range of initiatives to help students to rise, including; engaging and flexible learning environments, Discovery Learning, the iSTEM program, the SPCC Learning Framework, Thinking Routines, the Trade Training Centre and most recently, in Year 8, Project-Based Learning (PBL), an innovation driven by our desire to ensure that students are truly ready for future success. PBL is designed to foster critical thinking, collaboration, communication and creativity and is genuinely student-centered. Albert Einstein said, 'Education is what remains after one has forgotten what one has learned in school.' The skills our year 8 students, and more recently year 2 students have learned by participating in PBL, and the challenges they have overcome in rising together, will stay with them for a lifetime.

Throughout this year, students and staff have had numerous and varied opportunities to rise together by serving those in need, both in our country and abroad. These included -

1. Our Middle School students' visit to Hong Kong, South Korea and China in April
2. The USA Mission trip to the Dream Center in July, where our students served the homeless of LA And in November.
3. The graduating Year 12 mission trip to Vanuatu where they were involved in painting, building fences, and working with the children inside and outside of the classrooms.
4. The India Mission Trip – involving parents, students, past and present and staff
5. The Year 10 students annual Mission Trip, where they served the indigenous community of Boggabilla and surrounding districts.

In 2016, year 3 learnt to knit, rising in this endeavour with the help of their teachers, parents and grandparents. They made 52 squares which were crocheted together to make rugs. The rugs were passed on to the local branch of 'Wrap with Love', to help keep homeless people a little warmer.

This year saw the commencement of the SPCC Media Club and Media Event Team. Students mainly from Years 5-9 met every Wednesday, lunchtime, to learn about Video, Photography and Editing. Tasks were given each week, and those who demonstrated responsibility and commitment were invited to join the Media Events Team who worked together to help capture College events such as Carnivals, Performance Evenings and Theme Days.

Our 2016 Festival of Crazy Ideas Business in a Box street market, exploded with over 150 students from K-12 reaching for their inner entrepreneur to present a large array of businesses. The buzz as students set up their businesses on that Friday morning was electric, and it continued to create a Festival vibe throughout the day as students and staff explored the stalls and emptied their pockets to support these young hard-working students. It is evident from Business in a Box 2016 that St Philip's Christian College is filled with students who have an entrepreneurial heart which inspires us all to rise.

At the end of Term 2, everyone's favourite ogre was back at SPCC Theatre, as the Middle School presented the hilarious stage spectacle, SHREK JNR based on the Oscar-winning smash hit film and outrageous Broadway musical. Audiences were thoroughly entertained by our Middle School cast as they sang, acted and danced their way to discover that true beauty is in the eye of the "beholder"! This production truly demonstrated that when people rise together, the result is exceptional.

During Term 3, audiences were again "WOW-ed" by the Junior School students as they presented "SPLASH KINGDOM", a vibrant, energetic, colourful and musically delightful show, with a transforming message. Once again, students, staff, parents worked together to produce this amazing musical with outstanding success and demonstrated that we rise to new heights when we work together.

Throughout the year, students participated in sporting carnivals and gala days at SPCC, HRIS, AICES and CIS. As they competed against and with each other, they helped one other to rise to achieve new records of success.

Please join me in thanking Belle Holliday-Williams and the Media Club Event Team for producing that video presentation.

Unfortunately we do not have time to mention every 2016 individual/team achievement, because to do so would mean mentioning every student, but we will take a few moments to highlight a few across a range of endeavours.

St Philip's has once again been recognised for theatrical excellence with five nominations for the 'City of Newcastle Drama Awards' (CONDAS) based on our Middle School production of 'Shrek Jr'.

Sam Murland was presented with a Fred Hollows Humanitarian Award during a ceremony at the NSW Parliament House in Sydney in September, for his outstanding community service.

Reece vanHaren, William Tarran and Luke Parkes were judged as the Overall Winners (Cadet Class) in the Regional Finals of the Formula One in Schools Technology Challenge held at Newcastle University, arguably the most difficult high school STEM competition in the world. Our other teams took out the first 6 places in the competition.

Brandon Love designed and created a 3D printed mind-controlled prosthetic hand for his iSTEM Major Work, which was on display at the recent Greater Hunter Maker's Festival. *Careers with Coding* magazine has asked to interview Brandon in an upcoming issue.

The Moran Photographic Prize is a national competition that awards and promotes Australian contemporary photography and excellence in all forms of still based artwork. In 2016, we had 7 students who reached the Semi Finals

Year 7: Harrison Peters; Grace Carpenter; Phoebe Fitzgerald; Lauren Murray

Year 8: Paige Thomas (2 x photographs); Dili Perera, Year 9: Eve Prior-Shoebridge; Charlotte McLaren, Year 10: Caleb Smith

And Jonah Whiting (Year 8) was a finalist.

Sporting Achievements

Simon Hoffman, who has just graduated from Year 12, will be competing in the Youth World Championships this December in Torbay, New Zealand, along with the Australian team of 14 youth sailors. Stephen Lott, another graduating year 12 student, was a silver medallist at the NSW All schools Athletics Championship in both the 19 years 800 & 1500m races. Rather than his club strip, Stephen elected to wear the Saints Strip in his final school competition, having been at the College for 13 years.

Ellen Darby, a talented athlete, has represented Australia this year touring the United Kingdom in the sport of Futsal. After competing at the National School Futsal Championships in Brisbane, Ellen was selected to represent Australia as a member of the Australian School Girls Team in Rio, Brazil in August 2017. Cassandra Fayers, national triathlon champion for her age, has also been outstanding this year in swimming and cross country, progressing to AICES and NSWCIS and winning Female Athlete of the Meet in swimming , and age champion at the NSWCIS cross country event. Unfortunately, while she did reach the highest level of competition in athletics, she was unable to compete due to injury.

In the sport of Aikido, Phoebe Cameron-Taylor has represented Australia internationally 3 times, and has been offered scholarship opportunities post school in both Kyoto Japan and Brooklyn USA

This year, Daniel Villani won the Judo Australian Nationals in the under 18 years division. This is his first national title.

Thomas Stewart, a talented footballer, is part of the Newcastle Jets emerging Jets youth program. He was selected in the NSWCIS Open Football team to compete at the State Championships and is the youngest player to be selected as shadow for the NSW CHS Open football team. At the recent Australian Schools Futsal Competition, Euan McClintock was awarded Goal Keeper of the Tournament in his age group and was named in the All Star Team. He has also been selected in the National Team to represent Australia at the 2017 US Nationals being held in San Francisco in July next year.

Daniel Ball-McKinnon is another of our talented Futsal students who will be representing Australia this year touring Brazil.

This year, the Saints Bill Turner Cup team, coached by Mr Aran Tidey, defeated Belmont High in the area final, to reach the last 16 of a competition, that began with over 400 schools, across 3 States. While they did not win the next match, to go this far in the competition was an amazing achievement.

In June this year, Tiana Sargeant, Ellie Kaluski, Ella McCluskey, Keziah Price, Emily Ashton, Erin McCallum (Year 4) Januja Chandrasekera and Erin Dalzell (Year 3) created Junior School history by winning the HRIS Junior Girls Basketball Competition. And in HRIS Primary Netball, the SPCC team became the first junior school team to win the division C competition since it began in 2005. Congratulations to all our students and teams for their success in a range of endeavours. We wish them well for the future.

Expressions of Gratitude

Today, I want to publicly thank the staff of our College for selflessly sharing themselves with our students and inspiring them and challenging them to learn and grow so they can make this world a better place. "We honour your willingness to go the extra mile, your love for our students and your passion to excel, which benefit our community immensely." Leadership is not merely a position or a title. It is action and example and our Executive Leadership Team are people of action – hard-working, committed, exemplary leaders, who work tirelessly for the benefit of everyone in our community. I personally value each one of them. It is a privilege and joy to work with such inspirational, passionate and dedicated people. Thank you to:

Mrs Lea Rule: Head of Junior School (P-2)

Mr Graeme Evans: Head of Middle School

Mr Jamie Fahey: Head of Senior School (9 &10)

Mrs Maree Baker: Head of Operations

Mrs Debbie Kirchner: Business Manager

Mr Robert Baker: Assistant Principal

Extension of ELT in 2017

I would also like to honour Mr Irwin – our Executive Principal, who continues to lead the St Philip's College Education Foundation, enthusiastically guiding and inspiring us to outwork the vision of the College across this region. For 35 years now, he has been a leader who demonstrates what's possible! Supporting Mr Irwin, is the College Board of Governors under the Chairmanship of Les Holland. To all our Board Members, your strong faith and heart for the College are a blessing to us all. We appreciate the many hours you give voluntarily to support the ongoing success of St Philip's Christian College.

In honouring people who have been great supporters of our College this year, I would like to thank the PTF and our PTF Executive under the leadership of President, Nerrelle Yates. Also, thanks to our all of our volunteers who have given of their time to support us in classrooms, on excursions, in the canteen, the clothing shop, just to name a few. We are grateful for your contributions and assure you that it would not be the same without you.



Announcement of College Captains

Junior School Vice Captains	Archie Pola and Ruby Cook	Junior School Captains	Jake Dahl and Luca Wellham
Middle School Vice Captains	Ethan King and Jessica Evans	Middle School Captains	Cooper Lee and Abigail Hasson
Senior School Prefects	Mikali Anagnostis Mae Anagnostis David Angelozzi Jade Arnold Samuel Bartlett James Connett Laura Davies	Sophie Eland Mia Fowler Olivia Gorton Olivia Hardy Phoebe Irwin Dylan Langland Hamish Pickering	Jack Roberts Jocelyn Robertson Abbey Stephenson Nathaniel Walkom David Wark Tenille Wood
Senior School Vice Captains	Mikali Anagnostis & Dylan Langland Mia Fowler & Mae Anagnostis	Senior School Captains	David Angelozzi and Laura Davies

Greetings friends,

Over the past two years I have highlighted the objects of the Foundation, which are, **Our Core Values, Our Mission** and **Our Vision**. This year, I want to add the words of Scripture in College/s Motto, also re-visit and re-iterate the values, mission and vision.

The College Motto

The College Motto comes from the words of Jesus, in John 14:6, where Jesus says, *"I am the Way, the Truth and the Life."* It is our desire that all students come to know this to be true in their own lives.

Our Core Values

- 1** Christ First
- 2** Serve One Another
- 3** Strive for Excellence
- 4** Do what is Right
- 5** Build Community

Our Mission – *why do we exist?*

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

Our Vision – *the picture of the future we seek to create*

St Philip's Christian College(s) seeks to be a leading provider of quality Christian schooling within our nation, where:

- **Every student** develops a personal faith in Jesus Christ and is empowered to live with purpose, integrity and joy.
- **Every student** achieves their God-given potential and is well equipped to make a significant contribution to society.
- **Every student** benefits from innovative and effective learning experiences taught by skilled and dedicated teachers.
- **Every student** enjoys a safe and secure learning environment where they feel connected and affirmed.
- **Every student** contributes to a culture of respect, dignity, care and concern for others.
- **Every student** has access to excellent learning resources and is taught in the best learning facilities we can provide.

During 2016, there were so many outstanding things that occurred in our school communities, it would be difficult to single out any one of them. However, the one thing that is common to all of our schools and centres, is the commitment to educate children within the framework of the objects of the Foundation. Thus, it is essential that we, as a community of Christians, continue to support all undertakings of our staff and students, be vigilant and intentional in all we do, and to act as one in Jesus Christ. Indeed, our hope is in the name of the Lord – our Master and Saviour, Jesus Christ.

The Board of Governors, as believers in the Word of God, are vitally interested in, and committed to, the priority of Christian education for all families. The Board will continue to oversee the operations of the Foundation with integrity and passion.

Apostolic Blessing:

“Now may the God who brought us peace by raising from the dead our Lord Jesus Christ so that he would be the Great Shepherd of his flock; and by the power of the blood of the eternal covenant, may he work perfection into every part of you, giving you all that you need to fulfil your destiny. And may he express through you, all that is excellent and pleasing to him through your life-union with Jesus the Anointed One, who is to receive glory forever! Amen.” *Hebrews 13: 20,21 The Passion Translation*

Grace and peace,

Les Holland

Chairman, Board of Governors, SPCEF

AGM 25th May 2017

Executive Principal's Report 2016

2016 was another successful year and again we are overwhelmingly thankful to God for His goodness to us.

The Foundation theme for 2016 was Unity, based on Ephesians 4:3: *Make every effort to keep the unity of the Spirit through the bond of peace.*

When we reflect on this verse, we can see three aspects of unity that are critical for us as a Christian ministry, committed to Christian education.



