



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

Annual Report **2025**

ST PHILIP'S CHRISTIAN COLLEGE PORT STEPHENS

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School
2025



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



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THEME 1

A Message from Key School Bodies

Principal Report



MARTIN TELFER
PRINCIPAL

This year has been one of deep gratitude, celebration, and growth as we marked the **College's 30th anniversary**. Our theme of faithfulness has been woven through every aspect of our community life, reminding us of God's steadfast presence over three decades. We honoured this milestone through a series of **'Giving 30'** activities across the College and into the community, culminating in a memorable anniversary dinner in August, where past and present staff, families, and friends gathered to reflect on the journey and look with hope toward the future.

Our partnership with Gilibaa – “the place of light” and the ongoing relationship with the Worimi Elders has continued to enrich our learning community. Their wisdom has shaped our understanding of place, culture, and connection, and we remain grateful for the light they bring to our shared story.

Throughout the year, students have engaged wholeheartedly in their learning, from assessments

and academic studies to sport, performance, service, and cultural activities. Whether in the pool, on the stage, in debate, song, or dance, our students have contributed to the life of the College with generosity and enthusiasm. Their acts of service continue to strengthen our community and reflect the values we seek to nurture.

We are deeply thankful for our families, who partner with us in the noble task of educating young people. They remain their child's first and most important teacher, and it is an honour to walk alongside them as their children grows in purpose, character, and learning.

As we celebrate 30 years, we acknowledge the **faithful leadership** of those who have shaped the College, including our first Principal, Chris Walkling and his seventeen years of vision and grace, and the steadfast service of many wonderful staff who have woven their stories into the fabric of the College. We hold fast to the encouragement of Hebrews 10: **“Let us hold unwaveringly to the hope we profess, for He who promised is faithful.”** God's enduring faithfulness continues to guide and sustain our community.

Marty Telfer

Principal



THEME 1

A Message from Key School Bodies

Chief Executive Officer Report



GRAEME IRWIN

Chief Executive Officer,
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. Three hundred and twenty nine strong, this Year 12 cohort has left a legacy of both academic and personal achievement. As you step into the next chapter of your lives, I hope that all you have gained here at St Philip's equips you to contribute positively to the world and to live out faithfulness in every sphere of life.

Finally, I want to thank you – 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.

As we approach Christmas and the holiday season, I pray you will enjoy a time of rest, joy, and renewal with your loved ones. And I look forward to continuing this journey with you in 2026.

Thank you, and God bless.

”

"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

A Message from Key School Bodies

Chief Financial Officer Report



JACQUES CRONJE

Chief Financial Officer,
St Philip's Christian Education Foundation

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

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

Our overall margin was significantly supported by additional benevolent giving from our community partners who are standing in the gap of inflationary pressures and reduced

government funding (in real terms) to support our operations and future growth initiatives.

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

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

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

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

As in last year's CFO report, we will again provide a quick synopsis of how government funding influences our organisation's financial position. It is important for our community to understand the downward pressures on our government funding that in return puts pressure on tuition fees.

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

There have been many independent school funding models in Australia with the Gonski report very influential in 2014. In 2020, the government introduced the Capacity to Contribute (CTC) model relating to the capacity of a school community to contribute to the cost of education.

This means that the government looks directly at each individual school's parent community's socio-economic ability to contribute to education costs of that specific school. The Direct Measure of Income (DMI) score provides indexation against the national benchmark and where a school community seems more likely to contribute, the less recurrent government funding is made available for that school.

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

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

THEME 1

A Message from Key School Bodies Directors' Report



LESLIE HOLLAND

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

Greetings,

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

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

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

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

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

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

LUKE 16:10

Thank you to our CEO, Mr. Graeme Irwin AM, who continues to guide this organisation with clear, forward-thinking vision and strategic leadership. Also, to the CFO, Mr. Jacques Cronje and the finance team, not forgetting all personnel in the Central Office who contribute to the effectiveness of this outstanding organisation known as St Philip's.

To SPCE staff in all schools and centres, thank you for your expertise and continued commitment to delivering high-quality education in a caring, "Christian Framework."

