



Annual Report 2025



Theme 1

Context



Chairman's Report

Greetings,

It is with pleasure that I present my report for the year ended December 2025.

Faithfulness – an apt theme for the year. Luke 16:10 “If you are faithful in little things, you will be faithful in large ones...” This theme was exceptionally displayed in tangible ways throughout the St Philip's group during 2025.

2025 – a year of significance and challenges that presented opportunities and achievements that portrayed the strength and character of this organisation.

During the year, our collective teams invested significant energy, diligence, perseverance and high-level dedication which resulted in achieving remarkable results in all aspects, especially in financial outcomes. God's faithfulness was undeniably present in all situations.

St Philip's strategic mission is to deliver “**Whole of Life Education**” throughout our network of schools and early learning centres. Our key strategic goals include delivering high-quality, Christian-based education, fostering innovative learning environments, nurturing individual student gifts and ensuring the holistic development (academic, social, physical spiritual) of all students.

“If you are faithful in little things, you will be *faithful* in large ones...”

LUKE 16:10



LES HOLLAND

Chairman of SPCE's Board of Directors

Chairman's Report

Thank you to our CEO, Mr. Graeme Irwin AM, who continues to guide this organisation with clear, forward-thinking vision and strategic leadership. Also, to the CFO, Mr. Jacques Cronje and the finance team, not forgetting all personnel in the Central Office who contribute to the effectiveness of this outstanding organisation known as St Philip's. To SPCE staff in all schools and centres, thank you for your expertise and continued commitment to delivering high-quality education in a caring, "Christian Framework."

My gratitude to the Board of Directors (welcome to two new directors this year) for your diligence, time, expertise and oversight of the St Philip's group.

The theme for 2026 – "Providence" – God's divine guidance! **"We know that all things work together for good to them that love God, to them who are called according to his purpose."** Romans 8:28 NIV.

Grace and Peace,

Leslie J Holland
Chairman, Board of Directors SPCEF Ltd
AGM 28th May 2026

DIRECTORS

Les Holland
CHAIRMAN

Graeme Irwin
CEO

Robert Fogg
DIRECTOR

Stephen Clarke
DIRECTOR

Ksenia East
DIRECTOR

Jenny Hoffman
DIRECTOR

Benjamin Picton
DIRECTOR

COMPANY SECRETARY
Garry Paget held the role
of secretary during the year.



CEO Report

Well here we are at the end of another remarkable year, and what a year it has been, there are so many moments to celebrate and be thankful for in 2025.

Our theme for 2025 has been Faithfulness, and this is my prayer for all of our SPCC students, across every entity and every location. That they would not be known simply for what they achieve, but for who they are – for their faithfulness. That they would be steadfast rather than flashy. Quietly committed. Doing the little things well. Serving with their whole heart. Persevering through challenges. And trusting that God's goodness will always lead them into His greater purpose.

This year has been another season of growth and blessing for the St Philip's group of schools. One of the most exciting milestones has been the acquisition of a new **Outdoor Education and Retreat Centre** at the western end of Port Stephens. Through the extraordinary generosity of a local benefactor, this long-held vision has become a reality at minimal cost to SPCE.

This site will be a purpose-built space for student retreats, outdoor learning, staff training, and spiritual formation – a centre that will strengthen our mission of transforming lives through Christ-centred education.

We also celebrated a very special milestone this year: **25 years of the Young Parents College**.

What began in 2000 as a bold idea in Waratah – a school for young mothers – has now grown into a transformative force that has touched hundreds of families. Over the years, the program has expanded to include fathers, added a campus on the Central Coast, and now looks toward further growth in the Hunter Valley and Lower Central Coast. At its heart, however, the vision remains unchanged: that every young parent deserves a future filled with hope, purpose, and the unshakable truth that they are loved by God.

Another project we are excited about is our new **College at Maitland**. After years of prayer and planning, the dream of a St



GRAEME IRWIN

CEO St Philip's Christian
Education Foundation

Philip's presence in this community is moving forward. Beginning as a K–4 Junior School in 2028, it will grow into a full K–12 College, with a Narnia Early Learning Centre, a Dynamic Learning College, and a Saints Academy. We look forward to sharing more as this project continues to take shape.

CEO Report

Alongside these major initiatives, 2025 has also been a year of **cross-campus connection**. From ministry camp, worship nights, and the Year 12 study camp, to our student leadership symposium, these events have helped our students build friendships and learn from the many gifted staff across our community.

This year also saw the continued success of our **Golf Classic**, now in its third year. This event not only builds relationships with our partners but also fuels projects that make a profound impact. A shining example is the extraordinary \$1.5 million donation we received for the Young Parents program at Wyong. This gift will enable the creation of a dedicated Young Parents College and Narnia Early Learning Centre on site – a dual-generational initiative that will bless both parents and their children for years to come.

And of course, we want to say a heartfelt congratulations to the graduating class of 2025. Over three hundred strong, this

Year 12 cohort has left a legacy of both academic and personal achievement. As they step into the next chapter of their lives, I hope that all they have gained here at St Philip's equips them to contribute positively to the world and to live out faithfulness in every sphere of life.

I also want to thank our community of parents, staff, and students – for all that you contribute to making St Philip's such a rich, supportive, and life-giving place. Education here is a partnership, and we are deeply grateful for the way you walk with us in shaping young people for the future.

This year marked the commencement of the most significant transformation project in our history. Key foundations have been established, including a refreshed **Mission, Vision and Core Values**, alongside clear plans for embedding them across the organisation. A new **Group Strategy** now provides a shared direction for every division, and the development of the **St Philip's Operating Model** is strengthening organisational management

while acknowledging the complexities of change. Substantial progress has also been made on our **Group-wide Philosophy of Education and Learning Framework**, with further development to come, and our **Theology Statement** was finalised and presented to the Board, bringing greater clarity to our shared beliefs.

As a result of the new St Philip's Operating Model, the strength of our leadership has been enhanced through several key appointments in 2025: Peter Saggin (COO), Marty Telfer (Executive Principal K-12), Lea Rule (Executive Principal Early & Extended), and Samantha Van De Mortel (Executive Principal Tertiary). They join existing **Senior Executive Team (SET)** members — Graeme Evans (Deputy CEO), Jacques Cronje (CCFO), Michelle Cairelli (Executive Principal Tailored), and Graeme Irwin (CEO). The SET serves as the top tier of executive leadership within our MSO, with each member reporting to the CEO and every organisational entity aligned under their oversight.

CEO Report

The Board also approved the largest capital expenditure project in our history at SPCC Gosford. The **Senior School project** will significantly expand the site and includes 167 onsite car parks with a dedicated kiss-and-drop to reduce traffic impact on Narara Creek Road, new sporting facilities including a soccer field, basketball court and COLA, and a three-storey Senior School building. This building will house a café and administration area, a tiered learning theatre, gym and locker facilities on the ground floor, staff rooms on Levels 1 and 2, appropriate amenities, eight GLAs, two STEAM rooms, and a range of common and private study spaces. A lift and connecting bridge to the existing hall will further integrate the campus. Importantly, this development will enable the school to accommodate significant enrolment growth.

We were also pleased to welcome two new Board Directors, Ksenia East and Jenny Hofman, whose contributions have already brought fresh insight and energy to the Board's work. They join our Board

comprising Les Holland (Chair), Robert Fogg, Ben Picton, Stephen Clarke, Garry Paget (Company Secretary), Graeme Irwin (Executive Director), and Graeme Evans and Jacques Cronje (Ex-Officio). I especially wish to honour our Board Chair, Les Holland, for his calm and wise leadership and his enduring spiritual insight. Even amid the headwinds of 2025, Les has led with steadiness and faith, for which I am deeply grateful.

