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A message from Key School bodies

Les Holland + Graeme Irwin + Bronwyn Thoroughgood
MESSAGE FROM CHAIRMAN OF THE BOARD

LES HOLLAND

Dear Friends,

I am pleased to present my report to The Foundation for 2018.

2018, another year of change and challenge for St Philip’s.

Change is always in a state of flux and we either adapt and take advantage of change or become stagnant. The challenge is in the adapting and taking advantage of the change.

There are some changes in our society that are challenging the very foundations of our faith and beliefs and which are at odds with the truth of the Scriptures. The challenge is for us each to maintain our resolve to be the “Light and Salt.” This can only happen if we are fully committed to serve Christ and be his ambassadors in our communities.

Our core values, mission and vision cannot be achieved unless there is full commitment from all stakeholders. The importance of maintaining strong commitment to our ideals cannot be overstated. As Christians, we need to be vigilant and intentional in our purpose and witness, being careful to not drift from our mission.

My sincere thanks to our Executive Principal, Graeme Irwin, for his dedication and steadfast leadership of St Philip’s. Thanks to Garry Paget, our CFO, also the staff of the Foundation Office, and to the wonderful Principals and staff of all of the expressions of our fantastic organisation.

To the members of the Board of Governors, I say thank you for your dedication and faithfulness and your commitment to providing effective delivery of the strategic plan for St Philip’s schools and operations.

“Just as each one of you has received a special gift (a spiritual talent, an ability graciously given by God), employ it in serving one another as (is appropriate for) good stewards of God’s multi-faceted grace (faithfully using the diverse, varied gifts and abilities granted to Christians by God’s unmerited favour).” 1 Peter 4:10

Grace and peace,

Les Holland

Chairman, Board of Governors, SPCEF
AGM 30th May 2019
Recently I was penning an overview of the St Philip’s group of schools and I became reflective in that moment by the magnitude of the blessing and the privilege it is to be part of the God-ordained journey of St Philip’s Christian College.

As a member of St Philip’s Christian College, we have each been granted the privilege of guiding young people in their educational journey, individuals with unique gifts and talents given to them by God for a unique purpose. It is an honour to be afforded this responsibility and one we don’t take lightly.

St Philip’s Christian College now caters to over 4100 students from birth through to tertiary learning. The group consists of 4 mainstream schools, 2 alternate learning schools, 6 early learning centres and a teaching school.

At St Philip’s we are blessed with dedicated and passionate staff across our organisation and I want to extend my gratitude to each of our members of staff for their commitment to the College.

In particular I would like to extend my heartfelt appreciation to our Chairman of the Board Mr Les Holland who continues to guide our organisation with Godly wisdom, and to our senior leaders,

Mrs Pam O’Dea, Dr Tim Petterson, Mr Darren Cox, Mrs Michelle Cairelli, Mrs Bronwyn Thoroughgood, Mrs Lea Rule and Mrs Samantha Van de Mortel. I thoroughly enjoy working with this group of leaders who continually inspire me with their passion and vision for our College.

I continue to be stirred by a fervent desire to understand ways that we can further strengthen the impact and provision of Christian education within Australia and beyond. God is opening
new pathways for us to be able to expand our reach both nationally and internationally, we have been able to build relationships and explore opportunities that we hope to continue to pursue into the coming year. Our entry into the tertiary sector in 2018 fulfils a dream that I have been carrying for quite some time and it has delighted me to see this come to fruition.

In 2018, I had the privilege of travelling to Timisoara, Romania, for the annual Global Christian Schools Network Gathering. At the Gathering we were able to connect with other Christian schools from across the globe and forge and consolidate invaluable relationships. It also afforded us the platform to discuss involvement in missions through our Christian schools and how we can maximise this opportunity as a collective group into the future. We had the pleasure of engaging with the students who had been serving on mission projects in that region, and this was a very special highlight of our time together.

Not long after my return from this trip I received the sad news of the passing of a great friend and mentor of mine, who has been very instrumental in the journey of St Philip’s Christian College, Fr Ken Munns.

Ken was a pioneering leader and very determined to see the College established, in his tenure as Chairperson from 1982 – 1988 he championed our College and fought for us in a time when there were many detractors. His unwavering commitment in the establishment years of the College were crucial. He battled forces from without and from within and never once faltered in supporting the vision of the College.

Without his adventurous and faith filled heart we would not have a College at all. I personally owe much to Ken for his mentoring and guidance in the early years. He will be greatly missed.

The continued journey of St Philip’s Christian College could not happen without the prayers and support of our Board, college staff, families and our stakeholders. For this continued encouragement and support, I am deeply grateful.