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

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

Grace and Peace,

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



DIRECTORS



Les Holland
CHAIRMAN

Graeme Irwin
CEO

Robert Fogg
DIRECTOR

Stephen Clarke
DIRECTOR

Ksenia East
DIRECTOR

Jenny Hoffman
DIRECTOR

Ben Picton
DIRECTOR

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



THEME 1

Contextual Information

ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

St Philip's Christian College Port Stephens was established in 1995 and now has an enrolment exceeding 800 students from K to 12. Located on the beautiful Tomaree peninsula it is surrounded by pristine beaches and breathtaking natural beauty. The mission of the College is to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The five core values of the College are Christ First, Serve One Another, Strive for Excellence, Do what is Right and Build Community.

The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for all-round development - intellectual, social, cultural, moral, spiritual and physical. The College is passionate about the pursuit of excellence in all areas of school life, particularly academic achievement, performing arts, sporting events and Christian lifestyle. Curriculum strengths include high academic standards, learning support, gifted and talented, vocational education, innovation in ICT and thinking and information skills.

Extracurricular activities include sport, gala days, music groups, drama performances, academic competitions, camping activities and mission trips. The College is grateful to be able to offer our students the opportunity to do the Duke of Edinburgh's Award, a program to enrich their lives with Voluntary Service, Physical Recreation, learning new Skills and undertaking an Adventurous Journey to create opportunities for team building, problem solving and making life long friends.

The College has an open enrolment policy and students are drawn from a wide range of socioeconomic (ICSEA 1072), cultural and religious backgrounds.

Please visit My School website for further information about the College:

<https://bit.ly/MySchoolProfile2025>



The College seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for all-round development - intellectual, social, cultural, moral, spiritual and physical.



ENROLMENTS BY GRADE

YEAR GROUP	TOTAL IN YEAR GROUP	MAXIMUM CLASS SIZE
Kindergarten	45	20
Year 1	37	26
Year 2	45	26
Year 3	46	28
Year 4	56	28
TOTAL FOR JUNIOR	229	
Year 5	59	26
Year 6	67	26
Year 7	96	28
Year 8	85	28
TOTAL FOR MIDDLE	307	
Year 9	71	28
Year 10	82	28
Year 11	75	26 (20 for prac classes)
Year 12	63	26 (20 for prac classes)
TOTAL FOR SENIOR	291	
TOTAL FOR SCHOOL	827	



THEME 2

Student Outcomes

IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN RESULTS

For further information follow this link:

<https://myschool.edu.au/school/43889/naplan/results/2025#studentresult>

	2023	2024	2025			
		Reading	Writing	Spelling	Grammar	Numeracy
Year 3		451	439	410	440	440
Year 5		523	499	484	526	513
Year 7		568	552	547	563	577
Year 9		594	590	577	592	611

THEME 2

Senior Secondary Outcomes

(STUDENT ACHIEVEMENT) RECORD OF SCHOOL ATTAINMENT (ROSA)

Eighty Year 10 students from St Philip's Christian College Port Stephens were eligible for their RoSA in 2025.

HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Sixty seven students (including five Year 11 students) from St Philip's Christian College Port Stephens sat for the NSW Higher School Certificate in 29 courses. Across the cohort, our students were stretched to give their very best effort and as a result achieved excellent results.

The Honour Roll acknowledges students who obtain a Band 6 result (90 or better) in a 2-unit course or a Band E4 result (45 or better) in an Extension course in one or more subjects. In 2025, St Philip's students obtained thirteen places on the Honour Roll. These places were achieved by 10 individual students across 8 subjects. This result reflects positively on the students' efforts and those of their teachers and parents who support them.

Our highest ATAR for 2025 was Anique De Vries with 91.85. Also of particular note were the achievements of five of our students, who were nominated for exhibitions; Suzy Cole, Brie Jacobson, Bronte Micheli and Andi Ferrito nominated for ARTEXPRESS; Daniella Bradicich was nominated for OnSTAGE.

HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE (Percentages are rounded and may not add to 100)

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Automotive (Exam Mean)	2025	4	82	50	33	50	62	0	5
	2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2023	1	71	0	17	100	61	0	21
Biology	2025	19	72	16	36	74	51	11	13
	2024	20	69	0	36	90	53	10	12
	2023	12	74	25	32	75	57	0	11
Business Studies	2025	12	70	8	38	83	51	8	11
	2024	14	72	7	37	93	50	0	13
	2023	11	74	36	36	55	52	9	12
CAFS	2025	9	76	22	33	67	59	11	8
	2024	8	77	63	36	25	57	13	7
	2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chemistry	2025	9	76	22	33	67	59	11	8
	2024	12	63	8	39	67	49	25	13
	2023	3	74	33	38	66	47	0	14
Construction (Exam Mean)	2025	7	76	43	44	43	46	14	10
	2024	1	82.4	100	47	0	50	0	3
	2023	3	88	100	44	0	53	0	4
Design & Technology	2025	3	81	100	49	0	48	0	2
	2024	8	78	50	48	50	48	0	4
	2023	9	74	22	47	78	48	0	5
Drama	2025	7	75	14	59	86	39	0	2
	2024	1	77	0	62	100	37	0	1
	2023	3	84	67	55	33	42	0	3



Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Earth & Environmental Science	2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economics	2025	9	69	11	53	78	40	11	7
	2024	1	79	100	52	0	41	0	7
	2023	2	70	0	49	100	44	0	7
Electrotechnology (Exam Mean)	2025	3	85	100	22	0	71	0	7
	2024	2	75	100	21	0	69	0	10
	2023	4	80	57	16	43	74	0	10
Engineering Studies	2025	4	65	0	29	75	63	25	8
	2024	9	73	11	32	89	62	0	6
	2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Studies (Exam Mean)	2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2024	5	58	0	7	60	65	40	27
	2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English (Standard)	2025	36	68	6	13	89	81	6	6
	2024	33	74	6	13	94	79	0	7
	2023	31	68	0	13	94	76	6	11
English (Advanced)	2025	23	78	39	65	61	35	0	1
	2024	15	77	20	68	80	32	0	1
	2023	13	81	69	67	31	32	0	1
History - Ancient	2025	7	76	43	35	57	47	0	18
	2024	7	76	44	38	56	47	0	15
	2023	7	78	69	67	30	32	0	1

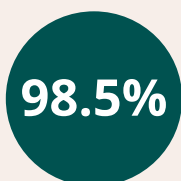
Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
History - Modern	2025	13	68	38	36	38	52	23	13
	2024	9	74	25	39	75	51	0	9
	2023	9	61	0	35	78	50	22	15
Hospitality - Food & Beverage (Exam Mean)	2025	5	70	0	30	100	64	0	6
	2024	4	80	60	29	40	66	0	4
	2023	4	78	50	26	50	68	0	7
Human Services	2025	4	-	0	21	100	76	0	3
	2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2023	1	71	0	18	100	76	0	5
Industrial Technology	2025	7	69	0	23	86	62	14	15
	2024	7	85	71	23	29	64	0	13
	2023	4	70	25	24	50	62	25	14
Legal Studies	2025	6	78	33	45	67	43	0	13
	2024	5	76	0	44	100	46	0	10
	2023	9	67	22	43	66	48	11	10
Mathematics Stand 2	2025	39	74	23	30	64	54	13	17
	2024	42	74	22	29	73	54	6	17
	2023	28	72	32	32	61	51	7	17
Mathematics Adv	2025	7	76	29	51	71	43	0	6
	2024	10	73	20	50	80	45	0	5
	2023	5	79	60	50	40	43	0	7