I also extend my sincere thanks to all for a successful 2025 — our **Year of Faithfulness**. Thank you to our students from Kindergarten to Year 12, to our student leaders, to our entire parent community, to our staff across every role, and to the leadership teams throughout our MSO. Thank you.

**Every Blessing,
Graeme Irwin CEO**

"Our theme for 2025 has been Faithfulness, and this is my prayer for all of our SPCC students, across every entity and every location. That they would not be known simply for what they achieve, but for *who they are – for their faithfulness.*"

CFO Report



JACQUES CRONJE

CFO St Philip's Christian Education Foundation

SPCEF successfully navigated the 2025 financial challenges with the unwavering support of our families and college community who are invested in affordable Independent Christian Education.

Our financial results for the year are pleasing considering the extensive impact the new MEA agreements had on our staffing costs. Employee costs went up by 9.3% Year on Year (YoY) and our total cost base increased by 11.4% from 2024, whilst our recurrent revenue only increased by 7.3% YoY. It is important for us that our college communities understand the cost pressures we face and that we endeavour to steward our resources in the best possible way.

Our overall margin was significantly supported by additional benevolent giving from our community partners who are standing in the gap of inflationary pressures and reduced government funding (in real terms) to support our operations and future growth initiatives.

The new financial year has been met with successive interest rate increases and we will do our utmost to weather all economic eventualities. Our aim is to not have to pass on all of our financial performance challenges onto Tuition Fees, but find innovative ways to create lasting sustainability as much as we can.

During 2024 we entered into a partnership with **Edstart** who are now our Accounts Receivable agents for most of our registered schools. We have received excellent feedback from our college community about their flexible and service-oriented business model, simplifying the payment of tuition fees. Our auditors made special mention of our debtors' position during the latest audit, and we are grateful to our college community for being quick adopters.

We engaged in many transformation projects during 2025. One of these was implementing a **Centralised Finance team** to further support the organisation with specialised financial management expertise to provide quality shared services across the group at a lower unit cost.

CFO Report

During 2025, SPCEF was awarded with the **CMA governance accreditation** by the CMA Standards Council. The accreditation demonstrates that the organisation has been carefully assessed against the Nine Principles of Ministry Accountability, and has scored a 100% passing grade. The CMA Standards Council does not attempt to rank or score an organisation. An organisation either meets the standards completely, and is thus accredited, or it falls short. When our community and donors see the CMA Standards Council 'Accreditation' Seal, they can give confidently and generously, knowing that the organisation takes governance, accountability and stewardship seriously.

As in last year's CFO report, we will again provide a quick synopsis of how government funding influences our organisation's financial position. It is important for our community to

understand the downward pressures on our government funding that in return puts pressure on tuition fees.

Families 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.

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.

May God's love and peace guide and sustain you as you journey with St Philip's.

Contextual Information

Contextual Information About the School

St Philip's Christian College Cessnock commenced in 2005 as Kindergarten to Year 6, with 28 students and has since expanded to Kindergarten to Year 12.

Our College is located on an expansive 103 acre site at Nulkaba, between the town of Cessnock and the popular Hunter Valley vineyards. This site will provide for over 1500 students — Prep to Year 12.

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
- Build Community

The College acknowledges 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 College life, particularly academic achievement — including the latest advancements in technology, performing arts and sporting endeavours.

Our technology program utilises individual MacBooks in Years 5 to 12 and iPads for students in Kindergarten to Year 4 to support and extend their learning.

Specialist Physical Education (PE) and Creative and Performing Arts Teachers from Kindergarten to Year 12 ensure ongoing success and development of our CAPA and P.E learning programs. Extra-curricular activities include: a wide range of sporting activities, gala days, music groups, drama performances, academic competitions, camping activities, overseas study tours and a range of community activities.

We are facilitating a community approach to education through involving parents in the ongoing daily activities of the school and hosting a range of community-wide events. A unique feature of the College is its supportive community.

Principal Report



Theme: "Faithfulness"

"Whoever can be trusted with very little can also be trusted with much."
Luke 16:10

In 2025, our school community journeyed together under the theme of Faithfulness, drawn from Luke 16:10. This theme invited us to reflect deeply on what it means to live, lead, and learn with integrity... faithfully stewarding what God has entrusted to us, whether in moments that feel significant or small.

We endeavoured to ensure that faithfulness shaped our posture throughout the year. It reminded us that growth, excellence, and impact are not the result of isolated moments, but of consistent commitment to our students, to one another, and to the calling God has placed on our College.

One of the highlights of the year was another highly successful Spring Fair, which once again brought together students, families, staff, alumni, and the wider community. The joy, generosity, and shared purpose evident on the day were a powerful expression of faithful community partnership. The outstanding attendance and fundraising outcomes reflect the remarkable support we continue to receive and deeply value.

Throughout 2025, we have also seen excellence and consistency in leadership, particularly within our Executive Leadership Team. Their steady, collaborative, and values-driven approach has provided clarity and confidence across the College. In a season of increasing complexity within education, this faithfulness in leadership has been a significant strength and blessing.

Our Junior School has remained focused on building excellent educational and cultural foundations. The consistent care, high expectations, and joyful learning environments established in these early years are laying strong groundwork for students' future growth across the College.

Our Middle School experienced renewed focus and clarity, with leadership articulating a compelling vision for what it truly means to be a Middle School. This work has strengthened identity, continuity, and care for students in this crucial stage of development, ensuring that learning, wellbeing, and belonging are intentionally nurtured.

In the Senior School, a strong and positive student culture has continued to develop. We have seen students grow in responsibility, leadership, and mutual respect, preparing them not only for academic success but for life beyond school. The faithfulness of staff in mentoring, guiding, and walking alongside students has been central to this culture.

Across all stages, we have continued the deliberate embedding of our Powerful Learning Framework. This framework is now firmly shaping teaching practice, student engagement, and learning conversations. Its consistent application reflects a faithful commitment to evidence-based practice and continuous improvement, ensuring our students are challenged, supported, and equipped to think deeply and learn well.

We are profoundly grateful for the amazing support of our community throughout the year. Families, volunteers, partners, and supporters have continued to invest time, trust, prayer, and resources into the life of the College. This shared faithfulness strengthens our sense of belonging and purpose and reminds us that education is most powerful when it is truly relational.

As we reflect on 2025, we recognise that faithfulness is not always visible or celebrated in the moment. Often, it is found in perseverance, consistency, and quiet obedience. Yet it is precisely this faithfulness that God honours and uses to bring lasting fruit.

Looking ahead, we do so with confidence... not in our own strength, but in the God who is faithful in all things. We remain committed to stewarding our calling well: educating young people who are known, loved, challenged, and equipped to live lives of purpose and service.

Thank you to our staff, students, families, and wider community for your faithful partnership throughout 2025. May we continue to walk forward together, trusting that as we are faithful with what we have been given, God will continue to do His work among us.

Mr Matt Connett

Principal



Junior School Report



The school year was marked by intentional growth, strengthened relationships, and a deep commitment to our Christ-centred mission. Grounded in the belief that God is active and present in our lives, our staff faithfully expressed this truth through daily actions that nurtured supportive, relational, and spiritually vibrant learning environments. Teachers invested in the character and competence of every child, guiding them with wisdom, consistency, and care. Despite some challenges, the strength of these relationships enabled students to feel safe, known, and supported as they engaged in learning. This Annual Report captures the key achievements, student outcomes, and strategic progress that defined our community in 2025.

