

# ANNUAL REPORT **18**

ST PHILIP'S CHRISTIAN COLLEGE *Waratah*





# Themes

---

## **Theme 1**

A Message from The Key School Bodies

## **Theme 2**

Contextual Information about the School and Characteristics of the Student Body

## **Theme 3**

Student Outcomes in Standardised National Literacy and Numeracy Testing

## **Theme 4**

Senior Secondary Outcomes (Student Achievement)

## **Theme 5**

Teacher Professional Learning, Accreditation and Qualifications

## **Theme 6**

Workforce Composition

## **Theme 7**

Student Attendance and Retention Rates and

Post-School Destinations in Secondary Schools

## **Theme 8**

Enrollment Policies

## **Theme 9**

Other School Policies

## **Theme 10**

School Determined Priority Areas for Improvement

## **Theme 11**

Initiatives Promoting Respect and Responsibility

## **Theme 12**

Parent, Student, and Teacher Satisfaction

## **Theme 13**

Summary Financial Information

## **Theme 14**

Publication Requirements

# Theme 1

## A message from key school bodies

---

### **Principal's Report**

In 2018, our theme was “Sharpening our Focus”, which provided staff and students the opportunity for refinement and strengthening of learning processes and skills. The diligent commitment with which they responded to this challenge has been both inspiring and encouraging.

In the Sporting Arena, and in the fields of Engineering and Technology and the Creative Arts, both individuals and teams have sharpened their focus to gain success. While I do not have the time to mention all, I would like to congratulate every student for their successes and today highlight the following:

- The Newcastle St Philip’s Christian College 7-12 Swim Team who were 2018 champions at the Secondary HRIS Swimming Carnival,

bringing home the trophy for the second year in a row.

- The Newcastle St Philip’s 3-6 Swim Team placed 3rd at the Primary HRIS Swimming carnival.
- 3 teams, made up of 6 Senior School students competed in the inaugural Lockheed-Martin National Code Quest in Canberra and one of our teams achieved 2nd place Honours.
- Our Middle and Senior School girls’ dance group competed in the Port Macquarie/North Coast Eisteddfod, where, for the second time in a row, they were winners of the Secondary School’s division. They competed against 18 other schools from State, Catholic and Independent sectors. They also won the Sydney Eisteddfod. While the following success was

gained in 2017, one of our Alumni, Lachlan Taylor was recognised and celebrated, this year, at the WordExpress Young Writers’ Showcase for scoring 100% for his Major Work in HSC Extension 2 English.

This year, under the leadership of our Deputy Principal, Mr Graeme Evans, the GALLUP Strengths Program was introduced and established throughout the College. Here are some of the gains made with this program:

All staff and many students have completed their strengths assessments which has enabled them to have deeper personal insight, and a better understanding of how they can function more effectively as part of a team.

Also, the PTF sponsored an evening for parents



to undertake a strengths assessment and workshop.

Knowing the strengths God has given us help us to better understand ourselves, how we interact with others and how we can best serve the community.

In May this year, some of our Senior School boys showed us how to sharpen our focus. They took a considered risk and entered the world's most challenging STEM competition involving 17,000 schools in 44 countries, with over 22,000 competitors coming from Australia.

Through hard work and diligent refinement, Team Soda Chargers ended up at the Nationals of the F1 in Schools Competition and were placed 9th out of 16 teams.

Just reaching the finals of the Nationals was an amazing achievement, especially since it is the the first time they have entered the competition. After the competition, these boys reflected on how much they had learned and expressed their desire to mentor future SPCC entrants. Upon returning to school, they interviewed a number of interested applicants wanting to compete in the Senior Professional division during the current 2018-19 racing season, resulting in TWO teams entering the competition.

In 2018, our Vocational and Educational Training, VET Team, under the leadership of Mrs Carlie Boyle, sharpened their focus and as a result, SPCC Newcastle was ranked

one of the TOP VET Schools within the NSW Independent Education Sector.

Vocational Education participation has increased again in 2018, with 89% of the Year 11 cohort including a vocational course in their pattern of study.

St Philip's Christian College, Newcastle, was the first independent school to deliver a Certificate III in Screen and Media to students. We also partnered with AlphaCrucis to deliver a Certificate III in Christian Ministry and in Music Industry.

The pathways and opportunities vocational education creates for our students is exciting. And because of their sharpened

focus, our students are well-regarded by industry and some students have even used their vocational qualifications to enter university

The Challenge required students to design and manufacture their “dragsters” to traverse the race track in as little time as possible.

One (McLaren) dragster with him from Sydney which was parked on our theatre stage on the day. Former St Philip’s student, Mr Dan Cox from ABC Newcastle, was the Master of Ceremonies.

**A feature of the space is the Audio Art, which is ground-breaking acoustically-engineered, sound absorbing, eco-friendly board that can be cut into any design to reduce the impact of noise.**

Excitement was in the air as Term 3 commenced. Junior School students gathered expectantly peering into windows, waiting for the moment they would enter their new learning spaces.

Exciting plans are on the horizon to shape a better future for our students, with a Visual Arts qualification and a partnership with Maroba Nursing home for delivery of a Certificate III in Allied Health.

Dr Myers, the National Director of Re-Engineering Australia, supported us with this event, and not only provided excellent tutorials for our senior school F1 teams, but brought an actual Formula

Of course, it was particularly exciting for Kindergarten, Year 1 and Year 2, as they waited to take up residence in the new Junior School Building, which has aimed

Students and staff from the Junior, Middle, and Senior Schools experienced STEM education in a new and exciting way, through the firing of small model dragsters down a 12.5 metre track. The track itself has an electronic firing system and is capable of recording times down to one thousandth of a second.





at providing a flexible student-centred learning environment, that is stimulating yet peaceful.

A feature of the space is the Audio Art, which is ground-breaking acoustically-engineered, sound absorbing, eco-friendly board that can be cut into any design to reduce the impact of noise. So in our new Junior School building, we have beautifully designed, colourful, wall size murals, clouds hanging from the ceiling and 3D trees around the classrooms that actually do reduce noise significantly. Our students and staff have sharpened their focus to capitalise on the benefits of this new building.

The 2018 Model United

Nations Assembly, MUNA, sponsored by Rotary Australia, was hosted in the House of Representatives at Old Parliament House in Canberra, during Term 3.

After success at the Regional competition in Muswellbrook, Robert (Bobby) Carter and Ashley Harrison, two of our Year 12 students, were sponsored by the Rotary Club they were representing to participate in the national event. It is the first time the College has been represented at this competition. Our team was given the task of representing the United Kingdom in the General Assembly.

After the General Assembly on the Friday night, 6 debating

sessions across Saturday and Sunday, saw some of the world's most complex International crises and global issues resolved, for the most part peacefully, by these amazing group of teenagers.

Both Bobby and Ashley spoke incredibly well on all resolutions, points of information and rights of reply, which drew positive remarks about the high calibre of our students from team counsellors and dignitaries present. Bobby and Ashley's exceptional level of intellect, professionalism, and maturity enabled them to debate their way to victory. I congratulate them on their inspirational success.

This year, we established the

Global Literacy Fund, to provide resources to reach out to schools in Vanuatu, India, Malawi and Boggabilla, to build teacher capacity and also provide resources for literacy.

In Australia, we are fortunate to not only have our basic needs met, but to enjoy so much more, and because of that, God has stirred my heart to investigate opportunities that can open the door for our College community to make a global difference. A visit to Malawi, earlier this year, highlighted how our school can further support the needs of children in developing countries. As Jesus said in Luke 12:48; "The one who receives much will have much to give."

Our student mission teams visited the LA Dream Centre, Vanuatu and Boggabilla, this year, and many of the students on returning

from these mission trips said they have been stirred to help those less fortunate than themselves, a similar challenge

to what I have received. So together through mission trips, fund raising efforts and teacher training initiatives, I believe that we are sharpening our focus so that our efforts become more specifically targeted, with clarity around the goals we need to achieve. What we do with what we have in our hand, will not only shape our future, but also the future of OUR children, and children around the globe.

We could not conclude this year's Principal's Report without acclaiming our Performing Arts team, under the leadership of Mr Michael Cooper. This year, they took on an overwhelming challenge

each production. Let's take a few moments to be thrilled, yet again, by each of these amazing performances.

1. High Street Productions first Musical Annie Jr
2. The Middle School Production of "The Little Mermaid Jr"
3. The Junior School Musical "First Action Heroes" .... And finally
4. SPCC's first ever community musical, "The Drowsy Chaperone".

You can see that the Directors and Producers of these shows, while broadening their scope, sharpened their focus on dramatic and

**What we do with what we have in our hand, will not only shape our future, but also the future of our children...**

to stage 4 musicals. Audiences filled our College Theatre and were wowed by the exceptional standard of performance in

musical skills, which was not only acknowledged by the audiences, but also by our city with 18 CONDA

nominations being awarded from 3 of the shows. I am pleased to announce that the production of *The Drowsy Chaperone* was awarded 6 CONDAS, for Best actor under 18, Best Male Actor, Best Musical Director, Best Director, Best Ensemble and Best Musical for 2018. Congratulations to everyone who had any part to play!

### Expressions of Gratitude

Sharpening Our Focus, the theme for 2018, has taken determination, discipline and diligence. Throughout the year, staff members and students have taken up this challenge and I want to thank each of you for taking SPCC Newcastle to new heights by refining and changing, reviewing and removing, or by reflecting and creating. You have all been truly remarkable. Thank you.

I want to publicly thank the staff of our College for being the inspiration you are to our students, by coming alongside or leading them so that each student is challenged and empowered to rise to new heights. I honour: your passion to

excel, your love for our students expressed in your willingness to go the extra mile, such as on mission trips, producing musicals, tutoring during lunchtimes, sitting and listening even when you had things to get done. All of these benefit our community immensely.