Course	Year	Students	School Mean	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Music 1	2025	12	83	75	67	25	29	0	4
	2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2023	100	69	100	69	0	29	0	2
PDHPE	2025	19	75	21	35	79	55	0	10
	2024	21	76	24	35	76	56	0	9
	2023	8	70	11	31	75	59	12	11
Physics	2025	4	75	50	38	50	47	0	15
	2024	11	72	27	38	73	48	0	14
	2023	5	74	20	39	80	50	0	11
Society & Culture	2025	8	72	25	47	63	48	13	5
	2024	5	66	0	45	80	50	20	5
	2023	7	73	0	45	100	50	0	5
Visual Arts	2025	7	87	100	64	0	35	0	1
	2024	6	92	100	67	0	32	0	1
	2023	8	90	100	66	0	33	0	1

EXTENSION COURSES

PERFORMANCE BAND ACHIEVEMENT BY PERCENTAGE

Course	Year	Students	School Mean	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
English Extension 1	2025	5	36	100	95	0	5
	2024	3	38	100	96	0	4
	2023	4	35	50	94	50	6
English Extension 2	2025	2	33	50	88	50	12
	2024	2	38	50	87	50	13
	2023	1	36	100	86	0	14
History Extension	2025	N/A	N/A	N/A	N/A	N/A	N/A
	2024	5	36	80	86	20	14
	2023	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics Extension 1	2025	7	68	43	77	57	23
	2024	10	67	40	80	60	20
	2023	5	76	60	72	40	28
Mathematics Extension 2	2025	4	67	50	84	50	16
	2024	3	61	0	86	100	14
	2023	3	71	33	86	67	14



2025
Higher School Certificate

In 2025, 98.5% of the Year 12 cohort sat for the HSC



2025 VET
Participation

In 2025, 43% of the Year 12 cohort participated in vocational or trade training.

Senior secondary outcomes are documented on the My School website through this link:

[Myschool.edu.au/school43889](https://myschool.edu.au/school43889)

THEME 3

TEACHER PROFESSIONAL LEARNING

ACCREDITATION AND QUALIFICATIONS

TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	7
Provisional	2
Proficient Teacher	68
Lead Teacher	0

TEACHING STANDARDS / QUALIFICATIONS



TEACHERS

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.



TEACHERS

Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacks formal teacher education qualifications.

*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.

THEME 3

WORKFORCE COMPOSITION

INCLUDING INDIGENOUS



TEACHING STAFF



TEACHING STAFF
(INDIGENOUS)



TEACHING STAFF -
FULL TIME EQUIVALENTS (FTE)



OPERATIONAL STAFF



OPERATIONAL STAFF
(INDIGENOUS)



OPERATIONAL STAFF -
FULL TIME EQUIVALENTS (FTE)



TOTAL STAFF



TOTAL STAFF
(FTE)

OPERATIONAL STAFF CONSISTS OF THE FOLLOWING

- Administration
- Co-curricular (Sport Related)
- ICT
- Student Support Services
- Maintenance
- Health Care
- Finance
- Technicians (Library, Science, TAS and Visual Arts)
- Human Resources
- Wellbeing Staff
- Marketing, Communications & Enrolments

THEME 4

STUDENT ATTENDANCE

INCLUDING RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

ATTENDANCE

School Area	Year Level	Attendance Rate %
Junior School	Kindergarten	92.93%
	Year 1	90.91%
	Year 2	91.40%
	Year 3	93.21%
	Year 4	92.39%
Middle School	Year 5	91.21%
	Year 6	90.54%
	Year 7	91.43%
	Year 8	89.26%
Senior School	Year 9	87.54%
	Year 10	88.25%
	Year 11	88.59%
	Year 12	92.83%

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

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS:

Students are calculated as present even if they are present for a single period in a day.

Students are calculated as present if they are on school related leave.

Year 12 students attendance is calculated only for Term 1, Term 2 and Term 3.

Attendance is calculated only for school days.

MANAGEMENT OF NON-ATTENDANCE

- All student absences are recorded in the morning by teachers, the school secretary is notified, records are kept on the database and absentees are communicated to other staff.
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. Junior School, Middle School and Senior School Secretaries will communicate to the Heads of School (HOS) names of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Partial absences – such as late arrival should be treated in the same way.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised with the Principal, HOS and the parents. Unresolved attendance issues may be reported by the Principal to the Department of Family and Community Services.
- Student attendance and absence figures will appear on student half year and end of year reports.