I also give all honour and glory back to God, through him all things are possible.

I look forward to the coming year and all that is ahead of us.

Grace and Peace.

Graeme Irwin
Executive Principal
MESSAGE FROM ST PHILIP’S
CHRISTIAN COLLEGE DALE
PRINCIPAL
BRONWYN THOROUGHGOOD

I am proud to write our Principal’s Message to share the great things that have been happening at DALE across our three campuses throughout 2018. Expanding to incorporate Stage 2 and Stage 6 has resulted in strong enrolment growth.

This year we enrolled our first Stage 2 and Stage 6 students at our school. It is exciting to give the opportunity for students in Years 3 and 4 to attend a specialist school that assists them to successfully engage with their education and learn to manage their mental health. Our original plan was to establish Stage 2/3 classes at each campus but we had such an overwhelming response from the Cessnock community it became evident that we needed to create a stand-alone Stage 2 class, which quickly filled to capacity.

For our 2017 Stage 5 students, establishing a Stage 6 class meant that our students could choose to complete their HSC without having to transfer to another school. The HSC course includes a VET course which gives them the facility to receive a Certificate in Hospitality or Construction. Our goal for our students is for them to leave school with the skills and competency to be strong and confident community members who are able to successfully gain employment. Our Stage 6 program of study incorporates subjects that prepare students for successful relationships, active involvement in the community and to be great candidates for employment.

This year we welcomed our Deputy Principal, Mr Brant Maslen, our Head of Mental Health and Wellbeing, Mrs Hayley Adcock and in second term we welcomed Mr Billy Creanor as Head of Gosford Campus. All three of these new staff members are strong leaders in their field and we are blessed to have them at SPCC DALE.

Under Hayley’s leadership our staff are continuing to develop their knowledge and skills in mental health and student wellbeing. We are strengthening our model of working with our students through a research grant that we received from the Association of Independent Schools (AISNSW) to study the impact that using the Collaborative and Proactive Solutions model has on the engagement of students with mental health disorders. This framework may indeed transform the way teachers interact with students who disengage from their work and exhibit behaviours that may distract other students from their work. It is an exciting project to be part of.

Pedagogy remains a priority as a professional learning focus. Both literacy and numeracy instruction have shown improvement under the guidance of our specialist literacy and numeracy teachers.

Facilities at Cessnock were further enhanced with outdoor classrooms through the help of a BGA grant. Plans were successfully submitted for a new building in Gosford, replacing our tired buildings in 2020.

We thank God for our community and their ongoing support through attendance at campus meetings, morning teas and other community functions. Our staff must be congratulated for their commitment to the vision of our school and we honour our students for being amazing and pray for a great year for each one of them in 2019.

Bronwyn Thoroughgood
SPCC DALE Principal
THEME 2

Contextual Information about the school and characteristics of the student body
St Philip’s Christian College DALE (SPCC DALE) is part of the St Philip’s Christian College group of schools and is registered as an independent special school. We are a Dynamic Alternative Learning Environment for students who have Autism Spectrum Disorder, Anxiety, Depression, Post Traumatic Stress Disorder or a Mild Intellectual Disability.

The DALE Program commenced in August 1997 as an initiative of St Philip’s Christian Education Foundation for disadvantaged and ‘at risk’ young people with the establishment of SPCC DALE as a special school. In 2018, the school changed its name to St Philip’s Christian College DALE. This occurred to ensure our school was in line with all of the other St Philip’s Colleges. In 2018, SPCC DALE was made up of 137 students and 61 (44.6FTE) staff.

In 2018 we operated three campuses; one in Waratah, Cessnock and Gosford.

THE VISION
We aim to create an environment where students;

- love coming to school
- experience success in their learning
- feel valued and appreciated for who they are; and
- therefore experience God’s unsurpassable love daily.

>>
THE CORE VALUES

Our Vision is based on the five Core Values of St Philip's Christian Education Foundation:

1. Christ First - we want to give proper respect to Jesus Christ in all things.
2. Serve One Another - we want to learn how each of us is equipped to serve each other through the unique gifts and purpose in our lives.
3. Strive for Excellence - we want to aim to continually do our very best in our learning and serving.
4. Do what is right - we want to always behave in a Christian manner.
5. Build Community - we want everyone to know they belong because they know that they are respected and cared for.

THE SCHOOL CONTEXT

SPCC DALE is based on the belief that each student has a God given ‘design’ and in order to live a fulfilling life, they need to come to an understanding of their uniqueness and value as a person. We also focus on each student developing an appreciation for the uniqueness and value of others.

