



For the Whole of Their Life



Port Stephens Annual Report 2015



**“I AM THE WAY, THE TRUTH AND
THE LIFE; NO-ONE COMES TO THE
FATHER BUT BY ME.”**

JOHN 14:6

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REPORTING AREA I: A MESSAGE FROM KEY SCHOOL BODIES MESSAGE FROM THE PRINCIPAL

St Philip's Christian College Port Stephens celebrated its twenty-first year of educating students from the Tomaree Peninsula in 2015. Whilst our students may change, our mission remains the same: In co-operation with the family, 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.

One of the focuses of the College this year was on the importance of effort. It is the recognition that, irrespective of ability, all of us have the capacity to apply ourselves fully to the challenge ahead or task at hand. Not surprisingly, this focus saw significant improvements across a range of domains.

Our 2015 graduates raised the bar even further in terms of their academic attainment as evidenced in the recent Higher School Certificate examination results. The Year 12 cohort obtained nineteen Band 6 results across twelve subject areas. Our top student obtained an ATAR of 99.35 which was the highest mark for any student residing on the Tomaree Peninsula. There was also another improvement evidenced in the NAPLAN data. I commend this information to you on the My School website.

To support the growing number of enrolments in the College, further infrastructure is required. In 2015, considerable planning was undertaken to address traffic congestion matters and teaching facility needs going forward. It is anticipated that a new 196 space car park and a three story senior school precinct will commence construction in 2016. Once again, to accommodate this growing student population, we also managed to attract some outstanding staff during 2015 to strengthen the delivery of the curriculum throughout the school.

The Federal government has unveiled a National Plan for School Improvement (NPSI) which focuses on five key areas: quality teaching; quality learning; empowered school leadership; meeting student needs; and transparency and accountability. Whilst St Philip's Christian College Port Stephens can be proud of what it is currently achieving across these measures, our School is determined to further improve in each of these areas.

The distinctive of a St Philip's Christian College graduate is that they are brought to life and know the source of life! Our hope is that they will be people of character, have a sense of purpose, be resilient, well-educated and use their gifts for the benefit of others. I commend our school to you and invite you to join us on the journey.

Dr Timothy Petterson
Principal

BOARD CHAIRMAN'S REPORT FOR 2015

ST PHILIP'S CHRISTIAN EDUCATION FOUNDATION LIMITED (SPCEF LTD)

Greetings friends,

Last year, in my report, I described one of the objects of the Foundation as being **Our Core Values**. The other objects are **Our Mission** and **Our Vision**.

Our Mission – why do we exist?

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

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

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

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

As with core values, mission and vision cannot be achieved without the commitment of all stakeholders, including the Board of Governors. The importance of maintaining strong commitment to our ideals cannot be overstated. We are living in a period of history where, more than ever, worldly values are thrust upon the community daily, and as Christians we need to be vigilant and intentional in our purpose and witness.

The Board of Governors is committed to diligent governance, providing effective delivery of the Strategic Plan for St Philip's schools and operations. The Board is also committed to planning through prayer and the discernment of God's guidance.

The future holds many opportunities for us to be ambassadors for the Lord through this wonderful organisation called St Philip's. I encourage you each to be prayerful, purposeful and passionate, and above all, to honour Christ in all you do.

"So the Word became a human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son." John 1:14 NLT

Mr Les Holland
Chairman, Board of Governors, SPCEF



A MESSAGE FROM THE PRESIDENT OF THE PARENTS & TEACHERS FELLOWSHIP (PTF)

The St Philip's Christian College Port Stephens PTF has continued to work closely with our Principal Dr Timothy Petterson in the evolution of what is a wonderfully nurturing and growing educational facility for those families who wish to send their children to an independent Christian college.

Over the past 12 months the PTF has continued its good work around the College giving voice to the College community about issues that are important to the community. At the same time the PTF provides an important sound board for Dr Petterson on issues that he wants to discuss before implementation or explain as questions are raised.

The opportunity the PTF has been given by our Principal to work with him, and remain informed of the many changes, improvements, and goals of Dr Petterson and the College Leadership Team for the continued development of St Philip's Christian College – in terms of the physical, academic, and pastoral care aims of the college – has been an invaluable insight into continuous improvements underway.

In this way the PTF was able to make an important contribution to the College community. Indeed, the primary way the PTF does this is that each month it offers a platform to bring together parents, teachers and carers in a friendly atmosphere to discuss the issues of the college. With a diverse group of parents and others the PTF has been able to offer feedback, thoughts and observations as the items arose.

Of course the PTF has also continued to raise substantial funds for non-curricular aspirations around the college. In this way we are able to contribute funds to important school projects that aren't able to be fully funded out of the normal curriculum budget. Things like the College bus, or the portable staging we put to such good use at Celebrate.

But we can only do this through the great work of a small dedicated band of parents and teachers on the fundraising committee and the broader PTF. These people are an invaluable resource to the College community. I would like to thank all of them, especially the PTF executive of Steve Hutchinson, Guy Jennings, and Briony Nurcombe, along with the many hands of the fundraising committee – Wendy Blazely, Kylie Wendell, Madeleine Elsegood, Leisa Chan and others – who give their time and passion for their children's education and the college – to help make St Philip's Christian College the best school it can be. I'm sure you'd agree it's also a fabulous resource for the people of the Tomaree Peninsula.

Mr Greg McKenna
PTF President

REPORTING AREA 2:

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

St Philip's Christian College Port Stephens was established in 1995 and now has an enrolment approaching 800 students from K to 12. Located on the beautiful Tomaree peninsula it is surrounded by pristine beaches and breathtaking natural beauty. The mission of the College is 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 all-round development - intellectual, social, cultural, moral, spiritual and physical.