RETENTION RATES

Whilst the majority of students who are enrolled in Year 10 complete their studies at the College in Year 12, a sizeable number do not. The single biggest factor that contributes to this is linked to the transient nature of the population. Regrettably, we lose many students as their parents are

relocated for work, most notably Air Force families. One of the benefits of this transience is that we are constantly enrolling new students who bring with them fresh ideas and perspectives. The table below provides a summary over recent years.

YEARS COMPARED	YEAR 10 TOTAL ON CENSUS DATE	YEAR 12 TOTAL ON CENSUS DATE	PLEASE REFER TO THE NOTE BELOW	APPARENT RETENTION RATE	ACTUAL RETENTION RATE
2012/2014	54	39	38	72%	70%
2013/2015	71	50	49	70%	69%
2014/2016	81	49	45	60%	55%
2015/2017	72	54	49	75%	68%
2016/2018	63	34	34	54%	54%
2017/2019	63	50	46	79%	73%
2018/2020	58	41	40	70%	69%
2019/2021	64	41	37	64%	58%
2020/2022	58	44	37	76%	64%
2021/2023	48	44	38	92%	79%
2022/2024	67	53	45	79%	67%
2023/2025	72	62	52	86%	72%

Note: This column accounts for individual Year 10 students who were enrolled at St Philip's Christian College on the census date and were still enrolled at the time the census was conducted when they were in Year 12. "Apparent" shows the percentage changes in total enrolment between the two years indicated. "Actual" reflects the proportion of students from the first year group who were still enrolled in the second year group.

POST SCHOOL DESTINATIONS

The information provided in this section is based on feedback received from students after they have left the College. The information provided is voluntary and may therefore be incomplete

and/or anecdotal. From feedback received up to the time of going to print, the post-school destinations of our Year 12 leavers in 2024 are as follows:

DESTINATION	NUMBER/53	%
1. Tertiary Education - University	27	51
2. Tertiary Education - TAFE	0	0
3. Tertiary Education - Private Colleges, Overseas, Other	2	4
4. Apprenticeships/Traineeships	0	0
5. Employment	3	6
6. Deferred Study - Travel	2	4
7. Unemployed	0	0
8 Unknown	19	36

Disney
THE LITTLE
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At St Philip's Christian College, we believe a dynamic, christ-centered community is key to raising students who are secure, well-rounded young men and women.

THEME 4

ENROLMENT POLICIES

1. GENERAL STATEMENT All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support. The law in NSW states that all children between the ages of six and below the minimum leaving age are required to attend school regularly. (Education Act 1990). Parents/Care givers are legally responsible for their child's attendance.

2. AIM

To provide an efficient process of enrolment that satisfies the needs of both students and the school.

3. OBJECTIVES - POLICY STATEMENT

3.1 The NSW Education Act, Section 22 (1990) states that it is the duty of the parent of a child of compulsory school-age * to cause the child:

- (a) to be enrolled at, and to attend, a government school or a registered non-government school, or
- (b) to be registered for home schooling with the Board of Studies and to receive instruction in accordance with the conditions to which the registration is subject.

3.2 All students who are enrolled at St. Philip's Christian College, regardless of their age, are expected to attend the College whenever instruction is provided.

4. AUDIENCE AND APPLICABILITY

All students, staff and parents of St. Philip's Christian College, Port Stephens.

5. CONTEXT

St Philip's Christian College is a comprehensive co-educational K-12 school providing an education underpinned by Christian values and operating within the policies of NESAs.

Our Mission Statement: St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, and practice.

6. RESPONSIBILITIES AND DELEGATIONS

- Students seeking to enrol will be required to provide proof of age and an immunisation certificate, a copy of their last school report (where applicable) and a fully completed and signed application form.
- Students seeking to enrol will be assessed by a Learning Support staff member as appropriate.
- The principal or their representative will have a formal interview with parents and students applying to enrol. During this interview the principal will explore with the parents the suitability of the school for the student in terms of ethos, curriculum, pastoral care and required support programs. Parents are also expected to be supportive of the ethos of the school.
- Subject to availability, offers of a place will be made in writing as soon as possible following the interview.

