



NEWCASTLE

St Philip's Christian College 2025 Annual Report



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



St Philip's Christian College, Newcastle

2025 Annual Report

THEMES

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Contextual Information

St Philip's Christian College, Waratah, a co-educational K-12 independent school, established in 1982 with 25 students, currently has a student population of 1,450.

The College is ideally located in the heart of Newcastle and in close proximity to Newcastle University. The mission of the College is to continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice.

The five cultural distinctives of the College; Believing in God, Connecting to Others, Thinking for Life, Creating for Good and Taking Responsibility are an outworking of the Core Values of the College: Christ First, Serve One Another, Strive for Excellence, Do What is Right and Build Community. The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for intellectual, social, cultural, moral, spiritual and physical development which will stand our students in good stead for the whole of their life.

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

The College is passionate about the pursuit of excellence in all areas, particularly academic achievement, performing arts, sport and Christian lifestyle. To facilitate this, the College is divided into 3 sub-schools; Junior School, which supports children in their foundation years of schooling by providing a creative and nurturing environment, Middle School, which focuses on meeting the needs of emerging adolescents by developing confident and resilient young people who enjoy life's journey and achieve their unique God-given potential in all areas, and Senior School, which assists students in finishing strong, and stepping into the future with the passion, motivation and the ability to make a difference in the world.

Curriculum strengths include high academic standards in all KLAS, an effective learning support program, dynamic gifted and talented programs, a world class STEM program, a broad scope of vocational education opportunities, including HSC SmartTrack, which enables students to receive an HSC with industry qualification and experience, but no HSC Examinations, and innovation in ICT, including the establishment of an effective learning management platform, iLearn.

We aim to develop a culture of thinking, which means that thinking is valued, visible, promoted and experienced by all people in our learning community. A wide and varied range of extra-curricular activities are offered including sport gala days and representative team sports, musicals, choral groups, vocal ensembles and choirs, concert and stage bands, private music instruction, drama performances, academic competitions, inter-school debating, camps and service-learning trips. "High Street Productions" is an after-school Performing Arts program providing tuition in drama, dance and musical theatre.

The Centre for Innovation and Learning, which has a K-6 Hub and a 7-12 Hub, accommodates a range of services including Library Services, iSupport Services, dynamic and innovative teaching and learning experiences and Media and Marketing Services. Adjacent to the College is our Narnia Christian Preschool and Early Childhood Centre (0-5 years), which provides a dynamic and creative environment, and offers a transition program to Kindergarten at SPCC Waratah.

Throughout the College we have created flexible learning spaces, which facilitate effective team teaching, and increase student engagement and enthusiasm for learning. To strengthen our culture of learning, we have introduced 'The SPCC Whole of Life Framework', which empowers students to become independent, motivated, confident and resilient learners. We have continued to strengthen student-centred, interdisciplinary learning throughout the College, which reinforces our cultural distinctives

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

<https://www.myschool.edu.au/school/43931>



Principal's Report

JAMIE FAHEY

As we reflect on 2025 at St Philip's Christian College Waratah, I am delighted to share the story of our year, a story shaped by our theme of Faithfulness and grounded in our core values: Christ First, Serve One Another, Strive for Excellence, Build Community, and Do What is Right.

Our theme this year comes from Luke 16:10: "Whoever can be trusted with very little can also be trusted with much."

Throughout this year, students have learned what it is to be faithful in the small things, to build strong character, and to grow in their faith. And we have seen these qualities reflected in so many aspects of school life.

Term 1: A Strong Start

Our year began with excitement and purpose as we welcomed the newest members of our College community, Kindergarten 2025. They stepped into a 13-year journey at SPCC with courage, anticipation, and a love for learning.

The Year 7 Orientation Conference was another highlight, planned and led entirely by our Year 8 students. Their leadership, creativity, and organisation ensured our newest Middle School students felt welcomed and supported - a beautiful example of serving one another and building community.

Over the summer holidays, A Field underwent a transformation with the installation of a brand-new astro turf surface. This upgrade provides a vibrant and safe space for play, sport, and connection—an investment in the wellbeing and joy of our youngest learners.

We also launched the Parent Orbit app, making communication and engagement with families easier and more effective. This innovation reflects our desire to build strong partnerships with parents and caregivers, who play such an integral role in reinforcing our theme of faithfulness at home.

Students achieved outstanding results in the da Vinci Decathlon, with our Year 7 and Year 9 teams securing first place overall and earning a spot in the State competition, a testament to their commitment to excellence and their joy in learning.

Term 1 concluded with the Easter Prayer Breakfast, an event for the parent, staff and student community organised and hosted solely by students - a powerful time of reflection on Jesus as the reason for the season.

Term 2: Honouring and Serving

Term 2 began with our annual K-12 ANZAC Service, where we gathered as a community to honour those who have served our nation. We were privileged to host members of the Lambton/New Lambton RSL Sub-branch and Defence parents, and to hear an inspiring address from Wing Commander Cameron Douglas AM. This service reminded us of the importance of gratitude, sacrifice, and faithfulness to values that endure.

Another highlight was Ministry Camp, where over 200 students from across SPCC schools passionate about worship, chaplaincy, and leadership gathered for an intensive time of training and spiritual growth. Over 3 days, they engaged in workshops, prayer, and practical ministry experiences designed to equip them for service within our College and beyond. Ministry Camp is a powerful expression of our commitment to putting Christ First and raising up young leaders who will impact their communities with faith, humility, and courage.