HIGHLIGHTS AND ACCOMPLISHMENTS

New Junior School Playground

Students thoroughly enjoyed the new Junior School playground. This new play space is purpose-built to enhance student movement, social connection, and imaginative play during school hours and co-curricular programs. It is well loved by our students.

The Waratah Project

We have witness greater levels of student and staff participation in The Waratah Project, an important priority where we strengthened our support, structure and cultural perspectives into the school program and school events. As a result, we have seen greater levels of belonging amongst Aboriginal and Torres Strait Islander students develop throughout the year.

Goal Setting, Inquiry, and Coaching

We have continued to develop a whole-school approach to teacher goal setting and inquiry into student needs which drove meaningful differentiation and improved teacher practice. This was complemented with the ongoing coaching program for teachers which focused on explicit instructional delivery in every classroom.



High Potential & Gifted Education

The College leadership refined the identification process and tiered supports for high potential and gifted students, so they were challenged and extended in the class environment. All middle leaders and teaching staff engaged in professional learning that enhanced their expertise in this area.

SharpReading in Stage 2

The successful implementation of SharpReading focussed on developing students reading comprehension. Early indicators indicate a notable shift in students' love of reading and their ability to comprehend and think critically about texts. The implementation will continue in the new year.

Faith and Formation

We continued to cultivate an environment where biblical truths are faithfully integrated across learning and community routines such as class devotions, assemblies, chapel, and events encouraging students to genuinely explore faith and character. This coincided with the college theme, faithfulness which underpinned our efforts to reflect Gods character throughout our school.

ACADEMIC ACHIEVEMENT

The Year 3 cohort demonstrated consistently strong achievement in all NAPLAN areas, especially when compared with both State and Inner Regional averages. The proportion of students at the Strong level was higher across domains—especially in Numeracy and Writing. Exceeding-level results were competitive, notably in Reading and Numeracy, frequently surpassing Inner Regional results and aligning with or exceeding State outcomes. Low proportions of students required additional support across domains, below both comparison groups. While Grammar & Punctuation showed slightly higher representation at Developing/Needs Additional Support, the Strong/Exceeding bands remained at or above State performance.

These academic results reflect a high-performing cohort with strong foundational skills, effective early intervention, and quality teaching. Notably, the balance of Strong and Exceeding students alongside minimal support needs suggests that differentiation and explicit instruction are positively impacting learning.



As the year concluded, our students continued to thrive academically and spiritually; our teachers are growing through purposeful professional learning; and our community partnerships are strengthening the fabric of school life. We remain committed to forming young people who are learning about biblical truth, equipped with strong foundational knowledge and skills, and positive participation in school life.

Mr Caleb Cooper

Head of Junior School



Middle School Report



Academic Success

2025 was a significant year of academic growth and strategic development for the Middle School, marked by a strong commitment to intellectual challenge, curriculum intentionality and student extension.

A major academic highlight was the College's first involvement in the World Scholar's Cup, a global academic program that promotes critical thinking, collaboration, public speaking and academic curiosity. St Philip's Christian College proudly hosted the very first regional round for the Hunter Region, welcoming students from a range of schools across the region. Our students demonstrated outstanding engagement and success across multiple disciplines, including debating, collaborative writing and knowledge challenges. For many of our students, their performance at the regional level resulted in qualification for a global round hosted in Christchurch, providing students with a rare opportunity to represent the College on an international stage. Participation in the World Scholar's Cup fostered confidence, teamwork and global awareness, while also affirming the academic capability and aspiration of our Middle School students.

Our STEM learning was further strengthened through the receipt of a \$10,000 Snowy Hydro grant, which enabled the expansion of the Stage 3 Robotics Program. This funding allowed for additional resources and equipment to be introduced, supporting hands-on, inquiry-based learning experiences that encourage problem-solving, creativity and technological literacy. The program will support our students in building strong foundations for students transitioning into the Stage 4 Technologies program and future STEM pathways.

Our curriculum leadership was intentionally strengthened in 2025 with the introduction of a Middle School Director of Studies, with Amanda Cochrane appointed to this newly created role. This position has provided a dedicated focus on developing a coherent curriculum and assessment framework tailored to the needs of early adolescent learners.



Through this role, teaching practice has been refined, assessment expectations clarified, and learning experiences increasingly aligned across subject areas.

Staff professional learning remained a priority, with selected teachers undertaking further training in High Potential and Gifted Education. Alongside this, there was a deliberate focus on strengthening classroom management processes, ensuring learning environments are calm, consistent and conducive to academic growth. These initiatives have supported both student achievement and teacher confidence across the Middle School.

Christian Focus

Christian faith and discipleship remained central to Middle School life throughout 2025, with programs refined and expanded to support students' spiritual development and leadership formation.

A key initiative was the refinement of the Stage 4 Alpha Course within our broader Christian Studies program. This ensured the program remained engaging, age-appropriate and responsive to student questions about faith, identity and purpose. The Alpha framework continued to provide a safe and structured space for discussion, reflection and spiritual growth.

In addition, the College partnered with Global Leadership Network – Next Gen Youth for the first time to create a new Year 7 Christian Studies program. This program was intentionally designed to prepare students for leadership in Year 8 by developing character, servant leadership and a biblical understanding of influence. This partnership marked an important step in strengthening the Middle School leadership pipeline within a Christian worldview.

Experiential service learning was further enhanced through the Year 8 Fiji Service Learning Adventure Trip, with 15 students participating in this inaugural experience in partnership with Infuse Travel. Through service, cultural immersion and relational connection, students were challenged to live out their faith in practical ways. The trip encouraged empathy, gratitude and resilience, while deepening students' understanding of Christian service and global responsibility.



Student Wellbeing

Student and staff wellbeing was a significant and intentional focus across the Middle School in 2025, recognising the importance of belonging, connection and holistic support.

Leadership capacity was strengthened with the appointment of Corey Rowntree as Assistant Head of Middle School, enhancing pastoral care structures and ensuring students and families were well supported. In addition, Graduate Shirts were introduced for our Year 8 students for the first time, marking a meaningful rite of passage and celebrating students' Middle School journey.

Physical environments were enhanced to support wellbeing and community. A Middle School Staffroom was established to support staff collaboration and care, and the Middle School Office was renovated to provide a welcoming space for students and visitors. New play equipment and Gaga Ball pits were installed, increasing opportunities for active play and positive peer interaction.

Student engagement and belonging were further strengthened through the introduction of House Competitions, including the inaugural Middle School House Dance Competition in Term 3, which fostered creativity, teamwork and school spirit. Clear year-based zones for passive and active play were also established, supporting a sense of belonging and age-appropriate social interaction.

