



St Philip's
Christian College
FOR THE WHOLE OF LIFE

St Philip's Christian College Gosford

2024 Annual Report





St Philip's
Christian College
FOR THE WHOLE OF LIFE

Our 2024 Theme | **Tenacity**

Matthew 7:7 (NLT)

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.

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St Philip's
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Theme One

Context



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

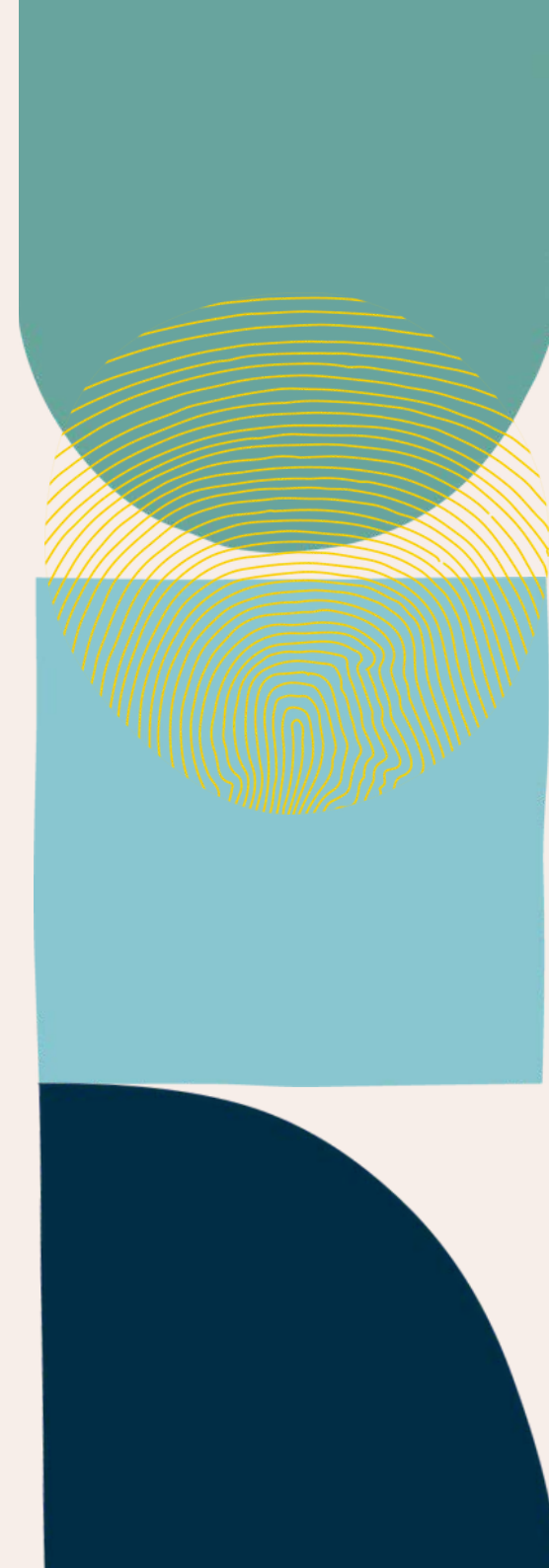
CFO Report

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.



JACQUES CRONJE
CFO St Philip's Christian Education Foundation

Director's Report

2024 SPCEF 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 every 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;
- Support and challenge staff through effective performance appraisal processes;
- Pursue strategic property acquisition and capital works programs;
- Establish new schools as demand as opportunity arises.

Director's 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 K-12 schools) as well as St Philip's Christian College DLC, Young Parents College, Teaching School, Saints Academy, Gilibaa and Narnia Early Learning Centres (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 is the School is wound up is \$350 (2023: \$250).

MEETINGS OF DIRECTORS

The number of meetings of the School's Board of Director's ('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

INFORMATION ON DIRECTORS



Leslie Holland
Chairman
B. Ed Dip Teach



Graeme Irwin AM
Executive Principal
Dip. Teach, Dip Bus

Stephen Clarke
JP, MRMA, Dip In
Theology (Hons)

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.

AUDITOR'S INDEPENDENCE DECLARATION

This report is made in accordance with a resolution of director's, pursuant to *Section 298(2)(a) of the Corporations Act 2001*.

Principal's Address – *Presentation Evening*

Good evening distinguishes guests:

- **Mr Graeme Irwin** - CEO St Philip's Christian Education Foundation
- **Mr Stephen Clarke** - Board Member of St Philip's Christian Education Foundation
- **Dr Gordon Reid** - Federal Parliament Member for Robertson, and
- **Lieutenant Colonel Andrew Kfoury** - Australian Defence Force.

Staff, Parents, family members and students. Welcome to our Presentation Evening for 2024!

It is an exciting night to come together to celebrate the various achievements of our students and also to reflect on the events and activities throughout the year.

As we start tonight, I want to ask you a question. **What does great education look like?** Is it all about **results** and **league tables**? Is it all about **reading, writing** and **arithmetic**? Or is education **more** than that? And more importantly, what does a great **Christian education** look like, which is what we offer to our community?

Our Purpose Statement here at St Philip's is that we **ignite Passion and Purpose** for the **whole of life**. In order to ignite something there needs to be the right tools, the right fuel, and the right environment to generate the spark, or to create the fire. We believe that God has created each person, with a purpose. There is a reason for their existence, and they are valued, respected and important to us. Our role as educators is to create that safe environment for learning and to provide the tools to help each student discover their passion. We believe that a relationship with their heavenly father and creator will help our students to understand more about their unique **God-given gifts** and so we believe that we have great Christian education taking place here at St Philip's.

We believe that a Christian education looks to develop the **whole** person, for the whole of their life. We want our students to be **Christ centred graduates** who are **curious** and **reflective learners**, that have a **strength** and a **resilience** to managing challenges. We want them to be **courageous** and **responsible** in their leadership, while also being **respectful, thoughtful** and **compassionate** in their interaction with others. No test scores or league tables will be able to provide measures for such aims for our students, but you will be

Principal's Address – *Presentation Evening*

able to see outworking of such a vision in the different activities and the community that is established. And so tonight we celebrate those gifts and passions already revealed, and we look forward to uncovering more of our students' gifts and skills in the years to come.

In order to help students discover their passions, you need to create the **right environment**, and this is what our amazing staff do each day. They are an incredible group of individuals who are both **talented, passionate, professional and dedicated to the vision and mission** of this school. Each one cares deeply about the education of your children. Each staff member is a Christian and so they bring God's love and truth with them into each day, and into each interaction, which makes this a very special community for our students. I feel blessed to work with each of them. Unfortunately, a couple of our staff are finishing with us at the end of this year. Mrs Bron Lobsey, Mrs Robyn Grose, Mrs Danielle Crook, Mrs Christine Harrison, Miss Laura Farrelly, Mrs Mitchell, and Mrs Doreen Smith who leaves us after 15 years of faithful service to our College in the junior School. I thank these staff for their significant contributions to our College and I want to honour them, and all our staff, so if you could please join me in showing your appreciation with a round of applause for their hard work once again this year.

} It has been a busy year with many opportunities for our students to discover more of their **passions and purposes**, and this last term, even the last couple of weeks has been no different. I thought as I try to give some reflections from the year that I would demonstrate how some of our activities or achievements have been aligned with our **Core Values**. In doing so you will be able to see how our Core Values are more than just words on our steps leading into our Administration Office, or catch phrases on our website, but instead you will see how they **influence** and **permeate** every aspect of our school.

As you would know, our five Core Values are **Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community**.

Starting with Christ first, we want to **honour Christ in all things**. This means that we overtly proclaim his name while also ensuring that in all our ways we are working and **serving our community** as if we are **serving God**. Last weekend our community enjoyed our Christmas carols event. This was a brilliant community event showcasing the real reason for the Christmas season with some great performances from our students and staff. At the end of Term Three our Junior School students performed an original production

Principal's Address – *Presentation Evening*

called 'In the beginning'. In this production students were able to show the **power**, the **majesty**, and the **creativity** in God's creation through song, dance and the performance of instruments. These are only two of the many ways in which we seek to put Christ first here at St Philip's.