I would also gratefully acknowledge and honour the Executive Leadership Team, who are hard-working, committed, exemplary leaders, working tirelessly for the benefit of everyone in our community. I personally value each one of them. It is a privilege and blessing to work with such inspirational, passionate and dedicated people. Thank you to:

- Mr Paul Wellham: Head of Junior School
- Mrs Alyce Van der Velde: Head of Middle School
- Mr Jamie Fahey: Head of Senior School
- Mrs Anne Anschau-Roach: Executive Director of Students
- Mrs Maree Baker: Operations Manager
- Mrs Debbie Kirchner: Business Manager
- Mrs Helen Lee: Assistant

Principal (Teaching and Learning)

- Mr Robert Baker: Assistant Principal
- Mr Graeme Evans: Deputy Principal

At a College Thanksgiving Service, it is right and fitting to honour and thank 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. He is a leader who attends to the details, thus helping us to sharpen our focus. I will invite him shortly to bring a message – as the Founding Principal of St Philip's.

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, Hilary Davies.

Also, thanks to 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.



**Principal Pam O'Dea**  
**SPCC Newcastle Principal**

# Executive Principals Report

---



Recently I was penning an overview of the St Philip's group of schools and

I became reflective in that moment by the magnitude of the blessing and the privilege it is to be part of the God-ordained journey of St Philip's Christian College.

As a member of St Philip's Christian College, we have each been granted the privilege of guiding young people in their educational journey, individuals with unique gifts and talents given to them by God for a unique purpose. It is an honour to be afforded this responsibility and one we don't take lightly.

St Philip's Christian College now caters to over 4,100 students from birth through to tertiary learning. The group consists of 4 mainstream schools, 2 alternate learning schools, 6 early learning centres and a teaching school.

At St Philip's we are blessed with dedicated and passionate staff across our organisation and I want to extend my gratitude to each of our members of staff for their commitment to the College.

In particular I would like to extend my heartfelt appreciation to our Chairman of the Board, Mr Les Holland, who continues to guide our organisation with Godly

wisdom, and to our senior leaders, Mrs Pam O'Dea, Dr Tim Petterson, Mr Darren Cox, Mrs Michelle Cairelli, Mrs Bronwyn Thoroughgood, Mrs Lea Rule and Mrs Samantha Van de Mortel. I thoroughly enjoy working with this group of leaders who continually inspire me with their passion and vision for our College. I continue to be stirred by a fervent desire to understand ways that we can further strengthen the impact and provision of Christian education within Australia and beyond.

God is opening new pathways for us to be able to expand our reach both nationally and internationally. We have

been able to build relationships and explore opportunities that we hope to continue to pursue into the coming year.

Our entry into the tertiary sector in 2018

**At St Philip's we are blessed with dedicated and passionate staff across our organisation and I want to extend my gratitude to each of our members of staff for their commitment to the College.**



fulfils a dream that I have been carrying for quite some time and it has delighted me to see this come to fruition.

In 2018, I had the privilege of travelling to Timisoara, Romania, for the annual Global Christian Schools Network Gathering.

At the Gathering we were able to connect with other Christian schools from across the globe and forge and consolidate invaluable relationships.

It also afforded us the platform to discuss involvement in missions through our Christian schools and how we can maximise this opportunity as a collective group into the future. We had the pleasure of engaging with the students who had been serving on mission projects in that region, and this was a very special highlight of our time together.

Not long after my return from this trip I received the sad news of the passing of a great friend and mentor of mine, who has been very instrumental in the journey of St Philip's Christian

College, Fr Ken Munns.

Ken, who was affectionately known as 'Father Ken' was the first Chairperson of the College's Board of Governors from 1982 and played a significant role in the establishment of St Philip's Christian College.

Ken was a pioneering leader and very determined to see the College established. In his tenure as Chairperson from 1982 – 1988 he championed our College and fought for us in a time when there were many detractors.

His unwavering commitment in the establishment years of the College were crucial. He battled forces from without and from within and never once faltered in supporting the vision of the College.

Without his adventurous and faith filled heart we would not have a College at all. I personally owe much to Ken for his mentoring and guidance in the early years. He will be greatly missed.

The continued journey of St Philip's Christian College could not happen without the prayers and support of our

Board, college staff, families and our stakeholders. For this continued encouragement and support, I am deeply grateful.

I also give all honour and glory back to God, through him all things are possible.

I look forward to the coming year and all that is ahead of us.



**Grace and Peace.**  
**Graeme Irwin**  
**Executive Principal**

# Chairmans Report

---

## ***DEAR FRIENDS,***

I am pleased to present my report to The Foundation for 2018. 2018, another year of change and challenge for St Philip's.

There are some changes in our society that are challenging the very foundations of our faith and beliefs and which are at odds with the

our communities. Our core values, mission and vision cannot be achieved unless there is full commitment from all stakeholders. The

***“Just as each one of you has received a special gift (a spiritual talent, an ability graciously given by God), employ it in serving one another as (is appropriate for) good stewards of God’s multi-faceted grace (faithfully using the diverse, varied gifts and abilities granted to Christians by God’s unmerited favour).”***

### ***1 Peter 4:10***

Change is always in a state of flux and we either adapt and take advantage of change or become stagnant. The challenge is in adapting and taking advantage of the change.

truth of the Scriptures. The challenge is for us each to maintain our resolve to be the “Light and Salt.” This can only happen if we are fully committed to serve Christ and be his ambassadors in

importance of maintaining strong commitment to our ideals cannot be overstated. As Christians, we need to be vigilant and intentional in our purpose and witness, being careful to not drift



from our mission.

My sincere thanks to our Executive Principal, Graeme Irwin, for his dedication and steadfast leadership of St Philip's. Thanks to Garry Paget, our CFO, also the staff of the Foundation Office, and to the wonderful Principals and staff of all the expressions of our fantastic organisation.

To the members of the Board of Governors, I say thank you each for your dedication and faithfulness and your commitment to providing effective delivery of the

strategic plan for St Philip's schools and operations.

**Grace and peace,  
Les Holland  
Chairman, Board of  
Governors, SPCEF  
AGM 30th May 2019**

## Theme 2

# Contextual Information About The School And Characteristics Of The Student Body

---



Philip's  
Christian  
College,  
Waratah,

a co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1314. 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 cultural distinctives of the College; Believing in God, Connecting to Others, Thinking for Life,

Creating for Good and Taking Responsibility are an outworking of the Core Values of the College: Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community. The College seeks to acknowledge the potential and uniqueness

At SPCC, we are intent on encouraging our students to seek and to question, so that their Christian faith becomes real and personal. Our school provides an environment where respect and excellence are encouraged, along with a desire to see

**At SPCC, we are intent on encouraging our students to seek and to question.**

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.

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

develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community.

will be completed in 2019, accommodating a range of services including Library Service, iSupport Services, dynamic and innovative teaching and learning experiences and Media and Marketing Services. Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years),

## In 2017, the College launched a new Performing Arts opportunity with the establishment of "High Street Productions"

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 the 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, a world class STEM program, a broad scope of vocational education opportunities, innovation in ICT, and information skills. We aim to

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. In 2017, the College launched a new Performing Arts opportunity with the establishment of "High Street Productions", an after-school program providing tuition in drama, dance and musical theatre. This new initiative has been consolidated in 2019 with 250 students enthusiastically enrolling in the program.

The Centre for Innovation and Learning, which has a K-6 Hub and a 7-12 Hub

which offers a dynamic and creative environment and 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 Whole of Life Framework', which empowers students to become independent, motivated, confident and resilient learners.

We have continued to consolidate Project Based Learning in 2019, which reinforces our cultural



distinctives by empowering students to engage in the learning process through discovery, curiosity, creativity and self-motivation, while taking responsibility for their own learning. PBL continues to empower our students to see the relevance of their learning to real life situations, while increasing their communication, collaboration

and critical thinking skills.

The College theme for 2019, is “Shaping Our Future”, which positions our students to not only be prepared for whatever the future may hold, but also to expand their thinking to embrace how they could help shape the future of others, locally, nationally and globally.

[www.myschool.edu.au/school/](http://www.myschool.edu.au/school/)



# The College theme for 2019, is "Shaping Our Future."

# Theme 3

## Student Outcomes In Standardised National Literacy And Numeracy Testing

---

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	463	432	441	465	434
Year 5	532	485	526	541	524
Year 7	570	545	577	577	584
Year 9	614	591	594	618	626

Selected school's average when compared to all Australians student is:

### How to interpret this chart

Substantially above	
Above	
Close to	
Below	
Substantially below	

---

More in-depth information can be found at  
[www.myschool.edu.au/school/43931/naplan](http://www.myschool.edu.au/school/43931/naplan)



# Theme 4

## Senior Secondary Outcomes (Student Achievement)

---



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 74% 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.