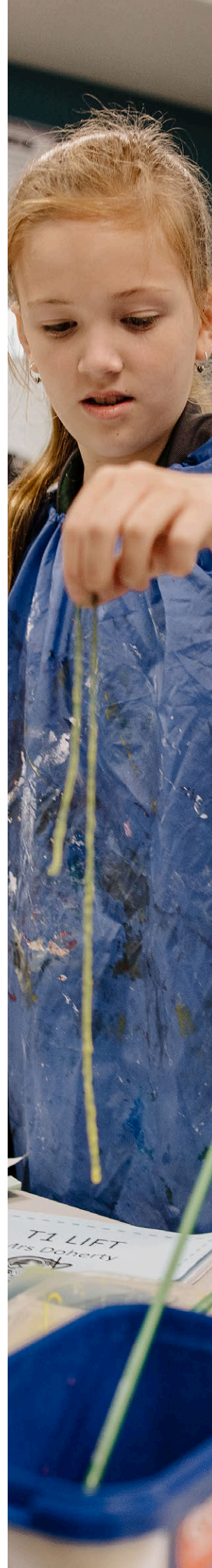
Staff were equipped to support student wellbeing through training in Love Bites, Mental Health First Aid and Accidental Counsellor, strengthening the College's capacity to promote healthy relationships, resilience and a positive sense of self among students. In addition to this, the College undertook a review of the Thrive program to ensure it remains responsive to student needs, with planning underway to implement refinements in 2026.



As Head of Middle School, it has been a privilege to lead a community that continues to grow in purpose, compassion and excellence. In 2025, our Middle School demonstrated a deep commitment to academic challenge, Christian formation and the wellbeing of every student. Through intentional leadership, innovative learning opportunities and strong partnerships, students were encouraged to discover their gifts, develop resilience and live out their faith with confidence. I am deeply grateful for the dedication of our staff, the support of our families and the enthusiasm of our students, and I look forward with optimism as we continue to strengthen our Middle School community in the year ahead.

Mrs Rebekah Margach

Head of Middle School



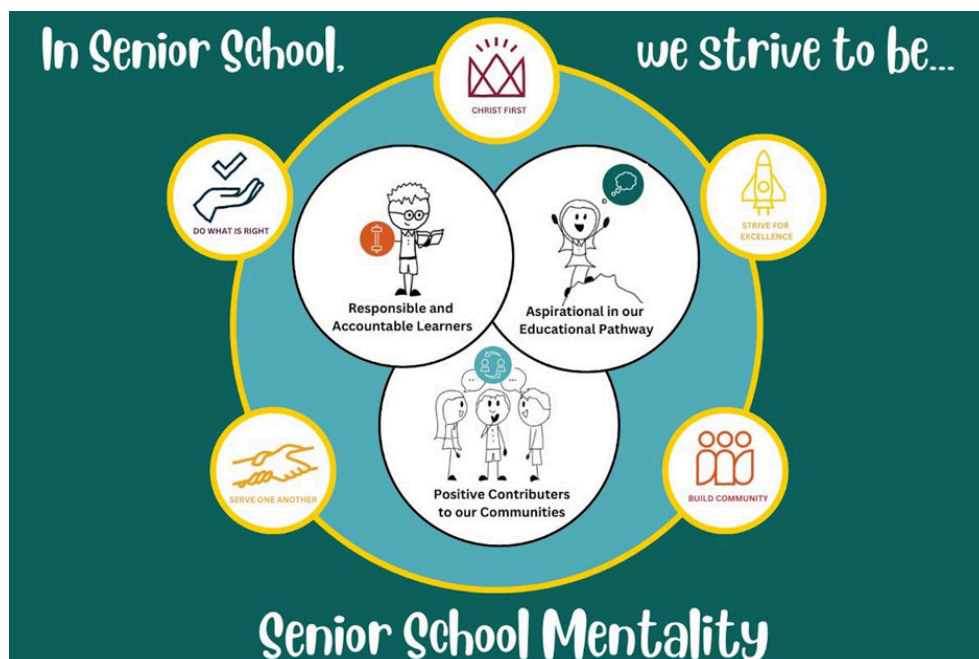
Senior School Report



In line with College Core Values and College Mission Statement, the Senior School leadership team continued growing further into the culture and expectations of what it means to be a graduate of St Philip's Christian College Cessnock. A central calling theme for our students was to develop a Senior School Mentality.

The Senior School Mentality was three pronged and compliments the College Core Values. The Senior School Mentality inspires students to be:

- Responsible and Accountable Learners
- Aspirational in their Academic Pathway
- Positive Contributors to the Community



In Senior School, we continued to have great success with Sub-School specific events that increase student belonging and allows students to socio-emotionally connect with others. Some specific highlights include:

a) **Pastoral Care Classes** continued to be arranged in House Groups. This has created an added layer of belonging and student buy-in for House Based culture..

b) **Senior School Music Challenge** where we came together and performed House Choirs, rocked the stage with our House Bands, and displayed artistic flare with the House Banner. This was a great sub school community event that not only allowed our students to shine, but also built the pride and connection to House Culture.

c) The **Year 10 Charity Dinner** was another example of a possibility that became a reality. An important social milestone was created by the Yr 10 SRC and Year 10 Leader that was able to draw on community businesses and raise money for Kids Giving Back – a Sydney based charity that supports Homelessness. The Year 10 students developed a connection with the Charity based on their Yr 10 Urban Challenge Camp in Sydney.

d) Our **College Prefect Team** led in initiatives such as Wellbeing Wednesdays, Thankful Thursday, deliberate coaching of students in academic preparation for Yr 9 and 10 exams, Sport House Challenges and bringing the connection of sub schools closer together with Agriculture Prefects showcasing our livestock to Junior school.

e) The **Cross Campus Study Camp** continued to grow in popularity and purpose with over 80% of our ATAR seeking Yr 12 cohort attending this academic event to prepare themselves for HSC Trial Examinations.

f) Our annual **Jodie's Place Fundraiser** that supports victims of domestic violence in our local region was again a successful community awareness raising event. The coordinator of this facility, is always grateful for our donations of gifts for families and monies raised (\$1200 in 2025 – used by Jodie's Place to pay for a range of up-keeping bills).



g) The **Lismore Service Trip** was another highlight for students. Led by our College Chaplain, this service trip continues to support the victims and community impacted by the Lismore Floods. This on-going arrangement with Lismore Community Services has enabled a strong partnership of service focus for our students.

h) Our **Year 9-12 College Camps** continue to be well attended and each represent a unique adventure and personal discovery. Year 9 were challenged with a hiking expedition at Bungonia National Park, Year 10 raced across Sydney in the Urban Challenge, Year 11 attended a spiritual re-boot at Cru Camp Lake Macquarie, whilst our Yr 12 enjoyed a self-worth Retreat to Nelson Bay.

i) The **Year 12 Celebration Week** is the highlight for our graduating class. Held in the last week of Term 3, our students enjoy a range of themed dress-up days, involvement in staff vs students activities, an evening games night in the Activate Centre, connection with Junior School lunch club groups, host a breakfast with staff, and culminates in their final day assembly and clap out. The Final Day assembly is mixed with frivolity and sentimental memories, before a lunch in the Senior School Building with the distribution of the Year 12 Yearbook.

j) Our **Year 12 Graduation and Formal** was held after their final HSC Exams in November. The Graduation saw us officially farewell our Graduates in the Activate Centre with the awarding of over 60 academic, cultural, sporting and pastoral awards. This event is heavily attended by the families and the Year 12 Formal later that evening at Moravia Park was also an excellent event.

Our student leadership program in Senior School continues to draw a range of students looking to step-up and serve our community. All positions of responsibility were that well applied for, that we unfortunately had to tell students that they were unsuccessful. From Year 9 and 10 SRC (Student Representative Council), to College Prefects and College Captains, we had significant interest which highlights our students desire to make a positive contribution to our College community. Our College Captains were outstanding in all of their duties assigned, and they were brilliantly supported by our College Vice Captains. They were ever-present at each and every community event we were involved in, and were exemplary role models for their peers. Each College Prefect (22 in total) had a designated Portfolio in which they were empowered to lead our College community – ranging from Wellbeing to Sport to House Captains to Cultural Events.



