



St Philip's
Christian
Education
FOR THE WHOLE OF LIFE

St Philip's Christian Education

Annual Report

2024



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2024

St Philip's Christian Education Group Overview

St Philip's Christian Education Foundation Ltd is a group of independent, non-denominational Christian schools. The group spans eighteen schools and campuses, including four K-12 schools, six Early Learning Centres and six Special Schools, an Aboriginal School and an Initial Teacher Training School. The first school at Waratah was founded in 1982.

St Philip's employs over 1000 staff and has the privilege of making a positive impact on the lives of over 5000 students every day.

18 Schools & Campuses

4 K-12 SCHOOLS

6 EARLY LEARNING CENTRES

6 SPECIAL SCHOOLS

1 ABORIGINAL SCHOOL

1 INITIAL TEACHER TRAINING SCHOOL



Mission, Vision & Values

Mission

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.

Vision

To lead the progress and accessibility of exceptional Christian education in Australia. We want to be known for designing and growing pioneering learning environments that students love – **authentic, life-changing communities filled with the Holy Spirit.**

We create exceptional Christian communities of learning that are not only uniquely relevant to students but also where inspired and dedicated teachers feel empowered in their calling to become learning designers and faith-full role models. We are committed to a holistic vision of education that leads us to love proactively and advance the God-given purpose and potential of individuals through exceptional ways of teaching and learning.

Our Core Values



Christ First

WE HONOUR CHRIST
IN ALL THINGS.



Serve One Another

WE APPRECIATE THE UNIQUE
GOD-GIVEN POTENTIAL OF
EACH PERSON.



Strive for Excellence

WE AIM TO DO OUR VERY
BEST ALL THE TIME.



Do What is Right

WE ALWAYS BEHAVE IN
A CHRISTIAN MANNER.



Build Community

WE ENSURE EVERYONE
FEELS LIKE THEY BELONG.

Education Philosophy

At St Philip's, the aim is to provide an **enriching and liberating education**; an education that not only teaches, but transcends the discipline of learning and the acquisition of competencies, to develop a deep understanding of the greatness of life and learning. Attention is given to the development of the whole child through a balanced curriculum involving the academic, social, physical and spiritual. Nurture in the Christian faith is seen as vital to a student forming strong values, purpose and integrity.

We aim to **develop global citizens** who are enriched in their education journey with not only a superior academic education, but strong personal integrity and a deep understanding of their inner and outer worlds in which they **find themselves emotionally, intellectually, socially, physically and spiritually**.





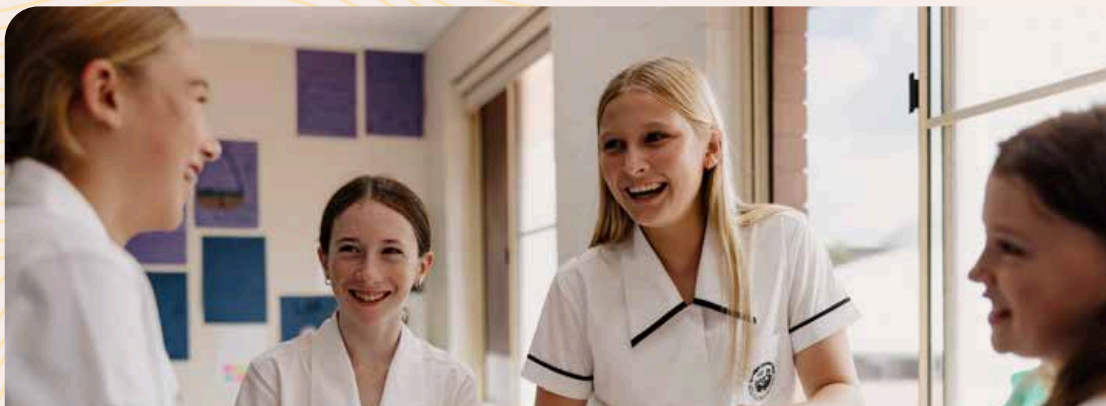
SPCE History

St Philip's Christian College began in 1982 with just 25 students and two staff in a church hall. Rapid growth led to the purchase of a larger property in Waratah by 1984, and by 1988 the school was offering education through to the HSC. The **Waratah campus now serves over 1,400** students and has built a strong reputation for excellence. As demand for holistic Christian education grew, new campuses were established, beginning with **Port Stephens in 1995, which now has over 700 students.**

The College also responded to the needs of students requiring alternative educational support, launching the DALE (Dynamic Alternative Learning Environment) School in 1997 and a Young Mothers Program in 2000. These initiatives have since expanded nationally, with **four Dynamic Learning campuses and two stand-alone Young Parents Colleges.**

Additional **K-12 campuses in Cessnock (2004) and Gosford (2007)** followed, both experiencing steady growth. St Philip's has also successfully expanded into early childhood education, operating **six Early Learning Centres**. In **2018, SPCE launched the St Philip's Teaching School**, a ground-breaking new initiative in teacher training. In 2024, **Gilibaa, a Worrimi school, commenced within our Port Stephens college.**

Under the visionary leadership of founding Principal Mr Graeme Irwin, the College continues to deliver education marked by excellence, compassion, and a deep commitment to Christian values.