Our second Core Value is **serving one another**. In many ways our world is a very self-centred and egotistical place, where looking out for self is of the highest importance. At St Philip's we want to ensure that our students are exposed to the value of serving one another. This starts in our Junior school where **i-Thrive awards** identify and acknowledge such positive behaviours on display by our students, through to our more senior students who serve at **Coast Shelter**, have been visiting **nursing homes**, or even travelled the world to **Nepal** in their desire to serve others. It is an amazing program of service and a quality that we pray our students will continue modelling when they leave our school.

Striving for excellence is about helping each student to achieve their best. This does not mean that every student needs to be the best, but it does mean that they need to strive to **be the best version of themselves**. Tonight, we acknowledge such students that have achieved the best performances, but I would also like to

acknowledge every student who has worked hard this year to **grow in their learning** or have developed their skills. This year we have seen the introduction of a new program called **Ignite** in Year Six which ended with a showcase of passion projects, and what a great diversity of interests were on display. We had sports equipment being made, paintings, artworks and clothing being designed and created, worship songs written and performed, and students fundraising for different charities in order to bless other children in hospital. It has been a very successful first year in Ignite.

At the other end of the school I wanted to acknowledge the amazing work of our staff and students in Year Twelve. We had **the most number of HSC nominations** we have ever received for students doing HSC major works this year. A huge congratulations to our **HSC Drama** students to receive two nominations for **HSC OnSTAGE** – one group performance and one individual performance. We had one nomination for **HSC SHAPE** for our **Design and Technology** student work, and two nominations for our **Extension Two English** students for the **Young Writers Showcase**, with one of our students work being accepted into the Showcase which is an incredible achievement. Congratulations to all the staff and students for **striving for excellence** in achieving these remarkable results.

Principal's Address – *Presentation Evening*

Our second cohort of **HSC SmartTrack** students graduated in September. This graduating class demonstrated **growth** and **maturity** as they worked through their Stage 6 program, **balancing schoolwork, externally delivered VET studies or TAFE**, and working in their chosen fields through **apprenticeships, traineeships and VET placement blocks**. Students gained qualifications by completing their Cert III in Education Services, and one student fast-tracked her Cert III in Early Childhood and diligently completed it within 12 months. Another student has been offered a full-time apprenticeship as a mechanic at her place of employment after consistently **striving for excellence** during the first two years of part time work and TAFE studies.

Exceptional results have also occurred in our students **sporting achievements** where for example students received numerous awards at the **Secondary HRIS Athletics** carnival this year meaning that our school won the overall points competition per school population. Students also obtained selection to compete in higher level sporting competitions including **CIS** and even a National event in Cross-country. Again these achievements are just a few of the many encouraging ways our students have been striving for excellence and exploring the gifts and passions that God has given them.

Doing What is Right is our next **Core Value**. This often sounds simply like common sense. We desire for our students to behave in Christian manner but doing what is right still requires explicit teaching and training from an early age. As mentioned briefly before, our i-thrive program which runs across the school is designed to teach the explicit **positive behaviours** expected of students in different locations, and at different times, so that our students can see how a healthy and positive community environment operates. To add to this our Junior School have continued with their **kindness challenge** again this year where students actively look for ways in which they can both demonstrate kindness but also see kindness being displayed in others. This has been a helpful program in developing students' awareness of their own behaviours and the impact they can have on other students and their experience of school.

Our final **Core Value** is **Building Community** where we desire to help everyone to feel as though they are connected to our school and have a safe space to belong. Once again there have been many activities aligned with this core value but I wanted to briefly share the excitement of our new facility that will help to build community amongst our Senior Students, and that is our new multipurpose

Principal's Address – *Presentation Evening*

basketball court. This was opened during this term and has already seen the students making good use of it. We opened the facility with a staff vs student match, with the sole purpose of highlighting the community and the atmosphere that we desire to create in Senior School where students and staff partner together in a positive and caring environment.

And so, from the small glimpse of the different events from the year, you can see the impact and influence our Core Values have on the lives of our students and our community. Each activity also ensured that the students displayed differing levels of **tenacity** which was our theme for the year.

It has been a challenging theme this year, and we can learn **tenacity** from different people in the Bible. Noah displays tenacity and belief to build a boat in the desert trusting that God will make it rain. It took **tenacity and patience** for Abraham and Sarah to wait patiently for the promise of a child at such an old age, and it took tenacity for Paul (author of many New Testament letters) who had been imprisoned, beaten, in danger from bandits, experienced serious hunger and thirst – to see God's saving message about Jesus go out amongst those in the Mediterranean region and ultimately the

world. The focus this year surrounding tenacity has been on being **tenacious in prayer**, and in our relationship with God, as nothing happens outside of his will or sovereign plans, and so **Matthew 7:7** has reminded us to keep **asking, seeking and knocking** and **staying close to God** as we pursue our **passions and purpose**.

As I come to a close this evening, and as you head home at the end of tonight and into the holidays, I want you to continue reflecting on what **great Christian education** looks like. Whether you are a student, staff member, parent, grandparent, or family member, I hope that my presentation this evening has given a glimpse into the great Christian educational community that we are creating, the incredible staff that we have investing in each student, the **Christ-centred graduates** we are shaping, and the society and world that we are seeking to influence, all for **God's glory**.

To the students, **thank you for your enthusiastic contributions** that makes this College such a special place to come to each day. To the parents, **thank you for trusting us and partnering with us in the education of your children**. To my executive team **thank you for your faithful service, sustained effort and professionalism in your leadership of the College**, and my final thanks goes to my own

Principal's Address – *Presentation Evening*

family. They have been a huge support to me once again this year and are the ones who bear much of the sacrifices that this role entails. I could not do this without them, and I thank them for their patience, constant love and support.

I hope you all enjoy a **blessed Christmas** and a wonderful and safe holiday break. I look forward to seeing you all next year as you continue your great Christian education journey with St Philip's Christian College Gosford in 2025.

Thank you.



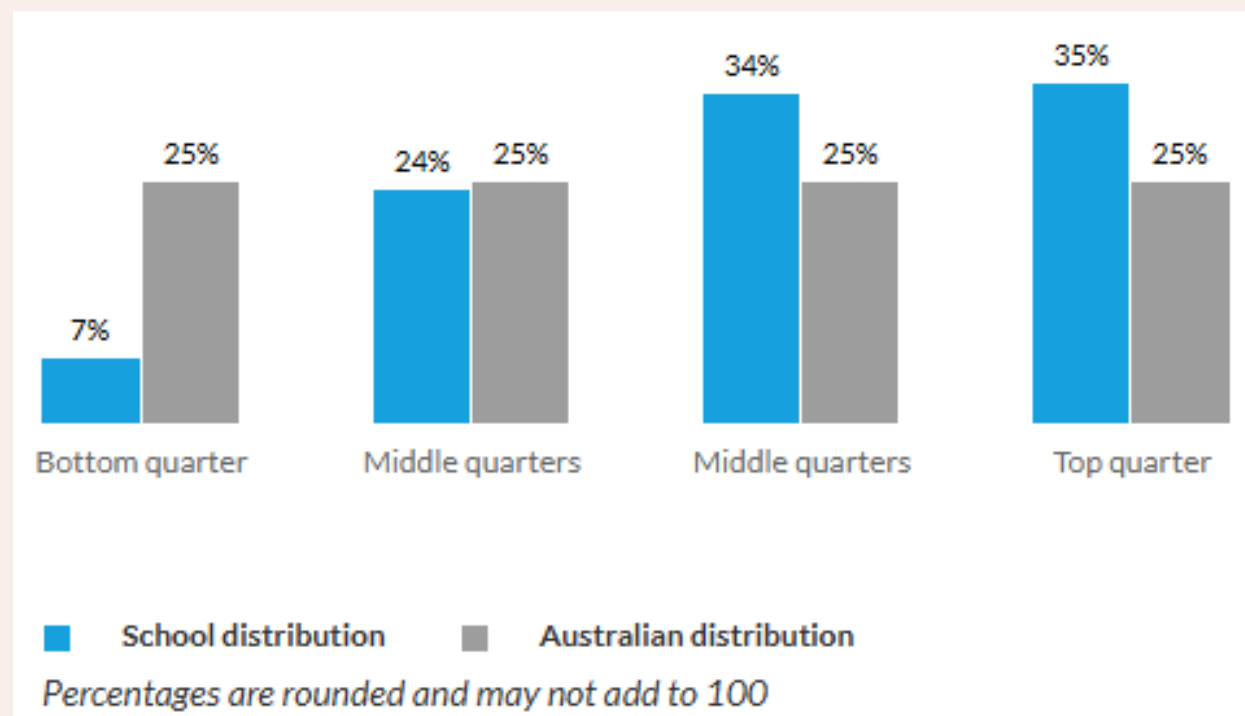
CAMERON JOHNSTON
Principal - St Philip's Christian College Gosford