### **English**

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

### **Mathematics**

- Mathematics
- Standard 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
- 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

- Construction
- Entertainment
- Hospitality
- Outdoor Recreation
- Skills for Work and Vocational Pathways
- Screen & Media
- Music Industry
- Christian Ministry



# Merit List

---

## Top Achievers

Smith, Aiden	Music 1
Temelkovski, Jack	English (Advanced)

## Distinguished Achievers

Arnold, Meg	English (Advanced)
Attia, Joshua	Biology, English (Advanced), English Extension 1, Geography, Studies of Religion 1
Bailey, Ryan Thomas	Engineering Studies, Mathematics, Physics
Borthwick, Maya Kate	Ancient History, English (Advanced), English Extension 1, Studies of Religion 1, Visual Arts
Bradshaw, Jasmin Rose	English (Advanced), English Extension 1, Mathematics
Bricker, Ian Matthew	Biology
Burgess, James	Music 1
Carter, Robert Graeme	Ancient History, English (Advanced), English Extension 1, Legal Studies, Modern History
Cherry, Kye	Music 1
Cinelli, Monique	Mathematics
Cummins, Annabelle	Mathematics General 2
Elliott, Jessica Ann	Ancient History, Biology
Farley, James	Music 1
Fayers, Jesse Jeremiah	Entertainment Industry Examination
Flamiatos, Sophia	Community and Family Studies
Hamilton, Jack	English (Advanced), English Extension 1, Mathematics, Modern History
Harrison, Ashley	English (Advanced), Legal Studies, Studies of Religion II
Kerr, Mackenzie Jay	Mathematics
Marler, Georgia	English (Advanced), English Extension 1, English Extension 2, Legal Studies, Studies of Religion 1
McIntyre, Perry Jackson	Biology
McMahon, Kenyon	Engineering Studies, Mathematics, Visual Arts
Merifield, Sarah	English (Advanced)

# Merit List (Continued)

---

## Distinguished Achievers

Murtagh, Cameron	Mathematics Extension 1
Salem, Rami	English (Advanced), Mathematics
Smith, Aiden	English (Advanced), Mathematics Extension 1, Music 1, Software Design and Development
Studley, Heather Meg	English (Advanced), English Extension 1
Tappouras, Molly Lucinda	Visual Arts
Temelkovski, Isabella Claire	Biology, English (Advanced), English Extension 1, English Extension 2, Personal Development, Health and Physical Education
Temelkovski, Jack	English (Advanced)
Todd, Ethan James	Music 1
Torok, Neve Frances	Biology, English (Advanced), Personal Development, Health and Physical Education



# Record Of 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 NESA to 5 students. In 2018, 109 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 50%

of these placed in Bands 5 and 6 (80-100 marks).

Of the 37 candidates who sat for a one unit extension course 97% achieved 25 marks or more out of 50 with 72% 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 Stage 6 Students	No. Of Year 12 Students
Construction	24	10
Entertainment	25	12
Hospitality	37	12
Outdoor Recreation	39	19
Skills for Work and Vocational Pathways	7	3
Screen & Media	14	3
Music Industry	6	2
Christian Ministry	4	3
TAFE	28	14
Private Provider	6	5
<b>Totals</b>	<b>190</b>	<b>83</b>

Percentage of Year 12 students undertaking VET/TVET Courses	68%
Percentage of Year 12 subjects that are VET/TVET Courses	32%
Percentage of Year 12 students attaining the HSC or VET qualification	100%

Higher School Certificate Results 2011-17

	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	2018	7	100	84.04	0	15.93					
	2017	14	92.83	80.46	7.14	19.5					
	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					
	2018	24	100	89.4	0	10.55					
	2017	30	93.31	87.43	6.66	12.53					
	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	2018	26	100	86.6	0	13.62					
	2017	21	85.7	85.97	14.28	14					
	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					
	2018	10	100	88.58	0	11.38					
	2017	14	100	90.36	0	9.61					
	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						
Community & Family Studies	2018	19	94.72	85.15	5.26	14.82					
	2017	19	94.73	86.7	5.26	13.26					
	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	2018	5	100	96.4	0	3.58
	2017	8	100	94.41	0	5.56
	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	2018	0	0	0	0	0
	2017	0	0	0	0	0
	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	2018	45	100	84.41	0	15.55
	2017	52	96.15	85.74	3.84	14.24
	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
Advanced English	2018	50	100	98.41	0	1.54
	2017	44	100	98.46	0	1.5
	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	2018	2	100	84.13	0	15.84
	2017	2	50	81.78	50	18.19
	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	2018	13	100	99.55	0	0.43
	2017	18	100	99.07	0	0.91
	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	2018	2	100	98.55	0	1.43
	2017	9	100	99.33	0	0.64
	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
Engineering Studies	2018	13	100	90.22	0	9.76
	2017	15	93.32	88.85	6.66	11.11
	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	2018	4	75	97.47	25	2.5
	2017	9	100	97.78	0	2.2
	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	2018	12	100	74.76	0	15.21
	2017	13	100	90.4	0	9.57
	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	99.98	88.14	0	11.82
	2012	16	100	87.26	0	12.71
	2011	10	100	87.97	0	11.99
General Mathematics 2	2018	48	91.65	79.12	8.33	20.84
General Mathematics	2017	45	79.98	73.83	19.99	26.14
	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
Mathematics	2018	41	90.23	92.36	9.74	7.6
	2017	45	88.87	90.56	11.1	9.4
	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 Extension I	2018	18	94.44	96.05	5.55	3.92
	2017	15	93.32	97.05	6.66	2.92
	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
Maths Extension II	2018	4	100	97.77	0	2.2
	2017	2	100	97.48	0	2.5
	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
Geography	2018	8	100	87.24	0	12.73
	2017	7	100	88.29	0	11.67
	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
Modern History	2018	5	100	84.41	0	15.56
	2017	15	100	85.59	0	14.37
	2016	9	100	86.41	0	13.55
	2015	6	100	89.38	0	10.58
	2014	9	100	89.31	0	10.65
	2013	10	100	90.52	0	9.45
	2012	18	72.2	95.73	0	4.23
	2011	19	78.93	89.92	21.04	4.6
Music 1	2018	10	100	97.89	0	2.08
	2017	11	100	97.95	0	2
	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	2018	30	96.65	85.49	3.33	14.48
	2017	17	82.33	80.51	17.64	19.46
	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	2018	24	79.15	86.74	20.83	13.21
	2017	26	80.75	88.01	19.22	11.95
	2016	18	83.32	87.92	16.66	12.04
	2015					
	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	2018	8	100	88.43	0	11.53
	2017	4	100	87.59	0	12.38
	2016	0	0	0	0	0
	2015	5	100	88.4	0	11.56
	2014	4	100	90.3	0	9.65

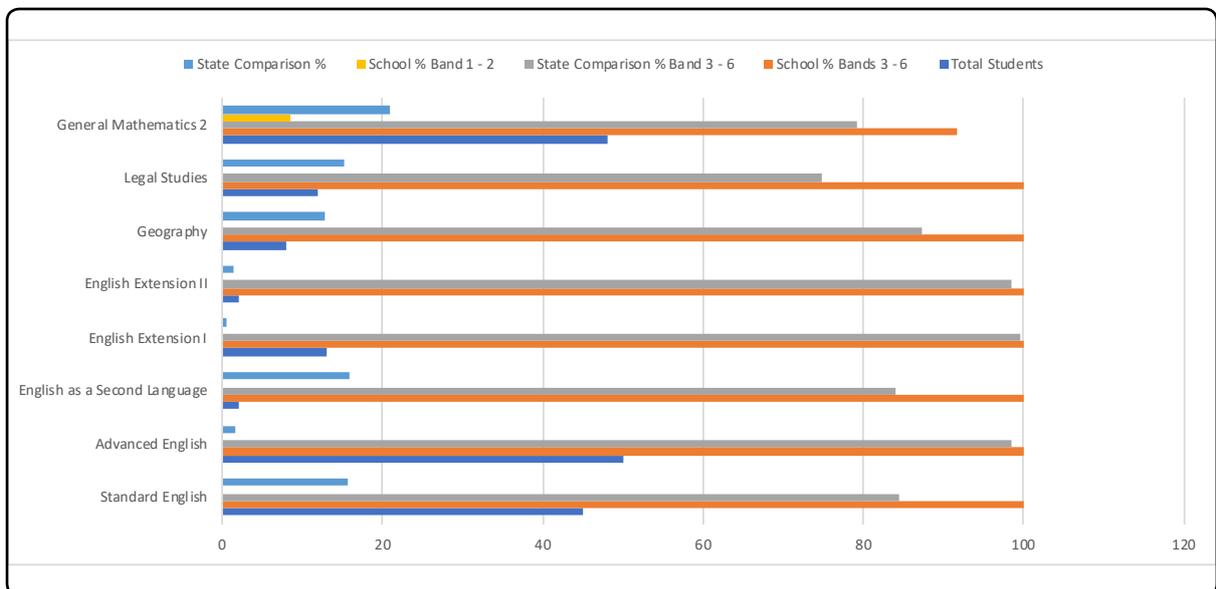
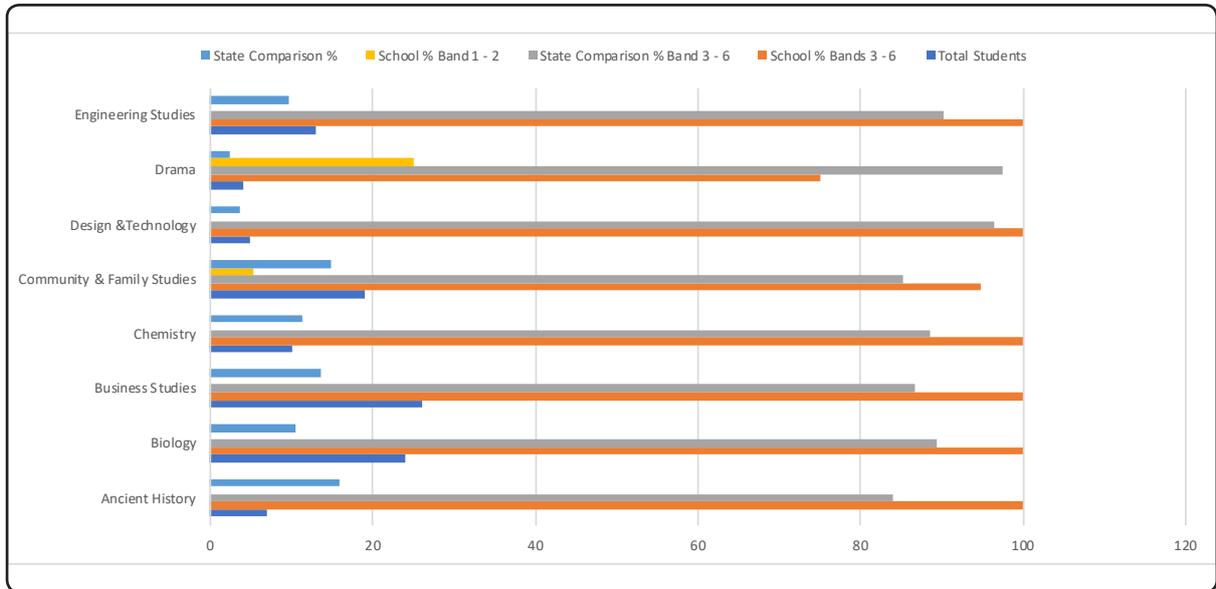
Studies of Religion I	2018	19	100	93.26	0	6.71	
	2017	14	100	95.37	0	4.6	
	2016	14	100	94.58	0	5.38	
	2015	21	100	95.34	0	4.62	
	2014	10	100	93.82	0	6.14	
	2013	16	81.25	93.79	18.75	6.17	
	2012	19	99.98	90.4	0	9.56	
	2011	15	100	93.67	0	6.29	
	Studies of Religion II	2018	19	100	90.22	0	9.76
		2017	22	100	92.3	0	7.67
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	
Visual Arts	2011	13	92.29	92.12	7.69	7.86	
	2018	13	100	99.14	0	0.82	
	2017	18	100	98.65	0	1.32	
	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	2018	6	100	66.45	0	33.52
		2017	12	100	64.47	0	35.5
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	22.22	36.56	
2011		12	100	63.83	0	36.14	
Hospitality Operations		2018	12	83.33	76.32	16.66	23.64
		2017	16	93.75	79.02	6.25	20.95
	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 Industry	2018	5	100	76.93	0	23.04
	2017	11	100	80.56	0	19.41
	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	99.98	79.15	0	20.82
	2011	10	100	73.78	0	26.18