Creative Arts Excellence

Our creative arts program shone this year with not one but two major productions.

Diary of a Wimpy Kid by High Street Production was enjoyed by nearly 1,500 audience members.

Then, one of the most spectacular highlights of 2025 was our Senior School musical, Footloose. Our talented Senior School students truly lit up the Civic Theatre

THEME 1 - Context

stage, delivering performances that were nothing short of extraordinary. Over the course of the season, more than 6,000 audience members experienced the energy, passion, and professionalism of our students as they brought this iconic production to life.

The scale and quality of these productions were extraordinary, and both received several CONDA nominations, recognising the excellence of our students and staff.

Term 3: Celebrating Culture and Community

Term 3 was rich with opportunities to celebrate and connect. Our inaugural NAIDOC Celebration brought the entire school together to honour the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.

Our Concert Band Tour took 37 talented musicians to Sydney for performances and workshops, strengthening friendships and musical skills.

Also, throughout Term 3, the SAINTS Cup brought incredible energy and excitement to our campus. This inter-house competition saw students from across the school participating in a variety of sports and activities, building camaraderie and school spirit. The grand finals in basketball were a standout moment, with the Active Learning Centre buzzing as students cheered passionately for their houses.

Colour Fun Run – A Record-Breaking Effort

One of the most joyful and impactful events of the year was the SPCC Colour Fun Run. What began as a day of colour, laughter, and community spirit turned into something truly extraordinary. Our students, staff, and parents came together in a way that far surpassed all expectations—not only enjoying the sunshine and vibrant atmosphere but also rallying behind a cause that matters.

Through the generosity and determination of our community, we raised over \$100,000 for Beyond Christian Academy, an incredible achievement that speaks volumes about the heart of St Philip's. This was more than a fundraiser; it was a powerful expression of

faithfulness and unity, showing what can happen when we work together with purpose.

Worship Night

Building on the Ministry Camp experience earlier in the year, faith was again at the heart of our Cross-Campus Youth Worship Night, where students gathered for a powerful evening of worship and testimony. It was inspiring to see young people encouraging one another to be bold in their faith and strengthening cross-campus relationships.



THEME 1 - Context



Year 12 Success and Graduation

We also joined together as a K-12 community at the end of Term 3 to celebrate the graduation of Year 12 2025.

This year, our Year 12 students achieved remarkable success across academic, creative, and performance domains. We were thrilled to see them receive nominations for Encore, OnStage, ArtExpress, Shape, and Young Writers - prestigious recognitions that celebrate outstanding achievement in music, drama, visual arts, design, and literature.

Term 4 – Service and Entrepreneurship

Over the Term 3 break, students from across the school engaged in unique service-learning opportunities. A team of Year 8 students embarked

on the Townsville Youth Adventure, a transformative outreach trip to YWAM Townsville and Palm Island, while a team of Senior School students travelled to Malawi. These experiences challenged both groups to step out of their comfort zones, serve others, and grow in faith - living out our values in practical and meaningful ways.

Term 4 also featured the exciting Business in a Box initiative, where our students stepped into the world of entrepreneurship. The creativity and professionalism displayed were outstanding, and it was inspiring to see students embrace entrepreneurship with confidence and enthusiasm. Business in a Box reflects our commitment to preparing students for life beyond school, equipping them with skills that matter.

Closing Reflection

Looking back on 2025, we see a year marked by faithfulness in learning, in service, and in community. We have witnessed students striving for excellence, putting Christ first, and building relationships that matter. We have seen parents and caregivers partnering with us, modelling faithfulness in their own lives. And we have seen God's hand at work, guiding and sustaining us every step of the way.

Thank you to every member of our school community for your commitment, your support, and your prayers.

As we move forward, let us continue to be faithful in the small things, knowing that in God's hands, they lead to great things.

Blessings,
Jamie Fahey

Chairman's Report

LES HOLLAND

Chairman of SPCE's Board of Directors

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.

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.”

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.

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

CEO's Report

GRAEME IRWIN

CEO St Philip's Christian Education Foundation

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 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.

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.

"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."

THEME 1 - Context

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 (CFO), 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.

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 Hoffman, 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.

Graeme Irwin AM, Chief Executive Officer



CFO's 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 upmost 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.

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.



THEME 1 - Context

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.