The College is passionate about the pursuit of excellence in all areas of school life, particularly academic achievement, performing arts, sporting events and Christian lifestyle. Curriculum strengths include high academic standards, learning support, gifted and talented, vocational education, innovation in ICT and thinking and information skills. Extracurricular activities include sport, gala days, music groups, drama performances, academic competitions, camping activities and mission trips.

The College has an open enrolment policy and students are drawn from a wide range of socioeconomic (ICSEA 1062), cultural and religious backgrounds.

Please visit My School website for further information about the College:
<http://www.myschool.edu.au/SchoolProfile/Index/96575/StPhilipChristianCollegePortStephens/43889/2015>

ENROLMENTS BY GRADE

Year Group	Total In Year Group	Maximum Class Size
Kindergarten	45	24
Year 1	52	26
Year 2	57	26
Year 3	45	26
Year 4	46	26
Total for Junior	245	
Year 5	61	26
Year 6	58	26
Year 7	76	26
Year 8	73	26
Total for Middle	268	
Year 9	71	26
Year 10	72	26
Year 11	55	24 (20 for Prac Classes)
Year 12	50	24 (20 for Prac Classes)
Total for Senior	248	
Total for School	761	



CHRIST FIRST -
WE WANT TO HONOUR CHRIST
IN ALL THINGS

REPORTING AREA 3:

STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

NAPLAN RESULTS

Our Year 3, Year 5, Year 7 and Year 9 students participated in Australia-wide NAPLAN testing for Literacy and Numeracy (NAPLAN). The results and general trends were quite positive compared to national averages and has recently drawn the commendations from the Australian Curriculum, Assessment and Reporting Authority (ACARA). Our school was recognised as one of the most significant improvers in the Hunter region.

Student performance on NAPLAN can be viewed on:

<http://www.myschool.edu.au/SchoolProfile/Index/96575/StPhilipsChristianCollegePortStephens/43889/2015>

Year	Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	414 393 - 434		425 409 - 442		402 383 - 420		428 406 - 449		401 384 - 418	
	SIM 439 430 - 448	ALL 426	SIM 429 421-437	ALL 416	SIM 424 416 - 433	ALL 409	SIM 450 440 - 460	ALL 433	SIM 410 402 - 419	ALL 398
Year 5	521 504 - 538		481 465 - 497		519 504 - 534		523 504 - 541		501 486 - 515	
	SIM 516 508 - 525	ALL 499	SIM 492 483 - 500	ALL 478	SIM 511 503 - 519	ALL 498	SIM 524 515 - 534	ALL 503	SIM 507 499 - 515	ALL 493
Year 7	569 557 - 582		528 513 - 542		546 533 - 559		561 547 - 576		550 537 - 562	
	SIM 561 553 - 568	ALL 546	SIM 530 522 - 539	ALL 511	SIM 560 553 - 568	ALL 547	SIM 562 553 - 570	ALL 541	SIM 558 551 - 566	ALL 543
Year 9	593 580 - 607		536 520 - 552		592 578 - 605		583 569 - 597		610 597 - 622	
	SIM 592 585 - 599	ALL 580	SIM 560 551 - 570	ALL 547	SIM 595 587 - 603	ALL 583	SIM 579 51 - 588	ALL 568	SIM 605 598 - 612	ALL 592

References to SIM are similar schools. References to ALL are all schools.

REPORTING AREA 4:

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ATTAINMENT (RoSA)

With the cessation of the New South Wales School Certificate and the introduction of the RoSA to mark the progression of students through Stage 5, we have seen a rise in the number of students who have continued their educational journey at our school. 72 Year 10 students from St Philip's Christian College Port Stephens were eligible for their RoSA in 2015.

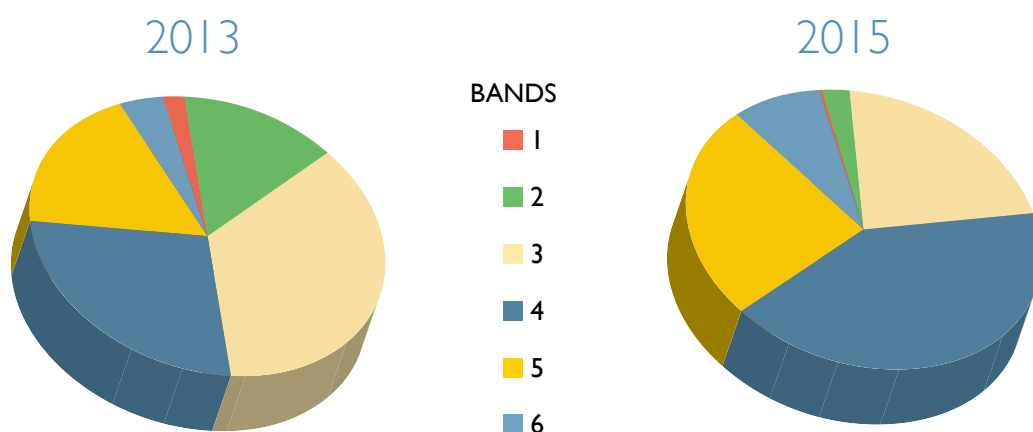
HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Forty-three students from St Philip's Christian College Port Stephens sat for the NSW Higher School Certificate in 25 courses. The Honour Roll acknowledges students who obtain a Band 6 result (90 or better) in a 2-unit course or a Band E4 result (45 or better) in an Extension course in one or more subjects.