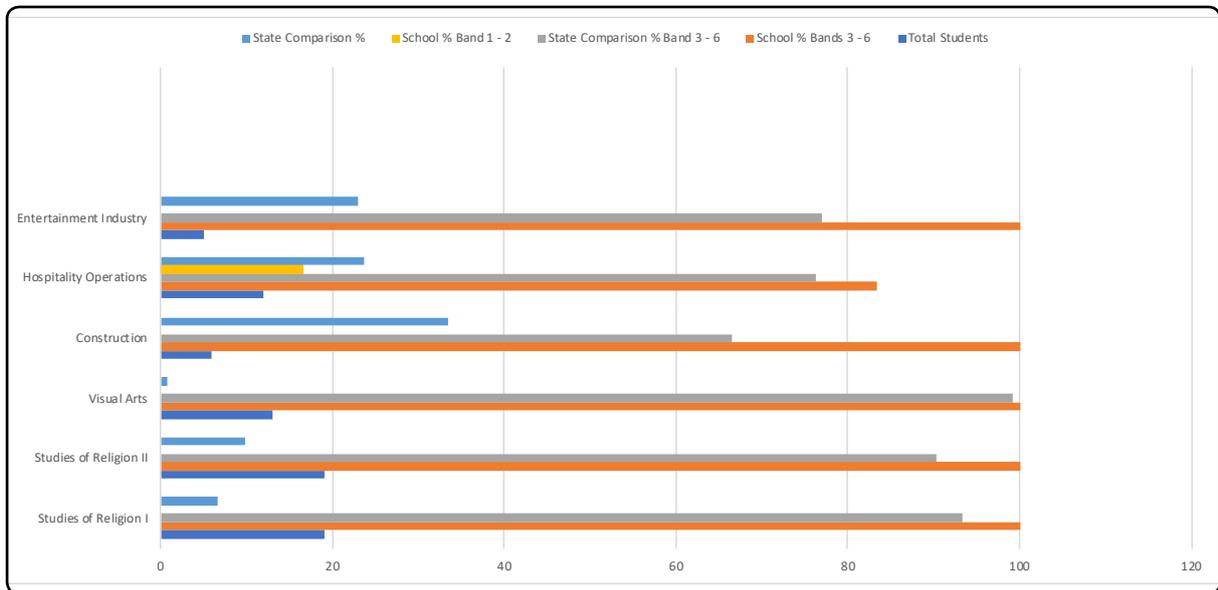
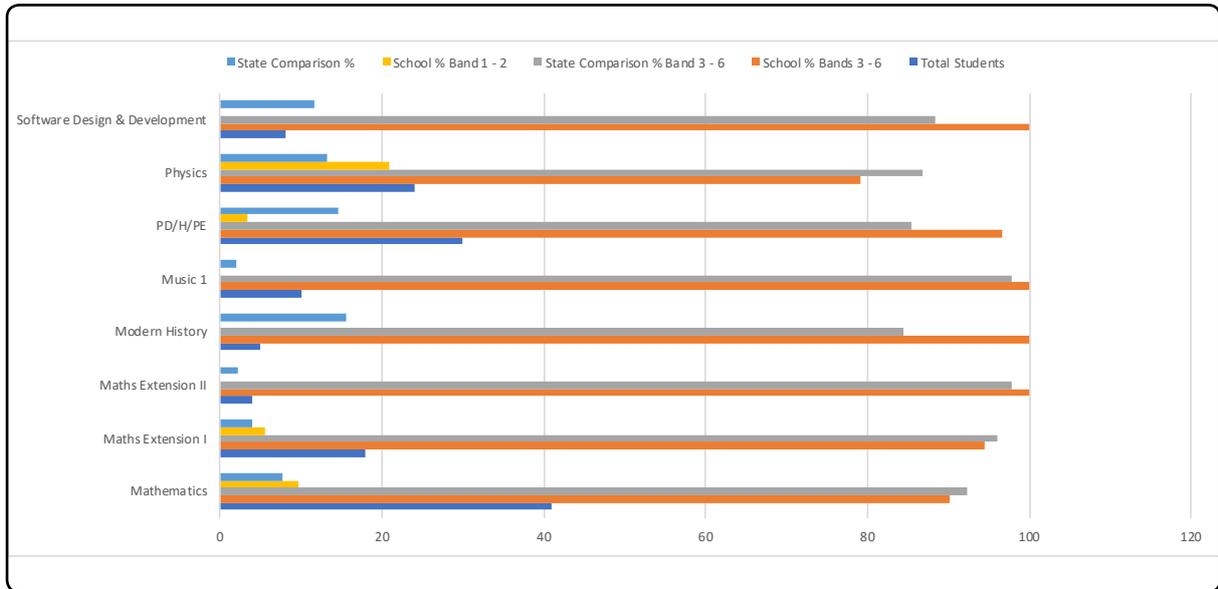




# Higher School Certificate Results 2018



# Higher School Certificate Results 2018



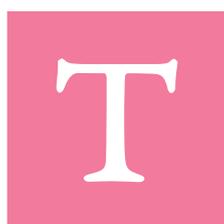
# Theme 5

## Teacher Qualifications And Professional Thinking

---

### Professional Learning for All Staff.

---



Throughout 2018, 20 groups of teachers were involved in action research or Spiral of Enquiry teams. Each group explored an issue or question of specific relevance to their team or faculty. The model we used was based on the work of Helen Timperley and Alma Harris. It was exciting and profitable to see teachers using the action research cycle to improve student outcomes. In November, teachers had the opportunity to present their findings to each other. Below is a sample of topics that were researched:

Kinder	Review the K-2 Literacy assessment practices to determine whether the kinds of data we are collecting accurately reflect our student literacy learning progression.
Year 2	How can we improve reading comprehension in Year 2 to allow deeper engagement and learning?
Year 3	What techniques/strategies/interventions can be used to improve students' editing in their writing?
Year 5 & 6	How can we improve spelling results through a repeated retrieval approach?
PDHPE	How do we intentionally plan and implement deeper learning using a critical inquiry approach in the new 7 to 10 PDHPE curriculum, considering the unique parameters around this course?
Maths	Improving student learning and outcomes through development of Problem Based Learning practice in Year 9.

VA	How can we improve the artmaking outcomes of students in the senior school by building on strong foundational skills in stage 4.
TCE	What is the progression of attitudes to faith in students at SPCC?
VET	How does the VET Sector effectively integrate the use of language, literacy and numeracy (LLN) into teaching and learning strategies to ensure students perform at a minimum ASCF Level 3?
Science	How does building the capacity of collaborative skills in school students impact their ability to collaborate?
Year 10 Humanities	How can student mentoring be utilised as a tool to improve whole of life education?

As well as this personal professional growth in small teams, staff were involved in professional development in the following areas which were led by guest speakers, Faculty Heads, Team Leaders, the Principal and Sub School Heads.