SCHOOL SECTOR	Non-Government
YEAR RANGE	Kindergarten to Year Twelve
SCHOOL TYPE	Combined
TOTAL ENROLMENTS	659
LOCATION	Major Cities

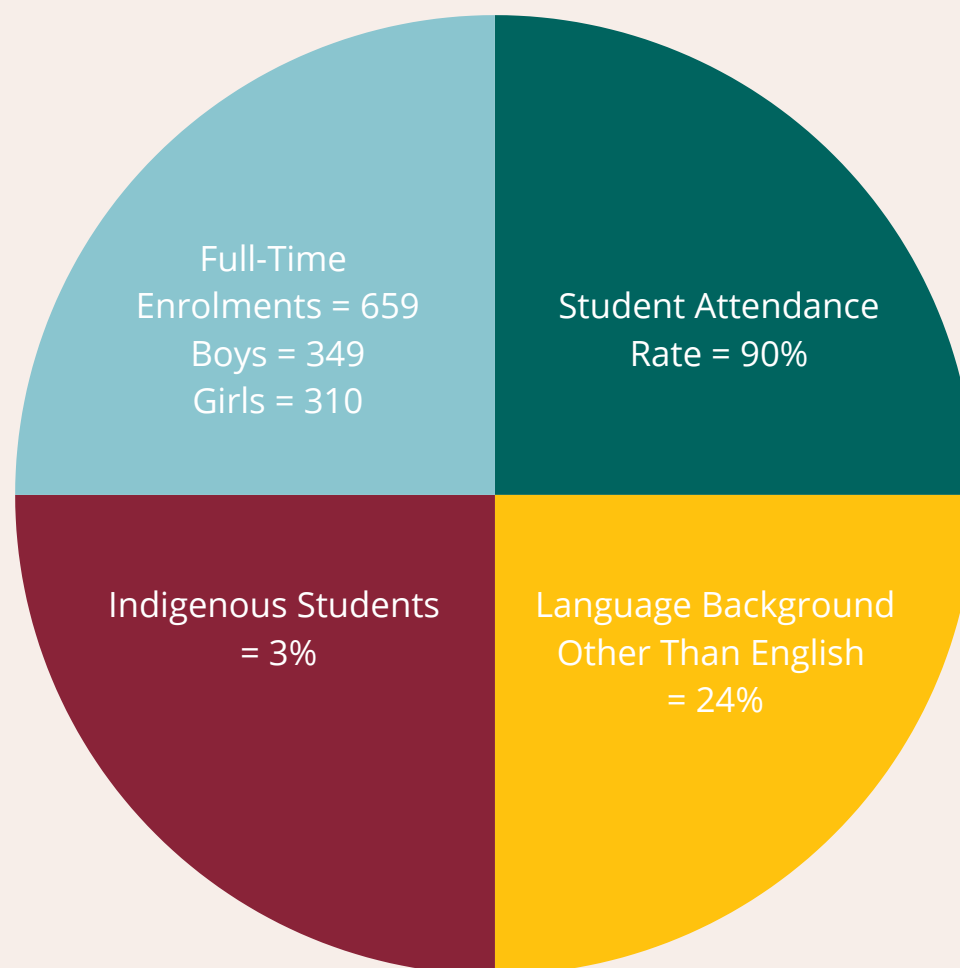
Index of Community Socio-Educational Advantage (ICSEA)

SCHOOL SECTOR	1089
YEAR RANGE	1000
SCHOOL TYPE	81
TOTAL ENROLMENTS	659

Distribution of Socio-Educational Advantage (SEA)



Characteristics of the Student Body





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Theme Two

Outcomes and Results



2024 NAPLAN Testing

Compare to ☐ Students with similar background ☒ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	438	433	415	448	436
Year 5	520	501	498	530	513
Year 7	562	552	561	563	566
Year 9	586	588	568	576	586

NAPLAN participation for this school is 95%

NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

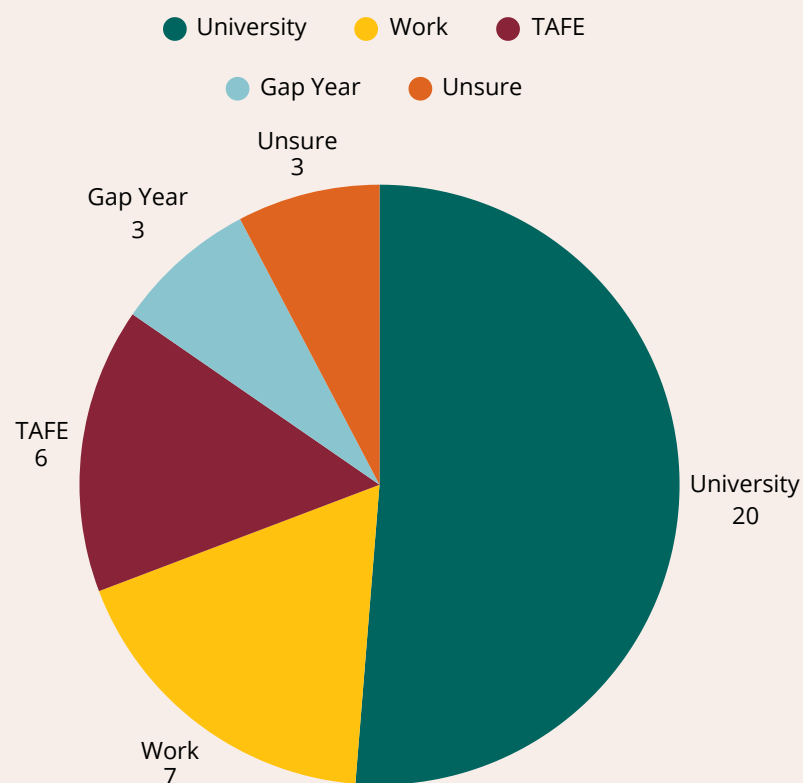
Well below

No comparison available

Post-School Destinations

Year Twelve, 2024

The total number of graduating Year Twelve students in 2024 equaled 39. The image below depicts the post-school destinations of our Year Twelve, 2024 Alumni.



2024 Higher School Certificate

Letter to Parents

18th December 2024

Dear Families,

Re: HSC Results 2024

It has been an exciting start to the morning as students from our Year Twelve class of 2024 received their HSC results and ATAR's today, along with more than 80,000 other students. We enjoyed celebrating with them at our HSC BBQ breakfast this morning where a large majority of the Year Group came back to school to reconnect with each other and with some of their teachers.

We knew the Year Twelve students had already done an exceptional job in their studies in some subjects as the College received the most number of HSC nominations we have ever received for students doing HSC major works this year. Our HSC Drama students received two nominations for HSC OnSTAGE – one group performance and one individual performance. We had one nomination for HSC SHAPE for our Design and Technology student

work, and two nominations for our Extension Two English students for the Young writers Showcase, with one of our students work being accepted into the Showcase which is an incredible achievement. We congratulate all the staff and students for striving for excellence in achieving these remarkable results.

Each year there seem to be more and more students that have received early entry or scholarships for university. Students have also earned themselves scholarships, apprenticeships or are working hard with part-time employment. It is important to note that success looks different for each student and I am pleased with the success that each student has been able to achieve this year.

I offer my congratulations to the Year Twelve class of 2024. They have been such a positive and united group of students, as demonstrated by their strong attendance at this morning's celebration breakfast. We understand that an education consists of more than any result that comes out today, and we are very pleased with the quality young men and women that have graduated this year.