1. *Acceptance*: this is when we only acknowledge that unity is a good thing. We do not put our minds and hearts to the task. This is the lowest form of unity. An example is when we hear a challenging sermon and say, "Yes I believe", but our actions never back it up.
2. *Agreement*: this is when we intellectually understand how unity could work and how we might manage the process. We move from "knowing about unity" to "thinking about unity". But there is no personal investment or commitment to make this work.
3. *Alignment*: this is where our hearts, as well as our minds, are engaged and we make every effort to keep the unity we have in Christ! When we are aligned, people are fully committed to making the common vision a reality. We have each other's back. We voice our support in public and our concerns in private. Throughout 2016 each of the schools focused on how to strengthen the spirit of unity we have in Christ. As they did so, relationships were strengthened, there was a greater effectiveness within their communities, and staff and students demonstrated the love of God through acts of service.

During 2016 I was also involved with the leaders of Christian Schools associations across Australia as we sought to unite as one body. This is ongoing work as we support one another and effectively promote the vision and heart of Christian Education in our nation.

ACADEMIC ACHIEVEMENT

St Philip's Christian College achieved exceptional results in the 2016 Higher School Certificate. The class of 2016 integrated themselves into every aspect of life at St Philip's Christian College. They devoted themselves not only to their academic studies but also contributed to school life in the areas of sport, creative arts, vocational activities, Christian fellowship, mission and leadership.

SPCC NEWCASTLE RESULTS

St Philip's Christian College Newcastle achieved outstanding results in the 2016 HSC. Twenty one students were acknowledged on the Honour Roll, for achieving a Band 6 result across 34 subjects. Two of these students, were awarded ATARS of above 97.4. The school ranked 5th overall of the 78 schools in the Hunter Region, and 3rd overall of the Hunter Region Independent Schools.

SPCC PORT STEPHENS RESULTS

Forty-eight students from St Philip's Christian College Port Stephens sat for the NSW Higher School Certificate in 28 courses. St Philip's students obtained 18 places on the Honour Roll and the school ranked 10th overall of the 78 schools in the Hunter region. This result reflects positively on their efforts and those of their teachers and parents who supported them.

The school acknowledges student Grace Kim (2016 Dux), who obtained an ATAR of 99.05. They were also thrilled to hear news that Chloe Rebellato had her major work for Visual Arts selected for display at the NSW Art Gallery as part of this year's ARTEXPRESS.

SPCC CESSNOCK RESULTS

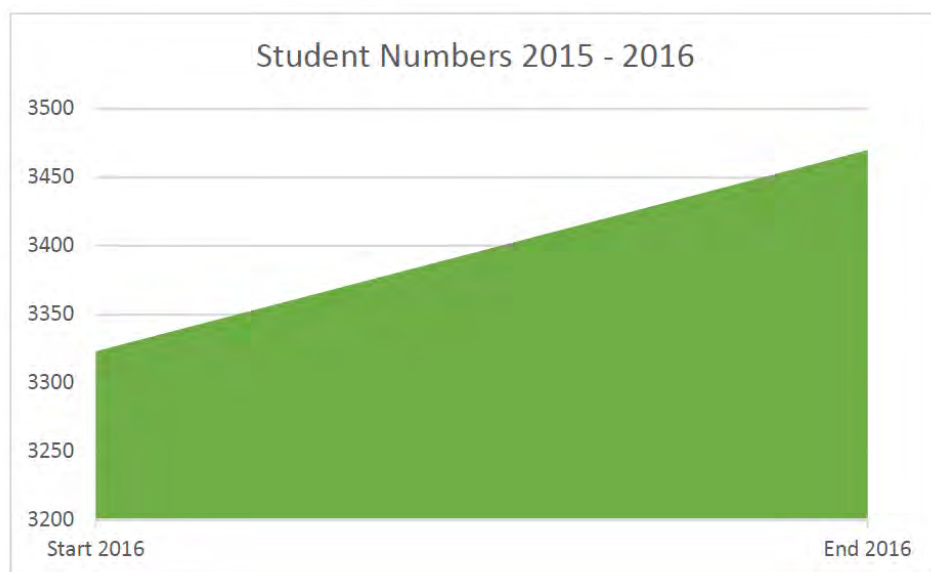
Considering the short history of HSC cohorts at SPCC Cessnock the achievement of the students in 2016 was commendable. There was a distinct shift towards achievement by students in Bands 4 and 5 which is reflective of the developing maturity of the academic culture of the school. Six students were acknowledged for outstanding results in Food Technology, VET Automotive, Mathematics, Music 1 and PDHPE.

The school recognises that student achievement is not defined by HSC results alone and there are more dynamic and meaningful measures of a successful school including student post-school pathways. This is reflected in the increasing opportunities for students to engage in Vocational Education and Training frameworks offered at the college.

GOSFORD ACADEMIC RESULTS

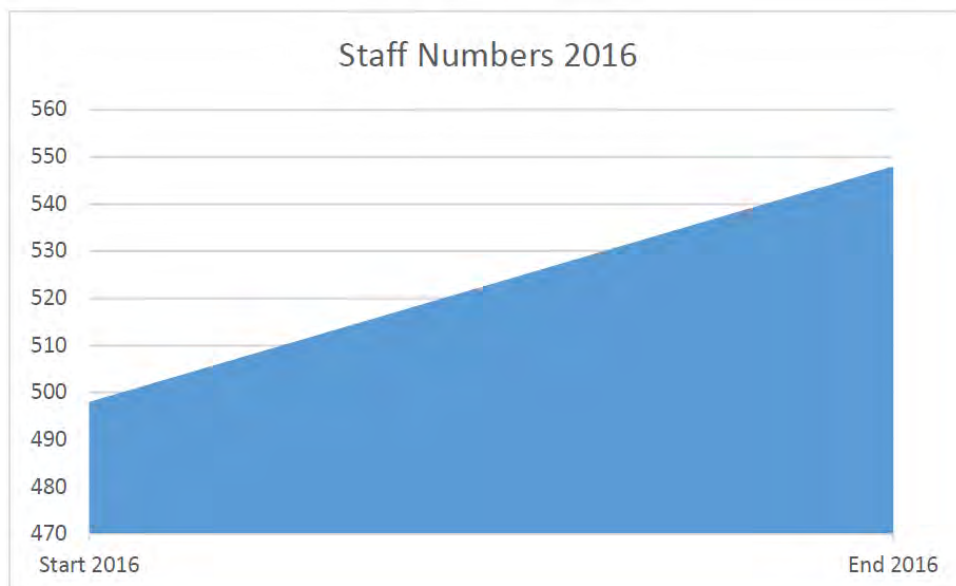
At SPCC Gosford, 19 students completed their HSC with us in 2016, competing against 65,000 students state wide. 47% of students achieved in the top two Bands for at least one of their subjects which is above state average. One student attained an ATAR of 91.35, placing her firmly in the top 9% of achievers in NSW and went on to receive a professional scholarship from The International College of Management Sydney.

Student Numbers/Growth Percentage from 2015 to 2016



4.42% increase
over the year.

Staff Numbers/Growth Percentage from 2015 to 2016



10% Increase through the year.

FOUNDATION OFFICE AND GOVERNANCE The movement of the Foundation Office personnel upstairs commenced towards the end of 2016. It was the beginning of a significant physical development to enhance relationships and operations. I have been in my existing office for 33 years (a commemorative plaque reminding the school of that room's history will be placed in that space), and my moving upstairs was a moment that saw the opportunity of bringing together current and future Foundation Office personnel, to commence in 2017. It also allowed the SPCC Newcastle personnel to consolidate their physical staffing opportunities downstairs.

Two additional Foundation Office ICT personnel commenced in 2016: Adam Rich and Jarrod Brett. Hannah Wellham also increased her involvement in the production of media-based community development communications throughout the SPCC community and beyond.

To fulfil the Board's Responsible Person's obligation for Professional Learning, a Governance Workshop was held in August by Steve Codrington from Optimal Governance.

Key Achievements against Priority Areas for the Foundation Office

Vision and Culture – *Staying the Course*

- Widened scope to include mission adventure and mission giving to include supporting the Principals and teaching staff in Vanuatu, and contributing to the Global Leadership Gathering in Jakarta
- Successfully staged a Staff Conference themed 'Unity' with speakers, Dr Allan Meyer and Erich Albrecht (Germany)

School Improvement – *Continuous Improvement*

- Oversaw the development of School Improvement Plans for the Foundation Office in each school
- Successfully established a TAA model and documentation in order to apply for approval with NESA

Leadership and Management – *Lead like Jesus*

- Held a Board Retreat for strategic planning
- Held our inaugural Principal's Retreat

Human Resource Management – *Employer of Choice*

- Appointed Elizabeth Moir to the position of HR Director for the organisation
- Successfully introduced a new TassWeb payroll system and staff kiosk
- Investigated the introduction of a centralised payroll system for 2017

Strategic Planning – *2020 Vision*

- Completed major work on Master Plans for each school
- Established the Building development Team to oversee the Master Planning process for all schools
- Investigated the feasibility of starting a new school at Rutherford and submitted an EOI
- Conducted a Board Strategic Planning Day involving each Principal

Finance and Resources

- Held Finance & Resource meetings at each school on a termly basis
- Introduced term planning meetings with the Bursars and Business Managers

Managing Information – *Vital Statistics*

- Introduced Office 365 to all schools
- Reviewed staffing for the Foundation Office and employed an IT person for DALE

Building Development – *Optimum Learning Environments*

- Introduced the College Architect role and retained Ian Easton's services
- Established a Building and Development Team which meets fortnightly to oversee the capital works program in the organisation

Marketing and Development

- Designed branding for the Foundation Office
- Working towards designing new websites for each of the schools with the aim to launch those in early 2017

Risk Management – *Safe and Secure Schools*

- Implemented an organisation wide Overseas Travel policy procedure
- Worked with Dynamiq to ensure that the majority of schools have up to date evacuation maps and documentation

Early Learning – *Centres in four locations*

- Lea Rule appointed as Head of Early Childhood from 2017
- Established Port Stephens Narnia to open in 2017

International Students – *Global Connections*

- Reviewed the MOU with our partner schools in India and working towards establishing one with Vanuatu.

BUILDING DEVELOPMENT PROGRAM 2016

In 2015 our current master planning phase had come to an end and we recognised the need to move into a new phase of master planning. To assist this process we engaged the services of Schreiber Hamilton Architects (SHAC). Throughout 2016, SHAC worked in consultation with the Foundation Building Development Team and the leadership and staff at Newcastle, Cessnock, Gosford and Port Stephens to develop comprehensive Master Plans for the next 10 years. These plans will be used to guide future developments in the schools with regular review.

NEWCASTLE

In 2016, the growth in student enrolments, and continued development of the Project Based Learning model across the Middle and Senior years, created a need to repurpose a number of facilities in the school.

The following projects were undertaken to meet these needs, and to prepare for the anticipated growth in enrolments in 2017:

- The Bridge Street Chapel was converted into 3 fully functional learning spaces, whilst maintaining the integrity of the building.
- The flats in Station Street were refurbished to be a classroom.
- A verandah was added to the back of the Senior School building to provide an outdoor learning area and recreational space.
- The demountables on Founders Walk were repurposed to create 2 large classrooms with operable walls, a new office space and sports storage area.
- The Junior School Library was moved to create a Senior School study area.

CESSNOCK

Phase 2 of the Junior School facility was officially opened in 2016. The Junior School provides innovative learning spaces for students in years 1-4. The creative design of building, and inspiring flexible learning spaces has been recognised as an exemplar model of a Junior School by AIS and member schools.

DALE

Construction of the new DALE Cessnock facility was completed in 2016. The Principal and staff continue to create learning spaces that support a dynamic alternate approach to learning.

In 2016, the school was given a BGA grant to develop an outdoor learning space, to further enhance their innovative approach to education. This will provide state of the art indoor/outdoor learning spaces to support investigative learning in a non-threatening environment. For students at DALE to be fully prepared for life beyond school, it is crucial for them to experience real-life authentic learning. Outdoor areas, with a focus on a range of curriculum areas and multiple intelligence types, will provide an authentic context for addressing associated learning outcomes and enhancing student engagement. Work on the project will commence in 2017.

PORT STEPHENS

The key focus at Port Stephens in 2016 was the addition of Narnia. After a protracted DA process, the purpose built Narnia facility was completed and opened its doors in early 2017. This addition to the Port Stephens College provides the community with faith-based education for children from 0-18 years.

Much work was done in consultation with SHAC, for the planning of the new Senior School precinct at the College. Work on this exciting new development will commence in 2017 and provide state of the art facilities for Senior School students.

GOSFORD

Master Planning was a key focus at Gosford in 2016. Information regarding to the complexity of the site, and ongoing budget constraints, led to the need to the redesign the Junior School building. Architect, Ian Easton and SHAC Architects worked in collaboration with the school to design a new JS building, and work will commence in 2017. An extension of time has been granted by the BGA with the expected time for completion being March 2018.