1982	Newcastle College
1992	Narnia Early Learning Formally named Narnia Preschool
1995	Port Stephens College
1997	Dynamic Learning College, Waratah Formally named DALE Christian School Waratah
2000	Young Parents College, Waratah & Narnia Early Learning Centre Formally named DALE Young Parents School
2005	Cessnock College Acquisition of small school with 28 students
2007	Gosford College Acquisition of established school & ELC
2009	Young Parents Central Coast & Narnia Early Learning Centre
2010	Central Office Established central office to administer group of schools. Formally named Foundation Office
2012	Dynamic Learning College, Cessnock Formally named DALE
2014	Dynamic Learning, Gosford Formally named DALE
2017	Narnia ELC Port Stephens
2018	St Philip's Teaching School Tertiary Teacher Training
2023	Saints Academy Reimagining the hours outside of the school day
2024	Gilibaa College First Indigenous College Campus

Enrolment Growth at SPCE



CEO Report

2024 has been a truly exceptional year.

To our staff, parents, and, of course, our amazing students, I extend my heartfelt gratitude. Your dedication to this community is the foundation of what makes St Philip's such a unique and thriving place. We are deeply thankful for every one of you.

In 2024 our theme has been **Tenacity**, a quality we've seen so powerfully displayed across our community—students, staff, and families alike, and woven through so many of the new pursuits undertaken this year.

One of the significant achievements for 2024 was the launch of **SPCC Gilibaa, our Bilingual Worimi College**. Gilibaa has been a phenomenal success, bringing an innovative, bilingual approach to education as students learn in both English and their native Gutung language. Since its launch in January, it has truly flourished. In November, we were thrilled to be recognised as a **5-Star Innovative School for 2024** — a testament to the courage and innovation behind Gilibaa's mission. The Kindergarten class for 2025 is already at capacity, and in just a year, we are expanding from one K-2 class to five K-4 classes

This year we also launched our Pioneer magazine. Pioneer is a biannual publication from St Philip's Christian Education which highlights groundbreaking educational initiatives. The magazine connects with current and prospective partners, alumni, and stakeholders, fostering a vision for future transformative growth. In September we were honoured to receive the **Alumni or Community Publication of the Year for 2024 at the Educate Plus Awards** for our inaugural edition.

We also had remarkable success in the realm of construction and design. At the **Master Builders Association of NSW Newcastle Excellence in Building Awards**, three of SPCE's recent projects received top honours. These awards celebrate the incredible work done to create environments that support learning and growth across our campuses, including our Junior School at Port Stephens, Central Office, and Active Learning Centre at Waratah.

As a multi-school group, we continue to find exciting ways for students to connect and grow across campuses. This year our students have had the opportunity to be involved in our Ministry Camp, HSC Study Camp and Student Leadership Symposium along with many cross-campus subject-based intensives, workshops, sporting initiatives and debating days. These events draw from the depth of expertise that we have across our organisation and our students benefit from their knowledge and wisdom as well as building community and connections with students from across the group of schools.

CEO Report

We also had the joy of hosting our 2nd Annual St Philip's Golf Classic in November, a day filled with camaraderie and fundraising. Thanks to our generous donors, we are moving forward with our transformative Young Parents College at Wyong, which will offer incredible support to young parents in our community.

This year is also special as we honour and bid farewell to a truly valued leader. Mrs Pam O'Dea is stepping down from her role as Principal of our Newcastle College. Every student currently in the Newcastle school and those that have graduated over the years, have benefited from Pam's passionate and dedicated leadership. We thank you, Pam, for everything you've contributed, and we wish you blessings in all that is to come.

In Matthew 7:7, Jesus tells us: **"Keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you."** This verse is a reminder to never give up. Be persistent, keep seeking the truth, and keep striving to make a difference.

Thank you all and may God's grace and peace be with each of you as we journey into the new year. I am excited and expectant for all that God has in store for us in 2025.

Blessings to you all.



GRAEME IRWIN AM

CEO St Philip's Christian Education Foundation

Unique Distinctives of SPCE

Multi-School Group

Our multi-school group model is designed to deliver a proven blueprint for success for all of the entities within our group. Being part of the SPCE group allows each entity leadership team to focus on education rather than feeling the need to consume their time with matters outside of their core business.

As the research shows, what sets multi-school groups apart is the capacity of the Executive Leadership and the wider Central Office Team, to offer guidance and assistance, in contrast to the isolated stance of individual schools and entities. The proven pattern for success is ingrained within the SPCE structure, facilitated by the formal ties between schools and entities and the Central Office. Entities within the SPCE group receive clear direction and significant support, enabling them to implement a unified strategy for operating a successful school.