- Enrolments are processed in the following priority order; Siblings of current students, Students having automatic enrolment status from St Philip's Christian College Port Stephens (e.g. Current Year 6 students have priority registration into Year 7); Students transferring from other St Philip's system schools e.g. Cessnock, Gosford and Newcastle; Students enrolled in Narnia Port Stephens Transition Class prior to Kindergarten enrolment; All other applications from any prospective student in order of receipt and not previously mentioned.
- Students will be allocated to classes according to a combination of class size and student need.
- Where there are no positions available in a school year, or within a particular class, students will be placed on a waiting list. They will be contacted as soon as a position becomes available.
- The enrolment of a student may be terminated if there has not been full disclosure of any social, emotional, intellectual and / or medical conditions.
- Continuing enrolment is subject to the student and parent's adherence to the school expectations and payment of all school fees.

7. MONITORING, EVALUATION AND REPORTING REQUIREMENTS

This policy will be evaluated and reviewed every three years or as needed in line with legislative changes.

8. DOCUMENT DETAILS AND HISTORY

Updated August 2016

Updated March 2017

Updated June 2022

See Compulsory School Age, NSW Education Act (1990) Section 21B (refer Appendix 1)

http://www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104/s21b.html

THEME 5

OTHER SCHOOL POLICIES

The following school policies are publicly available on the website:

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

All these policies can be found here on this link: <https://bit.ly/CollegePolicies>

THEME 6

PARENT, STUDENT AND TEACHER SATISFACTION

The College desires to work in partnership with the families of the students to encourage the best educational outcomes for each student. The teachers endeavour to communicate effectively regarding each student's academic and social development on an on-going basis.

Parents are provided with regular feedback and teachers are conscious of ensuring that each parent is well-informed of their child's developments and needs. The College encourages parents to discuss concerns with the appropriate staff member as necessary. Clear communication is seen as the basis of an effective partnership.

Many parents assist in the running of College activities and ensuring a wide range of opportunities are available for the students. The Parents, Teachers and Friends organisation continues to provide a great opportunity for willing and enthusiastic parents to enjoy great social activities and assist with fundraising for school resources. These parent contributions and support are essential components of the St Philip's Christian College community. The College is blessed by very committed staff members who want only the best for the students.

The teachers are conscious of maintaining proactive collegiality, supporting and encouraging each other in the various roles they take on in the life of the school. The pastoral structure of the College is designed to not only support the students, but also to support the staff in the leading of the children's learning. In 2025, an exit survey was conducted by Year 8 as they transitioned to Senior School and Year 12 students upon their graduation.

An annual engagement survey is completed by all staff, students and families. This year we asked the SPCC community to engage in a comprehensive AIS Perspective Survey, the feedback from all of these surveys are helpful in creating an accurate and effective improvement plan for our organisation.

Our survey results indicated that visitors consistently feel welcomed into the College community, reflecting our ongoing commitment to strengthening community engagement as a key strategic priority. Feedback from both students and parents reinforces this positive environment, highlighting a strong sense of safety, pride, and belonging across the College. Students expressed confidence in their learning spaces, noting that classrooms and grounds are well maintained and supportive of their wellbeing, while also recognising the welcoming atmosphere extended to all members of the community.

Parents similarly affirmed the quality of education provided, expressing high levels of satisfaction and pride in being part of the College. They also valued the opportunities available for their children to engage in meaningful community service. It was especially encouraging to see that students, parents and staff continue to recognise the importance of educating the whole child - mind, body and spirit - which remains a central focus of the College improvement plan.