Thank you for your support as we seek to provide well for our school communities now and into the future.

Praise the Lord; praise God our Saviour! For each day he carries us in his arms!' Psalms 68:19
NLT

Every blessing,
Graeme Irwin

Executive Principal



Theme 2:

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

St Philip's Christian College, Waratah, a co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1255. The College is ideally located in the heart of Newcastle and in close proximity to Newcastle University.

The mission of the College is to continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five core values of the College are: Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community. The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life. At SPCC, we aim not only to give lip-service to the Christian faith, but we are intent on encouraging our students to seek and to question, so that their faith becomes real and personal. Our school provides an environment where respect and excellence are encouraged, along with a desire to see students enjoying the learning process and school life.

The College is passionate about the pursuit of excellence in all areas, particularly academic achievement, performing arts, sport and Christian lifestyle. To facilitate this, the College is divided into 3 sub-schools; Junior School, which supports children in their foundation years of schooling by providing a creative and nurturing environment, Middle School, which focuses on meeting the needs of emerging adolescents by developing confident and resilient young people who enjoy life's journey and achieve their unique God-given potential in all areas, and Senior School, which assists students in finishing strong, and stepping into the future with the passion, motivation and ability to make a difference in the world. Curriculum strengths include high academic standards in all KLAS, an effective learning support program, dynamic gifted and talented programs and classes administered through The Elevate Centre, vocational education, innovation in ICT, and information skills. We aim to develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community.

Extra-curricular activities include sport, gala days, musicals, choral groups and choirs, concert and jazz bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and mission trips.

Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre, which caters for children from birth to five years of age and offers a dynamic and creative environment tailored to meet the needs of every child. Narnia Christian preschool offers a transition program to Kindergarten at SPCC Waratah.

Throughout the College we have created flexible learning spaces, which facilitate effective team teaching, and increase student engagement and enthusiasm for learning. To strengthen our culture of learning, we have introduced 'The SPCC Learning Framework', which empowers students to become independent, motivated, confident and resilient learners.

As a part of our school improvement plan, we have introduced Project Based Learning in Year 8, in 2016, continuing into Year 9 in 2017, and being extended to Years 2 - 4 in HSIE units. PBL empower students to engage in the learning process through discovery, interest, curiosity, creativity and self-motivation and take ownership of their own learning.

PBL provides a framework for students to see the relevance of their learning to real life situations, while increasing their communication, collaboration and critical thinking skills. A research grant has enabled us to measure the impact of PBL on students' learning and provides for staff to stay up to date with current practice and effectively engage in best practice in this field. A new research unit has been established in the College as a result of receiving this grant.

Quality leadership is highly-valued at SPCC, and this year we are implementing a Student Leadership Development Program which involves giving students opportunities to practise leadership skills in a supportive learning environment. The program's aim is to increase students' proficiency in a range of areas including: project planning, management and resource allocation; reflection; problem solving; team building; decision making; goal setting; time management; effective communication; networking; conflict resolution; diversity awareness; and self-confidence.

The College theme for 2017, is "Igniting Possibilities", the aim of such being to challenge students to consider opportunities that are presented to them as possibilities for growth and development, now and into the future. We are encouraging students to ignite possibilities they may have never before considered.

School facts	
School sector	Non-government
School type	Combined
Year range	K-12
Location	Major Cities

School staff	
Teaching staff	99
Full-time equivalent teaching staff [?]	82.6
Non-teaching staff	41
Full-time equivalent non-teaching staff [?]	30.3

Links	
School website	St Philip's Christian College - Waratah
Sector, system or association website	Association of Independent Schools of New South Wales

Student background

[Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value	1124
Average ICSEA value	1000
Data source	Parent information

Distribution of students ²

	Bottom quarter	Middle quarters		Top quarter
School Distribution	4%	12%	28%	56%
Australian Distribution	25%	25%	25%	25%

Percentages are rounded and may not add to 100

Students

Total enrolments	1154
Girls	548
Boys	606
Full-time equivalent enrolments [?]	1154
Indigenous students	1%
Language background other than English	9%

¹ Data presented on this website should be read in conjunction with the notes and caveats provided.

² The table reports student background information that is available for the reported year. For some schools, information cannot be displayed for privacy reasons or because there is an insufficient proportion of data records.

³ For information about the National School Opinion Survey, see [School opinion information](#) on the ACARA website.

<https://www.myschool.edu.au/SchoolProfile/Index/107270/StPhilip'sChristianCollegeWaratah/43931/2016>



Theme 3:

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	479 461 - 497		451 436 - 466		486 469 - 502		501 481 - 520		464 449 - 479	
Year 3	SIM 469 460 - 478	ALL 426	SIM 450 442 - 458	ALL 421	SIM 465 456 - 474	ALL 420	SIM 485 475 - 495	ALL 436	SIM 448 440 - 456	ALL 402
	544 529 - 560		508 493 - 522		536 521 - 550		548 532 - 565		520 506 - 533	
Year 5	SIM 541 532 - 550	ALL 502	SIM 505 496 - 513	ALL 476	SIM 528 520 - 536	ALL 493	SIM 549 539 - 558	ALL 505	SIM 535 527 - 543	ALL 493
	573 562 - 583		548 536 - 560		559 548 - 570		566 554 - 578		574 563 - 585	
Year 7	SIM 579 572 - 587	ALL 541	SIM 551 542 - 559	ALL 515	SIM 568 561 - 576	ALL 543	SIM 580 571 - 589	ALL 540	SIM 587 580 - 595	ALL 550
	620 610 - 630		587 573 - 601		611 600 - 622		607 595 - 618		609 599 - 619	
Year 9	SIM 619 612 - 626	ALL 581	SIM 588 578 - 597	ALL 549	SIM 610 602 - 617	ALL 580	SIM 608 600 - 617	ALL 569	SIM 624 617 - 632	ALL 589

Student Performance on NAPLAN can be viewed on <https://www.myschool.edu.au/ResultsInNumbers/Index/107270/StPhilipsChristianCollegeWaratah/43931/2016>





Theme 4:

SENIOR SECONDARY OUTCOMES

Years 11 and 12 have traditionally followed an academic curriculum over two years, to qualify for the HSC and then go on to study at a University or College. This is no longer the case.

Currently in NSW only 50% of senior students follow an academic program of study with the aim of entering University. Of this 50% approximately 30% meet the needs of University entrance through the ATAR. At St. Philip's Christian College approximately 72% meet the requirements for University entrance.

It follows from this that the academic pattern of study will not suit all students. We advise that students select a course, which best fits their individual needs, abilities and aspirations.

Consider the following OPTIONS to obtaining a HSC:

Option A: Academic

You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital.

Option B: Academic / Vocational

You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital. However, you may include a TAFE course in Year 11, and a Framework Course in Years 11 & 12 which can be counted towards the ATAR.

Option C: Vocational

You select a pattern of study that is more concerned with future training at TAFE or with securing employment in the near future. You might select a mixture of traditional subjects and VET Courses. This provides you with TAFE credentials, which will be useful in attaining employment.

Option D: Individual Transition Program (ITP) / Vocational You select a pattern of study more concerned with immediate employment or a combination of employment and TAFE studies. Life Skills courses are also available for students with particular learning needs.

Subjects Offered

English

- Advanced English
- Standard English
- English Extension I & II
- English Studies (Non ATAR)

Mathematics

- Mathematics General
- Mathematics
- Mathematics Extension I
- Mathematics Extension II

Science

- Biology
- Chemistry
- Physics

Human Society and Its Environment

- Ancient History
- Business Studies
- Geography
- Legal Studies
- Modern History
- Studies of Religion I
- Studies of Religion II

Technological And Applied Studies

- Design & Technology
- Engineering Studies
- Software, Design & Development

Creative Arts

- Drama
- Music 1
- Photography, Video & Digital Imaging (Non ATAR)
- Visual Arts

Personal Development, Health And Physical Education

- Community And Family Studies
- Personal Development, Health And Physical Education

Languages other than English

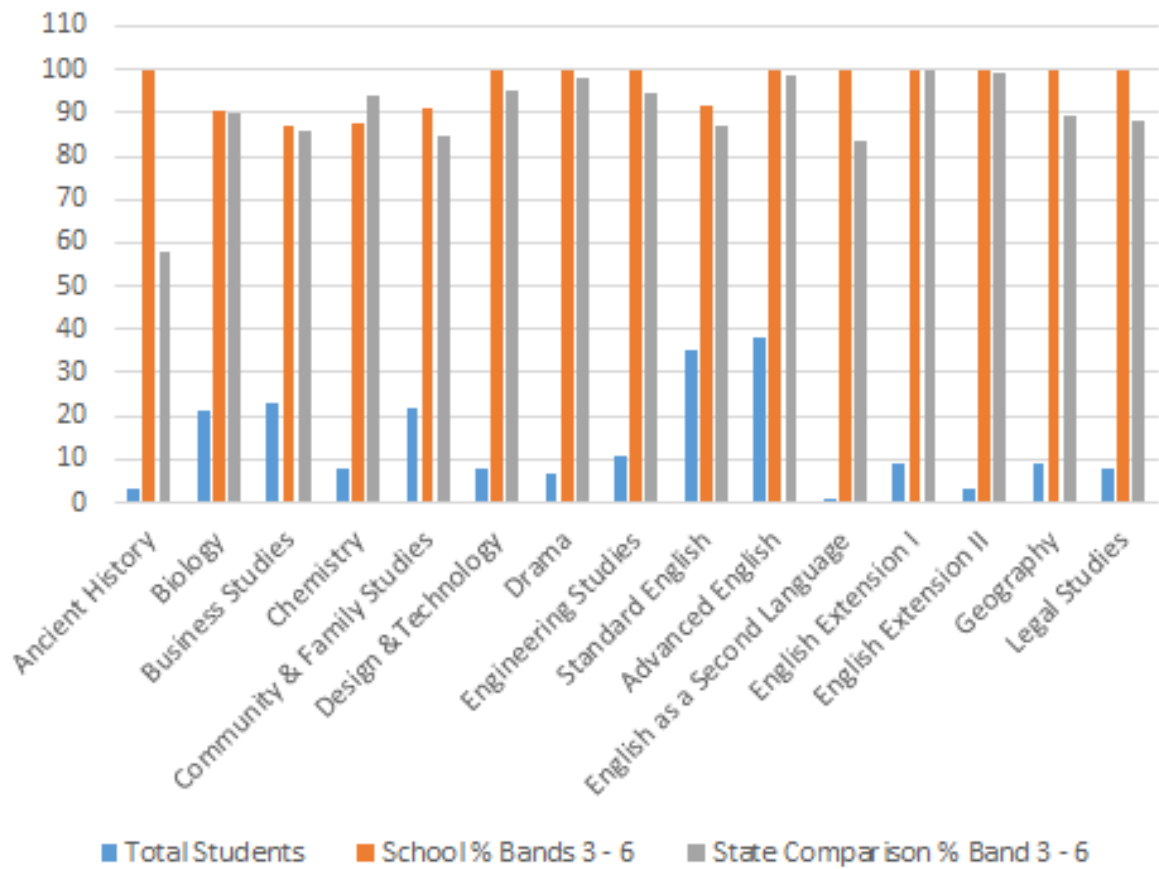
- French Beginners
- French Continuers

Vocational Education & Training Courses

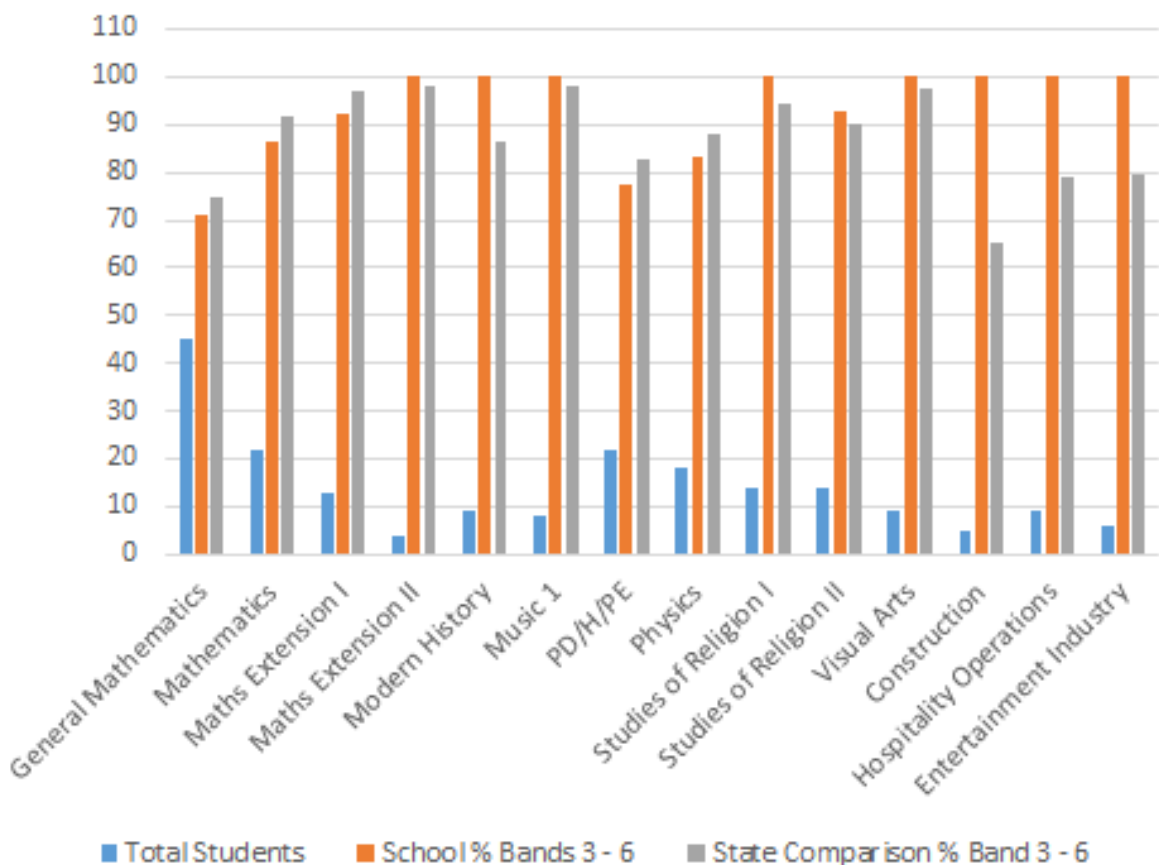
- Hospitality
- Entertainment
- Construction
- Sport & Recreation (Non-ATAR)
- Work Studies (Non-ATAR)