- Good and effective governance and leadership are capable of managing multiple schools.
- Principals benefit as they support each other and collaborate for better outcomes for students and staff.
- Student outcomes can be improved because of the greater pool of expertise and access to resources.
- Opportunities for expansion and innovation are created with the larger scale of operation.
- Economies of scale can realise cost savings

Unique Distinctives of SPCE

Central Office Services

The Central Office exists to support our learning communities with resources and professional services. It's a base which brings together both staff and business, providing leadership guidance, educational consultation, professional development, collaborative opportunities for staff, and a myriad of services.

But it's not just about services; it's about a belief. A belief that every action, every decision made here, serves a higher purpose.

THE CENTRAL OFFICE EXISTS TO:

- Ensure the organisation remains true to its Christian Mission
- Facilitate the efficient functioning of the schools and organisation
- Ensure that all activity and endeavours result in better outcomes for students
- Pursue growth opportunities

1. Governance Secretariat

Provide advice to the Board and Sub-Committees. Organise Board meetings, papers, minutes, reports, communications, registers, functions etc.

2. Principal Support

Mentoring and support of the St Philip's Executive Leadership Team.

3. School Improvement

Oversee annual improvement plans, student and parent surveys, policy reviews, school reviews.

4. Student Programs

Group student leaders training, group service learning trips.

5. Staff Development

TAA administration, group staff development and staff conferences, Teaching School (Talent Management)

6. Financial Leadership & Management

Oversee financial systems, loan management, centralised payroll, contracts, budgets, audits, uniform shop etc.

7. Strategic Development

Strategic planning, innovations, new school projects, early learning and special schools etc.

8. Facilities and Resources

Oversees capital works, building services advice, facilities master planning, BGA applications etc.

9. Risk Management

Group wide emergency and critical incident management, compliance and risk frameworks and reporting.

10. Employment Services

Coaching and mentoring, HR support, MEA agreements interpretation, contracts, induction training, performance reviews, child protection investigations.

11. ICT Services

Management of group network, systems and devices, hardware procurement. Data and telephony planning.

12. Communications, Events & Marketing

Group wide strategic communications, stakeholder communication, group wide events coordination, website development and management, digital marketing, advertising etc.

Cross-campus Success Stories

SPCC Cross-campus Ministry Camp

In June, **114 students from Years 7-12, representing all four SPCC campuses**, gathered at Glenrock Scout Camp for an unforgettable Ministry Camp. This transformative experience aimed to deepen students' faith journeys, create lasting connections, and inspire growth in their walk with Christ.

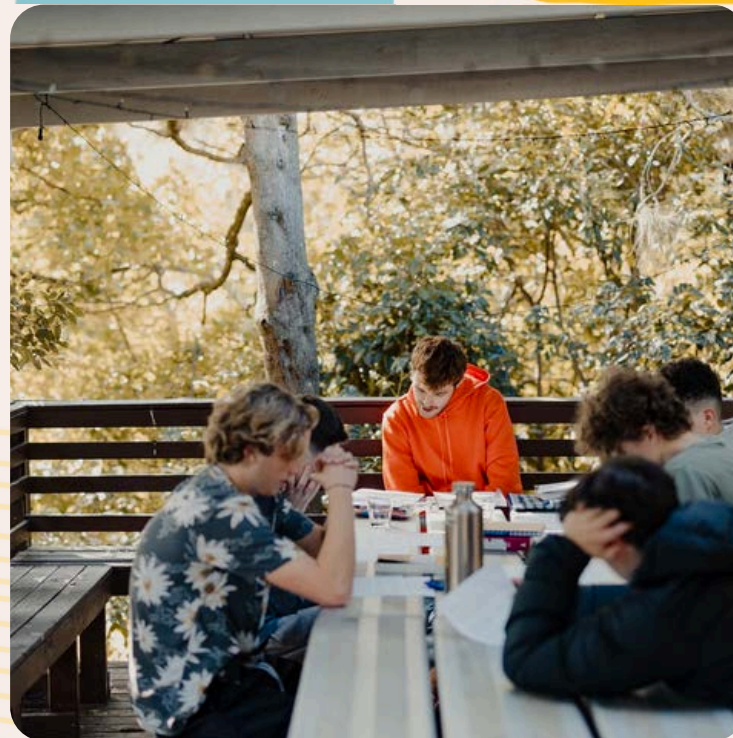
The camp featured powerful worship sessions, meaningful talks, and a variety of fun games. Each day, students joined in sharing meals, sparking conversations and building friendships that spanned across campuses. Engaging workshops focused on prayer, discipleship, social justice, spiritual gifts, and navigating the Bible, encouraging students to explore faith in practical, personal ways.

Through journaling, prayer, and deep discussions, students were invited to wrestle with big questions and experience the power of praise. This enriching experience fostered unity and provided a foundation for continued growth, both in faith and in life.

Events like the Ministry Camp are pivotal for our St Philip's students, offering opportunities for connection, encouragement, and spiritual enrichment. Moments like these build lasting bonds and empower students to live out their faith with confidence and purpose.