SPCC DALE seeks to offer students a new beginning in an atmosphere where there is less pressure to ‘conform’ to those things which were the cause of their alienation. This environment is much more intimate and holistic, compared to mainstream schooling. SPCC DALE provides a long-term special education service for Years 3 to 11 and in 2019 we will be graduating our first Year 12 students.

The way SPCC DALE puts this philosophy into practice is as follows:

1. The educational program at SPCC DALE is aimed at viewing each student as a whole person - spiritually, academically, relationally, and physically - while they undertake their accredited educational program (moving towards the RoSA certificate and non-Atar HSC).
2. We also work closely with the home and any other support agencies who may be involved in the young person’s life. Each student at SPCC DALE has an Individual Plan developed for them in partnership with families and their support agencies.
3. The way that we work to know our students as whole people as they study is by simplifying the classroom structures.
4. We involve the students in creative co-curricular activities as they are ready and as relevant to their overall development. Going out of the school and changes to routine are managed very carefully, but still happen routinely for things such as camps, work placements, physical education, and excursions.
5. In 2018, there were 3 different campuses throughout the region run by SPCC DALE. This has enabled more students to have access to this level of support.

The School aims to create an environment where everyone in the community is respected and free of ridicule, and where Christian beliefs and values are communicated through relationships in a community that is safe and that cares. It is a place where students experience understanding, acceptance, clear boundaries, consequences, compassion and forgiveness. This context provides an opportunity to invite students into the freedom to responsibly be themselves.
THEME 3

Student outcomes in standardised national literacy and numeracy testing
The National Assessment Program – Literacy and Numeracy (NAPLAN) data, shows current level of achievement in Literacy and Numeracy for students enrolled in Year 3, 5, 7 and 9 in 2018. These figures reflect the need for significant intervention and a high level of support for Literacy and Numeracy. Please note that these percentages do not take into consideration students who were absent or exempt.

Also note that SPCC DALE is not compared to other schools on the MySchool website because its cohort is so particular. That is, the low number of students and their diverse needs make comparisons with other school cohorts statistically irrelevant. The minimum number of students that complete a NAPLAN test needs to be 5 students to have the average of that grade and test reported on the My School website against the school.

Despite this, the team at SPCC DALE are committed to incorporating NAPLAN results into the consultative processes with students and their families through the ongoing Individualised Plans. This will be a target for further systematisation in 2019.
### Percentage of Year 3 Students in Each Band - School vs Australia Percentages

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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</thead>
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<tr>
<td></td>
<td>School</td>
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<td>School</td>
<td>All AUS Schools</td>
<td>School</td>
</tr>
<tr>
<td>Band 1</td>
<td>13%</td>
<td>3%</td>
<td>38%</td>
<td>4%</td>
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</tr>
<tr>
<td>Band 2</td>
<td>38%</td>
<td>6%</td>
<td>50%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>Band 3</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Band 4</td>
<td>25%</td>
<td>23%</td>
<td>-</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>Band 5</td>
<td>-</td>
<td>24%</td>
<td>-</td>
<td>29%</td>
<td>-</td>
</tr>
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<td>-</td>
<td>29%</td>
<td>-</td>
<td>13%</td>
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### Percentage of Year 5 Students in Each Band - School vs Australia Percentages

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<th>Numeracy</th>
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<td>3%</td>
<td>57%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Band 4</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
<td>15%</td>
<td>43%</td>
</tr>
<tr>
<td>Band 5</td>
<td>43%</td>
<td>20%</td>
<td>29%</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>Band 6</td>
<td>43%</td>
<td>27%</td>
<td>-</td>
<td>30%</td>
<td>14%</td>
</tr>
<tr>
<td>Band 7</td>
<td>-</td>
<td>23%</td>
<td>-</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Band 8 or above</td>
<td>-</td>
<td>16%</td>
<td>-</td>
<td>3%</td>
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</tbody>
</table>
### PERCENTAGE OF YEAR 7 STUDENTS IN EACH BAND - SCHOOL VS AUSTRALIA PERCENTAGES

<table>
<thead>
<tr>
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<th>Reading</th>
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<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>All AUS Schools</td>
<td>School</td>
<td>All AUS Schools</td>
<td>School</td>
</tr>
<tr>
<td>Band 4 or below</td>
<td>23%</td>
<td>4%</td>
<td>54%</td>
<td>12%</td>
<td>31%</td>
</tr>
<tr>
<td>Band 5*</td>
<td>23%</td>
<td>12%</td>
<td>38%</td>
<td>21%</td>
<td>15%</td>
</tr>
<tr>
<td>Band 6</td>
<td>38%</td>
<td>26%</td>
<td>8%</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>Band 7</td>
<td>8%</td>
<td>30%</td>
<td>-</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Band 8</td>
<td>-</td>
<td>18%</td>
<td>-</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 9 or above</td>
<td>-</td>
<td>9%</td>
<td>-</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### PERCENTAGE OF YEAR 9 STUDENTS IN EACH BAND - SCHOOL VS AUSTRALIA PERCENTAGES