In 2015, St Philip's students obtained 19 places on the Honour Roll. These places were achieved by 11 individual students across 12 subjects. Our school ranked 11th overall of the 78 schools in the Hunter region. This result reflects positively on their efforts and those of their teachers and parents who supported them.

Whilst League Tables provide one insight into the academic performance of a school, they have a very narrow focus. They give no insights into students who may have achieved a Band 5 or 4 who may otherwise have achieved a Band 3 or a 2. The graphs below give a greater insight into the academic shift that is starting to take effect in our college.

In 2013, Bands 1, 2 & 3 represented 51.2% of all the grades achieved. In 2015, this has shrunk to 24.4%. Consequently, the Bands 4, 5 & 6 obtained has risen from 48.8% to 75.6%. This was a terrific shift, which we are hoping to consolidate further in the year ahead.



We are particularly proud of Brandon Smith (2015 School Captain and Dux) who obtained an ATAR of 99.35! The Port Stephens Examiner reported that it was the highest ATAR obtained by any student living in Port Stephens.

HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Biology	2015	7	79	57	28	43	56	0	16
	2014	6	66	33	29	50	57	17	14
	2013	5	74	40	33	40	58	20	9
Business Studies	2015	14	76	36	36	64	52	0	11
	2014	8	79	50	37	50	51	0	12
	2013	5	74	40	35	60	53	0	12
CAFS	2015	10	79	50	32	50	53	0	13
	2014	6	76	33	37	67	54	0	8
	2013	4	68	0	34	100	55	0	11
Chemistry	2015	10	76	20	41	80	52	0	6
	2014	8	71	37	46	37	45	25	8
	2013	4	69	50	42	25	50	25	8
Design & Technology	2015	3	81	67	36	33	59	0	5
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Drama	2015	6	71	0	42	100	56	0	2
	2014	3	77	33	42	67	56	0	1
	2013	2	79	50	44	50	54	0	2
Economics	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	1	87	100	43	0	43	0	14
Electrotechnology	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	2	78	0	29	100	65	0	6
English (Standard)	2015	26	67	0	8	92	76	8	15
	2014	16	70	0	8	94	77	6	14
	2013	9	63	0	7	67	72	33	21
English (Advanced)	2015	17	76	35	58	65	41	0	1
	2014	14	79	57	59	43	40	0	2
	2013	13	68	8	53	92	45	0	2
French	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	1	91	100	67	0	31	0	12
Geography	2015	9	72	22	41	78	45	0	13
	2014	7	66	14	44	71	41	14	15
	2013	2	75	0	40	100	44	0	16
History – Ancient	2015	3	72	33	33	33	50	33	174
	2014	5	73	20	33	80	50	0	16
	2013	7	63	0	34	71	49	29	17

HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE (CON'T)

PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
History - Modern	2015	8	77	25	44	75	46	0	10
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	7	66	0	47	86	43	14	10
Hospitality	2015	2	74	0	23	100	57	0	3
	2014	2	86	100	30	0	52	0	4
	2013	4	75	0	30	100	53	0	17
Industrial Technology	2015	9	85	78	27	22	52	0	21
	2014	3	66	0	28	100	54	0	17
	2013	1	66	0	30	100	54	0	16
Legal Studies	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2014	6	67	17	40	67	44	17	15
	2013	4	70	0	43	100	46	0	11
Mathematics (General)	2015	28	69	25	26	61	49	14	25
	2014	15	75	27	25	73	50	0	24
	2013	11	69	27	21	53	54	20	25
Mathematics (2 Unit)	2015	15	77	47	52	53	38	0	9
	2014	18	82	67	54	28	38	6	8
	2013	12	70	33	49	33	43	33	8
Music I	2015	6	84	50	62	50	36	0	2
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	3	86	67	59	33	39	0	2
PDHPE	2015	18	76	28	30	72	61	0	9
	2014	15	74	40	31	53	58	7	11
	2013	8	70	25	28	50	54	25	18
Physics	2015	18	77	39	29	61	61	0	10
	2014	11	72	18	31	73	60	9	9
	2013	6	70	33	33	50	55	17	12
Senior Science	2015	5	67	0	28	100	55	0	15
	2014	4	78	50	37	50	53	0	10
	2013	2	55	0	39	50	48	50	13
Studies of Religion I I	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	3	66	0	46	100	45	0	9
Society & Culture	2015	5	76	0	47	100	48	0	5
	2014	13	75	8	45	92	48	0	6
	2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Visual Arts	2015	5	78	60	53	40	45	0	2
	2014	4	86	100	49	0	49	0	3
	2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



HIGHER SCHOOL CERTIFICATE RESULTS EXTENSION COURSES

PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands E3-4 School %	Bands E3-4 State %	Bands E1-2 School %	Bands E1-2 State %
English Extension 1	2015	1	42	100	94	0	6
	2014	6	39	83	93	17	7
	2013	4	29	0	88	100	12
English Extension 2	2015	N/A	N/A	N/A	N/A	N/A	N/A
	2014	4	36	75	77	25	22
	2013	3	30	0	78	100	22
History Extension	2015	3	41	67	78	33	22
	2014	0	0	0	0	0	0
	2013	1	34	0	74	100	26
Mathematics Extension 1	2015	10	81	90	84	10	16
	2014	8	83	87	84	12	15
	2013	3	87	100	84	0	16
Mathematics Extension 2	2015	2	82	100	86	0	14
	2014	3	80	67	86	33	13
	2013	2	81	100	87	0	13

In 2015, 100% of the Year 12 cohort sat for the HSC. In addition, 24% of the Year 12 cohort participated in vocational or trade training, attaining a Certificate/VET qualification.