114 students

FROM YEARS 7-12 REPRESENTING ALL FOUR
SPCC CAMPUSES AT THIS YEAR'S MINISTRY CAMP



Cross-campus Success Stories

Cross-campus Study Camp

Once a year, the Year 12 cohort from across the St Philip's Christian College group of schools come together for the SPCC HSC Study Camp.

The HSC Study camp is a weeklong opportunity for students to prepare for their upcoming exams and beyond. The study camp also provides the opportunity for students to hear from Alumni from across the group of schools.

Teaching staff from across the group with particular expertise in a certain subject area attend the camp and work with small groups of students to provide them with in-depth support in the course work pertaining to that subject area. This year we have **25 subject matter experts** from across our group of schools attending the camp to present and to work with the students in their preparation for their upcoming HSC exams.

The study camp also provides our students with the opportunity to engage with a range of SPCC Alumni. In 2023, **15 Alumni volunteered to spend a winter's night travelling to Morisset to inspire Year 12 students** preparing to sit their HSC. This group of alumni, ranging from the Class of 1994 to the Class of 2021, shared valuable insights and knowledge with over 160 students.

During the third week of the school holidays, **over 160 students from 4 SPCC Campuses attended the second annual Cross Campus HSC Study Camp.** Across the five days, students completed at least **30 hours of study**, attended workshops with HSC Teachers from all four SPCC Campuses and undertook a simulated exam in a subject of their choice. Students could also opt into extra study, the 6am Run Club, sport and games over lunch and even some impromptu music performances!

Students enjoyed spending time in small groups with alumni, seeking advice on a variety of topics such as approaching the HSC, choosing a course, and navigating careers. This was followed by a panel where alumni shared from their heart on their journeys from graduation to now. We are incredibly grateful to our alumni for taking the time to inspire and guide the next generation of leaders.

Two of the School Captains shared the impact of the evening...

OVER 160 STUDENTS ATTENDED

25 SUBJECT MATTER EXPERTS PRESENTED

15 ALUMNI VOLUNTEERED TO INSPIRE



"Inspire night was an *incredible opportunity*, we all really appreciated being able to speak with graduates of St Philip's in fields that we are interested in to gain insight and glean wisdom on the difficulties and rewards of their jobs! I know that it will have an *incredible impact on students* and helping them to determine where they want to go with life!"

LACHLAN ON THE CROSS-CAMPUS STUDY CAMP

"We were definitely '*inspired*' from the Inspire night! It was so insightful to see the growth and development of St Philips Alumni's careers, from them being in the same position as we are right now, as we *gain more hope and excitement for our future*. It opened our eyes to the opportunities in front of us as we *embark on the journey God has planned for us*."

RUBY ON THE CROSS-CAMPUS STUDY CAMP

Sector Reports

Early Learning

Narnia Early Learning

Narnia Early Learning is effectively fulfilling its purpose across all quality areas.



In **Quality Area 1 (Educational Program & Practice)**, highlights include **successful end-of-year events**, improved **transition-to-school initiatives**, strong **staff development through the Narnia PD day**, and the embedding of the **Transition to School Partnership booklet** across campuses. A Meeting National Standards rating was achieved at Waratah, with one area exceeding. Ongoing focus includes strengthening the transition program, developing spiritual content for families, and engaging in leadership and cultural development.

In **Quality Area 2 (Children's Health & Safety)**, three centres joined a **Compliance Support Pathway**, and a **revised parent code of conduct** was implemented. Challenges arose from a complex parent dispute, which led to legal and HR involvement. Work continues on a Child Safe Action Plan and digital technology practices.

Quality Area 3 (Physical Environment) saw upgrades across all centres, with current efforts focused on **aligning WHS procedures with infrastructure planning**.

In **Quality Area 4 (Staffing)**, **clear staff communication protocols** were established, budget planning accounted for **wage increases**, and leaders received **targeted support**. While onboarding systems are still being integrated, a strong culture of **prayer, staff engagement**, and upcoming marketing efforts contribute to a cohesive and values-driven team environment.



Sector Reports

Tailored Education

Dynamic Learning

Across all campuses, St Philip's Christian College Dynamic Learning continues to fulfill its mission by delivering purposeful, engaging, and student-centered learning. Tailored curriculum planning, strengthened by the support of Lead Educators and hands-on excursions, has enhanced student engagement and outcomes. Each campus is developing unique programs to meet students' needs—ranging from **improved learning support** to **community integration** and **student leadership initiatives**.

Wellbeing remains a core priority, with initiatives like **whole-school community lunches**, **structured break activities**, and **pastoral care** efforts helping students feel connected and supported. However, challenges remain in areas such as mental health, playground space, and staff training in trauma-informed care.

Staff development is progressing through **mentoring**, regular **professional learning**, and **trauma-informed practice resources**. Still, limited casual staffing impacts access to external PD. **Staff wellbeing** is fostered through prayer, shared moments, and creative morale-boosting activities, though the workload balance and support for resilience are ongoing needs.



Overall, the College is advancing with intentional focus on student growth, staff support, and community connection, while strategically preparing for 2025 through leadership transition, PD planning, and renewed campus collaborations.