Our Pastoral Care Teams continued to display the heart of Jesus through their daily interactions and encouragement of students. The Senior School Staff helped 2025 to be an extremely rewarding year of self-growth for our students as they continued to forge themselves into young adults with a Senior School Mentality.

Mr Andrew Roxby
Head of Senior School



Characteristics of Student Body

The information can be found on the My School website:

<https://www.myschool.edu.au/school/43793>



Theme 2

Outcomes and Results



Senior Secondary Outcomes



Academically we continued to grow as a College where learning is prioritised and recognised. Our HSC Results continued a positive trajectory, with an improvement of College ranking. In terms of HSC Results (Band 6/E4), we were ranked 1st out of all Secondary Education providers (Independent, Catholic and Public) in the upper Hunter, and we ranked 13th overall in the Newcastle and Hunter Area. Attached to this report is our 2025 HSC Results Analysis, with the below observations our key takeaways:

1. We had an increased % of Top Band entries

A) 28% of student entries in Top 2 Bands - Band 6/E4 and Band 5/E3

B) 72% of student entries in Top 3 Bands - Band 4 or higher (highest ever recorded)

2. Half of our HSC subjects performed above State Average

3. Band 6 and E4 (top result) recorded in the following subjects:

- Chemistry
- Extension 1 English
- Extension 2 English
- Extension 1 Mathematics
- Extension 2 Mathematics
- Extension History
- Industrial Technology Timber
- Legal Studies
- Music
- PDHPE

4. Multiple Top 2 Band Entries for the following subjects:

- Business Studies
- CAFS
- Chemistry
- Construction (VET)
- Electrotechnology (VET)
- English Advanced
- Extension 1 English
- Extension 2 English
- Extension 1 Mathematics
- Extension 2 Mathematics
- Extension History
- Food Technology
- Hospitality (VET)

- Industrial Technology Timber
- Legal Studies
- Mathematics Advanced
- Mathematics Standard
- Modern History
- Music
- PDHPE
- Primary Industries (VET)
- Studies of Religion
- Visual Arts

5. HSC Major Work Nominations for:

- Encore (Music)
- On Stage (Drama)
- Shape (IT Timber)

We also had our highest ever ATAR achievement of 98.0.

Vocational Education and Training & HSC Qualifications 2025

Percentage of year 12 students undertaking VET courses: 43%

Percentage of Year 12 students attaining a VET qualification: 84%

Percentage of Year 12 students attaining the HSC qualification: 97.89%

The Record of School Achievement (RoSA) is a cumulative credential from NESA for students in Years 10 and 11 who leave school prior to completing their HSC. The RoSA lists all mandatory and additional Stage 5 courses and, where applicable, Stage 6 courses completed by the student along with the grade awarded. The RoSA also lists any courses commenced but not completed. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

Senior Secondary Outcomes

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Agriculture	2023	7	0.00	14.60	99.99	85.41
	2024	5	0.00	16.51	100.00	83.49
	2025	3	0.00%	15.09	100.00	84.89
Ancient History	2021	5	0.00	20.94	100.00	79.06
	2022	6	0.00	16.51	100	83.49
	2023	5	0.00	18.96	100.00	81.04
	2024	5	0.00	15.43	100.00	84.57
	2025	NA	NA	NA	NA	NA
Automotive Exam	2021	6	16.67	23.83	83.33	76.17
	2022	1	0.00	15.46	100.00	84.54
	2023	6	0.00	21.39	99.99	78.60
	2024	NA	NA	NA	NA	NA
	2025	2	0.00	4.92	100.00	95.06
Biology	2021	8	0.00	8.74	100.00	91.26
	2022	8	0.00	8.74	100	91.26
	2023	30	6.66	10.62	93.32	89.39
	2024	19	31.58	11.75	68.43	88.24
	2025	28	7.14	13.34	92.84	86.64

Senior Secondary Outcomes

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Business Services Exam	2024	1	0.00	8.13	100.00	91.87
	2025	NA	NA	NA	NA	NA
Business Studies	2021	12	25.00	12.96	75.00	87.04
	2022	11	0.00	9.67	100.00	90.33
	2023	14	0.00	11.79	99.98	88.21
	2024	12	16.67	12.77	83.33	87.23
	2025	16	6.25	11.23	93.75	88.74
Chemistry	2021	1	0.00	11.29	100.00	88.71
	2022	1	0.00	11.30	100.00	88.70
	2023	9	22.22	14.29	77.77	85.70
	2024	6	33.33	12.75	66.67	87.26
	2025	14	21.42	10.21	78.55	89.76
CAFS	2021	10	0.00	6.86	100.00	93.14
	2022	14	0.00	5.34	100.00	94.66
	2023	8	0.00	7.76	100.00	92.24
	2024	18	0.00	7.27	100.00	92.72
	2025	12	0.00%	8.32%	100.00%	91.65%

Senior Secondary Outcomes

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Construction Exam	2021	4	0.00	6.33	100.00	93.67
	2022	3	0.00	3.15	100.00	96.85
	2023	2	0.00	3.74	100.00	96.26
	2024	1	0.00	2.94	100.00	97.06
	2025	1	0.00	9.92	100.00	90.04
Dance	2021	1	0.00	1.88	100.00	98.12
	2022	2	0	0.36	100.00	99.64
	2023, 2024 & 2025	N/A	N/A	N/A	N/A	N/A
Design & Technology	2021	4	0.00	2.95	100.00	97.05
	2022	2	0.00	3.64	100.00	96.36
	2023	3	0.00	5.00	99.99	95.00
	2024	2	0.00	4.07	100.00	95.93
	2025	NA	NA	NA	NA	NA
Drama	2021	4	0.00	1.52	100.00	98.48
	2022	2	0.00	1.49	100.00	98.51
	2023	4	0.00	1.05	100.00	98.95
	2024	N/A	N/A	N/A	N/A	N/A
	2025	8	0.00	1.84	100.00	98.13

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Economics	2021	7	14.29	5.67	85.71	94.33
	2022	1	0.00	6.92	100.00	93.08
	2023	N/A				
	2024	1	0.00	7.62	100.00	92.37
	2025	NA	NA	NA	NA	NA
Electrotechnology Exam	2021	5	0.00	16.45	100.00	83.55
	2022	2	0.00	35.71	100.00	64.29
	2023	3	0.00	9.56	99.99	90.44
	2024	N/A	N/A	N/A	N/A	N/A
	2024	5	0.00	7.00	100.00	92.97
Engineering Studies	2021	5	0.00	16.45	100.00	83.55
	2022	2	0.00	35.71	100.00	64.29
	2023	3	0.00	9.56	99.99	90.44
	2024 & 2025	N/A	N/A	N/A	N/A	N/A
English (Advanced)	2021	12	0.00	0.71	100.00	99.29
	2022	23	0.00	0.86	100.00	99.14
	2023	34	0.00	0.56	99.98	99.44
	2024	34	0.00	0.50	99.99	99.50
	2025	45	2.22	0.25	97.76	99.71
English (Standard)	2021	36	0.00	9.46	100.00	90.54
	2022	33	12.12	12.00	87.88	88.00
	2023	22	0.00	10.30	99.99	89.70