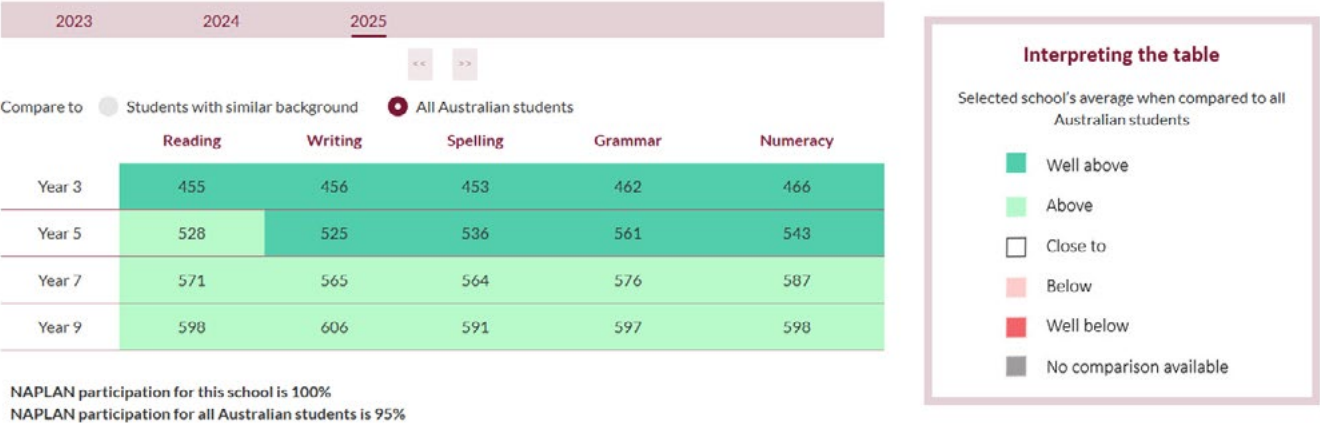
We share this information with our community, to enable transparent communication in building community trust and for our partners to understand the pressures of a school's operating landscape, whilst wanting to reassure our community that we are committed to responsible stewardship of our resources.

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



THEME 2 - Outcomes and Results

NAPLAN



www.myschool.edu.au/school/43931/naplan/results



THEME 2 - Outcomes and Results

VET at SPCC Newcastle

2025 VET courses offered on site at SPCC:

- Hospitality
- Entertainment
- Construction
- Screen and Media (Non-ATAR)
- VET Visual Art (non-ATAR)
- Business Services
- Sport Coaching
- Fitness
- Engineering (External RTO Delivered onsite to SPCC SBAT students)

Students Undertaking VET Courses

Course	No. of Yr11 Students	No. of Yr12 Students	Total Stage 6 Students
Construction	18	15	33
Entertainment	13 (3 Yr11 SBATs)	11 (2 Yr 11 SBATs Accel.)	24
Hospitality	23	12	35
Screen and Media	12 (1 Yr 11 SBAT)	12 (1 Yr 11 SBAT)	24
VET Visual Art	16	8	24
Business Services	14	13 (1 Yr 11 SBAT Accel.)	27
Fitness	11	0	11
Sport Coaching	0	12	12
TAFE	12	8 (2 SBATs)	20
Other External Providers	6 (6 SBATs)	6 (6 SBATs)	12
TOTALS		75 students*	

*19 Yr 12 students did two or more VET subjects

Percentage of Year 12 students undertaking VET/TVET Courses 60%

Percentage of Year 12 subjects that are VET/TVET Courses 22% of 32 subjects offered at school were VET.
39% of all Year 12 subjects were VET subjects (including EVET subjects).

Percentage of Year 12 students undertaking a VET course who attained their full qualification 99%

Senior Secondary Outcomes

Years 11 and 12 have traditionally followed an academic curriculum over two years, to qualify for the HSC and then go on to study at a University or College. This is no longer the case.

Currently in NSW only 89% of senior students follow an academic program of study with the aim of entering University. Of this 89%, approximately 72% meet the needs of University entrance through the ATAR. At St Philip's Christian College approximately 80% meet the requirements for University entrance.

It follows from this that the academic pattern of study will not suit all students. We advise that students select a course, which best fits their individual needs, abilities and aspirations.

Consider the following OPTIONS to obtaining an HSC:

Option A: Academic ATAR Pathway

You select a pattern of study which is academic and which is designed to lead you to further studies at University. All courses are Category A and contribute to the calculation of your ATAR.

Option B: Academic & Vocational ATAR Pathway

You select an ATAR pattern of study which is academic and can lead you to further studies at University. You include a VET (Vocational Education and Training) course in your pattern of study, which will provide you with a national recognised vocational qualification. In most cases, the VET course will contribute to your ATAR calculations, and it also provides opportunities for further study at TAFE or another training provider.

Option C: HSC SmartTrack Pathway

This is a non-ATAR HSC pathway that is designed to prepare students for life after school. Students do not need to do any examinations to achieve their HSC. This option equips students with multiple VET qualifications, and an extensive resume of industry experience. It also provides opportunities for students to undertake school-based apprenticeships or traineeships (SBATs).

THEME 2 - Outcomes and Results

Senior Secondary Subjects Offered

ENGLISH

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

MATHEMATICS

Mathematics
Standard Mathematics
Mathematics Extension I
Mathematics Extension II

SCIENCE

Biology
Chemistry
Physics

HSIE

Ancient History
Business Studies
Society & Culture
Legal Studies
Modern History
Studies of Religion I
Studies of Religion II

TAS

Design & Technology
Engineering Studies
Software, Design &
Development

CREATIVE ARTS

Drama
Music 1
Visual Arts

PDHPE

Community and
Family Studies
Personal
Development,
Health and Physical
Education

LANGUAGES OTHER THAN ENGLISH

French Beginners
French Continuers

VOCATIONAL EDUCATION & TRAINING

Hospitality
Entertainment
Construction
Screen & Media
(Non-ATAR)
Business Services
Visual Arts
Sport Coaching
Fitness



Record of Achievement

In 2025, a total of 125 students completed the NSW Higher School Certificate in 32 courses, with 109 of these students undertaking an ATAR Pathway. Across all courses, 100% of candidates achieved marks of 50 or more (Band 2 or higher) with 47% of these placed in Bands 5 and 6 (80-100 marks). Of the 26 candidates who completed a one unit extension course, 100% achieved 25 marks or more out of 50 with 100% of these achieving in the highest bands with 40 marks or more. Overall, student's achievement was at or above state level, continuing a consistent trend over the past five years.

| In 2025, 125 students achieved their HSC

Post School Destination

Most students who left school at the end of Year 12, following completion of their education, enrolled at university, TAFE or apprenticeships. Of the 109 students to complete their HSC and receive an ATAR, 80% were offered a place at university, with 47% of these students receiving early entry offers. A number of students will take a GAP year before beginning their tertiary education. For most of these students, it will involve some time spent overseas as well as joining the workforce for a short period of time.