Sector Reports

Tailored Education

Young Parents

80%

WELLBEING GOALS
ACHIEVED

The Young Parents College has made solid progress across strategic priorities. In leadership and service learning, both campuses are developing programs, with Newcastle selecting its 2025 leadership team and introducing **mentoring opportunities**, while the Central Coast plans to launch a formal program next year. Both campuses held a **Graduate Leadership Day on Christian self-leadership**, with future events planned earlier in the year. Staff professional learning has been prioritised, including **AIS Mental Health and risk assessment training**, with a focus on individual responsibility at Central Coast.

Student learning support has strengthened, especially in literacy and numeracy. Central Coast developed **Personal Learning Plans for Aboriginal students** and improved data collection, while Newcastle implemented **strengths-based assessments** and **revised learning plans**. **Wellbeing** remains a major focus, with 80% of related goals achieved. Initiatives include **team building**, **chaplancy**, and **expanded partnerships with groups like the Brave Foundation and Red Cross**, enhancing advocacy and sustainability.

Enrolments are growing through open days, community engagement, and improved communication. Central Coast is progressing toward a **new school building**, and Newcastle's community events and **service provider engagement** have increased enrolment. **Outreach** has improved through regular social worker visits to local organisations.



Sector Reports

Tailored Education

Young Parents

Philanthropic efforts are advancing with the launch of the Young Parents Ambassador Program and development of a donor prospectus, alongside **work toward DGR status**. Teaching and learning remain strong, with positive classroom culture and increased engagement through interest-based learning, though VET course engagement and Term 4 attendance are areas for improvement. Work continues on VET delivery and attendance systems.

Pastoral care is a key strength, with initiatives like **Connect**, **Enrichment**, and **Newcastle's "Village" lunches** fostering Christian community connections. Socio-economic challenges, including mental health and homelessness, continue to affect student attendance. Enhanced support and early intervention systems are being developed.



Staff development has improved through **regular supervision** and **mental health retraining**, though the end-of-year period limited access to some PD. Planning is underway to align 2025 development with staff roles and school needs. While team culture and faith-based support remain strong, staff fatigue and turnover are concerns. Both campuses are reviewing training and support structures to enhance staff wellbeing and retention in this unique context.



Sector Reports

Tailored Education

Saints Academy

Saints Academy had a strong 2024 across all four locations. Programs are aligned with the Academy's vision of *"unhurried learning"* and *outdoor education* continues to thrive. The *Vacation Program* was successfully extended at two sites based on parent feedback, though it poses administrative challenges.

Facilities are generally well-suited to program needs, with the *Bridge St Centre refurbishment* beginning in March 2025. Staffing is stable and collaborative, although one HR concern is under investigation and staff wellbeing is being carefully monitored.



Children are thriving in a flexible, interest-based learning environment. Staff are focused on maintaining secure, kind, and structured settings. *Partnerships with families* are strong, with ongoing efforts to *broaden community engagement* and increase vacation enrolments.

Governance and leadership remain strong, with Saints Academy Waratah completing its first *Department of Education Assessment and Rating*. A positive outcome is expected. Financial sustainability remains a priority, with strategies in place to improve enrolments and manage staffing costs effectively.



Sector Reports

Colleges

Gosford

The Gosford campus continues to fulfil its mission, with **strong HSC results** and successful **student nominations for prestigious showcases**. Staff remain committed, and a new framework—“**Whole of Life**”—is being developed to integrate learning, wellbeing, and pastoral care.

Efforts are underway to streamline Inclusive Education and Wellbeing under **unified leadership** for greater efficiency. **Student wellbeing** is strong, with safe and supportive relationships, though greater student voice and peer support opportunities are key next steps.

Staff development is progressing, with **expanded PD choices** and a **new PD grant program**. However, meeting efficiency and induction processes are being reviewed. A **new leadership program** and **Living Well staff wellbeing initiative** are set for Term 1, supporting both staff development and morale amid broader concerns about pay and cost of living pressures.



Sector Reports

Colleges

Newcastle



The Newcastle campus is progressing well across key strategic areas. ***The Executive Leadership Team has begun foundational work for SPCC 2030***, including ***facilities master planning, enrolment optimisation, and classroom audits*** to inform long-term planning.

In teaching and learning, strong collaboration among KLA Lead Educators is driving ***curriculum reform*** aligned with the College Vision. The team is also developing ***AI policies, lifelong learning resources, and updated assessment procedures***. Some initiatives have been delayed due to the unexpected illness of a key leader, but core reforms remain on track.

Student wellbeing continues to be a focus, with successful ***leadership programs, resilience initiatives, and weekly student pulse check-ins***. Space constraints have limited gatherings for Middle and Senior School, and work is underway to simplify complex student referral processes.

Staff development has been bolstered by the launch of the ***new PDEF framework*** and significant ***leadership training through AISNSW***. However, budget limitations are impacting external PD access. A ***new staff PD leader*** has been appointed to align opportunities with strategic goals.

The ELT is currently reviewing data to inform 2025 wellbeing priorities.