2024 Higher School Certificate

Letter to Parents

In reviewing their HSC results this morning they have achieved some outstanding performances across a range of subjects. Below are a few of the highlights from our thirty students choosing an ATAR pathway this year:

- 16 Distinguished Achiever results (8 - Band 6, 8 – E4 top band for Extension subjects) for 9 students.
- 93% of Extension students achieved a result in the top two bands (E3 or E4)
- 53% of Extension students achieved an E4 result (top band)
- Two students received a perfect score of 50/50 in their Major work for Extension 2 English.
- 73% of students achieved a Band 5 or above in at least one subject.
- 93% of students achieved Band 4 or above in at least one subject.
- Highest ATAR: 97.35

These are very strong results and are a positive testament to the hard work of the staff and the students. The staff play a pivotal role in supporting, guiding and leading the students through the challenges of their final years and I thank the staff for their

diligence and care of our students once again this year. They are extremely committed to the professional instruction and support of our students, and it was great to see so many staff joining us for breakfast this morning to share in this special day with our Year Twelve.

We wish the class of 2024 all the very best in their future endeavours. They leave us knowing that they are still part of our community, but now as Alumni. Our prayer remains for our Year Twelve students, that as a result of attending our College, that a passion and purpose has been ignited for the whole of life. One of my favourite verses from the Bible is in Micah 6:8, and it states how we are to go and live our life. It says that we are to act justly, love mercy and walk humbly with our God. This would be my encouragement for our Year Twelve students as they move forward in their respective directions. Congratulations Year Twelve 2024 and I hope you all enjoy a blessed Christmas.

In Christ's service,

Cameron Johnston
Principal

2024 Higher School Certificate

Results

Subject	Year	No. of Students	Bands 3 - 6 %		Bands 1 - 2 %	
			SCHOOL	STATE	SCHOOL	STATE
Ancient History	2024	5	100%	85%	0%	15%
Biology	2024	6	83%	88%	17%	12%
Business Studies	2024	9	100%	86%	0%	14%
Chemistry	2024	8	87%	86%	13%	14%
Design & Technology	2024	7	100%	96%	0%	4%
Drama	2024	7	100%	99%	0%	1%
English Standard	2024	14	100%	92%	0%	8%
English Advanced	2024	17	100%	99%	0%	1%
Legal Studies	2024	3	100%	89%	0%	11%



2024 Higher School Certificate

Results

Mathematics Standard 2	2024	18	89%	83%	11%	17%
Mathematics Advanced	2024	10	100%	93%	0%	7%
Modern History	2024	9	100%	90%	0%	10%
Music 1	2024	3	100%	97%	0%	3%
Personal Dev./ Health/ PE	2024	6	100%	91%	0%	9%
Physics	2024	9	89%	86%	11%	14%
Textiles & Design	2024	4	100%	91%	0%	9%
Visual Arts	2024	5	100%	99%	0%	1%
Hospitality	2024	8	100%	96%	0%	4%



2024 Higher School Certificate

Extension Results

Subject	Year	No. of Students	E4 %		E3 – E2 %		E1 %	
			SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
English Ext 1	2024	6	33%	42%	67%	57%	0%	1%
English Ext 2	2024	5	100%	34%	0%	64%	0%	2%
Mathematics Ext 1	2024	2	50%	35%	50%	62%	0%	3%
History Ext	2024	2	0%	28%	100%	71%	0%	1%

Senior Secondary Outcomes

30%

OF THE YEAR TWELVE COHORT
UNDERTOOK A VET OR TRADE
TRAINING COURSE

98%

OF THE YEAR TWELVE COHORT SAT
AND ATTAINED A YEAR TWELVE
CERTIFICATE

Senior Secondary Certificate Awarded	33
Completed Senior Secondary School	35
Vocational Education & Training Enrolments	55

Retention Rates

Retention rate of Year Ten 2023 to Year Twelve 2024 = 85%

Record of Student Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year Ten up until and including some results from the Year Twelve. The RoSA records completed Stage Five (Year Ten) and Preliminary Stage Six (Year Eleven) courses and grades, HSC (Year Twelve) results, and where applicable, participation in any uncompleted Preliminary Stage Six courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places for further learning. The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC. In 2024, St Philip's Christian College issued RoSA credentials to five students.



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Theme Three

Staffing



Teacher Qualifications

In 2024, all staff at St Philip’s Christian College are committed Christian’s subscribing to the College’s Statement of Faith and are active members of a local church. They are committed to teaching from a Christian worldview.

All teaching staff have Teacher Education qualifications from a High Education Institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI - NOOSR) guidelines.

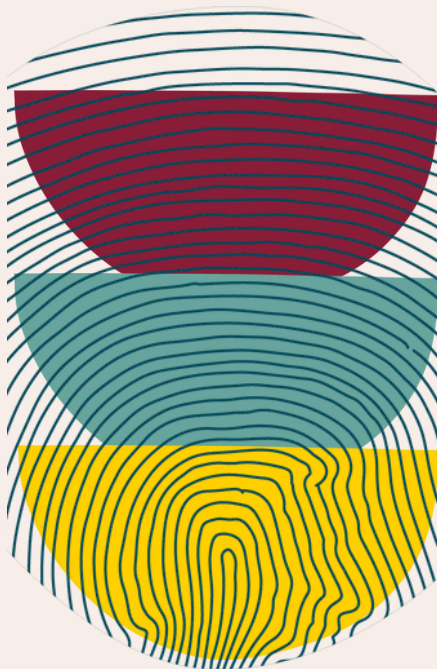
Level of Accreditation	Number of Teachers
Conditional	5
Provisional	4
Proficient Teacher	52
Highly Accomplished	14
Total number of Teachers	76
Teachers on Leave of Absence	1



Workforce Composition

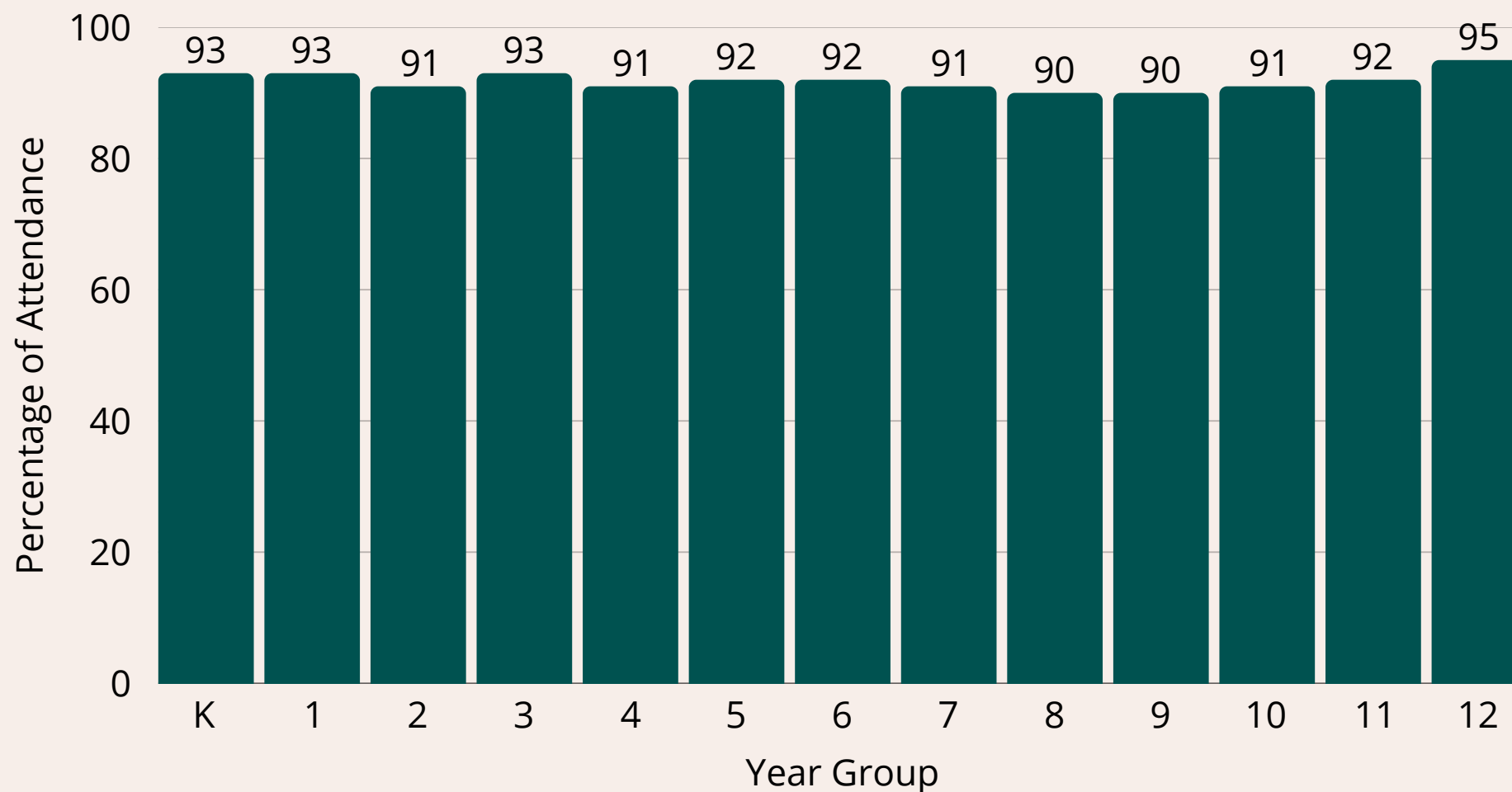
St Philip’s Christian College Gosford is an enthusiastically Christian, non-denominational College dedicated to the highest quality of education. Presently, one staff member has identified as Aboriginal or Torres Strait Islander, and we strongly encourage employment applications from First nations Teachers, Business and Operational Staff.