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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</thead>
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<tr>
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<td>School</td>
<td>All AUS Schools</td>
<td>School</td>
<td>All AUS Schools</td>
<td>School</td>
</tr>
<tr>
<td>Band 5 or below</td>
<td>22%</td>
<td>5%</td>
<td>71%</td>
<td>19%</td>
<td>53%</td>
</tr>
<tr>
<td>Band 6</td>
<td>44%</td>
<td>14%</td>
<td>18%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td>Band 7</td>
<td>6%</td>
<td>28%</td>
<td>6%</td>
<td>26%</td>
<td>12%</td>
</tr>
<tr>
<td>Band 8</td>
<td>22%</td>
<td>30%</td>
<td>-</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>Band 9</td>
<td>-</td>
<td>16%</td>
<td>-</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Band 10</td>
<td>-</td>
<td>5%</td>
<td>-</td>
<td>3%</td>
<td>-</td>
</tr>
</tbody>
</table>

Students are at National Minimum Standard - Students who are performing at the National Minimum Standard may also require additional assistance to enable them to achieve their potential.
THEME 4

Senior secondary outcomes (student achievement)
RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Record of School Achievement is a record of achievement for students who leave school prior to receiving their HSC. It reports results of moderated, school-based assessment, not external examinations. The Record of School Achievement will be available when a student leaves school any time after they complete Year 10 and will be cumulative, recognising a student’s achievements until the point they leave school. The Record of School Achievement will also offer students the ability to record their extra-curricular achievements.

The results of the 2018 Records of School Achievement are shown in the tables on the following page. The achievements are excellent given the starting point of most of the students – which was that they were disengaged with schooling and learning when they first arrived at SPCC DALE. These grades are achieved through implementing the required NESA syllabi following the necessary teaching and learning processes.
<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of students</th>
<th>Grades %'s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
<td></td>
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<td>Geography</td>
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<td></td>
</tr>
<tr>
<td>History</td>
<td>14</td>
<td>7.14</td>
</tr>
<tr>
<td>PDHPE</td>
<td>14</td>
<td>7.14</td>
</tr>
<tr>
<td>Work Education</td>
<td>14</td>
<td>7.14</td>
</tr>
</tbody>
</table>
THEME 5

Teacher professional learning, accreditation and qualifications

Expenditure on Professional Development: $33,999.00.

This included all staff attending St Philip’s Christian College Conferences, and numbers of teaching staff attending professional seminars, support for post graduate studies, and international development work.

*All teachers have teaching qualifications from a higher education institution within Australia.
Figures on staff attendance in 2018 are as follows:

<table>
<thead>
<tr>
<th>School Staff 2018</th>
<th>No. of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>29</td>
</tr>
<tr>
<td>Full-time equivalent teacher staff</td>
<td>24</td>
</tr>
<tr>
<td>Non-teaching Staff</td>
<td>32</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>20.4</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1 0.2 FTE</td>
</tr>
</tbody>
</table>

For characteristics of the workforce please see the MySchool website:

http://www.myschool.edu.au
THEME 7

Student attendance and retention rates and post-school destinations in secondary schools
STUDENT PROFILE

There were 137 students enrolled at the August census in 2018. Attendance rates per Semester 1 & Term 3 are distributed below:

### SPCC DALE - Waratah

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>84.22</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.63</td>
</tr>
<tr>
<td>Year 5</td>
<td>87.90</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.75</td>
</tr>
<tr>
<td>Year 7</td>
<td>85.65</td>
</tr>
<tr>
<td>Year 8</td>
<td>75.04</td>
</tr>
<tr>
<td>Year 9</td>
<td>75.13</td>
</tr>
<tr>
<td>Year 10</td>
<td>74.79</td>
</tr>
<tr>
<td>Year 11</td>
<td>79.97</td>
</tr>
<tr>
<td>Total Whole Campus</td>
<td>83.23</td>
</tr>
</tbody>
</table>

### SPCC DALE - Cessnock

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>84.92</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.63</td>
</tr>
<tr>
<td>Year 5</td>
<td>85.17</td>
</tr>
<tr>
<td>Year 6</td>
<td>85.58</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.35</td>
</tr>
<tr>
<td>Year 8</td>
<td>81.02</td>
</tr>
<tr>
<td>Year 9</td>
<td>70.36</td>
</tr>
<tr>
<td>Year 10</td>
<td>81.65</td>
</tr>
<tr>
<td>Year 11</td>
<td>80.47</td>
</tr>
<tr>
<td>Total Whole Campus</td>
<td>83.13</td>
</tr>
</tbody>
</table>