Year 12	Qualification/Certificate	Percentage of Students
2015	HSC	100%
2015	VET qualification	24%

Senior secondary outcomes are documented on the My School website:
<http://www.myschool.edu.au/SchoolProfile/Index/96575/StPhilip'sChristianCollegePortStephens/43889/2015>

**SERVE ONE ANOTHER -
WE WANT TO APPRECIATE THE
UNIQUE GOD-GIVEN POTENTIAL
OF EACH PERSON**



REPORTING AREA 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

TEACHER STANDARDS / QUALIFICATIONS

Category	Number of Teachers
1. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	62
2. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacks formal teacher education qualifications.	2

PROFESSIONAL LEARNING

St Philip's Christian College strives to achieve a culture of professional learning to enhance the teaching and learning experience for both students and staff. As a school that seeks constant improvement a professional learning community is fostered to ensure that all teachers are cognisant of developments in 21st century learning through structured ongoing and reflective professional learning.

Members of the College staff participated in a wide variety of both internal and external Professional Learning opportunities during 2015. In addition to the 10 compulsory professional learning days attended by all teaching staff, a number of staff were provided additional professional development opportunities external to the School. This data is captured in the table below.

School	Course Name	Attendees
Junior	Language, Learning and Literacy - SPELD	1
Junior	HRIS Maths Day	4
Junior	Language, Learning and Literacy – Improving practice, delivering results	1
Junior	Colour Conference	1
Junior	HRIS Science	3
Junior	Endorsed Provider of PD information session	12
Junior	Building Independent Readers	2
Junior	IEU Conference	1
Junior	BOSTES – External Assessor for proficient teacher accreditation training	1
Junior	Astronomy from the group up	1
Junior	HRIS English	3
Junior	Spelling K - 6	2
Junior	Igniting Learning Illuminating Minds	1
Junior	Memory Matters and Behavioural Management	1
Junior	The past is our present – History	2
Junior	Building Positive, Respectful Relationships at Work	1

PROFESSIONAL LEARNING (CON'T)

School	Course Name	Attendees
Junior	7 Steps to writing success	2
Junior	Global Leadership Summit	5
Junior	Multi-lit	1
Junior	Rethinking the collection and principals and practice for 21C Libraries	1
Junior	Briefing regarding new TAA guidelines BOSTES	1
Middle	AIS New Frontiers	1
Middle	Dynamic Learning / Behaviour Management for beginning teachers	1
Middle	AIS – The art of practice	1
Middle	HRIS English Development Day	1
Middle	Habits of Highly Effective Teachers	2
Middle	Igniting Learning, Illuminating Minds	1
Middle	PETAA – Write now, teaching children to be effective writers	2
Middle	Derivian – Photo Emulsion Screen Printing	1
Middle	Powerful professional learning for your Music Faculty	1
Middle	Mental Health & Wellbeing of Young People	3
Middle	Autism and Aspergers Teaching Strategies and Behaviour Support	1
Middle	IEU Work Well – 2015 Support Staff Conference	1
Middle	Cracking the Hard Class	1
Middle	Adolescent Success Conference	2
Middle	Seven steps to writing program	2
Middle	Global Leadership Summit	1
Senior	Hunter & Central Coast School Leavers Expo	1
Senior	Tackling Anxiety in Schools & Online Support	2
Senior	NSW History Teachers Association – State Conference	1
Senior	Autism & Aspergers	1
Senior	Society & Culture Conference	1
Senior	AIS – I can learn all by myself	1
Senior	Michael Griffin Music Professional Development	1
Senior	Institute of Industrial Arts Teaching Course	2
Senior	Geography Teachers Association Annual Conference	2
Senior	Musos Corner Professional Development Course	1
Senior	Preparing to teach Extension I Maths	1

PROFESSIONAL LEARNING (CON'T)

School	Course Name	Attendees
Senior	HSC Marking	1
Senior	Careers Advisors Conference	1
Senior	Learning Symposium NSW Art Gallery	2
Senior	ADV Personal & Community Health	2
Senior	AIS – Leading the Agile School	1
Senior	AIS Validation	1
Senior	Hospitality Network Day	1
Senior	Derivan – Interpreting the Australian Landscape	1
Senior	Deus X Photos	3
Senior	The AIS Drama Conference	2
Senior	Behaviour Management for beginning teachers	1
Senior	AIS Hospitality Network Day	1
Senior	Teaching Extension 1 – English	1
Senior	Making Mathematics 2U Meaningful	2
Senior	Hands on Technology	1
Senior	AIS Conference	2
Senior	SOR Conference Principal Beliefs	1
Senior	STANSW Meet the Markers	2
Senior	Meet the Markers	1
Senior	History Ext – Embedding Historical Understanding	1
Senior	Hygiene for Food Handlers	1
Senior	TAS Conference, Real & Relevant	1
Senior	Galileo Intel	1
Senior	Stage 6 CAFS enrichment day	1
Senior	UAC Professional Development Day	1

**STRIVE FOR EXCELLENCE -
WE WANT TO AIM TO DO OUR
BEST ALL THE TIME**



REPORTING AREA 6: WORKFORCE COMPOSITION INCLUDING INDIGENOUS

TEACHING STAFF

64

TEACHING STAFF (INDIGENOUS)

0

TEACHING STAFF – FULL TIME EQUIVALENTS (FTE)

60.9

OPERATIONAL STAFF

28

OPERATIONAL STAFF (INDIGENOUS)

0

OPERATIONAL STAFF – FULL TIME EQUIVALENTS (FTE)

24

TOTAL STAFF

92

TOTAL STAFF (FTE)

84.9

OPERATIONAL STAFF CONSISTS OF THE FOLLOWING:

- Administration
- I.T.
- Maintenance
- Finance
- Human Resources
- Marketing, Communications and Enrolments
- Co-curricular (Sport Related)
- Student Support Services
- Health Care
- After School Care
- Technicians (Library, Science, TAS and Visual Arts)



REPORTING AREA 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE, SECONDARY RETENTION

ATTENDANCE

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS:

- Students are calculated as present even if they are present for a single period in a day.
- Students are calculated as present if they are in school related leave.
- Year 12 students attendance is calculated only for Term 1, Term 2 and Term 3.
- Attendance is calculated only for school days.