Higher School Certificate Results	Total Students	School %	State Comparison %	School %	State Comparison %
	In Course	Band 3 - 6	Band 3 - 6	Band 1 - 2	Band 1 - 2
Ancient History	3	100	57.97	0	42
Biology	21	90.45	89.80	9.52	10.17
Business Studies	23	86.94	86.09	13.04	13.88
Chemistry	8	87.50	93.92	12.5	6.05
Community & Family Studies	22	90.89	84.68	9.09	15.28
Design & Technology	8	100	95.06	0	4.9
Drama	7	100	97.8	0	2.16
Engineering Studies	11	100	94.42	0	5.55
Standard English	35	91.42	86.77	8.57	13.21
Advanced English	38	100	98.81	0	1.15
English as a Second Language	1	100	83.51	0	13.93
English Extension 1	9	100	99.62	0	0.36
English Extension 2	3	100	99.24	0	0.73
Geography	9	100	89.15	0	10.81
Legal Studies	8	100	87.96	0	12.02
General Mathematics	45	71.09	74.92	28.88	25.04
Mathematics	22	86.35	91.92	13.63	8.05
Maths Extension 1	13	92.29	96.99	7.69	2.98
Maths Extension 2	4	100	97.87	0	2.11
Modern History	9	100	86.41	0	13.55
Music 1	8	100	97.83	0	2.13
PD/H/PE	22	77.26	82.61	22.72	17.35
Physics	18	83.32	87.92	16.66	12.04
Studies of Religion 1	14	100	94.58	0	5.38
Studies of Religion 2	14	92.84	90.1	7.14	9.87
Visual Arts	9	100	97.69	0	2.28
Construction	5	100	65.46	0	34.5
Hospitality	9	100	79.14	0	20.84
Entertainment	6	100	79.76	0	20.19

Higher School Certificate Results 2016



Higher School Certificate Results 2016



Merit List 2016

Distinguished Achievers

Emily Bell	Advanced English
Julia Benbow	Community & Family Studies
Alesha Boudan	Hospitality Examination
Liberty Cherry	Advanced English, English Extension 1, Legal Studies, Studies of Religion II and Entertainment Industry Examination
Ruby Compton	Biology, Drama, Advanced English, English Extension I and Studies of Religion 1
Jack Crowther	Engineering Studies
Sophia Davies	Advanced English, Legal Studies and Studies of Religion II
Kingston Hasson	Music 1
Hannah King	Drama and Advanced English
Nicholas Masters	Mathematics Extension 1, Physics and Personal Development, Health and Physical Education
Abbey Morris	Advanced English, English Extension 1, Legal Studies and Studies of Religion I
Pramudith Perera	Biology, Chemistry and Mathematics Extension I
Emma Schmidt	Ancient History, Legal Studies and Mathematics General 2
Mia Stig	Music 1
Daniel Simmons	Music 1
Carla Streeter-Smith	English Extension 1
Annabelle Tappouras	Advanced English and Personal Development, Health and Physical Education
Leah Thompson	Community & Family Studies
Isabelle Velkov	Studies of Religion II
Sarah Watts	Biology and Community & Family Studies
Samantha Wilson	Music 1

Subject	Year	Total Students	School %	State Comparison %	School %	State Comparison %
		In Course	Band 3-6	Band 3-6	Band 1-2	Band 1-2
Ancient History	2016	3	100	57.97	0	42
	2015	8	100	82.95	0	17.38
	2014	13	84.59	82.95	15.38	17.01
	2013	5	100	83.21	0	16.75
	2012	10	90	75.65	10	24.31
	2011	11	90.9	84.78	9.09	15.18
Biology	2016	21	90.45	89.8	9.52	10.17
	2015	34	97.4	83.77	2.94	16.19
	2014	39	89.73	85.55	10.25	14.42
	2013	28	89.27	91.34	10.71	8.62
	2012	41	95.11	89.55	4.87	10.41
	2011	29	96.54	87.22	3.44	12.74
Business Studies	2016	23	86.94	86.09	13.04	13.88
	2015	14	85.7	87.48	14.28	12.49
	2014	24	95.82	87.58	4.16	12.4
	2013	10	90	87.74	10	12.23
	2012	15	99.98	88.1	0	11.87
	2011	8	100	90.18	5.88	9.79
Chemistry	2016	8	87.5	93.92	12.5	6.05
	2015	10	100	93.16	0	6.79
	2014	11	90.9	91.51	9.09	8.47
	2013	10	100	91.75	0	8.22
	2012	11	81.81	89.67	18.18	10.3
	2011	28	82.13	86.81	0	13.17

Subject	Year	Total Students	School %	State Comparison %	School %	State Comparison %
		In Course	Band 3-6	Band 3-6	Band 1-2	Band 1-2
Community & Family Studies	2016	22	90.89	84.68	9.09	15.28
	2015	19	91.72	85.44	5.26	14.52
	2014	22	100	90.6	0	9.37
	2013	17	99.97	88.53	0	11.44
	2012	17	99.98	89.73	0	10.25
	2011	20	90	90.93	10	9.03
Design & Technology	2016	8	100	95.06	0	4.9
	2015	0	0	0	0	0
	2014	16	100	94.96	0	5
	2013	9	99.99	96.68	0	3.29
	2012	4	100	92.79	0	7.17
	2011	7	100	94.04	0	5.94
French Beginners	2016	0	0	0	0	0
	2015	11	100	86.9	0	13.06
	2014	0	0	0	0	0
	2013	5	100	90.2	0	9.75
	2012	8	100	89.96	0	10.01
	2011	0	0	0	0	0
Standard English	2016	35	91.42	86.77	8.57	13.21
	2015	27	85.17	84.16	14.81	15.8
	2014	37	83.77	85.17	16.21	14.8
	2013	23	95.63	78.54	4.34	21.43
	2012	36	99.99	77.99	0	21.98
	2011	36	94.43	72.11	5.54	27.86

Subject	Year	Total Students	School %	State Comparision %	School %	State Comparison %
		In Course	Band 3-6	Band 3 -6	Band 1-2	Band 1-2
Advanced English	2016	38	100	98.81	0	1.15
	2015	58	100	99.03	0	0.95
	2014	60	100	99.06	0	1.63
	2013	50	100	98.34	0	1.62
	2012	55	98.17	99.04	1.81	0.93
	2011	41	100	98.13	0	1.83
English as a Second Language	2016	1	100	83.51	0	13.93
	2015	0	0	0	0	0
	2014	0	0	0	0	0
	2013	3	99.99	83.36	0	16.6
	2012	0	0	0	0	0
	2011	4	100	90.93	0	9.07
English Extension I	2016	9	100	99.62	0	0.36
	2015	14	92.85	99.65	7.14	0.33
	2014	8	100	99.45	0	0.52
	2013	5	100	88.34	0	11.63
	2012	15	99.99	98.97	0	1.01
	2011	4	100	98.59	0	1.4
English Extension II	2016	3	100	99.24	0	0.73
	2015	7	100	99.56	0	0.42
	2014	5	100	98.13	0	1.85
	2013	2	100	77.89	0	22.07
	2012	7	99.99	98.15	0	1.83
	2011	3	100	99.03	0	0.95

Subject	Year	Total Students	School %	State Comparision %	School %	State Comparison %
		In Course	Band 3-6	Band 3 -6	Band 1-2	Band 1-2
Engineering Studies	2016	11	100	94.42	0	5.55
	2015	6	100	93.29	0	6.69
	2014	8	100	89.47	0	10.5
	2013	10	100	92.29	0	7.67
	2012	0	0	0	0	0
	2011	7	100	91.74	0	8.22
Drama	2016	7	100	97.8	0	2.16
	2015	6	100	97.94	0	2.02
	2014	7	100	98.39	0	1.58
	2013	3	100	97.73	0	2.25
	2012	11	99.99	98.01	0	1.96
	2011	0	0	0	0	0
Legal Studies	2016	8	100	87.96	0	12.02
	2015	11	100	88.89	0	11.08
	2014	15	100	83.55	0	16.42
	2013	13	98.98	88.14	0	11.82
	2012	16	100	87.26	0	12.71
	2011	10	100	87.97	0	11.99
General Mathematics	2016	45	71.09	74.92	28.88	25.04
	2015	59	83.03	74.19	16.93	25.77
	2014	61	85.23	74.95	14.74	25.01
	2013	60	91.65	75.11	8.33	24.85
	2012	63	90.46	79.56	9.51	20.42
	2011	47	95.72	79.7	4.25	20.26

Subject	Year	Total Students	School %	State Comparision %	School %	State Comparison %
		In Course	Band 3-6	Band 3 -6	Band 1-2	Band 1-2
Mathematics	2016	22	86.35	91.92	13.63	8.05
	2015	24	95.82	90.5	4.16	9.47
	2014	35	91.42	91.3	8.56	8.66
	2013	20	100	92.26	0	7.71
	2012	21	85.7	14.28	90.56	9.41
	2011	25	100	90.65	0	9.32
Maths Extnesion I	2016	13	92.29	96.99	7.69	2.98
	2015	8	100	98.03	0	1.94
	2014	13	100	97.83	0	2.15
	2013	12	91.66	83.54	8.33	16.44
	2012	11	90.81	98.1	9.09	1.88
	2011	16	93.75	97.6	6.25	2.37
Geography	2016	4	100	97.87	0	2.11
	2015	2	100	98.33	0	1.63
	2014	1	100	98.56	0	1.41
	2013	3	33.33	87.17	66.66	12.81
	2012	1	100	98.6	0	1.38
	2011	4	100	98.53	0	1.44
Modern History	2016	9	100	89.15	0	10.81
	2015	12	91.66	86.7	8.33	13.27
	2014	18	94.43	84.34	5.55	15.63
	2013	4	100	83.39	0	16.59
	2012	0	0	0	0	0
	2011	0	0	0	0	0

Subject	Year	Total Students	School %	State Comparision %	School %	State Comparison %
		In Course	Band 3-6	Band 3 -6	Band 1-2	Band 1-2
Music 1	2016	8	100	97.83	0	2.13
	2015	12	100	97.47	0	2.49
	2014	7	100	96.95	0	3.02
	2013	12	99.99	97.47	0	2.48
	2012	22	99.99	97.61	0	2.35
	2011	9	100	98.98	0	0.98
PD/H/PE	2016	22	77.26	82.61	22.72	17.35
	2015	24	91.66	91.4	8.33	9.56
	2014	19	100	88.27	0	11.69
	2013	18	94.43	82.38	5.55	17.59
	2012	18	99.98	85.43	0	14.54
	2011	30	99.99	89.79	0	10.18
Physics	2016	18	83.32	87.92	16.66	12.04
	2015	14	85.7	89.34	14.28	10.63
	2014	22	100	90.6	0	9.37
	2013	17	70.57	88.88	29.41	11.16
	2012	14	92.84	90.45	7.14	9.51
	2011	26	92.3	91.73	7.69	8.23
Software Design & Development	2016	0	0	0	0	0
	2015	5	100	88.4	0	11.56
	2014	4	100	90.3	0	9.65