THEME 2 - Outcomes and Results

Band Comparison 2021 – 2025

		Total Students	School %	State Comparison %	School %	State Comparison %
		In Course	Band 3-6	Band 3-6	Band 1-2	Band 1-2
Ancient History	2025	4	100	81.5	0	18.46
	2024	15	100	83.55	0	16.41
	2023	8	75	80.18	25	19.78
	2022	6	100	82.15	0	17.81
	2021	8	100	77.74	0	22.24
Biology	2025	44	93.17	86.3	6.81	13.67
	2024	48	97.9	87.8	2.08	12.17
	2023	44	93.16	88.93	6.81	11.03
	2022	38	94.72	79.2	5.26	20.76
	2021	39	100	90.61	0	9.36
Business Studies	2025	24	100	87.92	0	12.04
	2024	30	100	86.36	0	13.6
	2023	12	100	87.4	0	12.56
	2022	11	100	89.38	0	10.6
	2021	22	95.44	85.97	4.54	14
Chemistry	2025	16	87.5	89.46	12.5	10.51
	2024	17	100	86.97	0	13.01
	2023	19	94.72	85.44	5.26	14.53
	2022	15	84.6	84.19	15.38	15.77
	2021	11	100	88.31	0	11.66
Community & Family Studies	2025	12	100	90.11	0	9.84
	2024	4	100	91.42	0	8.54
	2023	10	100	90.79	0	9.18
	2022	12	100	93.11	0	6.84
	2021	14	100	91.6	0	8.37
Design & Technology	2025	12	100	97.32	0	2.65
	2024	14	100	95.71	0	4.25
	2023	14	100	94.79	0	5.18
	2022	9	100	96.19	0	3.76
	2021	14	100	96.72	0	3.24
Standard English	2025	56	96.42	93.83	3.57	6.14
	2024	53	100	92	0	7.96
	2023	50	96	89.31	4	10.66

THEME 2 - Outcomes and Results

Band Comparison 2021 – 2025

	2022	39	97.42	87.52	2.56	12.44
	2021	43	100	90	0	9.95
Advanced English	2025	53	100	99.65	0	0.31
	2024	54	100	99.43	0	0.54
	2023	48	100	99.33	0	0.63
	2022	53	100	99.01	0	0.94
	2021	50	100	99.11	0	0.84
English as a Second Language	2023	1	100	77.39	0	22.58
	2022	1	100	72.78	0	27.19
English Extension I	2025	7	100	99.6	0	0.37
	2024	12	100	99.4	0	0.48
	2023	9	100	99.47	0	0.51
	2022	14	100	99.52	0	0.46
	2021	7	100	99.28	0	0.69
English Extension II	2025	5	100	99.77	0	0.21
	2024	7	100	99.18	0	0.8
	2023	7	100	99.13	0	0.84
	2022	7	100	98.78	0	1.2
	2021	1	100	99.19	0	0.79
Engineering Studies	2025	14	100	91.35	0	8.62
	2024	9	100	93.54	0	6.42
	2023	15	93.32	94.62	6.66	5.36
	2022	10	100	85.52	0	14.44
	2021	14	100	91.92	0	8.05
Food Technology	2025	9	100	86.1	0	13.85
	2024	4	100	86.45	0	13.52
Drama	2025	6	100	97.91	0	2.05
	2024	6	100	98.71	0	1.25
	2022	12	100	98.31	0	1.65
	2021	10	100	98.33	0	1.64
Legal Studies	2025	14	100	86.47	0	13.49
	2024	11	100	88.76	0	11.2
	2023	11	100	89.58	0	10.4
	2022	9	100	83.96	0	15.99
	2021	12	100	85.48	0	14.5