For whole school student attendance rates please refer to the school's data on the My school website:

<http://www.myschool.edu.au/SchoolProfile/Index/96575/StPhilipsChristianCollegePortStephens/43889/2015>

School Area	Year Level	Attendance Rate %
Junior School	Kindergarten	96%
	Year 1	94%
	Year 2	94%
	Year 3	94%
	Year 4	93%
Middle School	Year 5	94%
	Year 6	94%
	Year 7	94%
	Year 8	93%
Senior School	Year 9	93%
	Year 10	93%
	Year 11	94%
	Year 12	95%

MANAGEMENT OF NON ATTENDANCE

- All student absences are recorded in the morning by teachers, the school secretary is notified, records are kept on the database and absentees are communicated to other staff.

- Junior School, Middle School and Senior School Secretaries will communicate to the Heads of School (HOS) names of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.

- Partial absences – such as late arrival should be treated in the same way.

- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.

- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised with the Principal, HOS and the parents. Unresolved attendance issues may be reported by the Principal to the Department of Community Services.

- Student attendance and absence figures will appear on student half year and end of year reports.

RETENTION RATES

Whilst the majority of students who are enrolled in Year 10 complete their studies at the college in Year 12, a sizeable number do not. The single biggest factor that contributes to this is linked to the transient nature of the population. Regrettably, we lose many students as their parents are relocated for work, most notably Air Force families. One of the benefits of this transience is that we are constantly enrolling new students who bring with them fresh ideas and perspectives. The table below provides a summary over recent years.

Years Compared	Year 10 Total on Census Date	Year 12 Total on Census Date	Please Refer to the • Note Below	Apparent Retention Rate	Actual Retention Rate
2009/2011	49	29	28	60%	58%
2010/2012	73	61	53	84%	73%
2011/2013	46	27	22	59%	48%
2012/2014	54	39	38	72%	70%
2013/2015	71	50	49	70%	69%

• **NOTE:** This column accounts for individual Year 10 students who were enrolled at St Philip's Christian College on the census date and were still enrolled at the time the census was conducted when they were in Year 12.

“Apparent” shows the percentage changes in total enrolment between the two years indicated.

“Actual” reflects the proportion of students from the first year group who were still enrolled in the second year group.



POST SCHOOL DESTINATIONS

The information provided in this section is based on feedback received from students after they have left the College. The information provided is voluntary and may therefore be incomplete and/or anecdotal. From feedback received up to the time of going to print, the post-school destinations of our Year 12 leavers in 2015 are as follows:

Destination	Number/50	%
Tertiary Education – University	21	42 %
Tertiary Education – TAFE	3	6 %
Tertiary Education – Private Colleges, Overseas, Other	3	6 %
Apprenticeships/Traineeships	2	4 %
Employment	17	34 %
Deferred Study – Travel	4	8 %
Unemployed	0	0 %
Unknown	0	0%

REPORTING AREA 8: ENROLMENT POLICIES

St Philip's Christian College, Port Stephens is a Christian, Coeducational, and Independent K-12 College. The College is located in the heart of the Tomaree Peninsula.

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, values and practice.

Rationale:

This policy provides the guidelines for enrolment into St Philip's Christian College. Our enrolment policy and its implementation will control, to a large degree, the kind of school 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.

Aims:

To enrol students from families who desire a Christian Education for their children and who support the ethos of the College. To cater for the individual needs of each student equitably within the constraints of the available resources.

Implementation:

1. The governing Board holds the ultimate responsibility for determining enrolment policy and the Principal (or his delegate) oversees and approves the selection and enrolment of all students.

2. Upon receipt of an application on the official College form, and prior to enrolment being offered, the Principal and/or his delegate shall interview the parent(s) and student applying for enrolment. In the case of Kindergarten and Year Seven enrolments, the Principal may use representative committees to make recommendations for enrolment selection, school readiness assessments (Kinder) and decide on class make-up. Before making a final determination on a student's enrolment their educational needs are considered and this involves the need to gather information and consult with the parents/family and other relevant persons.

3. The Principal's decision related to the Enrolment Application will be forwarded in writing as soon as possible following the interview (and relevant committee deliberations). The assessment of all relevant data should take place and a committee process involving staff members may be used to determine successful applicants.

4. Class sizes are determined as follows:

Class	Size
Kinder	24
Yrs 1-4	26
Yrs 5-8	26
Yrs 9-10	26
Yrs 11-12	24
Yrs 11-12 Prac	20

As the College is co-educational, some consideration is also given to balancing the numbers of boys and girls enrolled in each year.

5. 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.

6. 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. In some cases fee relief may be approved upon application to the Principal.

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

8. The College desires to support and involve families. Therefore siblings of students already enrolled in the College are given preference.

9. Parent information sessions are provided for new families in order to explain the ethos of the College and the expectations upon parents who enrol their children in the College.

10. Orientation sessions should be provided in particular for Kindergarten, Year 5 and Year 9 enrolments. Induction, orientation and welcome procedures are essential for all students as part of the Enrolment process.