Subject	Year	Total Students	School %	State Comparision %	School %	State Comparison %
		In Course	Band 3-6	Band 3 -6	Band 1-2	Band 1-2
Studies of Religion I	2016	14	100	94.58	0	5.38
	2015	21	100	95.34	0	4.62
	2014	10	100	93.82	0	6.14
	2013	16	81.25	93.79	18.75	6.17
	2012	19	99.98	90.4	0	9.56
	2011	15	100	93.67	0	6.29
Studies of Religion II	2016	14	92.84	90.1	7.14	9.87
	2015	17	88.22	89.24	11.76	10.73
	2014	20	95	90.36	5	9.6
	2013	18	99.98	90.39	0	9.58
	2012	8	100	88.58	0	11.38
	2011	13	92.29	92.12	7.69	7.86
Visual Arts	2016	9	100	97.69	0	2.28
	2015	15	100	97.96	0	2.01
	2014	19	100	97.07	0	2.9
	2013	12	99.99	98.18	0	1.79
	2012	16	100	98.18	0	1.78
	2011	10	100	97.46	0	2.52
Construction	2016	5	100	65.46	0	34.5
	2015	3	100	62.72	0	37.18
	2014	5	100	68.73	0	31.24
	2013	10	100	64.52	0	35.45
	2012	9	77.77	63.42	0	36.56
	2011	12	100	63.83	0	36.14

Subject	Year	Total Students	School %	State Comparison %	School %	State Comparison %
		In Course	Band 3-6	Band 3 -6	Band 1-2	Band 1-2
Hospitality	2016	9	100	79.14	0	20.84
	2015	7	100	85.48	0	14.49
	2014	7	100	82.94	0	17.02
	2013	8	100	82.97	0	16.99
	2012	13	99.98	85.22	0	14.74
	2011	5	100	87.3	0	12.67
Entertainment	2016	6	100	79.76	0	20.19
	2015	10	100	87.78	0	12.2
	2014	10	90	85.58	10	14.39
	2013	8	100	79.93	0	20.04
	2012	18	98.98	79.15	0	20.82
	2011	10	100	73.78	0	26.18



Record of School Achievement

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 formal Record of School Achievement credential was awarded by the BOSTES to 4 students.



In 2016, 85 students sat for the NSW Higher School Certificate in 32 courses. In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 35% of these placed in Bands 5 and 6 (80-100 marks). Of the 29 candidates who sat for a one unit extension course 96% achieved 25 marks or more out of 50 with 41% of these achieving in the highest bands with 40 marks or more.

In general, student's achievement was at or above state level. This has been a consistent trend over the past five years.

Course	No of Students
Construction	9
Entertainment	10
Hospitality	15
Outdoor Recreation	25
Work Studies	12
TAFE	9
Private Provider	3

Percentage of Year 12 students undertaking VET/TVET Courses 78%

Percentage of Year 12 subjects that are VET/TVET Courses 38%

Percentage of Year 12 students attaining the HSC or VET qualification 100%

Theme 5:

TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Professional Learning Framework The PLF causes teachers to pursue their own professional learning via a series of mandated activities such as goal setting, learning walks, student surveys etc. Each term, an afternoon is dedicated to conversations about the PLF activities. In Term 4, staff are appraised by their PLF Leader. Professional Learning for All Staff

Professional Learning continued to occur on most Tuesday afternoons throughout 2016 and included the following topics and activities. These sessions were led by Faculty Heads, Team Leaders, outside speakers, the Principal and Sub School Heads as appropriate.

- Curriculum Framework information and training sessions
- RAP Analysis
- Goals and action planning meeting.
- Looking at data
- Project Based Learning
- Developing a Statement of Intent as an aspect of School Improvement and Effectiveness
- Professional pre-reading followed by discussion
- Discussion of work samples
- PBL Team time
- Literacy Continuum
- Thinking Culture Interest Group meeting
- Cluster Grouping Info session for staff new to SPCC
- Student Wellbeing
- Report Writing @ SPCC
- Adjustments to programs and assessments
- Appraisal Preparation:
- School Improvement Plan presentations
- Literacy Across the KLAs
- Creating great driving questions in PBL
- Using PBL Protocols to enhance your classroom
- Using Critical Friends protocols
- Professional Reading and Action - Louise Stoll: Stimulating Learning Conversations
- Registration and Accreditation Introduction and Information session
- MEA
- Pam Vision and Update
- NAPLAN Data Meeting. Organised by Denise S13
- Writing Samples Through the Lens of the Literacy Continuum
- Faculty and Teams 2017 Planning including implementing of NICE

Training in Project Based Learning

As the Board is aware, SPCC Newcastle has decided to utilise PBL as a very important part of our pedagogical structure. IN order to facilitate this, many staff went to the NTN Conference in Orlando which proved to be a turning point in teachers' understanding and skills. As well as this intensive conference learning, there have been several days of training with our NTN Coach, Brad Scanlon and also time to work together to develop curriculum materials.

National Institute for Christian Education (NICE)

NICE conducted three sessions throughout Term 3 and 4. All teaching staff completed the Module: Certificate of Christian Education (Design). This was very well received and continues to have impact.

CLT

The College Leadership Team spent time learning about Professional Learning Communities through a series of afternoons centred on the book "Transformative Collaboration".



Name of Staff Member	PD Activity	Date
SS Staff	Foundational Christian Beliefs	08/02/2016 -
SS Staff	Intro Lego EV3 Workshop	19/02/2016
SS Staff	CAFS - Thinking outside the box	11/03/2016
SS Staff	Early Career History	21/03/2016
SS Staff	VET Co-Ordinators Network Day	18/03/2016
SS Staff	Hospitality Network Day	01/04/2016
SS Staff	Robocop Training	05/05/2016
SS Staff	Global Shifts in Contemporary Art Practice	12/05/2016
SS Staff	Construction Network Day	20/05/2016
SS Staff	Edutech Conference - Brisbane	29/05/2016 - 31/05/2016
SS Staff	TTC Sustainability of VET into the future	0/06/2016
SS Staff	AIS Research Network Day	01/06/2016
SS Staff	Entertainment Network Day	03/06/2016
SS Staff	Making Thinking Visible	16/06/2016
SS Staff	Making new connections in Geography	01/08/2016
SS Staff	Morrisby Online Report Training	03/08/2016
SS Staff	BOSTES Consultation on new HSC Courses	04/08/2016
SS Staff	AIS NSW Heads of Sport Conference	15/08/2016 - 16/08/2016
SS Staff	Teacher Tour CSIRO	16/08/2016
SS Staff	Cultures of Thinking	29/08/2016
SS Staff	Improving Student Performance in Stage 6 PDHPE	02/09/2016
SS Staff	Careers Advisor of NSW Annual Conference	21/10/2016
SS Staff	NSW English Teachers Association Conference	18/11/2016 - 19/11/2016
SS Staff	ETA Conference	18/11/2016
SS Staff	NSW English Teachers Association Conference	19/11/2016

Name of Staff Member	PD Activity	Date
JS Staff	Accreditation Gosford	15/02/2016
JS Staff	MACQLIT	07/04/2016 -
JS Staff	Geography Syllabus	10/05/2016
JS Staff	Differentiation at HVGS	18/05/2016
JS Staff	Music PD	07/06/2016
JS Staff	Student Wellbeing PD	08/06/2016
JS Staff	Autism/ADD/HD PD	12/08/2016
JS Staff	Early Childhood Education & Care Conference	18/08/2016 -
JS Staff	AIS Conference	25/08/2016 - 26/08/2016

Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	99
Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Not having qualifications described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years	0

Theme 6:

WORKFORCE COMPOSITION

School Staff 2016	
Teaching Staff	99
Full-time equivalent teacher staff	82.6
Non-teaching staff	41
Full-time equivalent non-teaching staff	30.3
Indigenous	0

* information gained from Federal Census 2016

<http://www.myschool.edu.au/>

THEME 7:

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

Year	Enrolment	Absence	Full Days	Attendance	Attendance
0	54	550	9936	9386	94.46
1	70	762	12880	12118	94.08
2	68	555	12512	11957	95.56
3	54	504	9936	9432	94.93
4	80	848	14720	13872	94.24
5	71	616	13064	12448	95.28
6	68	613	12512	11899	95.1
7	141	1440	25944	24504	94.45
8	141	1375	25944	24569	94.7
9	112	1386	20608	19222	93.27
10	115	1488	21160	19672	92.97
11	138	1486	25392	23906	94.15
12	92	879	16928	16049	94.81

Managing Non-Attendance

Students are expected to attend school every day. If a student is not in attendance, then the following procedures should be followed:

Parents/guardians are expected to contact the College on the day of the child's absence to inform the College of that absence. (Parents/guardians are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the parent/guardian need not contact the school on the first day of the absence).

If the parent/guardian does not notify the College, the Principal or her delegate will undertake all reasonable measures to contact parents promptly within three school days of an unexplained consecutive absence occurring.

For any absence, a written note providing the dates of and reasons for the child's absence is required from the parent/guardian within seven days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is explained or unexplained. This note will be maintained until the end of the school year for the documentation purposes.

If a note of explanation is not received, then parents are sent an absentee notice requesting a note of explanation to be completed.

If a note of explanation is still not received, then the absence is recorded as unexplained.

Post School Destinations

Post School destinations for our student body are diverse and are outlined below.

Workforce

- ▶ **Full time work**

8 Students

- ▶ **Further Study – TAFE and Private Providers - *Certificate and Diploma Level***

2 Students

- ▶ **Apprenticeships**

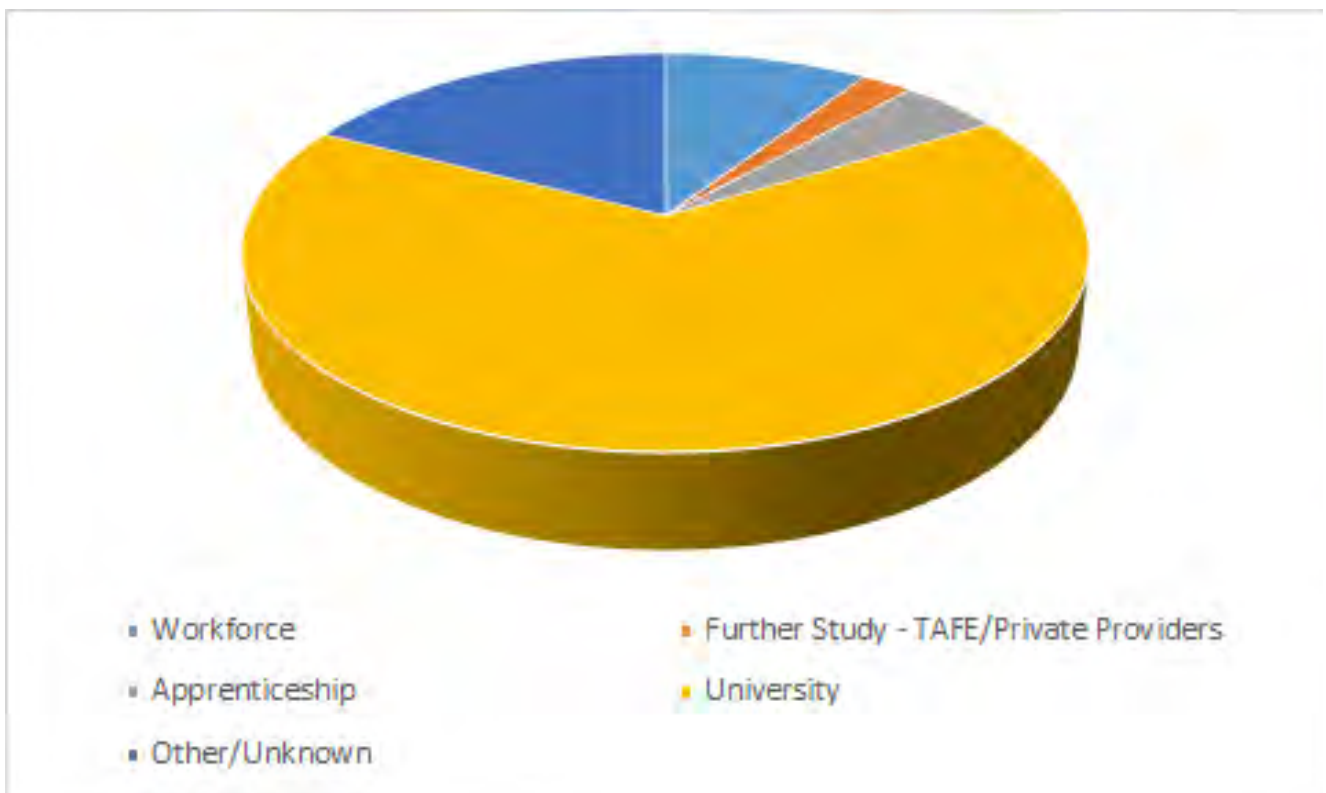
4 Student

- ▶ **Attending University - *Bachelor Level***

57 Students

- ▶ **Other/Unknown**

15 Students



Retention Rate

The retention rate of students who completed Year 10 (2014– 95 students) and continued on in the school to complete Year 12 (2016 – 77 students) was 81%.