THEME 2 - Outcomes and Results

Band Comparison 2021 – 2025

Mathematics Standard 2	2025	68	92.63	83	7.35	16.96
	2024	68	91.15	82.75	8.82	17.21
	2023	50	96	81.77	4	18.19
	2022	52	98.06	81.12	1.92	18.85
	2021	40	90	77.91	10	22.06
Mathematics Advanced (Change of Name)	2025	30	100	94.19	0	5.78
	2024	26	96.14	94.63	3.84	5.34
	2023	33	93.93	92.92	6.06	7.04
	2022	36	100	94.24	0	5.72
	2021	35	91.42	93.64	8.57	6.32
Maths Extension I	2025	10	100	95.25	0	4.72
	2024	7	100	97.31	0	2.66
	2023	17	100	95.77	0	4.2
	2022	21	100	93.77	0	6.2
	2021	12	100	94.05	0	5.92
Maths Extension II	2025	4	100	98.64	0	1.34
	2024	2	100	68.22	0	1.77
	2023	6	100	98.48	0	1.49
	2022	3	100	95.96	0	4.02
	2021	4	100	98.55	0	1.43
Modern History	2025	8	100	86.78	0	13.19
	2024	13	100	89.84	0	10.13
	2023	8	100	83.82	0	16.14
	2022	7	85.71	88.13	14.28	11.84
	2021	12	100	83.4	0	16.56
Music 1	2025	7	100	95.18	0	4.78
	2024	12	100	96.59	0	3.37
	2023	15	100	97.57	0	2.36
	2022	9	100	97.26	0	2.71
	2021	11	100	98.13	0	1.83
PD/H/PE	2025	40	95	89.84	5	10.13
	2024	37	100	90.17	0	9.79
	2023	26	92.29	88.78	7.69	11.19
	2022	27	100	78.93	0	21.03
	2021	29	96.53	85.73	3.44	14.24

THEME 1 - Context

Band Comparison 2021 – 2025

Physics	2025	27	96.27	84.42	3.7	15.55
	2024	16	100	85.98	0	13.97
	2023	20	85	88.77	15	11.2
	2022	18	94.42	86.44	5.55	13.52
	2021	11	100	90.4	0	9.57
Society & Culture	2025	7	100	94.4	0	5.57
	2024	15	100	94.72	0	5.25
	2023	15	100	94.72	0	5.25
	2022	15	100	92.93	0	7.04
	2021	5	100	93.71	0	6.26
Software Design & Development	2025	11	100	91.59	0	8.37
	2023	9	100	87.53	0	12.43
	2022	7	85.69	86	14.28	13.97
Studies of Religion I	2025	7	85.7	94.88	14.28	5.08
	2024	6	100	95.93	0	4.05
	2023	10	100	96.68	0	3.28
	2022	13	100	95.56	0	4.41
	2021	10	100	91.49	0	8.45
Studies of Religion II	2025	15	93.33	93.07	6.66	6.89
	2024	15	100	94.42	0	5.54
	2023	16	93.75	94.64	6.25	5.34
	2022	10	90	92.81	10	7.17
	2021	21	95.22	9046	4.76	9.51
Visual Arts	2025	14	100	99.14	0	0.82
	2024	19	100	99.12	0	0.85
	2023	14	100	98.72	0	1.24
	2022	19	100	98.26	0	1.71
	2021	8	100	98.24	0	1.72
Construction	2025	11	100	71.88	0	89.09
	2024	7	100	71.46	0	28.5
	2023	4	100	57.16	0	42.8
	2022	5	100	71.74	0	28.21
	2021	6	100	66.12	0	33.85
Hospitality Operations	2025	8	100	80.65	0	19.31
	2024	9	100	81.32	0	18.64

Band Comparison 2021 – 2025

Entertainment Industry	2023	14	100	85.63	0	14.35
	2022	7	100	84.73	0	15.24
	2021	9	100	77.3	0	22.66
	2025	8	100	87.29	0	12.68
	2024	12	100	83.16	0	16.8
Business Services	2023	5	100	81.47	0	18.5
	2022	5	100	85.52	0	14.45
	2021	7	100	84.77	0	15.19
	2025	6	100	81.55	0	18.4
	2024	3	100	76.32	0	23.65
Human Services	2023	2	100	81.81	0	18.16
	2022	1	100	77.49	0	22.47
	2025	9	88.88	87.89	11.11	12.08
	2024	7	100	92.1	0	7.86
	2021	8	100	89.46	0	10.51
French Beginners	2023	9	100	87.89	11.11	12.08
	2022	7	100	92.1	0	7.86
French Beginners	2024	2	100	90.21	0	9.75
	2022	8	100	89.46	0	10.51



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

NEWCASTLE

HSC Results 2025



Congratulations to our Year 12 students on their outstanding success in the 2025 Higher School Certificate!

We are delighted to celebrate the remarkable achievements of every student in this graduating class. Their commitment, perseverance and resilience throughout the HSC year have led to outcomes that reflect not only academic excellence, but also personal growth and character development.

On behalf of the St Philip's Christian College Newcastle community, we extend heartfelt thanks to all who have contributed to our students' journeys over the past 13 years, including teachers across Junior, Middle and Senior School, families, and peers who have encouraged one another toward success. For many of our graduates, this milestone marks the completion of their entire schooling at SPCC, which is a powerful testament to the strength of our Whole of Life approach to education.

This year's results showcase both individual excellence and collective achievement. Among the highlights are two Top Achievers in NSW, multiple students earning outstanding ATARs, 86 Band 6 scores and more than 50 students receiving early university offers. These accomplishments sit within a broader story of success; every student has worked diligently to reach their personal best, demonstrating growth that extends beyond academics to the development of character, faith and lifelong learning.

As leaders of the College, we feel privileged to have walked alongside these young men and women as they have grown academically, spiritually and personally. Their success reflects their determination and the unwavering support of our community. We are confident they will continue to make a positive impact in the world, applying the same passion and perseverance that have brought them this far.

Congratulations to the Class of 2025! We eagerly anticipate all that you will accomplish in the years ahead.