- AIS Child Protection Training
- New Staff Induction Series
- Assessment for Learning Support Students
- Understanding Cystic Fibrosis
- Gallup Strengths Training
- NCCD Workshop
- Assessment for Learning Support Students
- School Box Implementation
- 3-12 Geography Teachers Workshop
- MS Sub-school - Cerebral Palsy Alliance -

- Whole staff –School Improvement Plan and Principal’s Chat each term
- K-6 English Syllabus Training
- K-6 Science and Technology syllabus Training
- PBL Training
- Whole of Life Framework
- Understanding and responding to the Q12
- Two separate weeks with Mark Church as academic in residence around Thinking Culture
- Brett Lee Cyber Safety

Several of our staff presented at conferences and external professional development and this is evidence of their competence being recognised

## The Professional Development Budget was utilised for the above activities but also for the growth of staff in the following areas.

outside of the college. These staff were; Anne Anschau Roach, Graeme Evans, Helen Lee, Robyn Horsley, Matt Connett and Rob Stuart. We welcomed Mark Church (Harvard Project 0) and Glen O'Grady (ANU Academic Adviser to our research project) throughout the year.

SPCC Newcastle hosted a National meeting for the NTN PBL Network and received visitors who wanted to see PBL in progress. Staff also visited other schools to see what they were doing in relevant areas.

The Professional Development Budget was utilised for the above activities but also for the growth of staff in the following areas. Each activity was attended by between 1 and 6 staff members. This represents a significant investment by the school and the procedures that were developed in 2017 continued to be utilised to ensure that PD was targeted, appropriate for the attendee and clearly contributed to school improvement.

- 2018 HRIS Library Support Group Meeting
- 2018 STEM Workforce Conference
- A Day of Learning with Michael Fullan
- AIS Cert IV Upgrade
- AIS History Conference 2018

- AIS Research Workshop
- AIS School Improvement Service Roadshow 2018
- AIS Science Conference
- AIS Wellbeing Conference: Connecting the dots
- Archaeology in Schools: Setting up a Simulated Dig
- Art Everyday: National Primary Visual Arts Conference
- Art Everyday: National Primary Visual Arts Conference
- Design Thinking Skills for the Classroom
- Digital Literacy
- Digital Technologies Curriculum Workshop
- Digital Technologies Workshop
- Embedding Cultural Understanding in Society and Culture
- Exploring New Technologies Virtual and Augmented
- SMART Workshop
- Gifted Education Steam Conference
- Google Physical Computing Workshop
- Growth Mindset - James Anderson
- HRIS Science Teacher Development day
- HRIS Teacher Development Day
- HSC D & T - Marking

- Learning Difference Workshop
- Mark Church Week 1
- Mark Church Week 2
- Maths Mastery Series Seminar
- K-6 Science and Technology Syllabus
- NAPLAN Online Face-to-Face Training
- No Frills NCVER
- Obligations in Identifying & Responding to Children at Risk
- Observation and Teacher Development
- PDHPE Syllabus Familiarisation Regional Workshop
- Physical and Health Conference
- Physical Computing Workshop
- Physics Experiments Yr 12 Syllabus
- Preparing for Implementation of the New Yr11 Calculus Courses
- Printmaking Workshop
- VET Qual Upgrade
- RDA Hunter's 2018 STEM Workforce Conference
- Renaissance Women's Leadership Network
- ROSA and HSC Eligibility
- Scholarly Christian Education Gathering
- Seven Steps Writing Workshop
- Special Needs Conference
- St Luke's Learning Framework
- Stage 4 Technology Program Writing Day



- Stage 6 PDH Resource Exploration
- Standard Maths Workshop - Networks
- STEM in Defence Summit
- Syllabus Familiarisation
- Technology in Music Education
- The Liminal Library - Transforming Spaces
- Tools for Hard Conversations
- PBL Train the Trainer
- Twice Exceptional Conference
- Understanding Autism Spectrum Disorder
- Unpacking Maths Adv & Ext 1 for 2019
- Unpacking the new Technology Mandatory Syllabus
- VET Construction Network Day
- VET Entertainment Day
- VET Hospitality Network Day
- VET Training Day

2018 was a year of significant professional learning for staff who expressed their appreciation and the effect of this investment through evaluations and surveys.

# Theme 6

## Workforce Composition

---

### School Staff 2018

Teaching Staff	109
Full-time equivalent teaching staff	93.1
Non-teaching staff	46
Full-time equivalent non-teaching staff	32.5



# Theme 7

## Student Attendance And Retention Rates And Post-School Destinations In Secondary Schools

---

Destinations	Number of Students
Workforce	3
Further Study - TAFE & Private Providers	5
Apprenticeships	2
Other	5
University - Bachelor Level	81

### Retention Rate

The retention rate of students who completed Year 10 (2016– 123 students) and continued on in the school to complete Year 12 (2018 – 92 students) was 74%.



# Student Attendance Report

---

Year	Enrolment	Absence	Full Days	Attendance	Attendance %
1	67	706	12,261	11,555	94.24
2	68	734	12,444	11,710	94.1
3	67	700	12,261	11,561	94.29
4	87	915	15,921	15,006	94.25
5	82	885	15,006	14,121	94.1
6	83	830	15,189	14,359	94.54
7	112	1,319	20,496	19,177	93.56
8	143	1,490	26,169	24,679	94.31
9	143	1,500	26,169	24,669	94.27
10	137	1,682	25,071	23,389	93.29
11	138	1,768	25,254	23,486	93
12	116	1010	21,228	20,218	95.24
<b>Totals</b>	<b>114</b>	<b>854</b>	<b>20,862</b>	<b>20,008</b>	<b>95.91</b>
	<b>1,357</b>	<b>14,393</b>	<b>248,331</b>	<b>233,938</b>	<b>94.2</b>

# Theme 8

## 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 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 2017, Kindergarten Enrolment Guidelines and Procedures – available on request).

This policy complies with the Disability Discrimination Act. (See Principles and Procedures 5.1 -5.2).

Requirements for the enrolment process, such as interview with the Principal, is outlined in the policy.

Prerequisites for continued enrolment are explained Sections 5.3, 5.7 and 5.8 of the policy. These prerequisites are: the full payment of tuition fees and other charges; the student complies with the disciplinary requirements of the College; and communication during absences.

Changes

No changes were made to the policy in 2018.

Author/Supervisor	Pam O’Dea, R. Baker, E. Moir
Compliance	
NESA	Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.8 Attendance 3.10.1 - Educational and Financial Reporting
Legislative Requirements	NSW Education Act(1990) <a href="http://www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104">www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104</a> Privacy Act <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/">http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/</a> Disability Discrimination Act 1992 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/">http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/</a> Racial Discrimination Act 1975 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/">http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/</a> Sex Discrimination Act 1984 <a href="http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/">http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/</a> Education Amendment Act 2008 <a href="http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf">http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2008-12.pdf</a> National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (Commonwealth Government DEEWR) – (International Centralised Administration Manual (CAM) Version July 2011.)  See CCH School Principals’ Legal Guide <a href="http://www.cch.com.au">www.cch.com.au</a>

<b>Other Policy Relationships</b>	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
<b>Document Location</b>	G:\Staff\Policies; Guidelines & Procedures\Enrolment H:\College Documents\Policies and Procedures\ Administration\Enrolments
<b>Key Dates:</b>	
<b>Date of Issue/last revision</b>	March 2017
<b>Review Date</b>	May 2020
<b>Policy Review</b>	This policy will be reviewed every 3 years, or as needed in line with legislative changes and the requirements of the Association of Independent Schools
<b>Applies to</b>	St Philip's Christian College, Waratah 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 NESA for registration of the school.

# Enrolment Policy 2018

## 1. General Statement

St Philip's Christian College, Waratah is a Christian, Coeducational, Independent, K-12 College. The College is located in the inner city suburb of Waratah and is in close proximity to Waratah 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, Waratah. 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, Waratah

## 4. Audience and Applicability

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

## 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 is responsible for ensuring a register of enrolments is kept that meets NESA requirements and is accurately maintained.

6.2.3 The Principal is responsible for ensuring the Enrolment register is retained for five (5) years minimum before archiving.

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

6.2.5 The Principal approves and extends all offers of enrolment

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

## **6.3 Executive Leadership Team**

6.3.1 Assist the Principal 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.

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

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

6.3.4 Pass on new student information to relevant teachers

## **6.4 Director of Learning Support/Specialist Staff**

6.4.1 Assist the Principal in the enrolment process by reviewing and assessing the educational needs of prospective students as required.

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

## **6.5 Principal's Executive Assistant (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, databases and the enrolment register.

6.5.3 Liaises with Principal, Heads of School and parents re enrolments.

6.5.4 Communicates with all Administrative staff enrolment information

## **6.6 Parents**

6.6.1 Provide all necessary information on the enrolment form and in the initial interview regarding the child's educational/medical needs

6.6.2 Make available any specialist information and academic records/history regarding the child's educational/medical needs

6.6.3 Ensure all information listed on the enrolment form/medical form is true and correct.

6.6.4 Accept/decline offer of enrolment within 30 days of offer being sent.

6.6.5 Ensure all tuition fees and other charges are paid as they fall due.

6.6.6 Meet all requirements re attendance and communication as outlined in the Attendance Policy.

## **6.7 Students**

6.7.1 Cooperate with the College's enrolment process

6.7.2 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

updated May 2015 E. Moir

updated March 2017 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 2018. 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 Director of Human Resources' 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:

- Risk Management Policy
- Work Health and Safety Policy
- Anti-Bullying and Harassment Policy
- Accident/Incident Reporting Policy
- Managing Student Behaviour (Discipline)
- Supervision Policy
- Pastoral Care Statement
- Code of Conduct (Staff)
- Student Health and Medication Policy
- Attendance Policy
- Child Protection Policy
- Working with Children Check documents
- Evacuation/Emergency Policy and Procedures
- Critical Incident Policy
- Accident/Incident Recording Policy
- Student Health and Medication Policy
- Volunteers Policy
- Contractors Policy
- Excursion Policy
- Errands Guidelines
- Premises and Buildings Policy
- Security Policy

- Tutor and External Providers Policy
- Unwanted Visitors Procedure
- Ministry Team Guidelines
- Managing Student Behaviour - Commendation Policy
- Student Service-Based Leadership Policy
- Assessment Policy
- Students with Disability Statement
- Assisting Students With Learning Difficulties Policy
- Disability Provisions Policy
- Academic Acceleration Policy
- Gifted Education Policy
- EAL Policy
- Communication – Home/School Policy
- Complaints Policy
- Homework Policy
- Tutor and External Providers Policy
- WHS Consultation Statement

Creating a safe and supportive environment; Self-discipline; and Respect. The policy outlines responsibilities and delegations of staff, students and parents and explains things such as who contacts the Police School Liaison and Youth Liaison Officers. The contact details and names of these officers are also included in the procedures and guidelines document.