Teaching Staff	76
Full-time equivalent Teaching Staff	64.63
Non-Teaching Staff	46
Full-time equivalent Non-Teaching Staff	28.90





2024 Attendance Rates



Average attendance percentage across the whole school for 2024 was 91.67%

Attendance Summary Calculation Assumptions

- Students are calculated as present if they are on school related leave.
- Attendance is calculated only for school days.
- Year Twelve students attendance is calculated only for Term One, Term Two and Term Three.

Management of Attendance

- All class rolls are recorded each period by Teachers with the records stored in our online database.
- Student Reception confirms all rolls have been marked then uses our online database to generate and send an SMS and / or alert via the Parent Orbit App. This occurs where no prior notification of student absence has been provided.
- The Student Receptionist and Sub-School Administration Assistants will notify the Head of School where students are absent without notification for five or more consecutive days. The Pastoral Care Teacher or Year Advisor will follow up with parents.
- Student attendance and absentee figures are displayed on students Academic Reports each semester.
- Where specific concern is held around attendance rates for a student, meeting are undertaken with the enrolling parents, Head of School, Wellbeing Staff, Deputy Principal or Principal if required, and a plan for attendance improvement is implemented.



St Philip's
Christian College
FOR THE WHOLE OF LIFE

Theme Five

School Policies



School Policies

The following school policies are publicly available on our website:

- [Anti-Bullying Policy](#)
- [Child Protection Policy SPCEE](#)
- [Enrolment Policy](#)
- [Grievance Policy](#)
- [Student Discipline Policy](#)
- [Uniform Policy](#)





St Philip's
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Theme Six

Stakeholder Satisfaction



Perspectives: Your School in Focus

As a Christian College we want to ensure that all we are doing brings glory to God. Colossians 3:23 reminds us to focus our efforts as if we are working for God and not for human masters. As one of our Core Values states, we want to Strive for Excellence in all that we do, and so it is important to obtain feedback from all our stakeholders to understand where we can celebrate and where we can improve.

This is the third year that St Philip's Christian College has undertaken a survey with the Association of Independent Schools of New South Wales (AISNSW). This survey assesses the College's performance across a number of key indicators which will be outlined below. The survey was conducted in June 2024 and we had a total of 674 surveys completed by Parents, Students, and Staff (486 in 2023). The survey consists of questions that are scaled from strongly disagree to strongly agree, as well as textual responses. Below is a summary of some of the key findings from our 2024 survey.

Total Number of Surveys Completed = 674 (*compared to 486 in 2023*)

Total Number of Staff Surveys Completed = 100

Total Number of Student Surveys Completed = 379 (Year Five to Year Twelve)

Total Number of Parent Surveys Completed = 195

Our target statistical result is for the mean in each Domain and Dimension to be above 4.5 / 6. The mean for each focus area will be the combined results from Parents, Students and Staff Surveys.

[Perspectives: Your School in Focus Survey 2024](#)



AIS Perspectives: Domains and Dimensions

The survey itself covers five main Domains and nineteen different Dimensions as listed below in Table 1.1. A mean is then attributed to each Domain and each Dimension based on the survey responses from all stakeholders. The mean for each focus area will be the combined results from Parents, Students and Staff in accordance to the relevant questions attributed to the specific area. The College aims for the Mean to be above 4.5 / 6 within each Domain and Dimension. This means that at least 75% of the responses (across all the stakeholders) agree, or have a positive experience in relation to that Domain or Dimension.

Domain	Dimensions			
School Environment	Vision, Mission and values	Religion and faith	Sense of Safety	Physical Environment
Teaching and Learning	Designing Learning	Quality Pedagogical Practices	Inclusive Learning	Professional Learning
Student Wellbeing	Social, Emotional and Learning	Respectful Learning	Inclusivity and Equity	
Leadership	Growing Leaders	Leading, Teaching and Learning	Leadership Practices	Engaging With The Community
Community	Communications	Reporting	Student Community Engagement	Reputation

Table 1.1 – AIS Perspectives Domains and Dimensions
[Perspectives: Your School in Focus Survey 2024](#)



St Philip's Christian College Gosford Results

This year's set of results are extremely positive and indicate further growth across all five Domains. As can be seen from Table 2.1, once again the College has achieved its aim from this survey, which is to ensure that each Domain Mean is above 4.5 out of 6. This year's results also indicate that further growth has taken place on these already strong results from last year. While the growth in and of itself is also encouraging, what is more encouraging is that this growth has come from an increase of 188 survey responses from across the range of stakeholders. This is an outstanding result and has provided an even more genuine set of results from which the Executive Leadership Team can draw upon for future decision making.

Domain	2023 Mean	2024 Mean
School Environment	4.73	4.9
Teaching and Learning	4.57	4.65
Student Wellbeing	4.55	4.69
Leadership	5.05	5.06
Community	4.62	4.78

Table 1.2 - Summary of means for each Domain for 2023 and 2024

[Perspectives: Your School in Focus Survey 2024](#)



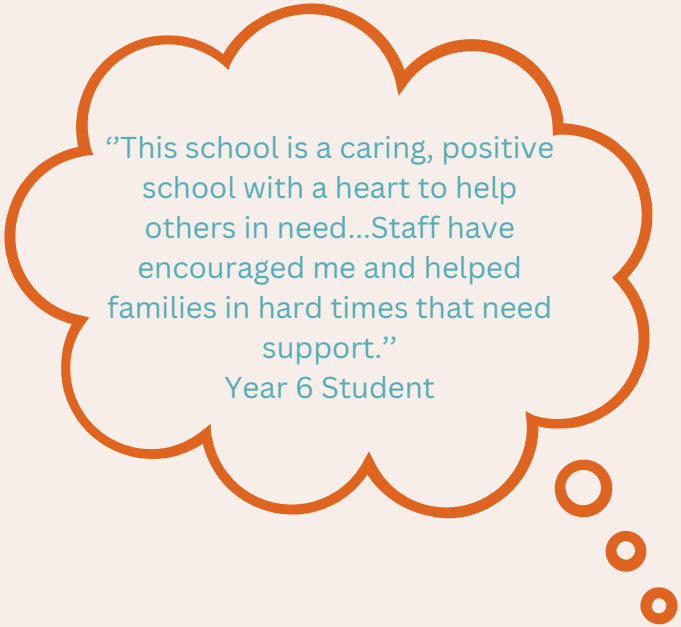
St Philip's Christian College Gosford Results

Similarly we have also seen further improvements from our very strong 2023 results within each of the Dimensions. As Table 2.1 indicates, there is very strong growth occurring across each Dimension. The only Dimension listed in Table 1.1, to not reach 4.5 as a mean, is the Social and Emotional Learning Dimension which is currently sitting at 4.42. According to AIS (NSW), from their breadth of surveys completed with other schools, this Dimension very rarely reaches the desired 4.5 Mean. While there has been growth in this Dimension from last year (4.36) we would still like to see this Dimension join the others above 4.5, and it is very close.

	2023	2024
Domain mean above 4.5	5 out of 5	5 out of 5
Dimension mean above 4.5	18 out of 19	18 out of 19
Dimension growing	15 out of 19	17 out of 19

Table 2.1 - Summary of means for Domains and Dimensions in 2023 and 2024.