Mr Jamie Fahey
Principal

Mr Joshua Whiddon
Head of Senior School

HSC Notable Achievements & Highlights



- **3rd in Hunter Region**

- **122nd in State**

- **Early Entries**

Over 51 students received early offers to university prior to the HSC Exams.

- **2 SPCC students recognised as HSC Top Achievers**

- **86 SPCC students recognised as HSC Distinguished Achievers**

- **Maths Results**

- Our Mathematics courses achieved 19 Top Band results, reflecting exceptional student performance and excellence.

- **English Results**

- Our English courses celebrated an outstanding accomplishment with 15 Top Band achievements this year and top English results in the Hunter Region.

- **Construction Examination**

- Our Construction course achieved 6 Top Band results, showcasing outstanding practical skills and industry knowledge.

- **Legal Studies**

- Legal Studies students reached an outstanding milestone with 6 Top Band achievements this year.

- **Visual Arts**

- Our Visual Arts course achieved 6 Top Band results, celebrating creativity and artistic excellence.

- **Courses above the State Average**

SPCC students achieved above State average in 28 subjects.

- **85.9% of SPCC students achieved results in Top Three Bands across all subjects.**

Academic Performance Snapshot

Total Number of Subjects:	32
Total Number of Students:	109
No. of Single Subject Accelerants:	4
Top Achievers:	2
Distinguished Achievers:	86

**Highest
ATAR
99.00**

HSC Course Band Distribution

Band 6: 15.4%

Band 5: 34%

Band 4: 36.5%

85.9%

Band 3: 11.4%

Band 2: 2.7%

Band 1: 0%

14.1%

DUX of the College

Chenge Zhu

The title of Dux of the College represents the pinnacle of academic achievement and is bestowed upon the student who attains the highest ATAR within the College. In 2025, this distinguished honour is proudly awarded to Chenge Zhu. Chenge's academic journey has been marked by exceptional performance across all of the courses she studied throughout the HSC, including Studies of Religion I, Physics, Mathematics Advanced, Mathematics Extension 1 and English Advanced, where she has achieved top bands.

This remarkable accomplishment is a testament to Chenge's intellectual curiosity, disciplined approach to learning and unwavering commitment to excellence. Her success reflects not only an extraordinary work ethic, but also a resilience and determination that set her apart as a scholar of the highest calibre. Chenge's achievement serves as an inspiration to her peers and a shining example of what can be accomplished through dedication, perseverance and a passion for learning. The College community celebrates her outstanding success and looks forward to witnessing the continued impact of her talents in the years ahead.

**TOP
ATAR
99.00**



ATAR Highlights



**Natasha
Mills**
96.95



**Jake
Dahl**
96.90



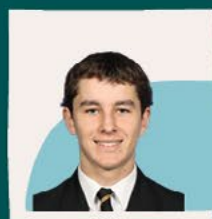
**Nicholas
Zhang**
96.85



**Aasha
Rao**
96.25



**Rosie
Long**
96.15



**Owen
Lane**
96.05



**Sophie
Leong**
95.90



**Hannah
Savage**
94.50



**Brianna
Gorfine**
94.05



**Georgia
Spencer**
94.00

Practical and Performance Nominations

| Art Express – Visual Arts

- Annalise Daniels - Accepted
- Isabella Hasson - Accepted
- Luca Wellham - Accepted

| First Class – Visual Arts

- Luka Derkenne - Accepted
- Annalise Daniels
- Isabella Hasson
- Luca Wellham

| Encore – Music

- Ava Gilbert

| Young Writers – Extension 2 English

- Willow Thompson

| Shape – Design and Technology

- Lucy Phillips
- Luca Wellham

| OnStage – Drama

Group Nomination:

- Jaiden Andrew
- Maya Garred
- Ava Gilbert
- Isaac Harrison
- Aryan Maharaj
- Erika Quinn

Individual Nominations:

- Ava Gilbert
- Isaac Harrison
- Aryan Maharaj



Distinguished Achievers

Elizabeth Blake

- Food Technology
- Business Services Examination

Georgia Cameron

- Human Services Examination

Jake Dahl

- Physics

Annalise Daniels

- Visual Arts

Zoe DeAngelis

- Mathematics Standard 2
- Personal Development, Health and Physical Education

Finn Deeg

- Mathematics Standard 2

Luka Derkenne

- Design and Technology
- Mathematics Standard 2
- Construction Examination

James Douglas (Year 11 Accelerated Student)

- Mathematics Advanced

Bryce Freeman

- Construction Examination

Ava Gilbert

- Music 1

Brianna Gorfine

- Personal Development, Health and Physical Education

Isaac Harrison

- Drama
- Legal Studies

Isabella Hasson

- Visual Arts

Owen Lane

- Mathematics Extension 2
- Physics

Sophie Leong

- Biology
- English Advanced
- Personal Development, Health and Physical Education
- Studies of Religion II

Rosie Long

- Mathematics Standard 2
- Studies of Religion II

Elliott Loughland

- Mathematics Advanced
- Construction Examination

Aryan Maharaj

- Mathematics Standard 2
- Entertainment Industry Examination

Charlotte Mahony

- Mathematics Standard 2

Natasha Mills

- Business Studies
- Mathematics Extension 1
- Physics
- Studies of Religion I

Taylah Morgan

- Food Technology
- Business Services Examination

Ruby-Lou Nelmes

- Mathematics Standard 2

Isabella Parker

- Entertainment Industry Examination

Lucy Phillips

- Design and Technology

Stella Piggott (Year 11 Accelerated Student)