Sector Reports

Colleges

Cessnock

The school is progressing well toward its educational goals, with ***tailored Professional Learning Groups, stronger induction for new staff, and cohesive academic oversight*** from the Executive Education Team (EET). The ***Powerful Learning Framework*** is being embedded across sub-schools, supported by ongoing ***teacher coaching*** and an updated ***goal-setting process*** launching in 2025. Areas for improvement include achieving consistency in teaching quality and developing clear sub-school strategies. Current priorities involve ***refining EET roles, expanding gifted education, and enhancing academic policies***.

Pastoral care remains strong, with a well-coordinated wellbeing team, effective referrals, and positive engagement through ***digital safety workshops***. Efforts are now shifting toward proactive initiatives such as ***emotional literacy, parent education, and a comprehensive Wellbeing Framework***. Projects underway include surveys, student sessions, staff PD, and wellbeing events.

Staff professional development is robust, featuring ***collaborative learning, universal coaching, and leadership development***. Internal capacity for ***peer-led PD*** is being explored, and ***trauma-informed practice*** remains a focus. PD budgeting is under review to better align with strategic goals. Staff wellbeing is also a priority, with flexibility offered to support staff pressures, though hiring casual staff continues to be a challenge due to location. A strong, supportive culture remains a leadership focus heading into 2025.



Sector Reports

Colleges

Port Stephens

St Philip's Christian College Port Stephens has experienced a productive and faith-filled Term 2024. We praise God for the **appointment of Mrs Sharon Massey as the new Head of Junior School** for 2025 and celebrate the success of the recent **"Building Dreams" fundraiser** dinner. We continue to pray for the timely completion of the Dynamic Learning building upgrade and for the smooth integration of several **new staff** who joined our team in July.

The Executive Team has invested significant time in strategic planning through a dedicated **retreat**, setting clear objectives for 2025. In the area of student teaching and learning, our secondary staff have effectively implemented **progressive reporting via the iLearn platform**. However, we have identified the need to improve student writing across all year levels. To support this, we are currently educating students and families on the responsible use of AI in learning.

Pastoral care and student wellbeing remain a strong focus. We are encouraged by the high attendance at lunchtime **CRU groups** and **discipleship camps**. At the same time, we have provided **extra support for Year 12** students coping with the stress of HSC exams. The recent appointment of a **new Wellbeing Officer** is a positive step, and we are working closely to ensure a smooth handover and continuity of care.

Staff professional development has included successful **health and wellbeing training sessions**, focusing on diabetes and suicide prevention. However, AIS survey data has revealed the need for more targeted professional learning opportunities for business and operational staff. We are also ensuring that all staff complete their **annual reflection meetings** with their supervisors and executive leaders.

Staff wellbeing is supported through **regular prayer groups**, which continue to be well attended and appreciated. Nonetheless, the increasing demands of curriculum requirements present an ongoing challenge for teaching staff. In response, leadership training has been provided to ensure all staff have a clear understanding of their roles and responsibilities, contributing to a supportive and structured work environment.



Sector Reports

Tertiary Teaching School

Significant progress has been made across several key areas.



36

TRAINEES ENROLLED
WITH CHC

1

TRAINEE ENROLLED
WITH AC

Christian faith and tertiary partnerships continue to grow, with 36 trainees enrolled with CHC and one with AC. A new **St Philip's Higher Ed Diploma of Arts** was developed and well-received. A cross-college team is also developing Christian education resources.

The **Mentor Formation Framework** launched successfully, with national training expansion underway. Spiritual development resources, including the Faithful Journal and a Bible-based Graduate Guide, were released.

In **educational innovation**, the **Mosaic platform** is evolving to support teacher development, with AI and video enhancements being explored. Although the LEAP program launch has shifted to 2026, interest remains strong.



15

AFFILIATE
PARTNERSHIPS

The **Teaching School** now partners with **15 affiliates, with plans to expand to 25 by 2028** and establish a national presence. Operational systems are transitioning to improve **sustainability**. Long-term vision includes becoming a tertiary provider by 2028-29, with **projected 2025 income at ~\$195,000**. **Strategic hires** support growth in leadership and spiritual formation. A communication plan is enhancing visibility, and compliance work has been praised. Key strengths include **rapid growth**, strong partnerships, and **national influence**. Challenges involve sustainability, system upgrades, and aligning degrees with training models. Strategic goals for 2025 include launching a Christian tertiary college, expanding services, accrediting mentor credentials, and further developing Mosaic and curriculum.