A photograph of two young students in school uniforms sitting at a desk in a library. A girl with braided hair and purple glasses is on the left, smiling and looking at a laptop. A boy is on the right, looking at the laptop screen. The laptop is a silver Apple MacBook. In the background, there are bookshelves filled with books and another student working at a desk.

**DO WHAT IS RIGHT -
WE WANT TO ALWAYS BEHAVE IN
A CHRISTIAN MANNER**

ENROLMENT POLICIES (CONTINUED)

11. Enrolments are processed in the following priority order:

- Siblings of current students.
- Students having automatic enrolment status from St Philip's Christian College Port Stephens (e.g. Current Year 6 students have priority registration into Year 7).
- Students transferring from other St Philip's system schools e.g. Cessnock, Gosford and Newcastle.
- Students enrolled in Little Saints prior to Kindergarten enrolment.
- All other applications from any prospective student in order of receipt and not previously mentioned.

12. Students progress automatically from the Junior School into Middle School and on to Senior School, unless an individual case warrants a review. Students enrolling from the Little Saints Program are given preference in Kindergarten.

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

REPORTING AREA 9: OTHER SCHOOL POLICIES

The following are a brief description of some of the key policies of the College. Full versions of these and other policies can be viewed at the College or accessed on the College website www.spcc.nsw.edu.au

Policy	Changes in 2015
<p>ANTI-BULLYING & HARASSMENT POLICY</p> <p>Rationale: Bullying and harassment is an issue in our society and does affect the culture of our College during the course of school life.</p> <p>As a College, we seek to build the resilience of the students by developing a strengths based behavioural approach towards the students.</p> <p>Students that either present with bullying behaviour or who are the victim need to be loved, supported and given strategies to become fully functioning as they journey to become young adults.</p> <p>Bullying or harassment is any unwelcome and sustained ACTION, GESTURE, COMMENT or EXPRESSION which makes others feel uncomfortable, unsafe or unhappy.</p> <p>Aims: It is the aspiration of St Philip's Christian College Port Stephens to provide a safe, secure and nurturing environment that aims to support, encourage and respect ALL. We acknowledge and celebrate our differences and to this end we endeavour to function as a 'family'.</p>	<p>No changes were made in 2015</p>
<p>STUDENT WELLBEING POLICY</p> <p>Rationale: The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.</p> <p>Aims: To provide an educational environment which recognises, values and builds student wellbeing.</p> <p>To develop students who are physically and emotionally healthy.</p>	<p>No changes were made in 2015</p>

OTHER SCHOOL POLICIES (CONTINUED)

Policy	Changes in 2015
<p>STUDENT BEHAVIOUR MANAGEMENT / DISCIPLINE POLICY</p> <p>Rationale: Positive and responsible student behaviour is essential to the smooth running of the college, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. This policy is based on principles of procedural fairness. Parents are involved in the process of procedural fairness for suspension and expulsion.</p> <p>Aims: To build a school environment based on positive behaviour, mutual respect and cooperation. To manage poor behaviour in a positive and professional manner. To establish well understood and logical consequences for student behaviour. The School does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.</p>	<p>The student behaviour management / discipline policy was reviewed in 2015 to include statement regarding the school not permitting corporal punishment</p>
<p>COMPLAINTS & GRIEVANCES POLICIES</p> <p>Rationale: These policies and procedures are based on biblical principals and use appropriate, procedural fairness in dealing with complaints and grievances. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p> <p>The Bible clearly encourages us to seek to resolve differences between each other and to live in harmony with one another:</p> <ul style="list-style-type: none"> • Do all you can to live in harmony with others - Romans 12:16 says 'Live in harmony with one another'. • Resolve differences quickly - Ephesians 4:26 emphasises the need to resolve differences before the end of the day. • Deal with any issue in the proper order – Matthew 18:15-17 describes dealing first with the person who may have offended you, then if the person doesn't respond appropriately, to take the matter to a higher authority. <p>Aims: These policies set out the manner in which St. Philip's Christian College, Port Stephens shall manage and resolve complaints and grievances in a prompt, impartial and just way.</p>	<p>No changes were made in 2015</p>

REPORTING AREA 10:

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of priorities identified in the school's 2014 Annual Report

Area	Priorities	Achievements
Spiritual Growth	To review and, where necessary, modify the Faith and Life program that is being taught across the school.	Our School achieved this priority in 2015.
	To modify the format of Chapel across Middle and Senior School to increase student engagement.	Our School achieved this priority in 2015.
	To look for ways to increase our connection and support of the local churches.	Regrettably, little progress was made with this priority.
Student Learning & Achievement	To further increase the academic reputation of the school.	Our School was ranked 11th (out of 78) in the 2015 HSC merit listing of Hunter Schools (compared to 28th in 2013).
	To ensure that our student NAPLAN data trends at or above national averages.	Our School achieved this priority in 2015.
	To see an increased shift into the top 3 Bands (i.e. 4, 5 & 6) for all HSC students.	Our School achieved this priority in 2015. 75.6% of all results were in these 3 Bands. This is up from 48.8% in 2013.
	To eliminate the achievement of Band 1's and reduce the number of Band 2's and 3's.	From a total of 246 examinations, only one Band 1 was obtained. Band 2's was reduced to just 2.4% of all grades.
	To revamp the School Report format that more meaningfully conveys student progress.	Our School achieved this priority in 2015.
Student Welfare & Pastoral Care	To review the counselling support services available to students.	This has been undertaken. A new counsellor (Mrs Kate Noble) will commence in 2016.
	To introduce programs that specifically address issues affecting young people.	Mental health issues and youth suicide are two areas of concern that were addressed via visiting speakers to the College. This will continue to be a focus going forward.
	To broaden the opportunities for cross-age student connections.	Year 12 Kindy buddies program expanded & Year 9 to Year 1 reading/mentoring established.



SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT (CONTINUED)

Achievement of priorities identified in the school's 2014 Annual Report

Area	Priorities	Achievements
Staffing & Teacher Quality	To continue to attract experienced, competent and energetic faculty heads that can lead their respective departments and drive increased student engagement.	Two new faculty heads commenced at the College in 2015 - Miss Jess Fedder & Mrs Martine Chate.
	To provide professional learning opportunities for staff so that their knowledge and skills continually increase for the benefit of students.	The professional development budget was increased in 2015 which enabled greater opportunities for staff to be trained. (refer Reporting Area 5)
	To conduct a review of Junior & Middle School academic staff in an attempt to hold them accountable for their professional standards.	In class observations were conducted and respective Heads of School provided feedback.
	To ensure that all key staffing positions have clear job descriptions.	Our School achieved this priority in 2015.
	To overhaul the staff induction program.	Considerable progress was made with regard to this priority. There is still some further refining required.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT (CONTINUED)

Achievement of priorities identified in the school's 2014 Annual Report

Area	Priorities	Achievements
School Community & Culture	To continue to look for opportunities to build community within our School.	Whilst some progress has been made with this priority, it is acknowledged that there is more to be done. This will be a focus for 2016.
	To continue to develop a culture that values learning.	Our School achieved this priority in 2015.
	To introduce a means by which student effort can be measured.	Our School achieved this priority in 2015. Student effort was acknowledged at Celebrate.
	To maintain the Schools reputation as a safe place.	Our School achieved this priority in 2015.
	To continue to look for opportunities to further engage our students with our community.	Numerous community engagement opportunities were embraced in 2015. Duke of Edinburgh's Award service, ANZAC, Red Shield etc.
	To continue to be a school that encourages the development of character amongst its students.	The school put a theme around character in 2015. It will remain a focus going forward.
Facilities & Resources	To increase our footprint so as to accommodate the influx of enrolments both now and into the future.	A licence agreement has been finalised with Port Stephens Council which will provide access to an additional 1.4 hectares.
	To develop a traffic management plan that eases some of the current congestion.	A revised submission has been put to Council awaiting approval. It is anticipated that construction of a 196 space car park will commence in 2016.
	To finalise plans for a specific academic precinct for our Year 11 & 12 students.	The school received a grant of \$770,000 towards the construction of this building. It is anticipated that construction will commence in 2016.
	To establish an Early Learning Centre adjoining the School.	Final approvals were received for this project to proceed. It is anticipated that it will open at the beginning of 2017.

**BUILD COMMUNITY -
WE WANT EVERYONE TO FEEL
THEY BELONG**



SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT (CONTINUED)

The priority areas for school improvement in 2016 are:

Spiritual Growth

- To further review and, where necessary, modify the Faith and Life program that is being taught across the School.
- To encourage the establishment of student Bible study groups.
- To ensure that all Middle & Senior School students have access to their own Bible.
- To look for ways to increase our connection and support of the local churches.

Student Learning & Achievement

- To continue to increase the academic reputation of our school in our region.
- To ensure that our student NAPLAN data trends at or above national averages.
- To see an increased shift into the top 3 Bands (i.e 4, 5 & 6) for all HSC students.
- To eliminate the achievement of Band 1's and reduce the number of Band 2's & 3's.
- To trial the use of Problem-Based Learning in Year 8.
- To increase the study skills of our students.

Student Welfare & Pastoral Care

- To introduce programs that specifically address issues affecting young people.
- To upskill the Year Coordinators and Core/Nurture/Form teachers regarding student welfare & pastoral care.

Staffing & Teacher Quality

- To provide great professional learning opportunities for the staff so that their knowledge and skills continually increase for the benefit of the students.
- To conduct a review of Senior School staff in an attempt to hold them accountable for their professional standards.
- To finalise the refining of the staff induction program.

School Community & Culture

- To continue to look for opportunities to build community within our School.
- To continue to develop a culture that values learning.
- To continue to measure and celebrate student effort.
- To maintain the Schools reputation as being a safe place.
- To continue to look for opportunities to further engage our students with our community.
- To continue to be a school that encourages the development of character amongst its students.

Facilities & Resources

- To finalise the terms of the licence agreement with Port Stephens Council to increase the school footprint.
- To commence the construction of a car park that will ease traffic congestion.
- To continue to beautify the school grounds.
- To install air conditioning units in the Middle and Senior School classrooms.
- To overhaul the Junior School toilet block.
- To install a shade cloth over the Junior School play equipment.
- To start the construction of the Early Learning Centre adjoining the School.
- To finalise plans for a specific academic precinct for our Year 11 & 12 students.
- To commence initial planning of a new Junior School facility.

REPORTING AREA 11:

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our College wants all students to recognise that they are valued and integral parts of the College community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. This starts with a basic code of conduct outlining principles of respect and responsibility:

St Philip's Christian College Student Code of Conduct

1. Respect God
2. Respect the Staff
3. Respect your fellow students
4. Respect the property of others
5. Respect the truth
6. Learn all you can
7. Look after the College
8. Earn the College a good name
9. Be in the right place at the right time with the right equipment
10. Have the right attitude

This code of conduct is actively taught, explained and demonstrated throughout the College. The College's discipline policy is based upon this code. In 2015 several of the following initiatives were conducted to promote respect in the students body:

JUNIOR SCHOOL: Small groups working with the school counsellor to develop social skills.