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 Director of Human Resources' office.

No changes were made to this policy in 2018.

### **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;

### **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 Director of Human Resources' office.

There were no changes to this policy in 2018.

#### **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 procedurally fair 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, or if the parents are dissatisfied with the manner in which their complaint has been processed, may raise the matter with the Executive Principal for consideration and/or review.

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 procedurally fair 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, or the staff member is dissatisfied with the manner in which their grievance has been processed, then the staff member may raise their concern with the Executive Principal for consideration and review.

In 2018 no changes were made to either the Managing Complaints or Grievance Handling Policy, although a new Grievance Handling Policy including Confidential Informing (Whistle-Blowing) has been drafted, and is awaiting approval. This will be implemented in 2019.

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 Director of Human Resources' office and on request.





# Theme 10

## School Determined Priority Areas For Improvement

---

### **School Context**

St Philip's Christian College, Waratah, a co-educational K-12 independent school, was established in 1982 and has a student population of 1120 students. 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, 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.

SCHOOL IDENTIFIED PRIORITY AREAS	INTENDED OUTCOME
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>• To increase students' critical thinking skills through collaborative, creative learning experiences</li> <li>• To empower students to take personal responsibility for their learning and work together to achieve the highest possible standards for all students</li> <li>• To envision students to embrace and action a globally responsible worldview</li> </ul>
<b>Leader Learning</b>	<ul style="list-style-type: none"> <li>• To apply an innovative approach to improving students' learning outcomes based on current research</li> <li>• To set goals reflecting high expectations of themselves and their students</li> <li>• To empower teaching staff to engage all students in quality learning by meeting the individual needs of all students</li> </ul>
<b>Christian Culture</b>	<ul style="list-style-type: none"> <li>• To strengthen a transformative Christian culture</li> <li>• To develop leaders who inspire and empower others to grow personally, spiritually, emotionally, mentally and socially</li> <li>• To establish new community partnerships to strengthen the culture of the College</li> </ul>
<b>Empowering Infrastructure</b>	<ul style="list-style-type: none"> <li>• To implement a systematic approach to the management of documentation</li> <li>• To review and update current Policies and Procedures</li> <li>• To engage all staff members in effective usage and application</li> </ul>

## RATIONALE

Students who are engaged in positive, empowering, real-world learning experiences are better equipped to be globally responsible citizens. Students learn best when their learning is targeted to their individual needs and they receive quality feedback about their learning. Students learn best when the lead learners are empowered to provide a quality, innovative learning environment based on current research. Focused and purpose-driven evaluation of targets will facilitate forward planning and progress, and thus improve student outcomes. All members of the SPCC community will be impacted by strengthening a transformative Christian culture, in every aspect of College life, and the culture will be strengthened by developing leaders and increasing community partnerships.

## TARGETS

- All students will develop a creative, collaborative approach to learning in order to improve their critical thinking skills and increase agency.
- All students are involved in a global impact project.
- All lead learners establish goals to deliver an innovative, engaging pedagogy, which will improve learning outcomes for all students.
- Use mySPCC as a tool for implementing a robust system of managing documents

## PRIORITY AREA 1 STUDENT LEARNING

STRATEGIES	INDICATORS	TIME FRAME	PERSON/PEOPLE RESPONSIBLE
<p><b>Project-Based Learning</b> JS Years K-4 – Units of work</p> <p>MS Years 5-6 – Units of work</p> <p>MS (English, HSIE, Science, PD) – Year 8</p> <p>SS (English, HSIE, Science) – Year 9</p>	<p><b>Learning (Indicator 4)</b> Students engage in the learning process as evidenced through discovery, interest, curiosity, creativity and self-motivation and have ownership of their learning.</p> <p><b>Learning (Indicator 5)</b> Students understand and see the relevance of their learning to real life situations.</p>	2017 - 2018	Alyce Van der Velde Heather Nixon
<p><b>Continuous Reporting (Moving in to continuous reporting in 2017)</b></p>	<p><b>Learning (Indicator 1)</b> Student learning is measured through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.</p>	2018 - 2019	Peter Bromhead
<p><b>K-12 Literacy Continuum</b> Reading : K-4 Writing: K-10</p>	<p><b>Teaching (Indicator 1)</b> Staff demonstrate a thorough knowledge and understanding of current BOS syllabi/course requirements through the implementation of their programs.</p> <p><b>Learning (Indicator 1)</b> Student learning is measured and improved through authentic assessment with regular, appropriate and relevant feedback given in a positive manner.</p>	2017 - 2018	Anne Anschau-Roach
<p><b>Student Leadership Strategy</b></p>	<p><b>Leadership (Indicator 6)</b> A clear structure for leadership and leadership development exists and is well-communicated.</p> <p><b>Leadership (Indicator 10)</b> Staff leaders provide opportunities for students to lead in various settings.</p>	2017 - 2018	Pam O'Dea

**PRIORITY AREA 2**

**LEADER LEARNING**

STRATEGIES	INDICATORS	TIME FRAME	PERSON/ PEOPLE RESPONSIBLE
<b>Professional Teaching &amp; Learning Framework</b>	<b>Teaching (Indicator 6)</b> 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	2017	Helen Lee
<ul style="list-style-type: none"> <li>• Focus on PLS</li> <li>• Restructure Appraisal groups</li> <li>• CLT</li> </ul>			
<b>An SPCC Data Value System</b>	<b>Resources (Indicator 1)</b> Students and staff have access to excellent and appropriate resources, and utilise them effectively to achieve excellent educational outcomes.	2016	Jamie Fahey Debbie Kirchner
<ul style="list-style-type: none"> <li>• Data Collection Storage</li> <li>• Data Analysis to direct future direction</li> </ul>	<b>Teaching (Indicator 7)</b> Staff use data to inform and improve learning outcomes		
<b>Research in Action Focus: Collaboration</b>	Build capacity for collaborative groups to engage with research that provides an evidence-based approach to inform and challenge professional practice.	2017	Robyn Horsley
<b>BOS – Registration and Accreditation</b>	<b>Teaching (Indicator 1)</b> 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.	2017	Anne Anschau-Roach
	<b>Leadership (Indicator 9)</b> Leaders take initiative to provide continual improvement and embrace purposeful change.		

**PRIORITY AREA 3**

**TRANSFORMATIVE CHRISTIAN CULTURE**

STRATEGIES	INDICATORS	TIME FRAME	PERSON/ PEOPLE RESPONSIBLE
<p><b>Establishment of Student Advisory Committee to the Principal</b></p>	<p><b>Culture (Indicator 8)</b> Anecdotal feedback from students indicates pleasure in school life and a high degree of alignment with their expectations of learning, pastoral care and personal attention.</p>	2017	Pam O’Dea
<p><b>Global Impact Project</b></p> <ul style="list-style-type: none"> <li>• Mapping what we already do and determining gaps, strengths</li> <li>• Aim: for every student in SPCC to be involved in mission</li> <li>• Establishments of a not-for-profit organisation: “Laps for Literacy” (name to be confirmed)</li> </ul>	<p><b>Pastoral Care (7)</b> <b>Students develop responsibility and ownership of their actions so that they grow in maturity and integrity.</b></p> <p><b>Culture (10)</b> Students express genuine care and concern for others that crosses race, social, gender and age differences and therefore bullying is out of place.</p> <p><b>Resources (Indicator 7)</b> <b>Resources should be selected by placing appropriate emphasis on reducing our environmental footprint.</b></p>	2017 - 2019	Pam O’Dea
<p><b>Strengthening Transformative Christian Culture</b></p>	<p><b>Faith (Indicator 5)</b> Through explicit teaching of the Bible weekly, Biblical/Christian/Faith &amp; 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.</p> <p><b>Faith (Indicator 6)</b> Every day, students experience a genuine outworking of Christian faith and love, through the interactions and relationships they have with College staff members.</p> <p><b>Leadership (Indicator 2)</b> Those who are called to leadership within the College demonstrate a Biblical model of servant leadership.</p> <p><b>Learning (Indicator 5)</b> Students understand and see the relevance of their learning to real life situations.</p>	2017 - 2019	Josh Irwin Pam O’Dea (& ELT)

# Theme 11

## Initiatives Promoting Respect & 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 our Cultural Distinctives:

- Believing in God
- Connecting to Others
- Thinking for Life
- Creating for Good
- Taking Responsibility

which encapsulate the Core values of the College:

- 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 responsibility 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. Within all curriculum areas, the implementation of our core values are of utmost importance.