[Perspectives: Your School in Focus Survey 2024](#)



St Philip's Christian College

Vision

In order to look into these results in greater detail, I would like to focus on areas that specifically align with our College Vision Statement which says the following:

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

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

[Perspectives: Your School in Focus Survey 2024](#)



"What a joy and privilege to work in such an incredible space, and to be part of a mission that is authentically rooted and flourishing in its purposes and values."
Staff Member

Vision Statement 1

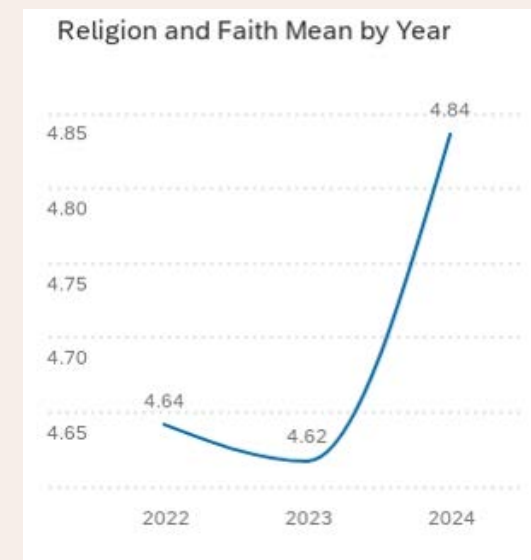
Every student develops a personal faith in Jesus Christ and is empowered to live with purpose, integrity and joy.

This vision statement is core to who we are as a Christian education provider and is our first Core Value of placing Christ First. It is important that we are integrous in our Christian education and provide an encouraging and supportive Christian framework for lifelong learning.

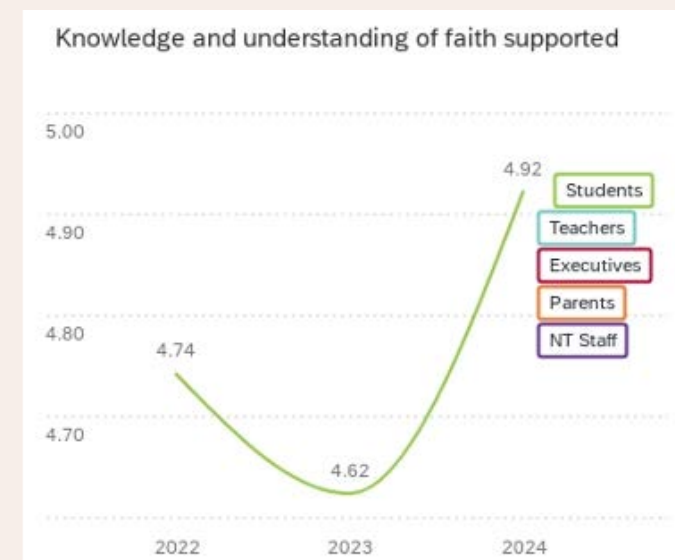
This year we have continued to roll out our teaching methodology called Transformation By Design which helps staff to shape their teaching more consistently from a Christian perspective. We have also ensured that there is greater support and teaching of CLS by hiring new staff.

As can be seen in Graph 1.1 and Graph 1.2 these initiatives have improved the student experience of Religion and Faith at the College through the significant improvement in the displayed means.

[Perspectives: Your School in Focus Survey 2024](#)



Graph 1.1 Dimension Mean for Religion and Faith



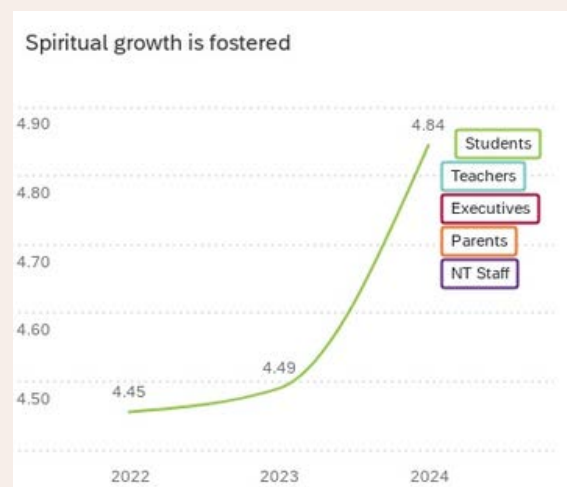
Graph 1.2 Student experience

Vision Statement 2

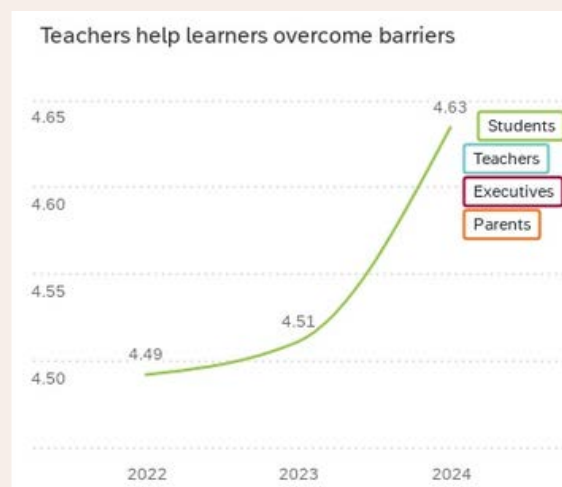
Every student achieves their God-given potential and is well equipped to make a significant contribution to society.

In order for each student to reach their God-given potential, the students need to know their heavenly Father and creator, be known by their teachers to help them in their learning, and then to feel confident in their own abilities. The Graphs below highlight how students appreciate the Christian environment in which they are taught (Graph 2.1), feel supported by their teachers in their learning (Graph 2.2), and feel confident to take on new challenges and be successful. All of these attributes will help them to make a significant contribution to society.

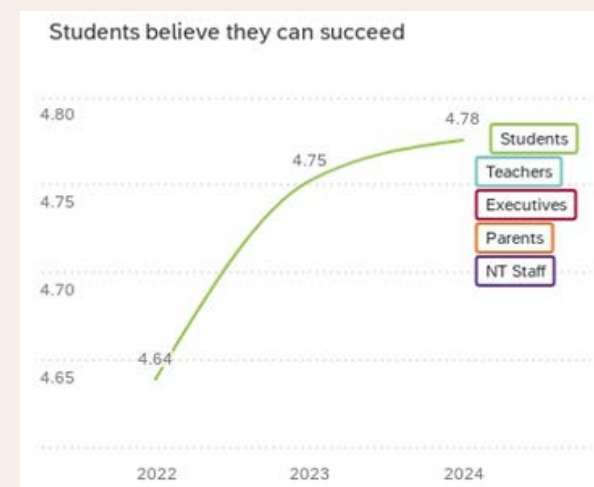
"The school has a very good reputation in the community and we are proud to be a part of it. Staff are excellent and easy to deal with."
Parent



Graph 2.1 Appreciation of Christian teaching



Graph 2.2 Teachers supporting students

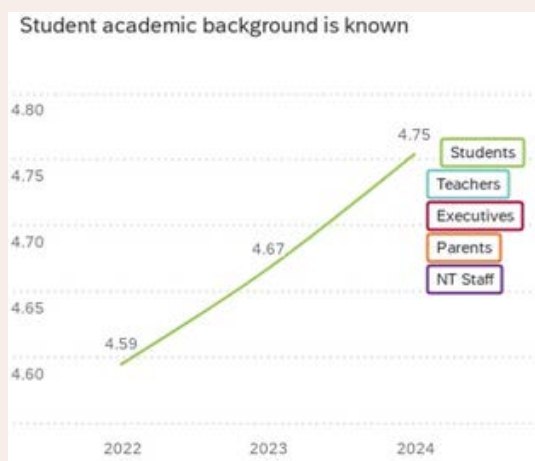


Graph 2.3 Student confidence levels are high

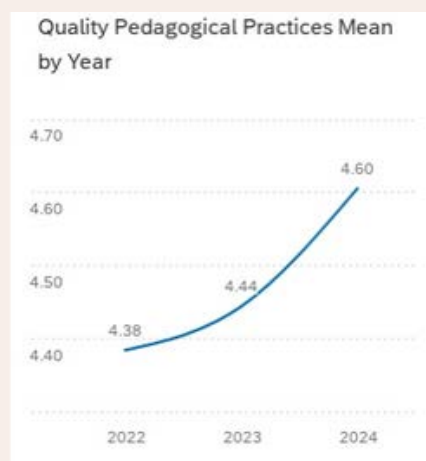
Vision Statement 3

Every student benefits from innovative and effective learning experiences taught by skilled and dedicated teachers.