THEME 8:

ENROLMENT POLICIES

Enrolment Policy

The policy outlines the process for enrolment including the responsibilities of the Board of Governors (who approve the policy and act as an appeal body), the Principal who oversees and guides the enrolment process and the Director of Admissions who, by the delegated power of the Principal, interviews all prospective students and makes enrolment recommendations to the Executive Leadership Team (Refer to 6.1-6.3 in policy). (Specific enrolment processes are detailed in *St. Philip's Christian College Newcastle Enrolment Guidelines and Procedures 2012*, *Kindergarten Enrolment Guidelines and Procedures*, *Year 7 Enrolment Guidelines* – all available on request). This policy complies with the Disability Discrimination Act. (See Principles and Procedures 5.1 -5.2). Prerequisites for continued enrolment are explained Sections 5.3 and 5.8 of the policy. These prerequisites are: the full payment of tuition fees and other charges; and that the student complies with the disciplinary requirements of the College.

Changes No changes were made to this document in 2016.





St. Philip's Christian College
Newcastle Campus
Enrolment Policy 2014

Author/Supervisor	Pam O'Dea, R. Baker
Compliance	
Board of Studies	Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.8 Attendance
Legislative Requirements	<p>NSW Education Act(1990) www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104 Privacy Act http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/ Disability Discrimination Act 1992 http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/ Racial Discrimination Act 1975 http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/ Sex Discrimination Act 1984 http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/ Education Amendment Act 2008 http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Commonwealth Government DEEWR) – (<i>International Centralised Administration Manual (CAM) Version July 2011.</i>) See CCH School Principals' Legal Guide www.cch.com.au</p>
Other Policy Relationships	Enrolment Guidelines and Procedures Privacy Policy Attendance Policy Students with Disabilities Statement Assisting Student with Learning Difficulties Policy International Students Policy Managing Student Behaviour (Discipline) Policy Managing Student Behaviour (Bullying) Policy
Document Location	G:\Staff\Policies; Guidelines & Procedures\Enrolment H:\College Documents\Policies and Procedures\Administration\Enrolments
Key Dates:	

Date of Issue/last	March 2014
Review Date	May 2015
Policy	This policy will be reviewed every 3 years, or as needed in line with
Applies to	St. Philip's Christian College, Newcastle Campus K-12

The College's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act* and of the Board of Studies for registration of the school.





St. Philip's Christian College
Newcastle
Enrolment Policy

1. General Statement

St Philip's Christian College, Newcastle is a Christian, Coeducational, Independent, P-12 College. The College is located in the inner city suburb of Waratah and is in close proximity to Newcastle University. **St. Philip's Christian College Mission Statement**

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

This policy provides the guidelines for enrolment into St. Philip's Christian College, Newcastle. Our enrolment policy and its implementation will control, to a large degree, the kind of College we have. This is most evident through the formation of a Christian 'culture' with its associated ethos, leadership and atmosphere. An effective enrolment policy is required to ensure that these desired outcomes, as expressed in the Mission Statement, are maintained. This document is to be read in conjunction with the College's Enrolment Guidelines and Procedures.

2. Aim

- 2.1 To enrol students from families who desire a Christian Education for their children and who support the ethos of the College.
- 2.2 To establish the direction for College procedures and practices for enrolling students into St. Philip's Christian College.
- 2.3 To cater for the individual needs of each student equitably within the constraints of the available resources.

3. Objectives – Policy statement

To outline the areas of delegation, responsibilities and conditions for enrolment at St Philip's Christian College, Newcastle

4. Audience and Applicability

All staff, students and parents and prospective students of St. Philip's Christian College, Newcastle.

5. Principles and Procedures

5.1 Discrimination on the basis of race, colour or national or ethnic origin is prohibited.

5.2 Students with disabilities will be treated fairly and reasonably as mandated in the *Disabilities Standards for Education Act (2005)*. This guideline involves the processing and treatment of the enrolment application for students with disabilities on the same basis ('an equal playing field') as all other enrolment applications. Students with emotional, behavioural and/or academic problems that would be beyond the established resources of the school to accommodate (and therefore constitute 'unjustifiable hardship' on the College) may not be enrolled.

5.3 The *College Fees and Charges Schedule and Collection Guidelines* will be explained and assessed at the time of the parent interview. Parents are asked to make a declaration to pay tuition fees and other charges as they fall due. This is a condition of continued enrolment for their student. 5.4 Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review.

5.5 International student enrolments are welcome and are subject to special conditions contingent upon a suitable Homestay family arrangement being available.

5.6 Enrolment offers are based on the following criteria:

- ▶ Students from families who desire a Christian Education for their children and who support the ethos of the College.
- ▶ Students we judge to be best able to benefit from the educational program we offer.

5.7 Continued enrolment of a student is conditional upon the student complying with the disciplinary requirements of the College, as explained at interview and presented in College handbooks.

5.8 If a student does not attend school for 10 continuous days and no communication from the family has been forthcoming, then the enrolment of the child may be terminated and the matter referred to the home/school liaison officer.

5.9 Any concerns or complaints in relation to the enrolment process and enrolment decisions need to be directed in the first instance to the Assistant Principal/Director of Admissions. In the event that a further determination is required, appeal processes are available through the Principal and then the Board of Governors.

6. Responsibilities and Delegations

6.1 Board of Governors

6.1.1 The Board of Governors holds the ultimate responsibility for determining enrolment policy

6.1.2 Make a decision re enrolment in the event the appeal process is required.

6.2 Principal

6.2.1 The Principal is responsible for ensuring that policies and procedures relating to enrolment are in place.

6.2.2 The Principal oversees and approves the selection and enrolment of all students.

6.2.3 The Principal delegates the interview process to the Director of Admissions

6.2.4 The Principal approves and extends all offers of enrolment

6.2.5 The Principal makes a decision re enrolment in the event the appeal process is required.

6.3 Director of Admissions

6.3.1 As the Principal's delegate, the Director of Admissions interviews all prospective students to the College, making recommendations re enrolment of students to the Principal.

6.3.2 Before making a final determination on a student's enrolment, the Director of Admissions seeks input from appropriate staff and/or specialists re applicants' educational needs.

6.4 Executive Leadership Team

6.4.1 Assist the Director of Admissions in the enrolment process by interviewing for new students throughout the year, facilitating the enrolment process for siblings of existing students and conducting interviews for Year 7 and Kindergarten enrolment periods.

6.4.2 Provide advice to the Director of Admissions re class make up and educational needs of relevant classes/students/staff and prospective enrolments.

6.4.3 All new enrolments, except during set enrolment periods (ie. Year 7 and Kindergarten) are approved by the ELT.

6.4.4 Pass on new student information to relevant teachers

6.5 Director of Learning Support/Specialist Staff

6.5.1 Assist the Director of Admissions in the enrolment process by reviewing and assessing the educational needs of prospective students as required.

6.5.2 Provide advice to the Director of Admissions re class make up and educational needs of relevant classes/students/staff and prospective enrolments.

6.6 Principal's Secretary (Registrar)

Enrolments Secretary

- 6.5.1 Completes all necessary paperwork and interviews relating to enrolments
- 6.5.2 Maintains accurate waiting lists and enrolment files and databases.
- 6.5.3 Liaises with director of Admissions, Heads of School and parents re enrolments.
- 6.5.4 Communicates with all Administrative staff enrolment information

6.7 Parents

- 6.7.1 Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational/medical needs
- 6.7.2 Make available any specialist information and academic records/history regarding the child's educational/medical needs
- 6.7.3 Ensure all information listed on the enrolment form/medical form is true and correct.
- 6.7.4 Accept/decline offer of enrolment within 30 days of offer being sent.
- 6.7.5 Ensure all tuition fees and other charges are paid as they fall due.
- 6.7.6 Meet all requirements re attendance and communication as outlined in the Attendance Policy.

6.8 Students

- 6.8.1 Cooperate with the College's enrolment process
- 6.8.2 After enrolment, continue to meet conditions of enrolment as outlined in the Student Planner and by following College policies and procedures.

7. Monitoring Evaluation and Reporting Requirements

This policy will be evaluated and reviewed every three years or as needed.

8. Document Details and History

Document revised P. O'Dea, R. Baker December 2009 updated E. Moir May 2012

amended July 2012 E. Moir

amended March 2014 E. Moir

Location: G:\Staff\Policies Guidelines and Procedures\Enrolment

THEME 9:

OTHER SCHOOL POLICIES

a) Student Welfare Policy

St Philip's Christian College, Waratah is committed to providing a safe and supportive environment by having in place policies and procedures that provide a "caring, secure and challenging learning environment" which supports our Mission Statement and our legislative requirements.

We do not have a discrete Student Welfare Policy as we believe that Student Welfare is an integral part of many policies, hence we have a *Student Welfare Policy Framework*. The *Student Welfare Policy Framework* outlines the various policies that are in place at the College that address this need and help provide a safe and supportive environment which:

- Minimizes risk of harm and ensures students feel secure

- Supports the physical, social, academic, spiritual and emotional development of students

- Provides student welfare policies and programs that develop a sense of self worth and foster personal development

Below is a summary of the major policy areas encompassed in the framework. No changes were made to these documents in 2016. The full text of the *Student Welfare Policy Framework* is available for all staff on the College Common drive, MySPCC and in hard copy in the policy folder in the Executive Administrator's office. The full text is available for parents on the College website and hard copy on request.



Policies that are included in the Student Welfare Policy Framework:

- Academic Acceleration Policy
- Accident/Incident Reporting Policy
- Anti-Bullying and Harassment Policy
- Assessment Policy
- Assisting Students With Learning Difficulties Policy
- Attendance Policy
- Child Protection Policy
- Code of Conduct (Staff)
- Communication – Home/School Policy
- Complaints Policy
- Contractors Policy
- Critical Incident Policy
- Disability Provisions Policy
- Errands Guidelines
- Excursion Policy
- Emergency Evacuation Policy and Procedures
- ESL Policy
- Gifted Education Policy
- Homework Policy
- Managing Student Behaviour -Discipline Policy
- Managing Student Behaviour – Commendation Policy
- Ministry Team Guidelines
- Pastoral Care Statement - Premises and Buildings Policy
- Risk Management Policy - Security Policy
- Student Health and Medication Policy, procedures and guidelines
- Student Leadership Policy
- Students with Disability Statement
- Supervision Policy, Procedures Guidelines
- Tutor and External Providers Policy
- Work Health and Safety Policy
- WHS Consultation Statement
- Volunteers Policy
- Unwanted Visitors Procedure

b) Anti-Bullying Policy

Policy title - *Managing Student Behaviour (Anti-Bullying and Harassment)*

Through the successful implementation of this policy and other welfare areas our goal is to help to create and maintain a culture where bullying, harassment, violence and discrimination is unacceptable and occurrences minimized. The Anti-Bullying and Harassment Policy focuses on four key areas: Our Christian ethos; Creating a safe and supportive environment; Self-discipline; and Respect. The policy outlines responsibilities and delegations of staff, students and parents.

The full text of the College's *Managing Student Behaviour (Anti-Bullying and Harassment) Policy* is available on the College website and MySPCC for students and parents and hard copies on request. The full text is available on the common drive and MySPCC for staff and hard copies are in the policy folder in the Executive Administrator's office. There were no changes to this document in 2016.

c) Discipline Policy Policy title - *Managing Student Behaviour – Discipline*

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required the consequences vary according to the nature of the breach of discipline and a student's prior behaviour. Please note, that no corporal punishment will be administered by St Philip's Christian College nor is the administering of Corporal Punishment by non-school persons, including parents sanctioned by the College.

Disciplinary action that may result in any sanction against a student, including suspension or expulsion provides processes based on procedural fairness. The parent/caregiver is given the opportunity to participate in the process through interviews with the Principal and Head of School and opportunities to discuss sanctions.

The full text of the College's *Managing Student Behaviour – Discipline Policy* is available on the College website and MySPCC for students and parents and hard copies on request. The full text is available on the common drive and MySPCC for staff and hard copies are in the policy folder in the Executive Administrator's office. In 2016, there were minor updates to *Managing Student Behaviour – Discipline Policy*. One of these was the inclusion of the note in 5.9 outlining that SPCEF Ltd does not excluded students.

d) Policy for Complaints and Grievances Resolution Policy titles - *Managing Complaints; Grievance Handling*

The College's Policy for dealing with complaints (parents/community), *Managing Complaints*, and grievances (employees), *Grievance Handling*, includes processes for raising and responding to matters of concern identified by parents, students and employees. These processes incorporate the principles of procedural fairness.