## K - 12 Initiatives

---

- Annual theme for the whole College was: “Sharpening Our Focus”, which enabled us to refine our practice and concentrate our energies on our highest priorities. Throughout the year this theme was explored through staff chapel, Christian studies lesson assemblies and student chapels. It was also reflected in student and staff goal setting. Through this we aimed to help create a culture whereby students and staff could hone their skills and improve the quality of personal and educational outcomes.
- School-wide daily devotions written daily by the Principal or delegate to encourage all members of the school community to unite in reading the bible and praying on the theme each morning. Students and staff have expressed that the devotions have been a source of great encouragement with the Principal receiving many emails from staff and students throughout the year.
- Staff and Year 8, 10, 11 and 12 students have been involved in the Gallup Strengths process, finding out about their top five strengths and finding ways to utilise these for their own and others’ benefit. Because one of key foundations throughout the school is collaboration, this has been a wonderful value-add to teaching and learning as well as student and staff teams.
- The opening of the K-2 and Narnia building was a highlight of the year. Beautiful spaces have been created which enhance learning for the smallest people in our community.
- Special celebrations and commemorations presented opportunities during the year to build respect and responsibility e.g. Dedication and Commissioning Services, Presentation Day, Thanksgiving Service, Remembrance Day service (100 year anniversary) and our ANZAC Service. These events build community and drawn in parents, friends and our local community partners.

- 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. Additionally, Senior School and Middle School Student Leaders represented the College at various local ANZAC services.
- The Empowering Conferences were again very successful in 2018. 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. Each year at Empowering, many students make decisions to follow Jesus Christ and to hear and follow God's call in their lives. Empowering is a life shaping event for our students.
- 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. Student testimonies are always a wonderful encouragement as we hear of God's powerful love at work in their lives.
- Special community days are held to build community e.g. Father's Day and Mother's Day Breakfasts. The PTF committee works diligently to produce events that celebrate family and connection.
- Links to the wider community are made through a community outreach program to our local primary school by delivering Scripture lessons. A group of students and chaplains go across to Waratah Public School each Wednesday afternoon, where their lessons are well received. The process of preparing lessons and being prayerful is a growth experience for our students.

- Our first visit to Malawi came about through a series of God events over a the preceding year. The first visit included the Principal, Pam O’Dea, Michael Cooper and Aimee Fitzgerald. During this term, relationship was developed with the organisation, Live Love and also Mosaic Church in California. This became the basis of exciting new initiatives which will continue in the years to come.
- Twenty students and four staff members took part in the biannual LA Mission and Service trip in July. This was a life changing event for many students who had their eyes opened to the poverty that exists alongside incredible wealth. Several students came to faith during this time and shared their testimonies on their return. This experience continues to reap fruit in our students.
- In November we celebrated a decade of taking Year 10 students to Boggabilla as an alternative work experience week. Each year many students work in schools, the church and the community at Boggabilla and have their eyes open to important aspects of life for indigenous Australians.
- Throughout the year many connections were made between local and national industry and businesses and our iSTEM program. Our students benefitted enormously from real world experiences that have taught them project management and entrepreneurship.
- Staff have received additional professional development in our signature pedagogues, Project Based Learning and Flipped Learning.
- We continued our work in Vanuatu with a team of teachers working with the executive at Life Changer Christian College. The Principal, Mrs Lloyd Jacob and Assistant Principal Mrs Monika Tuprick attended the SPCC Staff

conference and stayed for two weeks of professional development.

- SPCEF launched the Teaching School in conjunction with Alphacrucis. SPCC Waratah employed 2 trainee teachers as part of this program to raise the next generation of quality Christian teachers who understand the values and responsibilities inherent in educating young Australians.
- Alphacrucis partnered with SPCC Waratah to provide a range of vocational courses for senior students.
- Staff participated in ‘Spiral of Inquiry’ action research teams covering a wide variety of areas with the intention of improving student outcomes related to their faculty or team.
- Research into teaching Collaboration, focussing on the development of a collaboration framework for students continued in conjunction with ANU. This has been a very robust professional development opportunity for staff who have learned about action research processes in schools.
- 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 environments, as well as assisting with the growth of social skills, co-operation, independence and responsibility in group situations.
- Every student wrote an appreciation card to a College community member and these were distributed to staff and students at the K-12 Thanksgiving Service. At K-12 events, student leaders were given the responsibility of leading and assisting with organisation.

- 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.
- “Business in a Box” provided students with an opportunity to develop and display their entrepreneurial skills. More than 200 students were involved in market days with 10% of all profits going to the Global Literacy Fund.
- SPCC hosted the Global Leadership Summit in 2018. This event 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

---

- STEM club – introducing coding and robotics in Years 3 and 4 (STEM Makerspace developed for Term 3, 2018 launch).
- Participation in STEM-based competitions including Jaguar School Challenge and Electric Vehicle Challenge.
- Music Jam lunch club.
- Lego Club, Chess Club and ‘Literacy Lovers’ Writers Club are ongoing initiatives that continue to be revised and expanded.
- Girls ‘Play-Date’ lunch club for young girls in Year 1 and 2.
- Weekly specialised drama rehearsal for lead roles in 2018 JS Musical.
- Well-being groups coordinated by Chaplains.
- Honours Program in English and Honours program in Maths for children identified in the ‘Gifted and Talented’ range.
- Integrated Project-Based Learning (PBL) learning opportunities grades 2-4.
- ‘You Can Do It’ social skills program for Kindergarten.
- Play-based learning program in Kindergarten.
- Expanded Junior School leadership opportunities resulting in an extra 4 student leaders to be elected in 2018 for 2019.
- Incoming Kindergarten children given opportunity to visit SPCC Junior School in Term 2 of the year before entry into school. The children are welcomed in small groups of up to 12 across most afternoons for a two-week period.
- Incoming Kindergarten children appointed a buddy from Year 4 to assist them to transition into school life. Year 3 students participate in a day of training to prepare them to fulfil this role.
- Fundraising projects supporting the Junior School sponsor children. Each grade level is given the responsibility to plan and run a fundraising initiative or day.
- Multiple additional sports opportunities offered including CSSA Gymnastics, Futsal and extra Netball competitions.
- After-school sports clinics including cricket, netball, basketball.
- Choral Group weekly lunch rehearsals for performances at Nursing Homes.
- Public Speaking Competition in Years 3 and 4 which lead into the HRIS Public speaking competition.



# Middle School

---

- Students attended and participated in our annual Dedication and Thanksgiving Service.
- Middle School students prepared and presented the annual SPCC ANZAC Service, which included our local RSL members, a piper and a former member of the Armed Forces as a guest speaker.
- Middle School Captains and Vice Captains took part in local RSL ANZAC and Remembrance Day ceremonies.
- Middle School leaders attended the All Schools ANZAC service at the Civic Theatre
- Middle school staff and students collaboratively developed the Middle School Norms
- Middle School Student Leaders support the Junior School Athletics Carnival by assisting with field events and other duties.
- 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 e.g., Malawi, Year 8 raised \$2000
- Middle School Leaders were appointed in Term 3 and mentored by outgoing leaders in Term 4.
- 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 continued, with winning entries being displayed in the Middle School Office.
- Students take part in an annual video shoot-out competition.
- Year 7-8 students participated in formal exams in order to increase their sense of responsibility for their learning and respect of the formal exam process.
- Middle School Student Leaders continue to support the school canteen, by offering to serve on a regular basis.
- Project Based Learning continued to develop in Year 8 with formal training opportunities for staff.
- Successful implementation of NAPLAN examinations on-line for the first year.
- New enrolment processes were introduced to streamline the process of enrolling 168 students in Year 7, 2019.
- Implementation of iLearn in Years 5 & 7.