HSC Results

St Philip's Christian College Year 12's of 2024

PORT STEPHENS



80+

8 STUDENTS
ACHIEVED AN ATAR
SCORE OF 80+

90.95

ATAR FOR THE
HIGHEST ACHIEVER



ALL VISUAL ARTS
STUDENTS RECEIVED A
BAND 6 & 4 ARTEXPRESS
NOMINATIONS



4 NOMINATIONS TO
SHAPE (INDUSTRIAL
TECH - TIMBER &
MULTIMEDIA)

GOSFORD



16 BAND 6/E4
RESULTS ACHIEVED

191st

SCHOOL IN
THE STATE

CESSNOCK



1ST IN STATE FOR
VET PRIMARY
INDUSTRIES

34%

OF STUDENT
ENTRIES ATTAIN
A BAND 5/E3 +



80+

8 STUDENTS
ACHIEVED AN ATAR
SCORE OF 80+

92.1

ATAR FOR THE
DUX OF 2024

NEWCASTLE



IN STATE FOR
CONSTRUCTION

3rd

SCHOOL IN THE
HUNTER REGION



84 STUDENTS
ACHIEVED A BAND 6

120th

SCHOOL IN
THE STATE



X2 ALL-ROUND
ACHIEVER WITH BAND 6
IN MIN. 10 UNITS

98.8

ATAR FOR THE
HIGHEST ACHIEVER



CFO Report



JACQUES CRONJE

CFO St Philip's Christian Education Foundation

We want to thank our families and community for their continued support through the uncertain economic landscape in the country. We are committed to responsible stewardship to ensure we maintain and develop strategies to keep tuition fees as low as possible and to ensure a strong future for our organisation.

During 2023 we appointed new external auditors and they have given us a good report for the 2024 Financial Year. We are pleased that this in-depth audit has provided the Board the necessary confidence in our operating practices, but we also welcome some of their recommendations to further enhance our operations.

The Independent Education sector is seeing record number of enrolments, and SPCEF had significant enrolment growth during 2024 across all of our schools and entities. Unfortunately, this growth in enrolment revenue was offset by a substantial increase in staffing and operating costs. There is a compounding effect from our 2025 financial year into the future, that will see additional cost outlay in our organisation with the adoption of the new Multi Enterprise Agreements for our staff, that has increased year on year salary costs by approximately 9%.

Parents might be familiar with the CTC or DMI score funding arrangement the government put in place in 2020. Below is a brief background to further explain the significant impact of government funding on independent schools, whilst appreciating that government funding equates to approximately 51% of our total revenue.

CFO Report

There have been many independent school funding models in Australia with the Gonski report very influential in 2014. In 2020, the government introduced the Capacity to Contribute (CTC) model relating to the capacity of a school community to contribute to the cost of education. This means that the government looks directly at each individual school's parent community's socio-economic ability to contribute to education costs of that specific school. The Direct Measure of Income (DMI) score provides indexation against the national benchmark and where a school community seems more likely to contribute, the less recurrent government funding is made available for that school.

This unfortunately puts indefinite upward pressure on a school's tuition strategy in order to compensate for the reduced government funding. We share this information with our community, to enable transparent communication in building community trust and for our partners to understand the pressures of a school's operating landscape, whilst wanting to reassure our community that we are committed to responsible stewardship of our resources.

In order to ensure future sustainable operations, SPCEF also has several significant strategic projects currently being developed that will enhance and protect our Financial and Commercial sustainability into the future. We trust God to guide us and direct our paths in navigating the future of SPCEF, and we are very appreciative of our community's support along this journey.



Directors' Report

2024 SPCEF Objectives

OBJECTIVES

SHORT TERM OBJECTIVES

The Foundation's short-term objectives are to:

- Maintain annual enrolment projections for each school;
- Develop effective and engaging learning experiences for all students;
- Increase achievement levels in public exams across all schools;
- Maintain strong pastoral care programs based on Christian values;
- Recruit and maintain high quality teaching staff in all schools;
- Complete major capital improvement projects annually in line with each school's master plan

LONG TERM OBJECTIVES

The Foundation's long-term objectives are to:

- Double overall enrolments by 2030;
- Position all schools within the top quartile in the region according to performance;
- Develop effective succession plans to ensure good leadership and expertise is retained;
- Complete long-term capital development programs for each school.

STRATEGY FOR ACHIEVING THE OBJECTIVES

To achieve these objectives, the Foundation has adopted the following strategies:

- Bolster early learning and prep school services as a major entry point;
- Maintain the edge with the introduction of effective educational innovation;
- Build a 'Schools of First Choice' reputation;
- Seek out and secure grants, donations and support for development goals;
- Ensure continuous improvement is achieved across all programs;
- Support and challenge staff through effective performance appraisal processes;
- Pursue strategic property acquisition and capital works programs;
- Establish new schools as demand and opportunity arises.

Directors' Report

PRINCIPAL ACTIVITIES

The principal activities of the Foundation during the financial year was the provision of education to school-aged and early childhood education via the administration of St Philip's Christian College (Newcastle, Port Stephens, Gosford and Cessnock schools) as well as St Philip's Christian College DALE, DALE Young Parents School, Teaching School, Saints Out of School Hours program, and Narnia Christian Preschool (Newcastle, Port Stephens, Wyong, Cessnock and Gosford campuses).

CONTRIBUTIONS ON WINDING UP

St Philip's Christian Education Foundation Limited is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member while they are a member, or within one year after they cease to be a member, is \$50.

The total amount that members of the School are liable to contribute if the School is wound up is \$350 (2023: \$250).