The **Complaints Policy** and associated procedures, are based on biblical principles with the desire that concerns and complaints are resolved in a prompt, impartial and just manner. Through this process the desire is that a positive respectful relationship may be maintained and that parents/caregivers feel their opinion is valued and may raise issues without fear of repercussion. Parents are asked to raise the matter directly with the staff member concerned, or if this is not appropriate or parents feel uncomfortable with this, they may raise the matter with the staff member's supervisor. If there is no resolution, parents may raise the matter further with the Head of School or School Principal. For matters pertaining to the School Principal, parents may discuss the matter with the Executive Principal.

The **Grievance policy** outlines the biblical principles that are to be followed for resolving conflict with staff members. Grievances are to be dealt with in a prompt, impartial and just manner whilst maintaining positive and collaborative relationships between staff members. The Grievance policy allows for diversity of opinion and for staff members to feel that their opinion is valued and that they may raise issues without fear of repercussion. Staff members are asked to raise the grievance with the relevant staff member in the first instance and then if not resolved, discuss the matter confidentially with the relevant Head of School or Principal. If the matter pertains to the Principal, then staff members may raise the concern with the Executive Principal.

In 2016, there were no changes to either the *Managing Complaints* or *Grievance Handling* policy.

The full text of the College's policy for *Managing Complaints* is available for staff, students and parents on the College website and MySPCC. Staff also have access to the full text of *Grievance Handling* policy and procedures via the staff common drive and MySPCC. A summary is also contained in the Staff Handbook and the information booklet for the Board of Governors. Hard copies are in policy folder in the Executive Administrator's office and on request.



THEME 10:

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Junior School

LEARNING

- PBL (Yrs 2-4) - Students engage in the learning process as evidenced through discovery, interest, curiosity, creativity and self-motivation and have ownership of their learning. Students understand and see the relevance of their learning to real life situations. Teachers in Years 2-4 will implement a Driving Question for HSIE Units. Staff to brainstorm collectively.
- Effective Feedback - Student learning is measured through authentic assessment with regular, appropriate and relevant feedback given in a positive manner. Staff will provide students with E F allowing time for student skill development.
- Staff will scaffold and support students in achieving their learning goals
- Staff will give supportive feedback to students based on data analysis.
- Students will set learning goals and be able to communicate them and their progress with others.
- Staff link data analysis to EF to improve student outcomes.
- Establishment of Elevate Centre - Student achievement at all ability levels is recognised. Students are supported, in safe learning environments, to extend themselves beyond their comfort zone. Students are enabled to identify their strengths in a range of areas, in a culture that promotes "Personal Best"

TEACHING

- Staff demonstrates a thorough knowledge and understanding of current BOS syllabi/course requirements through the implementation of their programs.
- Utilise the Literacy Continuum as a tool for assessing student progression and guiding teaching. The main focus for 2016 is Reading. A new Reading system will be thoroughly researched and purchased to support this goal.
- Data Analysis - Staff use data to inform and improve learning outcomes.
- Review of Current Research - Staff engage in, and deliver regular PD experiences, and share best practice with colleagues to ensure they are up to date in current practice and effectively utilise resources.
- Registration & Accreditation - Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the development of timely 'scope and sequence' plans and implementation of effective and engaging programs.
- Leaders take initiative to provide continual improvement and embrace purposeful change.
- Staff link data analysis to EF to improve student outcome

- Time allocation in JS Staff meeting allows for JS Teachers to present new learning to colleagues on a regular basis.
- Staff teams will have regular opportunities through staff meetings to share effective feedback examples.

CULTURAL

- Students express genuine care and concern for others that crosses race, social, gender and age differences and therefore bullying is out of place.
- Junior School children will continue grade-based fundraising to support our 4 sponsor children and donate funds to mission projects locally and/or overseas.
- Junior School children will engage in the Peace Makers program at the start of the year to teach and reinforce positive relationships and empower students in dealing with difficulties. (anti-bullying)
- Establish New Community Partnerships- Every student in K-4, will have the opportunity to initiate or contribute, each year, to projects with a service focus.

PASTORAL CARE

- K-12 Student Wellbeing - Students are actively encouraged to embrace the opportunities provided through a variety of aspects of College life in order to strengthen a sense of connection to the College community and enhance the well-being of the whole child. Relevant pastoral care programs for students and staff are established, implemented and regularly reviewed.

FAITH

- Through explicit teaching of the Bible weekly, Biblical/Christian/Faith & Life Studies and a Christian perspective on which the teaching of all subjects is founded, students are enabled to develop an understanding of a Christian world view.
- Every day, students experience a genuine outworking of Christian faith and love, through the interactions and relationships they have with College staff members. Those who are called to leadership within the College demonstrate a Biblical model of servant leadership.



Middle School

FAITH

- Following the Year 7 Camp and using Youth Alpha, Year 7 students new to Middle School will hear the gospel, have it explained to them and be given a chance to respond.
- Student Leaders will be given time in each assembly to share a devotional testimony or challenge in order to encourage Middle School students in their faith journey.
- Using National Institute of Christian Education resources, staff will more intentionally integrate a Christian world-view in their teaching.

LEARNING

- Continued understanding and use of Thinking Routines in learning activities
- Year 8 students will commence learning using a Project-Based Learning model
- An honours program will be investigated for Stage 3, with the view to implementation in 2017.
- Continued understanding and outworking of best practice, including: o Differentiated Learning
- Learning Framework
- Cluster Model (Stage 4)
- Technology

TEACHING

- Year 8 teachers will continue PBL training and move to using this model of teaching in Eng/HSIE and Science/PDH
- Staff will continue to embrace and follow the SPCC Professional Learning Framework
- Staff will seek to understand, analyse and utilise NAPLAN data to inform teaching practice and improve student learning.
- Implement further relevant aspects of the Australian Curriculum

PASTORAL CARE

- Modify and continue the use of a cyber safety quiz for Yr 5-8, that serves to be a teaching tool for safe and correct use of the internet
- Arrange for an external cyber safety expert to conduct a presentation with students, staff and parents.
- Once again, conduct a Yr 5-8 Bullying Survey
- Continue to use TASSWeb to record and monitor student pastoral care matters derstanding an?

CULTURE

- Conduct a mission/service opportunity in the biennial Yr 7/8 overseas trip to Hong Kong/South Korea and China
- Move the B, S, G, P award system to an on-line system to increase student ownership and improve administration.
- Continue with Learning Framework awards and letters
- Staff will continue to send positive emails to parents at staff meetings from time to time
- Learning framework to be updated (Version 2)

RESOURCES

- Beautify the Barn, with artificial grass and café style seating
- Beautify the Middle School reception area
- Standardise the table tops in Middle School classrooms
- Conduct a resource audit in regards to how classrooms, storage and playground spaces are used.



Senior School

FAITH

Every day students experience a genuine outworking of Christian faith and love, through the interactions they have with College staff members.

- India Mission Trip
- Dream Center Mission Trip
- Vanuatu Mission Trip
- Boggabilla Mission Trip
- 'We Serve' event – promoting a culture of service
- Empowering Conference – combined schools Christian conference
- Daily Nurture – Daily prayer, bible reading and devotion in small groups
- D Groups – groups with age group specific focus
- Chapel – fortnightly worship and message
- Continued development of Ministry Team, supporting students in personal and spiritual growth

LEARNING

Students engage in the learning process as evidenced through discovery, interest, curiosity, creativity and self-motivation and have ownership of their learning.

- Peer Assisted Learning in Stage 6
- 9-12 Study Skills Workshops
- Continued Implementation and embedding of SPCC Learning Framework
- Festival of Crazy Ideas – workshops/elective/specialists
- Year 12 Study Nights – support students in taking responsibility for their learning.

TEACHING

Staff engage in, and deliver regular PD experiences, and share best practice with colleagues to ensure they are up to date in current practice and effectively utilise resources.

- PBL Training – multiple staff attended NuTec Conference in Orlando USA
- Professional Learning Framework full implementation
- Regular PL Sessions (Tuesday afternoons 4-5pm).
- Director of Professional Practice time allocation to work with new scheme teachers.

Staff are committed and professional educators who adopt a “best practice” approach, applying a range of innovative teaching styles and strategies which cater for the needs of individual students, and reflecting and evaluating their practice to enhance student learning outcomes.

- Student Centred Learning
- Collaboration
- Differentiation
- Thinking Routines
- PBL

PASTORAL CARE

Relevant pastoral care programs for students and staff are established, implemented and regularly reviewed. Student Wellbeing Director role developed further.

- Ministry Team increase one on one support for students in need.
- Fortnightly Nurture program.
- GROW – Year 10 program Getting Ready for the Outside World
- THRIVE – Year 9 program to help student THRIVE in Senior School
- Police Liaison Officer Visit – Annual Social Media and Mobile Phones safety Workshop

CULTURE

Staff and students show intrinsic pride in the College through their involvement in its programs and acceptance of its requirements.

- Senior School Assemblies
- Festival of Crazy Ideas
- 2016 College Theme of ‘Rising Together’. Focus on collaboration and team work.
- Reinforcement of Respect and Responsibility
- Continuation of Uniform Card system
- Endeavouring to have students support the policies of the school e.g. uniform, respect for property and others
- Participation in K-12 Formal Ceremonies

RESOURCES

Resources should be respected and valued by staff and students, demonstrating a high degree of ownership.

- Planning towards new Australian Curriculum resource needs.
- Revitalisation of Year 12 Common Room and Study Areas
- Continued improvement of Senior School building environment – painting/displays
- Re-evaluation of Faculty Budget structures and accountabilities
- Staff monitoring of student work spaces and study areas.

LEADERSHIP

Leaders model purpose, competence and loyalty in the fulfilment of their responsibilities.

- Five Year 10/11 students sponsored to National Leadership Camp
- Leadership focus through annual theme of Rising Together
- Focus influence as leadership (not a title)
- Fortnightly leadership of Senior School Assembly
- Student Leadership training – internally and externally (alphacrucis College)
- Supporting student led initiatives (e.g. Environmental group)
- Student Leaders embrace Core Values and model through involvement in Mission Trips.
- Study Nights, day to day, and extra-curricular involvement.



THEME 11:

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The values of respect and responsibility are integral to the fabric of Christian thought and practice and so are at the heart of the published Mission statement of the College which is,

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

These Christian beliefs, values and practice are therefore further expressed in the Core values of the College which are:

Christ first

Serve one another

Strive for Excellence

Do what is right

Build Community

The values of respect and responsibility flow out of our respect for God. They are therefore seen in our attitude and the responsibility we take on, towards ourselves, others, our country and the wider international community.

Times are provided within the week for a particular focus on these areas. These times would include the time for class devotions, Nurture and Chapel which are held each alternate week in Senior and Middle School and weekly in Junior School, the student-lead school assemblies, and regular parent newsletters.

K-12 Initiatives:

- Annual theme for the whole College was: "Rising Together", with a focus on identifying leadership as influence, more so than a title or position. Throughout the year this theme was explored through staff chapel, Christian studies lesson, assemblies, student chapels. It was also reflected in student and staff goal setting. Through this we aimed to help create a culture where each individual finds their value and uses the gifts they have to serve others.
- Special celebrations and commemorations presented opportunities during the year to build respect and responsibility e.g. Dedication and Commissioning Services, Presentation Day, Thanksgiving Service and our ANZAC Service
- The College Student Leaders from Junior, Middle and Senior Schools attended the Annual Combined Schools' Anzac Service at the Civic Theatre where some of our students were involved in the preparation and leading of the service, and the College Drumline Team performed. Additionally, Senior School and Middle School Student Leaders represented the College at various local ANZAC services.