- Mathematics Advanced

Archie Pola

- Mathematics Standard 2

Erika Quinn

- Drama
- English Extension 1
- English Extension 2
- Visual Arts

Distinguished Achievers

Hannah Ramsay

- Food Technology
- Legal Studies

Aasha Rao

- English Advanced
- English Extension 1
- Legal Studies
- Music 1
- Entertainment Industry Examination

Hannah Savage

- English Advanced
- English Extension 1
- Legal Studies
- Music 1
- Studies of Religion I

Samuel Scott (Year 11 Accelerated Student)

- Entertainment Industry Examination

Rishabh Shah

- Construction Examination

Georgia Spencer

- Mathematics Advanced

Rori Steele

- English Advanced

Julian Stuckey

- Construction Examination

Joe Thompson

- Mathematics Standard 2
- Visual Arts
- Construction Examination

Willow Thompson

- English Extension 2

Jack Van Esveld

- Music 1

Forest Warburton

- Legal Studies
- Mathematics Standard 2

Luca Wellham

- English Extension 1
- English Extension 2
- Mathematics Standard 2
- Visual Arts

Benjamin Wild

- Legal Studies

Ethan Wilson

- Visual Arts

Nicholas Zhang

- Biology
- Business Studies
- English Advanced
- English Extension 1
- English Extension 2

Chenge Zhu

- Studies of Religion I
- Physics
- Mathematics Advanced
- Mathematics Extension 1
- English Advanced

Workforce Composition

SCHOOL STAFF

NUMBER OF STAFF

Teaching staff	134
Full-time equivalent teaching staff	113.5
Non-teaching staff	76
Full-time equivalent non-teaching staff	50.3

www.myschool.edu.au/school/43931

Teacher Accreditation

LEVEL OF ACCREDITATION

NUMBER OF TEACHERS

Conditional	5
Provisional	3
Proficient Teacher	171
Highly accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	1
Independent Schools Experienced / Accomplished Teacher	6

Student Attendance

Students are expected to attend school every day. If a student is not in attendance, then the following procedures should be followed:

Parents/guardians are expected to contact the College on the day of the child's absence to inform the College of that absence. (Parents/guardians are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the parents/guardians need not contact the school on the first day of the absence). If a student is absent and no notification has been received by 10am, a text message or App notification is sent to parents/guardians notifying them of the absence. Parents/guardians can respond to the SMS or notification in the App regarding the nature of the absence, and this is accepted as notification of the absence.

If the parents/guardians do not notify the College, or respond to the SMS or App notification, the Principal or his delegate will undertake all reasonable measures to contact parents promptly within three school days of an unexplained consecutive absence occurring. For any absence, a written note or SMS providing the dates of and reasons for the child's absence is required from the parent/guardian within seven days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is explained or unexplained. This note or SMS will be recorded on the student's school record. If a note or SMS of explanation is not received, then the absence is recorded as unexplained.

Notice: This report was generated from 2025's Result Period 9 student data archive.
There were 182 full days in this period.

Year	Head Count	Full Year Equivalent	Full Days	Absence	Attendance	Attendance %
Kindergarten	72	71.57	13,026	819	12,207	93.71%
Year 1	73	69.87	12,716	739	11,977	94.19%
Year 2	70	68.30	12,430	770	11,660	93.81%
Year 3	84	82.17	14,955	940	14,015	93.71%
Year 4	87	82.32	14,982	1,237	13,745	91.74%
Year 5	86	84.29	15,340	1,285	14,055	91.62%
Year 6	86	84.47	15,373	1,467	13,906	90.46%
Year 7	168	160.48	29,208	2,359	26,849	91.92%
Year 8	163	157.76	28,712	2,398	26,314	91.65%
Year 9	167	164.49	29,938	3,115	26,823	89.60%
Year 10	167	160.06	29,131	3,143	25,988	89.21%
Year 11	151	145.14	26,415	2,022	24,393	92.35%
Year 12	128	126.23	22,973	1,280	21,693	94.43%
Total	1,502	1,457.14	265,199	21,574	243,625	91.86%

www.myschool.edu.au/school/43931/attendance

School Policies

The following school policies are publicly available on the website:

- Enrolment Policy
- Child Protection Policy
- Anti-bullying Policy
- Discipline Policy
- Complaints Policy

www.spcc.nsw.edu.au/schools/colleges/newcastle/about/policies



Feedback from Students, Parents, and Staff during 2025

At SPCC 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 strong enrolment figures and waiting lists 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 their teachers and members of the Executive and College Leadership Teams throughout the year. They offer important feedback and their perceptions of school. Communication opportunities include:

1. Pastoral Care Teacher Meetings
2. Student Leader Meetings
3. Student group meetings with the Principal
4. Head of School Meetings with Leaders
5. Chaplain facilitated Meetings
6. Student Voice Groups

TEACHER SATISFACTION

Our College works hard at maintaining unity and a high staff morale. Feedback from teachers is gained through:

1. Staff contributions during meetings
2. Discussions during Professional Discussion Meetings with the Principal
3. Emails from staff
4. Informal discussions with staff