MEETINGS OF DIRECTORS

The number of meetings of the School's Board of Directors ('the Board') held during the year ended 31 December 2024, and the number of meetings attended by each director were:

Director	Attended	Held
Leslie Holland	7	7
Graeme Irwin	7	7
Robert Fogg	6	7
Benjamin Picton	5	7
Stephen Clarke	7	7

Held: represents the number of meetings held during the time the director held office.

AUDITOR'S INDEPENDENCE DECLARATION

This report is made in accordance with a resolution of directors, pursuant to *section 298(2)(a) of the Corporations Act 2001*.

INFORMATION ON DIRECTORS



Stephen Clarke

JP, MRMIA, Dip In Theology (Hons)

Leslie Holland

Chairman

B. Ed Dip Teach



Graeme Irwin AM

Executive Principal

Dip. Teach, Dip Bus

Benjamin Picton

BBus / BCom (Combined), Dip Fin M

Robert Fogg

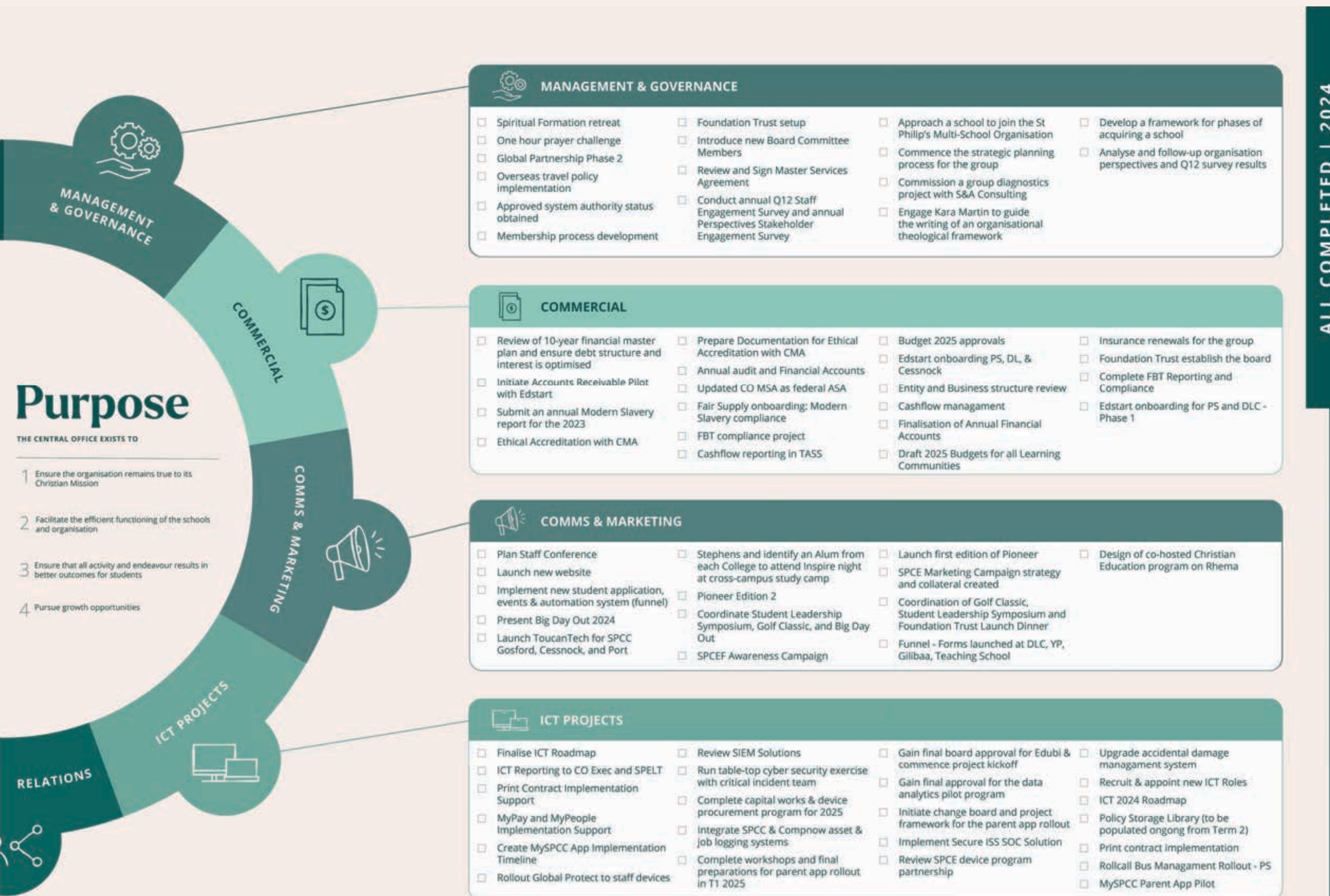
BEng (Mechanical)
MOccHS&EM
MErgo

COMPANY SECRETARY

Garry Paget held the role of secretary during the year.

2024 Strategy Wheel







**St Philip's
Christian Education**
FOR THE WHOLE OF LIFE

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