- The Empowering Conferences (including Empowering Youth and We Serve) were again very successful in 2016. At the Empowering Conference, hundreds of students from schools around the Hunter joined together to encourage one another and receive training in how to positively influence the culture of their generation. 'We Serve' provided an opportunity for students in Years 8 -11 to be challenged, in the initial part of the day, as to how they can all be leaders through serving others. Following this, every student participated in a service opportunity across the city, for the remainder of the day. Such service opportunities included: visiting the local nursing home, mowing neighbours' lawns, community service projects connected with CityServe, preparing gift packs for children and mothers in hospital etc.
- An Easter Service was held for the students and parents of SPCC, supported by the PTF. This service was to bring honour to God for what He has done for us. This service provides opportunity to strengthen and facilitate all of the College's core values.
- Special community days are held to build community e.g. Fathers' Day and Mothers' Day Breakfasts
- Links to the wider community are made through a community outreach program to our local primary school by delivering Scripture lessons, providing lunch once per term for all students and hosting staff from the local primary school to honour them.
- The College conducted a comprehensive Outdoor Education program for all students from Year 3 to Year 12. These programs develop confidence and the ability to cope in different environment, as well as assisting with the growth of social skills, co-operation, independence and responsibility in group situations
- K-12 Thanksgiving Service where every student wrote an appreciation card to a College community member and these were distributed to staff and students
- At K-12 events, student leaders were given the responsibility of leadership of such events. As well as this, because we wanted to encourage students to "Rising Together", throughout the year new leadership opportunities were established, and all students were encouraged to demonstrated leadership through influence.
- Constant initiatives are introduced to help students take "pride" in their school, particularly in the way they present themselves and interact with others in the community. The Social Justice Club and Environment Clubs are two examples.
- The Festival of Crazy Ideas, was held again to promote innovation and creativity. All students participated and some were involved in running workshops for other students. Many assisted with the launch event, and others were awarded prize.
- Business in a Box and Festival on the Field are held as a part of the Festival of Crazy Ideas. 'Business in a Box' provided students with an opportunity to develop and display their entrepreneurial skills, while 'Festival on the Field' encouraged students to share their talents by participating in a talent show with an audience of all students in the College.

- PTF Welcome BBQ provided the opportunity to build community. All members of the College community were invited to attend this event as a means to increase fellowship and strengthen relationships.
- The PTF also sponsored a guest speaker, Brett Lee, who is a cyber safety expert. Brett presented to students, staff and parents in various sessions across the day.
- SPCC hosted the Global Leadership Summit in 2015. This even is a world-wide leadership event offered by the Willow Creek Association, and by hosting this we have the opportunity to host people from our local community as well as students for our College to participate in leadership training. Speakers deliver a unique blend of vision, inspiration and practical skills that can be immediately applied.

Junior School

- Honours Program in English and Honours program in Maths
- Separate year 3 and year 4 classes
- Public Speaking in Years 3 and 4 which lead into the HRIS Public speaking competition
- New Kindergarten children were appointed a buddy from Year 4 to assist them to transition into school life. Year 4 students participate in a day of training to prepare them to fulfill this role
- We continued to promote the sponsorship of 4 children from Compassion and Dunamis. This year children are engaging in acts of service to raise money to support the children. Garden Club introduced
- Lego Club
- Chess Club
- "Well-being" groups continued– Diamonds and Dynamites
- After school Tennis with qualified coaches
- Food Allergy Awareness week continued
- Geography Field work Masterclasses
- Changes to the Kindergarten enrolment process which included a K-12 Information night and interview being conducted by Senior Executive staff in addition to JS Head and Assistant Head
- A new games club will be introduced at lunch time each week
- Initial PBL training begins with 2 JS Staff
- A buddy training day for current Year 3 students in preparation for new Kindergarten students
- Choral Group performances at Nursing Homes.

Middle School

- Middle School Student Leaders support the Junior School Athletics Carnival by assisting with field events and other duties.
- Following this, Middle School students prepared and presented the annual SPCC ANZAC Service, which included our local RSL members, a piper and a memorial wall of poppies.
- Middle School Captains and Vice Captains took part in local RSL ANZAC and Remembrance Day ceremonies
- Students attended and participated in our annual Dedication and Thanksgiving Service.
- Middle School students continue to raise money for overseas sponsor children.
- Middle School students raise funds throughout the year for a variety of different causes, such as cancer and diabetes research.
- Some Year 7 and 8 students participated in a cultural trip to Hong Kong, South Korea and China, with a feature being a visit to an orphanage to make a connection with the children and their carers.
- Middle School Presentation Day was successfully held in the Theatre, with all students and parents being accommodated.
- Organised lunchtime activities continue throughout the year with students now being able to participate in soccer, netball and handball competitions. · The annual photographic competition was also commenced, with winning entries being displayed in the Middle School Office.
- Students take part in an annual “video shoot-out” competition which contributes to the Festival of Crazy Ideas.
- Yr 7-8 students participated in formal exams in order to increase their sense of responsibility for their learning, and respect of formal the exam process
- The Media Club continues in order to develop student photography/video skills. Part of their role is for the students to be official photographers at all school events.
- Middle School Student Leaders continue to support the school canteen, by offering to serve on a regular basis.

Senior School

- Potential student leaders in the Senior School identified for sponsorship to attend the National Leadership Camp Scholarships
- Senior School Student Environment Group continued
- Senior School Student Social Justice Club continued
- Students participated on a trip to the USA, to support the community work of The Dream Centre in LA.
- Student Leadership Training Days – guest speakers to inspire and coach student leaders
- Establishment of Formal Examinations in Stage 5
- Year 12 Vanuatu - 50 students participated (largest group ever)

- Every Morning Prayer Class participated in the Bigger Than Me challenge (serving others)
- Continued improvement of Senior School building environment – painting/displays
- Upgrade of the Visual Arts area
- Peer Assisted Learning commenced for students in Years 11 and 12.
- Endeavouring to have input on the outworking of the policies of the school e.g. uniform, respect for property and others
- A dedicated Student Leader Morning Prayer group was established to give greater focus to the development of student leaders.



THEME 12:

PARENT, TEACHER AND STUDENT SATISFACTION

Parent, Teacher and Student Satisfaction

Parent, teacher and student satisfaction is measured in many ways. Enrolment figures and strong waiting lists indicate that the school is a popular and well sought after option for quality Christian education in the Hunter Region. We commenced the 2016 school year with 1167 students K-12 and ended the school year with 1081 students. We had 22 staff members at the commencement of 2016 acknowledged for their significant years of service at the College – ten (10) staff members were acknowledged for 10 years of continuous service at the College, eight (8) for 15 years, two (2) for 20 years, one (1) for 25 years and one (1) for 30 years.

Student Satisfaction

Throughout the year, various surveys and evaluations were conducted by class teachers on an individual class basis to determine student engagement and satisfaction and to provide for self-evaluation and future goal setting by the teacher and student. Our students continue to be highly engaged and satisfied with the school.

Surveys to illicit the school climate in relation to a variety of issues were conducted. These range from evaluating our VET programs currently offered in Entertainment, Construction and Outdoor Education Camps, to Bullying survey conducted across Middle School, along with surveys relating to the Year 10 GROW (Getting Ready for the Outside World) program, Year 8 PBL (Project Based Learning), PAL (Peer Assisted Learning) Program and the Yr 9 Honours class.

Parent satisfaction

Parent involvement is welcomed and encouraged at the school. The Parent Teacher Fellowship (PTF) meets monthly and provides one of many avenues for parents to express their level of satisfaction with the school. The PTF hosted many parent and family focused events over the year including A welcome BBQ, and Mother's and Father's Day events as well as Information evenings regarding how parents should manage their children's social and digital media usage. Overall, our parent body is well satisfied with the school.

At the conclusion of each school year parents are asked to complete a survey to provide valuable feedback. In 2016 an online survey tool was used. 217/709 families completed the survey, giving a response rate of 30.67%. The College Executive Team analysed the results and used this vital feedback when planning for 2017 and beyond.

Parents were asked to rate a number of statements across four indicators and then asked for comments of strengths, weaknesses and suggestions. In the survey, we asked general questions relating to teacher/student relationships, student safety, academic progress, Christian ethos, etc and then asked specific questions relating to the billing of school fees, the MacBook Program (Yrs 5-12), MySPCC, and PTF meetings. There was also an opportunity for parents to give their name and have a staff member contact them personally to discuss specific issues that parents wished to raise. Eleven (11) parents took up this opportunity. From the Parent Survey 85.3% of parents were satisfied (response categories of Strongly Agree or Agree) with their child's academic, physical, social, emotional and spiritual development.

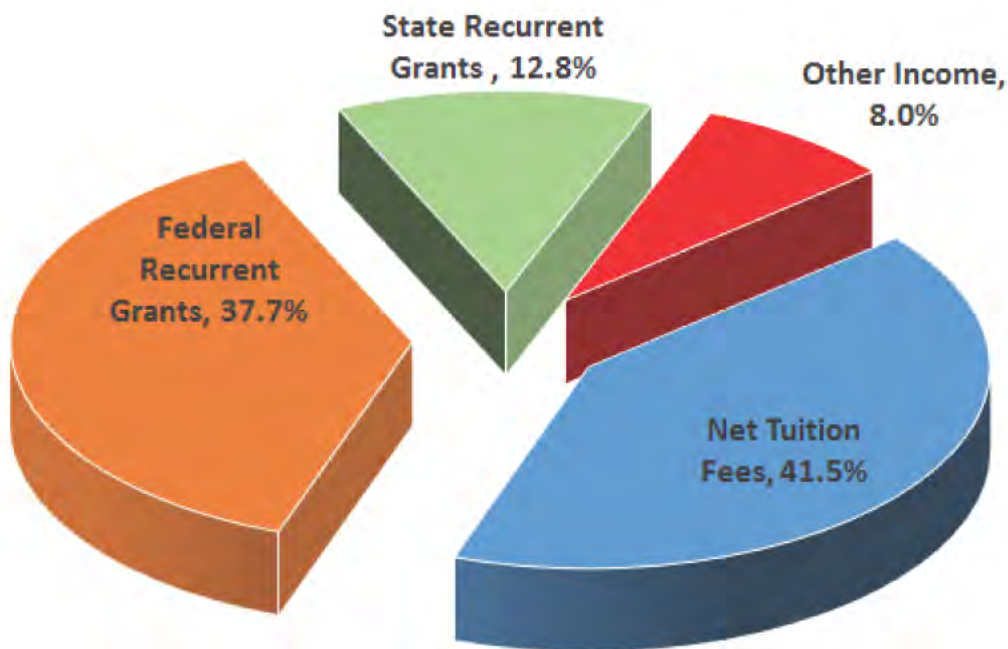
Staff Satisfaction

Informal feedback from Heads of School and Heads of Faculty indicate that during 2016 staff were generally satisfied with the school and their working relationships with students, parents and other staff members. The Principal also met individually with each staff member in Terms 3 and 4 to discuss professional goals and future dreams. This was a most satisfying experience for all involved. Staff turnover remains low. In an annual staff survey relating to Workplace Gender Equity, staff remain satisfied with the school's commitment to gender equity and the overall workplace satisfaction was high.

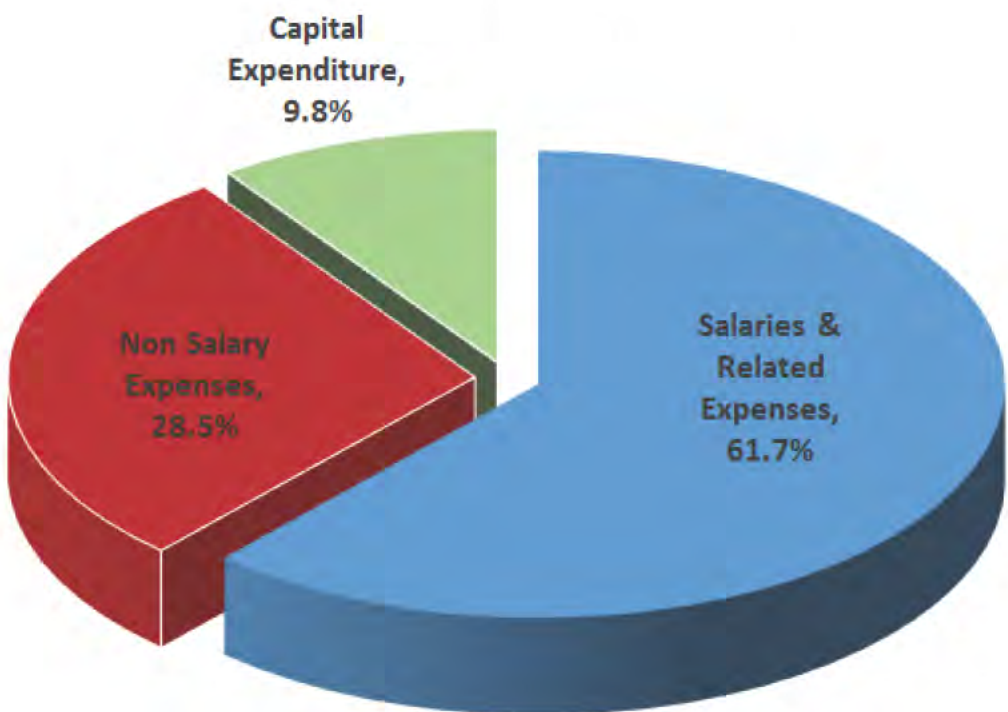


THEME 13:
SUMMARY FINANCIAL INFORMATION

SPCC Newcastle Income by Source



SPCC Newcastle Expenses by Type



THEME 14:

PUBLICATION REQUIREMENTS

This Annual Report will be made available on the 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.