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
English (Standard) Cnt	2024	9	33.33	7.60	66.66	92.40
	2025	18	11.11	5.75	88.88	94.23
English Studies Exam	2022	13	30.77	33.00	69.23	67.00
	2023	N/A	N/A	N/A	N/A	N/A
	2024	1	0.00	53.86	100.00	46.15
	2025	1	0.00	48.59	100.00	51.38
Food Technology	2021	6	0.00	13.35	100.00	86.65
	2022	6	16.67	13.41	83.33	86.59
	2023	5	0.00	11.33	100.00	88.67
	2024	5	0.00	11.87	100.00	88.12
	2025	9	0.00	12.05	100.00	87.92
Geography	2021	9	22.22	8.02	77.78	91.98
	2022	6	0.00	10.04	100.00	89.96
	2023	6	0.00	7.18	100.00	92.81
	2024	1	0.00	8.62	100.00	91.38
	2025	NA	NA	NA	NA	NA
Hospitality (Food and Beverage) Exam	2021	12	0.00	12.77	100.00	87.23
	2022	7	0.00	6.25	100.00	93.75
	2023	3	0.00	6.69	99.99	93.29
	2024	5	20.00	4.35	80.00	95.65
	2025	4	0.00	5.89	100.00	94.08

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Industrial Technology	2023	6	0.00	14.19	99.98	85.82
	2024	N/A	N/A	N/A	N/A	N/A
	2025	4	0.00	15.42	100.00	84.56
Legal Studies	2021	13	30.77	13.63	69.23	86.37
	2022	13	15.38	15.18	84.62	84.82
	2023	10	0.00	9.71	100.00	90.28
	2024	15	0.00	10.50	100.00	89.51
	2025	12	8.33	12.71	91.66	87.26
Mathematics (Standard 2)	2021	31	29.03	21.36	70.97	78.64
	2022	29	13.79	18.20	86.21	81.80
	2023	40	7.50	17.69	92.50	82.32
	2024	28	21.43	16.80	78.57	83.20
	2025	51	7.84	16.63	92.14	83.34
Mathematics Advanced	2021	9	33.33	6.15	66.67	93.83
	2022	12	0.00	5.52	100.00	94.48
	2023	9	0.00	6.93	99.99	93.07
	2024	8	0.00	5.25	100.00	94.75
	2025	5	0.00	5.57	100.00	94.39
Modern History	2021	10	30.00	15.79	70.00	84.21
	2022	9	11.11	11.19	88.89	88.81
	2023	8	12.50	15.58	87.50	84.42
	2024	5	0.00	9.46	100.00	90.53
	2025	11	0.00	12.57	100.00	87.40

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Music 1	2021	2	0.00	1.70	100.00	98.30
	2022	2	0.00	1.95	100.00	98.05
	2023	3	0.00	2.03	99.99	97.96
	2024	N/A	N/A	N/A	N/A	N/A
	2025	3	0.00	4.24	100.00	95.73
PDHPE	2021	10	0.00	13.54	100.00	86.46
	2022	21	14.29	20.08	85.71	79.92
	2023	18	5.55	10.38	94.44	89.62
	2024	12	0.00	8.91	100.00	91.10
	2025	31	3.22	9.49	96.76	90.48
Physics	2021	4	0.00	9.15	100.00	90.85
	2022	7	0.00	13.25	100.00	86.75
	2023	5	0.00	10.90	100.00	89.10
	2024	6	16.67	13.86	83.33	86.13
	2025	6	50.00	15.30	49.99	84.66
Primary Industries Exam	2023	6	0.00	3.21	99.99	96.79
	2024	2	0.00	3.06	100.00	96.93
	2025	3	0.00	3.61	100.00	96.36
Society and Culture	2021	3	0.00	6.16	100.00	93.84
	2022	7	0.00	6.89	100.00	93.11
	2023	NA	NA	NA	NA	NA
	2024	8	0.00	5.06	100.00	94.94
	2025	5	0.00	5.10	100.00	94.88

	Year	Total Students in Course	School % Band 1-2	Bands 1-2 State Comparison %	School % Band 3-6	Bands 3-6 State Comparison %
Studies of Religion 2	2022	3	0.00	6.76	100.00	93.24
	2023 & 2024	N/A				
	2025	5	0.00	6.49	100.00	93.47
Visual Arts	2021	6	0.00	1.57	100.00	98.43
	2022	8	0.00	1.42	100.00	98.58
	2023	8	0.00	1.04	100.00	98.96
	2024	8	0.00	0.59	100.00	99.41
	2025	7	0.00	0.73	100.00	99.23

	Year	Total Students in Course	School % E1	E1 State Comparison %	School % E2 - E4	E2 - E4 State Comparison %
English Ext 1	2020	2	50.00 (E2)	7.32 (E1/E2)	50.00 (E3)	92.68 (E3/E4)
	2022	4	25.00 (E2)	7.44 (E1/E2)	75.00 (E3)	92.55 (E3/E4)
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
	2025	6	0.00	0.37	100.00	99.60
English Ext 2	2023 & 2024	N/A	N/A	N/A	N/A	N/A
	2025	6	0.00	0.21	100.00	99.77
History Ext 1	2025	3	0.00%	0.95%	100.00%	99.03%
Mathematics Ext 1	2021	3	100 (E1/E2)	27.74 (E1/E2)	0 (E3/E4)	74.26 (E3/E4)
	2022	6	66.67 (E1/E2)	26.43 (E1/E2)	33.33 (E3/E4)	73.57 (E3/E4)
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
	2025	4	0.00	4.62	100.00	95.37
Mathematics Ext 2	2021	1	100 (E1/E2)	13.37 (E1/E2)	0 (E3/E4)	86.63 (E3/E4)
	2022	3	66.67 (E1/E2)	14.89 (E1/E2)	33.33 (E3/E4)	85.11 (E3/E4)
	2023 & 2024	N/A	N/A	N/A	N/A	N/A
	2025	2	0.00	1.27	100.00	98.71

Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 in 2023 (95 students) and continued in the College to complete Year 12 in 2025 (72 students) was 76%.

Post-School Destinations

Post-School Destinations	
University	30
Workforce or Seeking Employment	7
TAFE	3
Other	12

N.B Only 52 students completed the online deristration form

NAPLAN Results

The information can be found on the My School website:

<https://myschool.edu.au/school/43793/naplan/results>



Theme 3

Staffing



Workforce Composition

Teaching Staff	112
Fulltime Equivalent Teaching Staff	101.3
Non-Teaching Staff	62
Fulltime Equivalent Non-Teaching Staff	45.8
Percentage of staff in 2025 that are Aboriginal and Torres Strait Islander peoples	1.07%

<https://myschool.edu.au/school/43793>

Accreditation

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	106
Highly Accomplished	2
Lead Teacher (Voluntary accreditation)	0

Theme 4

Attendance



Student Attendance

Regular attendance is seen as an important factor in school success. Students who are chronic non-attendees receive fewer hours of instruction; they often leave education early and are more likely to become long-term unemployed, homeless, caught in the poverty trap, dependent on welfare and involved in the justice system.