# Senior School

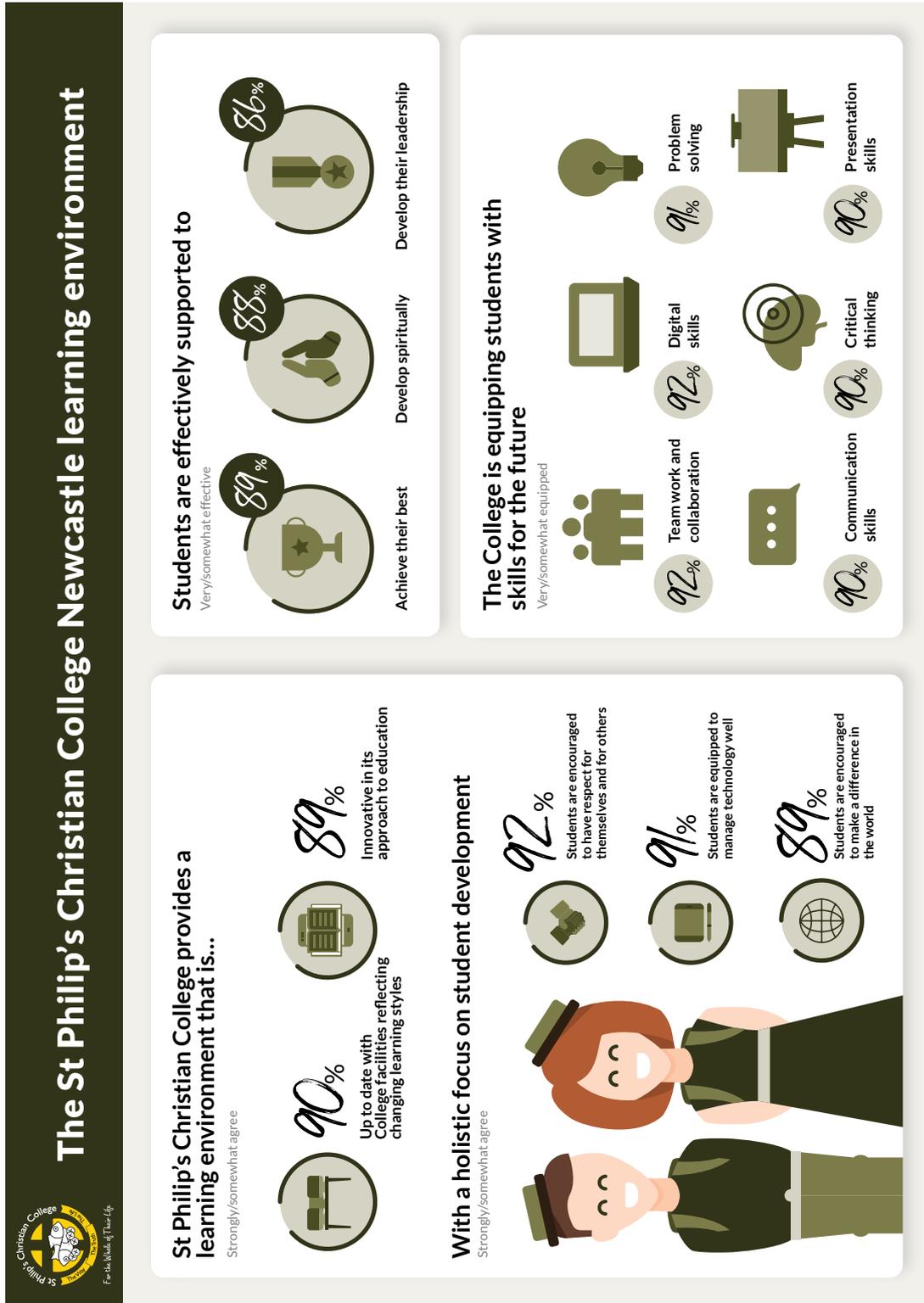
---

- A prefect in the Senior School identified for sponsorship to attend the National Leadership Camp as an Intern.
- Senior School Student Leadership Team attended the Student Leadership Symposium.
- Student leader representatives participated in a trip to Romania.
- Potential student leaders attended the Lord Mayor's Student Leadership Forum
- Student Leadership Training Days - guest speakers to inspire and coach student leaders
- Exiting Year 12 students chose to go on mission to Vanuatu instead of 'Schoolies' - 50 students participated (largest group ever)
- Continued improvement of Senior School building environment -painting/displays, including student work
- 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 continued to give greater focus to the development of student leaders.
- MUNA (United Nations Competition), students were successful at local and national levels and participated in the international competition in January 2019.
- Screen & Media class/Team.
- Implementation of iLearn in Years 9 - 10.
- Senior School leaders attended the All Schools ANZAC service at the Civic Theatre.
- Successful implementation of NAPLAN examinations on-line for the first year.



# Theme 12

## Parent, Teacher, and Student Satisfaction

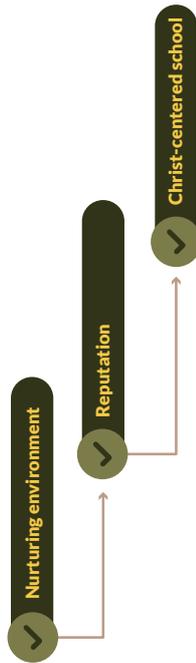




# The College Experience



## Top three strengths of the College



## Top three reasons parents send their child to St Philip's Christian College

- Morals and values
- Nurturing environment
- Reputation

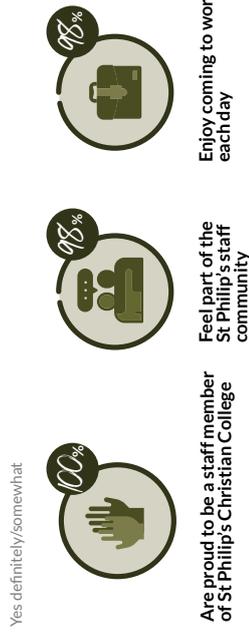
Parents believe their child's life has been enhanced during their time at St Philip's  
Yes definitely/somewhat



## Students most enjoy

- Great friends
- Friendly teachers
- Sport programs

## The positive staff experience



### Methodology

Online survey of St Philip's parents, staff and students conducted in September – October 2018.  
Parents n= 358, staff n=95, students n=417



**mccrindle**  
mccrindle.com.au

SPCC  
St Philip's Christian College

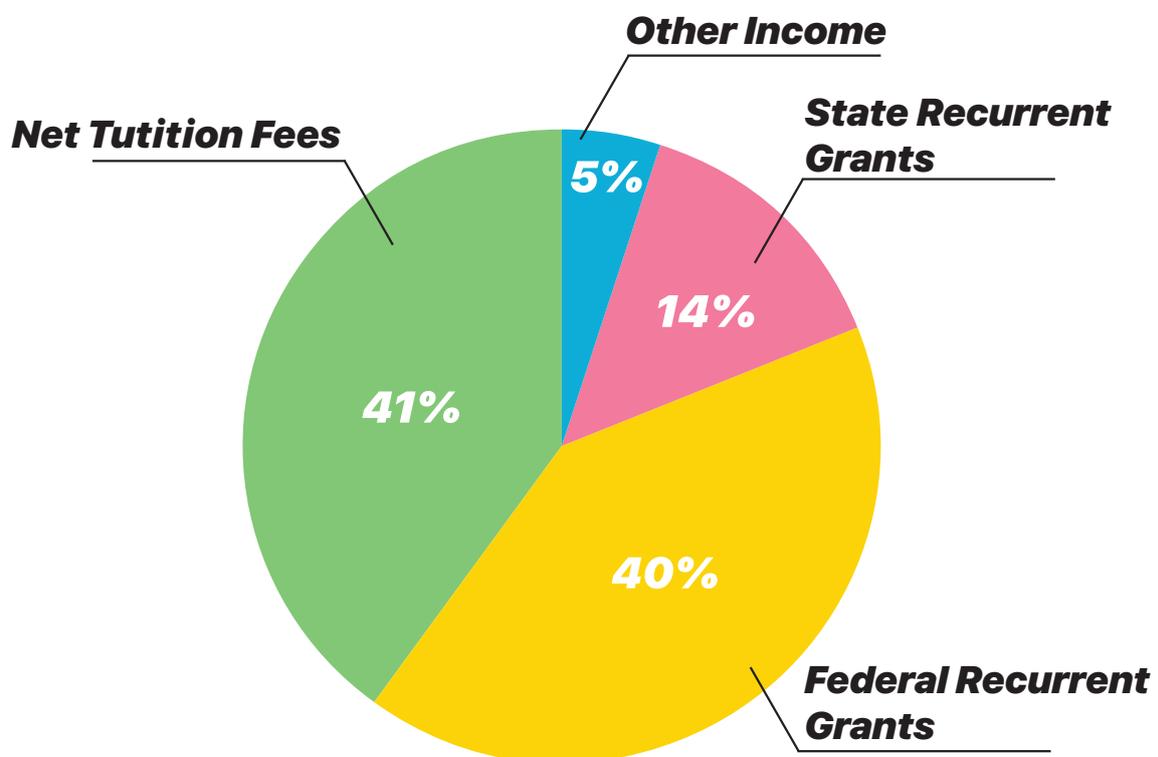
spcc.nsw.edu.au/

# Theme 13

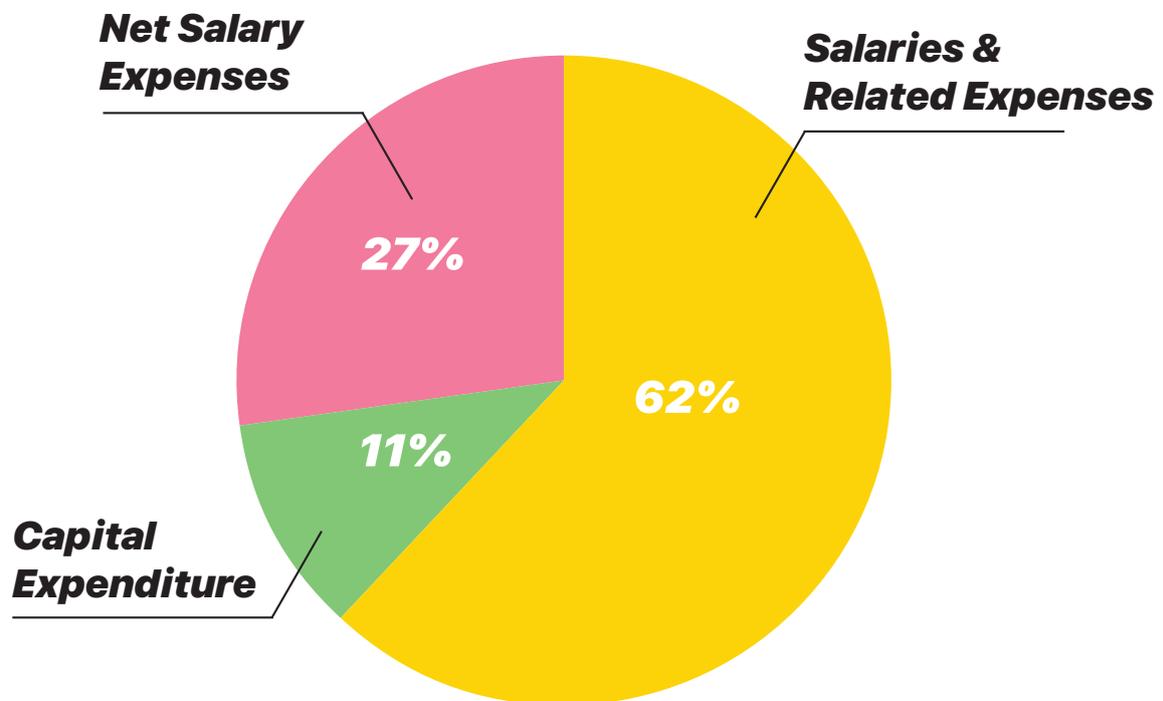
## Summary Financial Information

---

### 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.







For the Whole of Their Life