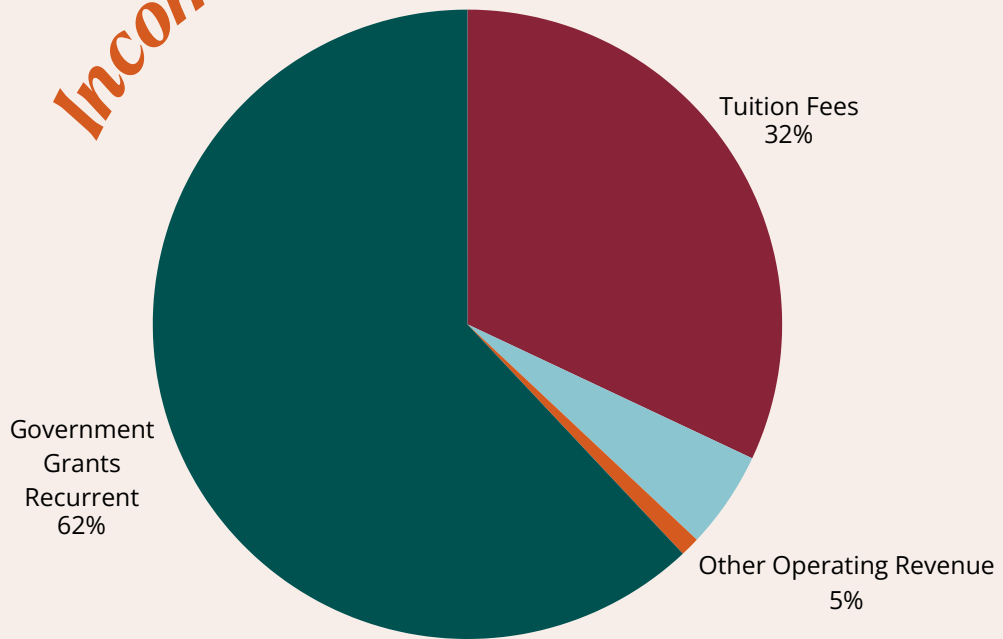
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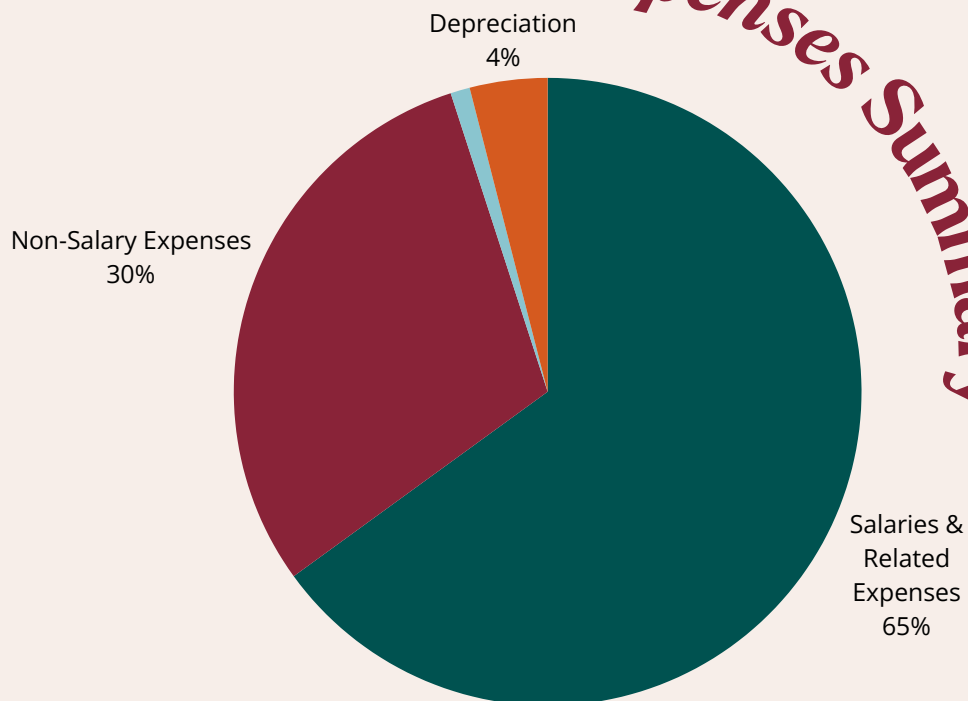


SUMMARY FINANCIAL INFORMATION

Income Summary



Expenses Summary





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