Our staff work extremely hard to the benefit of the students. In order to help the students achieve their best we provide our staff with ongoing Professional Development and new training opportunities. This in turn allows the students to obtain a more enriching learning program. One of the new initiatives we introduced this year was the REACH program within our Middle School which helped to identify students with a stronger interest and ability in particular subjects. Parents often enquire of the Middle School model and I believe that Graph 3.1 highlights the success of such a model whereby the students in Middle School clearly feel as though they are known and that their learning is supported by quality pedagogy designed with their specific needs in mind.



Graph 3.1 Students feel known in Middle School



Graph 3.2 Quality Pedagogical Practices Domain specifically experienced by Middle School students.

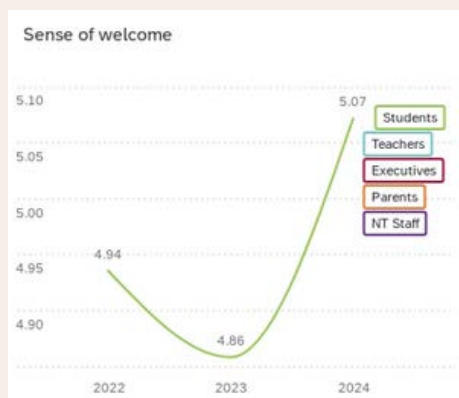
Vision Statement 4

Every student enjoys a safe and secure learning environment wherein they feel connected and affirmed.

*"Everything about this school is amazing, and the teachers are really kind to me."
Year 8 Student*

This area of the AIS Perspectives data is particularly of importance for student learning outcomes. If students do not feel safe inside or outside of the classroom then they will not be able to achieve and perform at their optimum. Students who feel safe are also able to develop stronger social and emotional skills. In looking through the data for the College, there are some very pleasing results in the Student Wellbeing Domain.

The students feel a greater sense of welcome (Graph 4.1) this year and feel an improved level of safety inside (Graph 4.2) and outside (Graph 4.3) the classroom. This is a very encouraging trend and we attribute this improvement to the hard work of our staff and the i-thrive program that we have been rolling out over the last two years. This program helps students to understand the expected behaviours in different settings, which helps lead to greater clarity and sense of safety for the students.



Graph 4.1 Student sense of welcome



Graph 4.1 Student safety inside the classroom



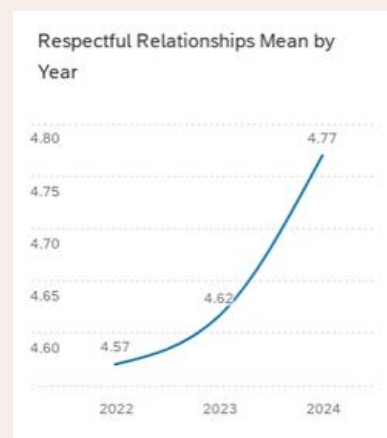
Graph 4.1 Student sense of safety outdoors

Vision Statement 5

Every student contributes to a culture of respect, dignity, care and concern for others.

There is a positive culture experienced by our community. That is not to say that we are a perfect school, but when problems arise, we help the students to know how to respond in a respectful and thoughtful manner. Once again, the data is showing that this area is growing which we feel can be attributed to our i-thrive program and the efforts of our staff to help students understand appropriate positive behaviours. In Graph 5.1 it can be seen how respectful relationships are seen to be growing in this Dimension of the Student Wellbeing Domain.

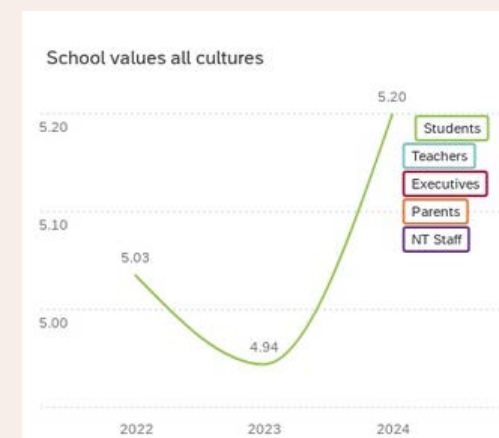
In turn it is pleasing to see that students believe the environment in which they come to school is generally free from bullying and harassment (Graph 5.2) and that the College is supportive of all cultures with an exceptionally high result of 5.2 (Graph 5.3). Again these results do not mean we are a perfect school but they do indicate that our students know our Core Values and seek to live them out each day.



Graph 5.1 Respectful Relationships Dimension Results



Graph 5.2 College environment



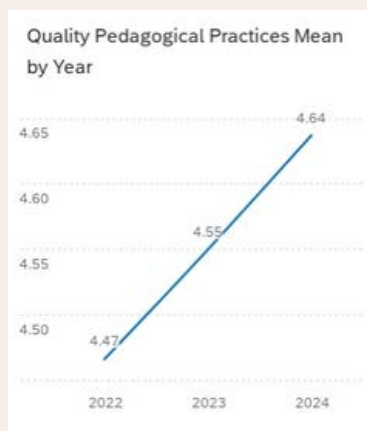
Graph 5.3 College values and cultures

Vision Statement 6

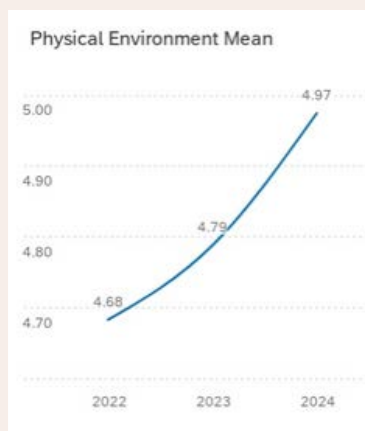
Every student has access to excellent learning resources and is taught in the best learning facilities we can provide.

We not only want to be providing excellent learning for our students and their families, but we also want to be good stewards of what God has blessed with in our natural environment and facilities. Understandably our community expects us to be ensuring the students are learning with access to both quality resources and educators. Our teachers do an amazing job of facilitating student learning with quality pedagogical practices as seen in Graph 6.1.

It is important to support these practices with quality facilities. As can be seen from Graph 6.2, our maintenance team do an excellent job of ensuring our facilities and the environment are very well maintained. Many people comment on the beautiful aesthetics of our College environment and these results would attest to that fact.



Graph 6.1 Quality Pedagogical Practices Dimension



Graph 6.2 Physical Environment Dimension

Area for Growth

While all these are very positive signs of improvement across the different Domains and Dimensions of the survey, there is always areas in which we can improve. Contained within the survey was the option for textual responses from all of the stakeholders. This was helpful to read as once again many were positive and also provided some constructive comments for where the College could improve. In reviewing all the data, a few of the areas that we will continue to focus on include;

- Communication to parents drops off as the students get older was some feedback the College received. We will be looking into how we can improve the communication with parents throughout their child's journey, while at the same time helping the students to grow in their own responsibility and communication skills.
- We are also looking into how we might be able to vary the types of assessments for students given the introduction of AI. Working with AI can also be a helpful resource in order to be more future focused in our ability to equip students for their future beyond school.
- We believe that we have an amazing Inclusive Education Team and Wellbeing Team and we are looking at how we can ensure even greater efficiencies are generated through a combined team of Student Support moving forward so that students and families are able to receive a more holistic level support.
- We are also continuing to work on the development of the new Senior School Building, oval and carpark. Currently we are in partnership with the University of Newcastle as we work through the latest research on current classroom designs and aesthetics. I am hoping to be able to share more news around this exciting project very soon.

Thank you for your partnership and support of our College as we seek to ignite passion and purpose for our students for the whole of their life. I hope this report provides you with some helpful insights into our amazing College from all the stakeholders in our community.