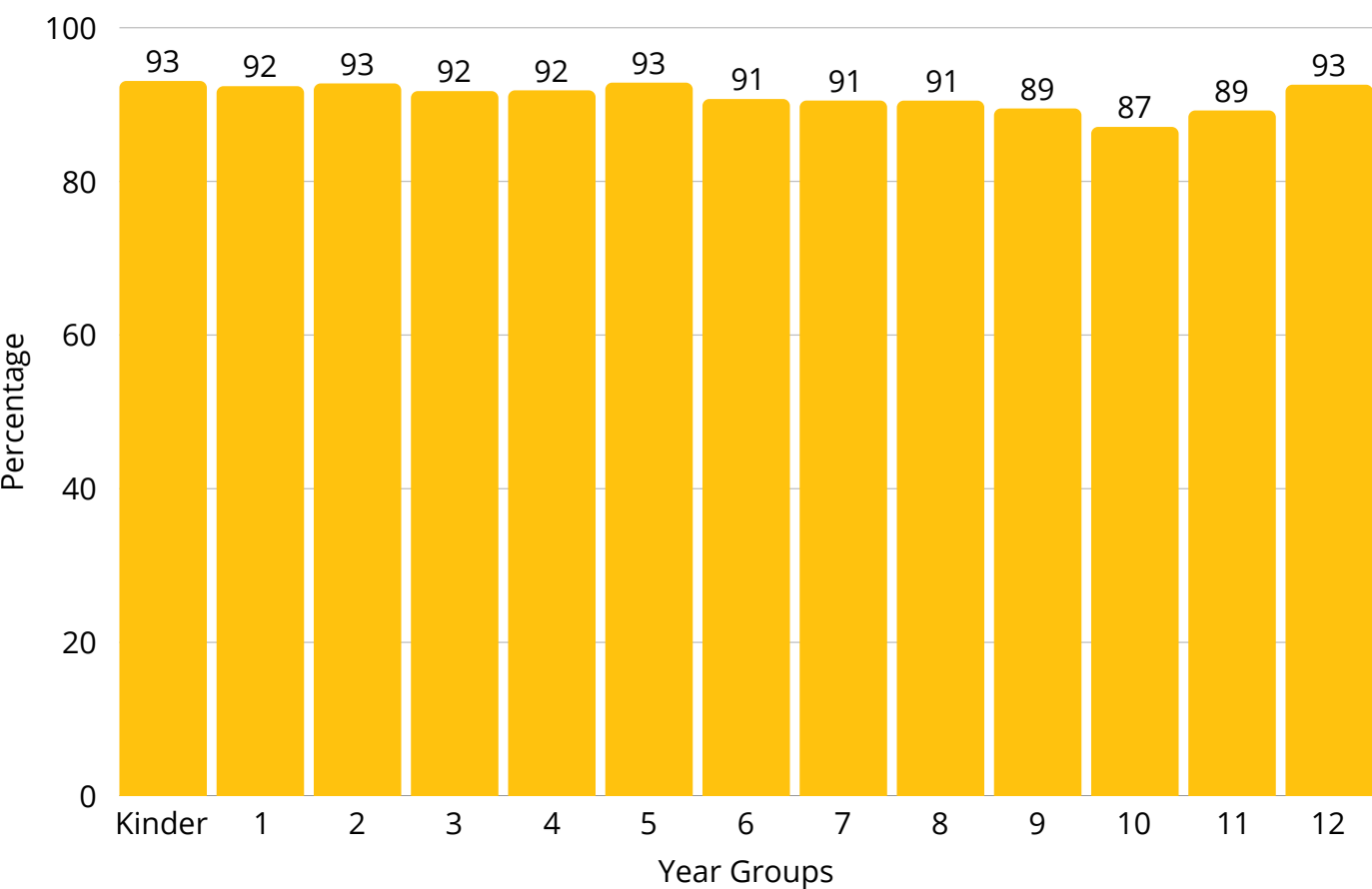
High rates of student absenteeism are believed to affect regular attendance as well because teachers must accommodate non-attendees in the same class. It has been suggested that chronic absenteeism is not only a cause of academic failure and departure from formal education, but rather one of many symptoms of alienation from school.

Chronic absenteeism, truancy and academic failure may be evidence of a dysfunctional relationship between student and school, suggesting that schools need to be more student-centred and supportive of students with different needs. This argument is supported by research that highlights significant links between student background factors, poor attendance and early school leaving.

The College Attendance Policy is enforced, requiring follow up of parents to provide explanations for absences. Issues related to non-attendance are actively managed by student reception offices, including regular reports to Heads of School. Pastoral Care Teachers are responsible for liaising directly with parents in the instances of regular absences. The Principal is notified if chronic absence exists (30 days out of 100) and meets with the parents and student to formulate an attendance plan or health plan.



Student Attendance Report 2025 — Cessnock Campus



In 2025, an average of 91 per cent of students attended school each school day out of a possible 184 school days. This is an improvement of 4.3% from 2024 attendance rates.

Theme 5

School Policies



Policies

The following school policies are publicly available on the [school website](#):

- [Annual Reports](#)
- [Attendance Policy Guideline and Procedures](#)
- [Child Protection Policy](#)
- [Child Protection Reportable Allegations against Employees](#)
- [Code of Conduct Parents and Spectators](#)
- [Enrolment Policy](#)
- [Enrolment Terms and Conditions of Enrolment Contract](#)
- [Managing Complaints and Grievances Policy](#)
- [Mobile Phones and Other Electronic Devices Policy](#)
- [Parent Code of Conduct Policy](#)
- [Privacy Policy](#)
- [SPCC Whistleblower Policy](#)
- [Student Anti-bullying and Harassment Policy](#)
- [Student Code of Conduct Policy Guidelines and Procedures for Students and Parents](#)
- [Uniform Policy](#)
- [Compulsory School Attendance Information](#)
- [2024 Bus Expectations Update](#)



Theme 6

Stakeholder Satisfaction



PARENT, STUDENT AND TEACHER SATISFACTION

At St Philip's Christian College Cessnock we believe that everyone matters, so it is important to ensure that feedback from parents, teachers and students is obtained and considered. Our College desires to work in partnership with families in order to achieve the best educational outcomes for each student. It is essential to receive regular feedback from parents, teachers and students, and this comes in a variety of forms. Our rapidly increasing enrolment figures and waiting list are a testament to parent and student satisfaction and the good reputation of our school in the wider community.

Student Satisfaction

Students meet formally and informally with teachers and members of the executive throughout the year. They offer important feedback and their perceptions of school.

Communication opportunities include:

- Pastoral Care Teacher Meetings
- Student Representative Council Meetings
- Student Reward Functions
- Student Group Meetings with the Principal
- Camping Programs
- Wellbeing Meetings
- Thrive Lessons
- AIS Your School in Focus Perspectives Survey

Teacher Satisfaction

Our College works hard at maintaining unity and a high staff morale. Teacher satisfaction is evident from:

- Positive staff involvement in Employee Appreciation Awards
- AIS Your School in Focus Perspectives Survey
- Gallup Q12 Survey
- Staff social events
- Positive discussions during staff meetings
- Positive discussions during Professional Growth Meetings
- Positive email communication and feedback from staff



Parent Satisfaction

Our College has an 'open door' policy and parent involvement is welcomed and encouraged. Feedback is obtained in a variety of ways throughout the year.