MIDDLE SCHOOL: Teamwork days – all Year 7 students spent two days working on teamwork and anti-bullying strategies. These sessions were run by Year 8 students.

SENIOR SCHOOL: Camp program targeting leadership and social development.

Co-curricular activities also help students to interact and understand each other as well as staff members in a more relaxed environment than the formal classroom. Respect and responsibility can be a natural by-product of a healthy co-curricular program. In 2015 our students participated in a number of co-curricular activities including:

- | | |
|-----------------------------|---|
| • Photography | • Peer Support |
| • Peripatetic Music Lessons | • Various Sporting Activities |
| • Mini United Nations | • Debating |
| • College Band | • Empowering – Christian Leadership |
| • College String Ensemble | • Dramatic Performances |
| • Ministry Groups | • MADD Night (Music, Art, Drama & Dance) |
| • Leadership Program | • Candlelight Supper – Musical Performances |



REPORTING AREA 12: PARENT, STUDENT AND TEACHER SATISFACTION

The School desires to work in partnership with the families of the students to encourage the best educational outcomes for each student. The teachers endeavour to communicate effectively regarding each student's academic and social development on an on-going basis. Parents are provided with regular feedback and teachers are conscious of ensuring that each parent is well-informed of their child's developments and needs. The school encourages parents to discuss concerns with the appropriate staff member as necessary. Good communication is seen as the basis of an effective partnership.

Many parents assist in the running of school activities and ensuring a wide range of opportunities are available for the students. The Parent and Teachers Fellowship continues to provide a great opportunity for willing and enthusiastic parents to enjoy great social activities and assist with fundraising for school resources. These parent contributions and support are essential components of the St Philip's Christian College community.

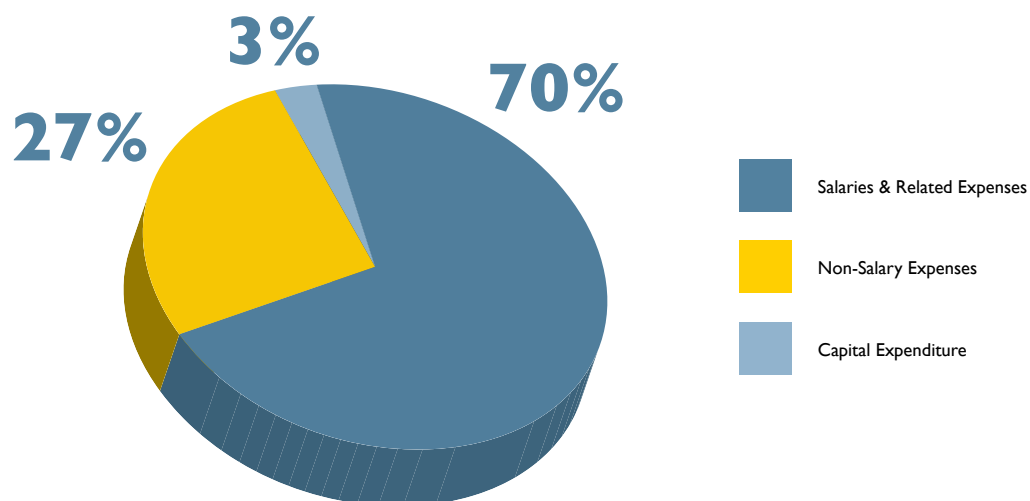
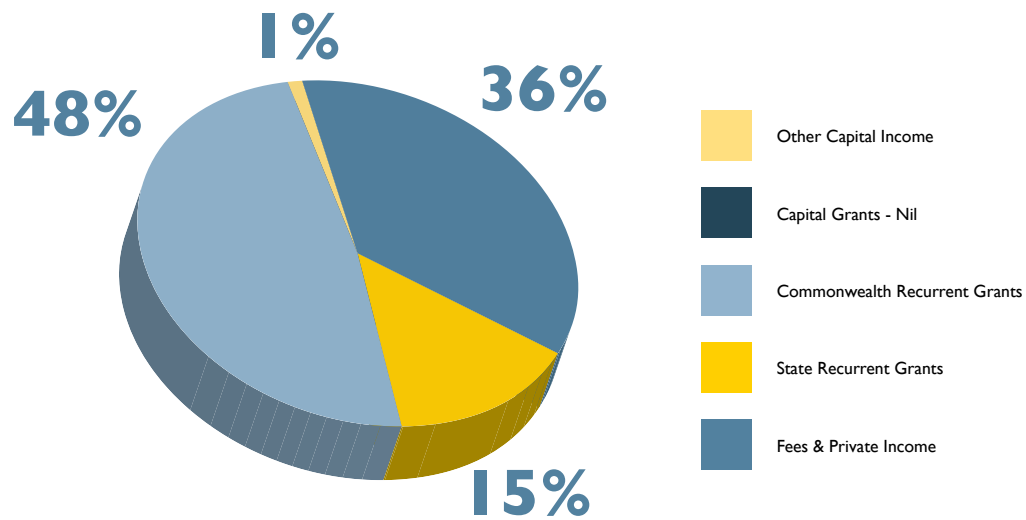
The school is blessed by very committed staff members who want only the best for the students of the school. The teachers are conscious of maintaining proactive collegiality, supporting and encouraging each other in the various roles they take on in the life of the school. The pastoral structure of the school is designed to not only support the students, but also to support the staff in the leading of the children's learning.

In 2015 an exit survey was conducted by Year 12 students.

THE WAY, THE TRUTH, THE LIFE



REPORTING AREA 13: SUMMARY FINANCIAL INFORMATION





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