Mr Cameron Johnston

Principal

[Perspectives: Your School in Focus Survey 2024](#)





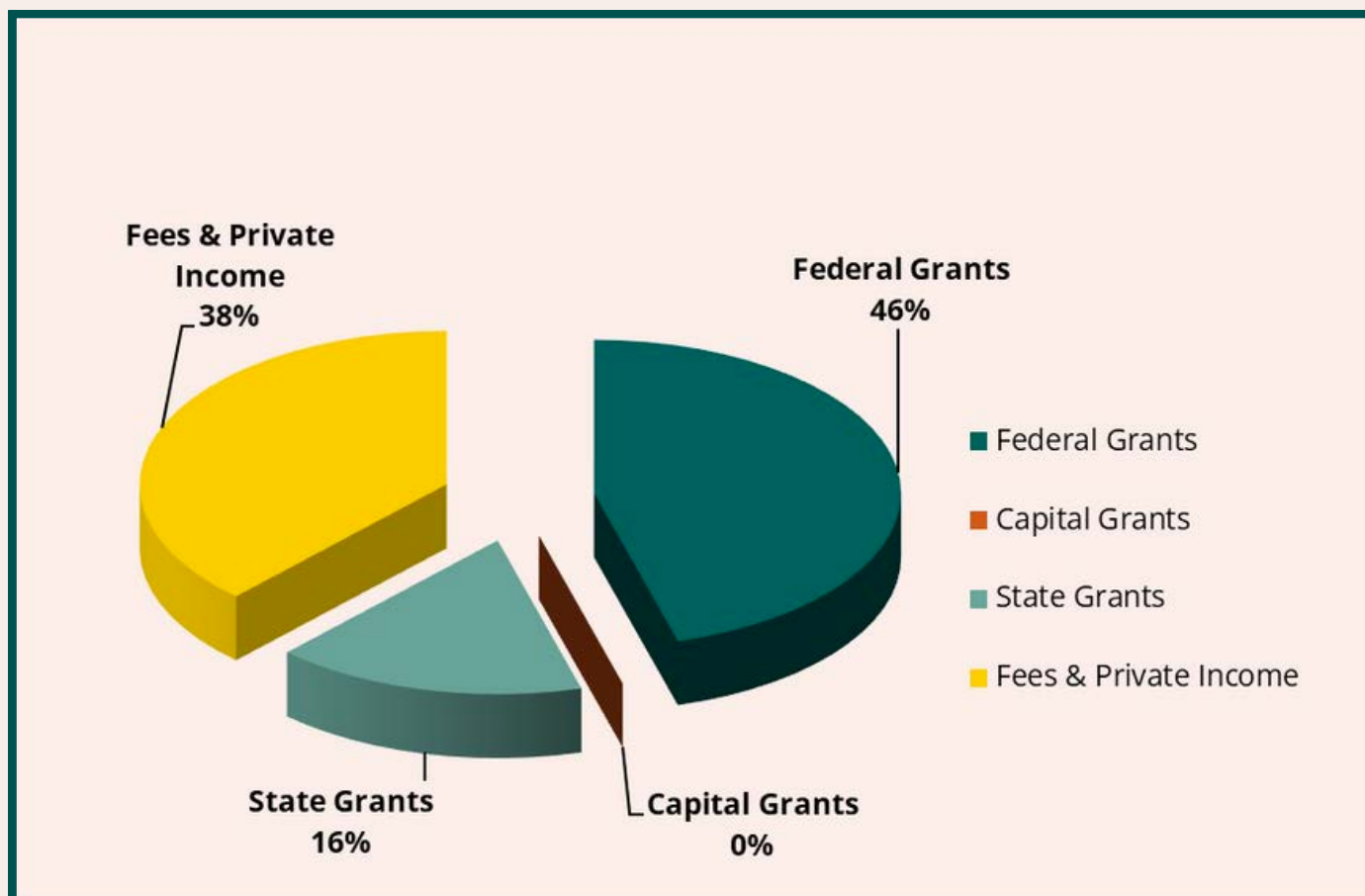
St Philip's
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Theme Seven

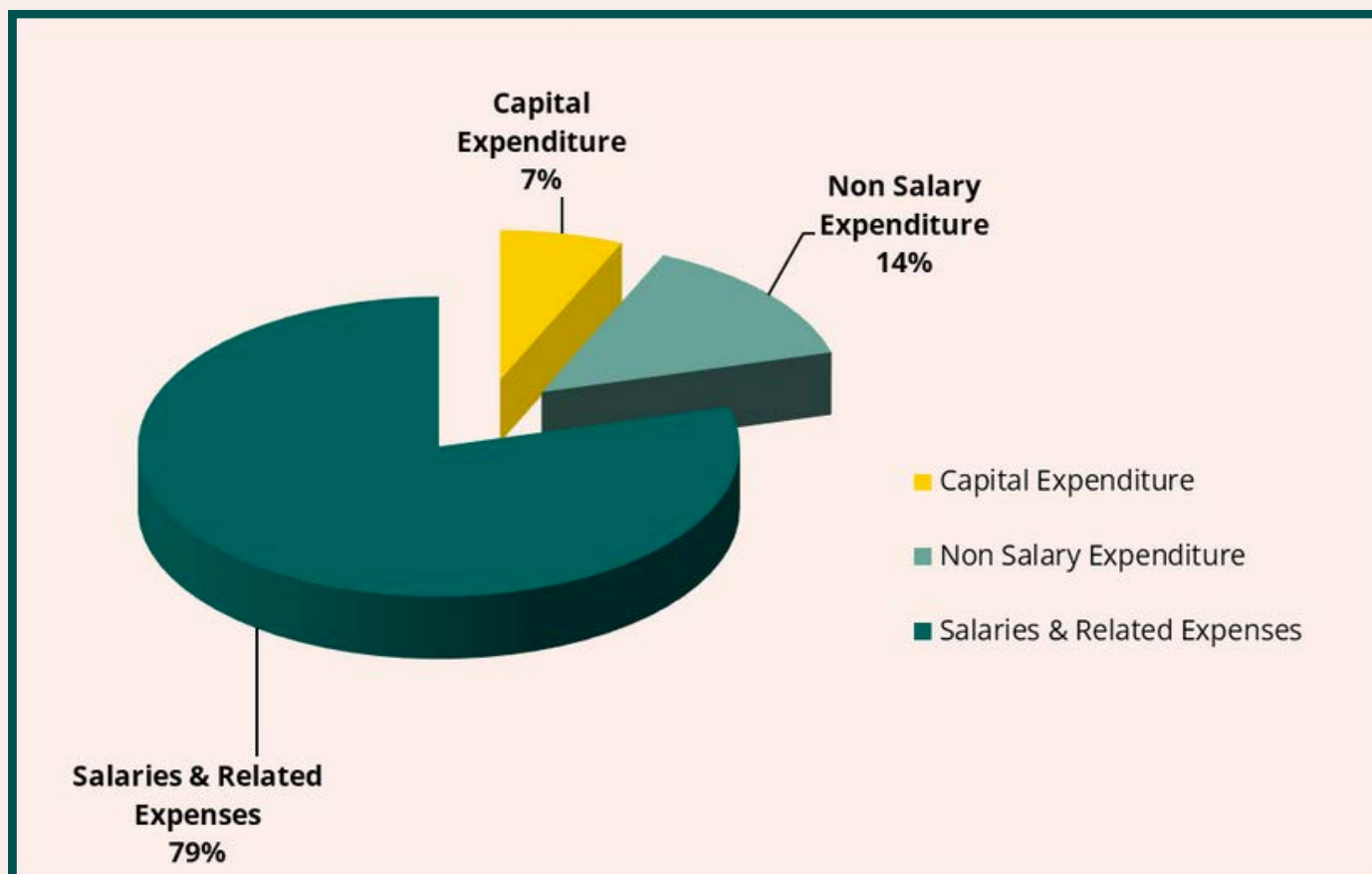
Financial Information



Income Sources



Expenditure





St Philip's
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Publication Requirements



Publication Requirements

This Annual Report will be made available on NESA Online.

www.educationstandards.nsw.edu.au

It will be uploaded to our College website and made available to parents upon request in hard copy form.

www.spcc.nsw.edu.au

A notice will be displayed on mySPCC (our Parent Portal) to notify parents that it is available.

my.spcc.nsw.edu.au





St Philip's Christian College

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