PARENT SATISFACTION

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

1. Parent Surveys
2. PTF Meetings
3. Emails and Letters
3. Student Withdrawal Forms / Exit Interviews
4. Parent Meetings
 - a. Parent Teacher Online Interviews
 - b. Information Nights
 - c. Discussions with parents on informal occasions

THEME 6 - Stakeholder Satisfaction

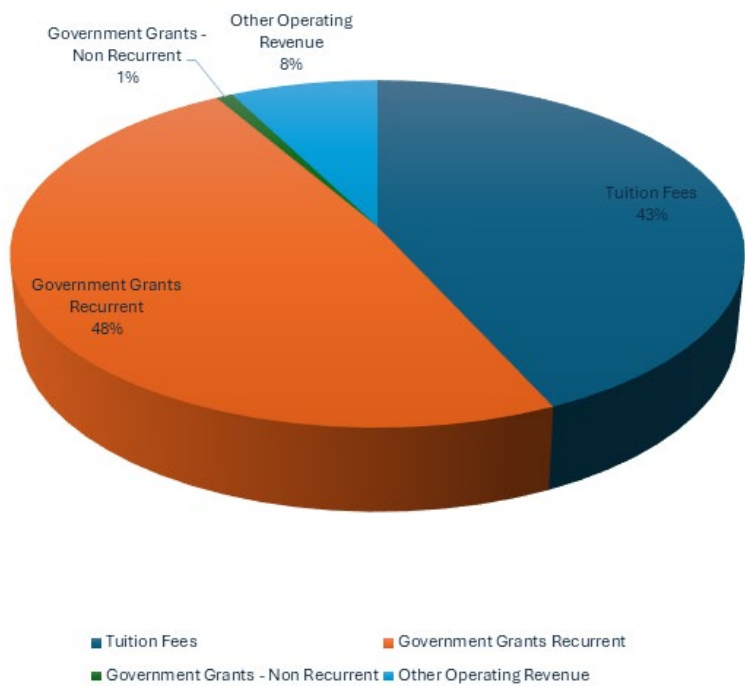
FOCUSED SURVEYS FOR 2025

- Student Perspective Surveys of Teachers – Years 5 – 12
- Weekly Pulse check-in with students
- Perspectives Survey – Parents, Staff and Students
- Senior School Student Leaders Nominations
- 5 – 12 Gallup Student Poll Survey
- Year 10 GRAD Student Voice Survey
- Senior School Captains Voting
- Gallup Q12 Staff Engagement Survey
- Year 12 Formal Awards Survey
- Senior School Launch Day Feedback Survey
- Year 8 and 9 Students Interest Survey for Homeroom Classes
- SPCC Student Leadership Symposium Feedback
- Academic Mentoring Survey
- Senior School Staff Awards Survey
- Middle School Student leadership Voting
- Year 5 Parents MacBook Survey
- Middle School Students Toilet Survey
- Year 7 ADDvantage Elective survey
- Malawi Feedback Preparation
- Nepal Service Trip Survey
- IP Meetings and Feedback
- Teacher Duties Survey
- Sub-School Visit Survey
- Year 5 Macbook Survey
- Year 12 Mentoring Survey
- SPCC App Feedback Survey
- Kindergarten New Family Survey
- Student CLS Feedback Survey Years 9 - 12
- Business in a Box Participant Survey
- Emergency Management Staff Feedback Survey
- Family Technology Plan Workshop Participant Survey
- Student Leadership Team - Staff Nomination
- Senior School - Toilet Usage Survey
- Year 12 References and School Involvement Survey
- Camp Review parents, students, staff surveys
- P5 Educational Philosophy of Education and Learning Framework CLT

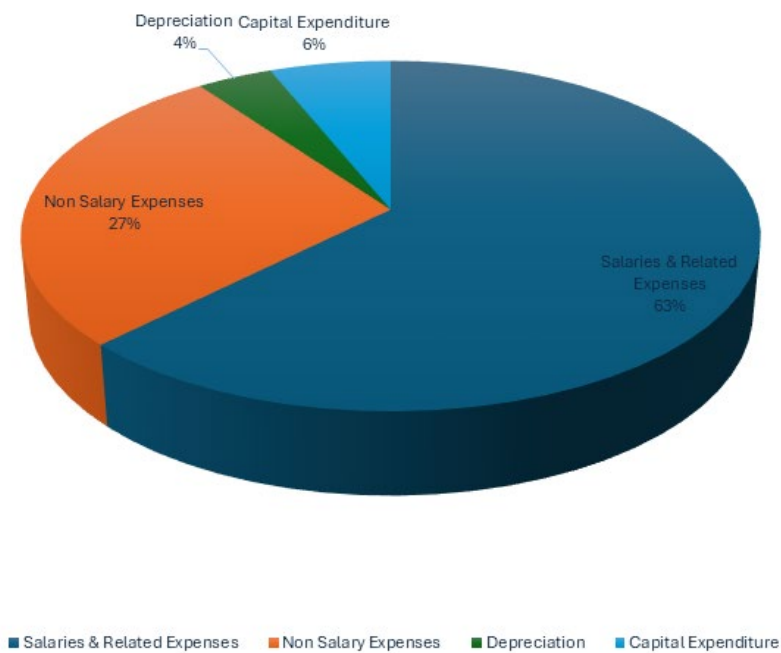


THEME 7 - Financial Information

SPCC Newcastle Income by Source



SPCC Newcastle Expenses by Type





RUTH LIFE