- Parent Surveys
- Teacher/Parent Interviews
- Student Leaver's Form/Exit Interviews
- Parent Meetings (via Zoom when necessary)
 - Meet the Teacher
 - Information Nights
 - IP Meetings
 - Discussions with Parents on Informal Occasions
- ISNSW Your School in Focus Perspectives Survey

Parent Feedback Extracts

- *We are truly so grateful for Mr - guidance, support & caring approach this past year. Not only are they an outstanding educator, but they were the perfect teacher for our child this year. What a blessing for our school to have such a strong teacher. Please also share our appreciation the the full year teaching team as we know so many tasks are shared.*
- *The support received at St Philip's has been incredible. The last 4 years have been invaluable and have definitely set my child up for the last two years of schooling and early adulthood.*
- *My experience has been a positive relationship with the school over my child's tenure there. I have always felt listened too and understood. Mr - has been a stand out for our time at St Philip's.*
- *Thank you for your hard work and passion in shaping the future of our children. Your efforts do not go unnoticed, and we are grateful to be part of such a fantastic school community.*
- *We love being part of the St Philip's community, we have always felt supported and welcomed... We cannot fault the school when it comes to supporting our children.*
- *Very happy and grateful for the professional service of the school. You have produced a very academically smart child into an adult.*
- *The school has treated our family with respect and care for nearly 20 years and there is nothing we would be able to fault them for.*



Student Feedback Extracts

- *I have enjoyed my senior years and I am glad I moved to St Philip's for Year 11 and Year 12. I have enjoyed the camps and thought they had great activities that helped me form stronger friendships. I also appreciated Pastoral Care (PC) in the morning and the care the teachers showed to my overall wellbeing.*
- *I believe I have been given the best start in life because of the schooling I have received at St Philip's and many teachers have gone out of their way to nurture and mould me into the person I am today.*

Staff Feedback Extracts

- *I love working at SPCC. The core values are not just a tick-a-box, but something we strive to live out every day. I can see God working through SPCC and I am excited to be able to be a part of it.*
- *The Senior School is a great place to work - it is definitely the place to be at SPCC Cessnock. I think Mr - approach to servant hearted leadership should be modelled as a template across the school and the Organisation.*
- *It's a great place to work.*



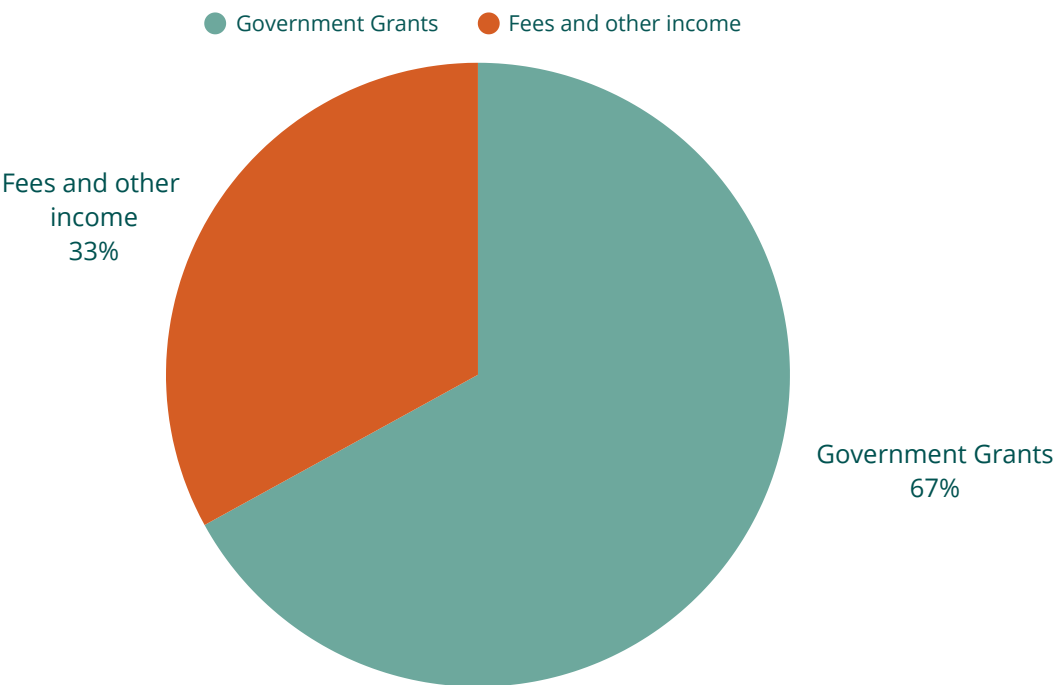
Theme 7

Financial Information

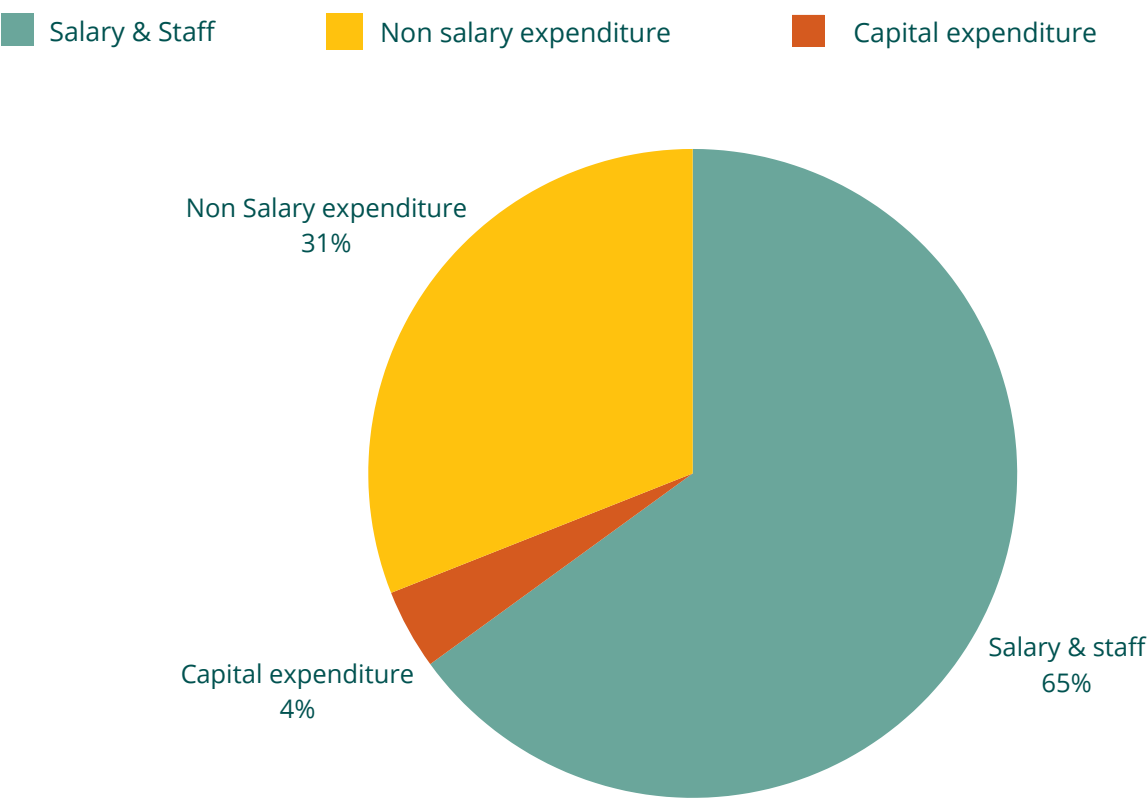


FINANCIAL INFORMATION

INCOME SOURCES 2025



EXPENDITURE SUMMARY 2025





St Philip's Christian Education Foundation Ltd ABN – 34 002 919 584

Publication Requirements

This Annual Report will be made available on NESA online. It will also be uploaded to our College website and made available to parents upon request in hard copy form. A notice will be displayed on MySPCC (our parent portal) to notify parents that it is available.



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

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