### SPCC DALE - Gosford

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>83.47</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>87.01</td>
</tr>
<tr>
<td>Year 6</td>
<td>86.01</td>
</tr>
<tr>
<td>Year 7</td>
<td>88.74</td>
</tr>
<tr>
<td>Year 8</td>
<td>88.46</td>
</tr>
<tr>
<td>Year 9</td>
<td>84.37</td>
</tr>
<tr>
<td>Year 10</td>
<td>80.44</td>
</tr>
<tr>
<td>Year 11</td>
<td>87.13</td>
</tr>
<tr>
<td>Total Whole Campus</td>
<td>86.70</td>
</tr>
</tbody>
</table>
Please accept our gift below to remind you of how loved you are and how, when you keep your mind focused on good things, you will experience God’s peace.

This year our theme encourages us to choose to think on things that are true and right and worthy of praise because we know that God will give us peace Philippians 4:8. We can’t GROW unless we focus on good things. Where our mind goes, our actions will follow.

But blessed are those who trust in the Lord and have made the Lord their hope and confidence. 4 They are like trees planted along a riverbank, with roots that reach deep into the water. Such trees are not bothered by the heat or worried by long months of drought. Their leaves stay green, and they never stop producing fruit.

Jeremiah 17:7-8
The students come from a wide range of socio-economic backgrounds and a wide geographic area. All students have experienced difficulty in a mainstream school due to social & emotional disorders such as Autism, Depression, Generalised Anxiety Disorder, Oppositional Defiant Disorder, or for a few, due to Mild Intellectual Disability.

Many of the students have been ‘non-attendees’ for periods ranging between 1 month and 12 months prior to enrolling at SPCC DALE.

The trend of very significant improvement in individual attendance was maintained with many in the 2018 student group. The mechanisms for recording the many and varied type of absences are consistent with the state attendance codes.

**HOW THE SCHOOL MANAGES STUDENT NON-ATTENDANCE:**

SPCC DALE’s Attendance Policy identifies processes that ensure compliance with the NSW Education Amendment (School Attendance) Bill 2009. This legislation requires school Principals to keep in the register of enrolments and attendance particulars about absences of children from school for medical or other reasons, and particulars about any unsatisfactory school attendance by children of compulsory school-age.

The school’s Attendance Policy informs parents/carers of absences by sending an SMS daily, following up with a phone call and email by the students teacher and/or the Head of Campus. School Success Plans and Attendance Plans where necessary, are created in an attempt to improve attendance. For chronic absences the school notifies the Home School Liaison Officer and Family & Community Services.

The details of this information are given to prospective parents by supplying a Student Handbook as part of the enrolment package. Ongoing students and their families are each supplied with an updated handbook at the start of each year and a PDF copy of the handbook is uploaded to the school’s website.

**Overall student attendance rate in 2018**

**For whole of SPCC DALE = 84.35**

The rate of student attendance is more variable than other schools because of:

a. Students coming in during the school year from other schools where they have had difficulties;

b. Intentional orientation programs that involve flexible attendance for students who are arriving from school with a history of school refusal;

c. Students who at times need clinical review of their social/emotional difficulties; and

d. Students on Attendance Plans.

Taking all these points into consideration, we are extremely proud of our students and staff for the outstanding attendance rates this year. The very fact that prior to attending SPCC DALE, many students were non attenders, reflects the quality education program being offered at our school. This program is intentionally targeted towards assisting students to overcome the barriers that their anxiety, depression and PTSD may place upon their school attendance. God bless all students for their determination!

**RETENTION OF YEAR 10 TO YEAR 12**

In 2018, SPCC DALE expanded through to Stage 6. The majority of our students have decided to remain at DALE and continue with their education into Year 11 and in 2019 Year 12.

The Year 10 graduating cohort of 2018 consisted of males and females. Post-year 10 destinations included:

a. **Continued onto Year 11 at SPCC DALE**
   - 12 students (Waratah)
   - 6 students (Cessnock)
   - 3 students (Gosford)

b. **Workforce or seeking employment**
   - 1 student (Waratah)
   - 1 student (Cessnock)
   - 1 student (Gosford)

c. **Combined work and study**
   - 0 students

d. **Not studying or working**
   - 1 student (Waratah)
   - 0 students (Cessnock)
   - 0 students (Gosford)

The value of work experience in providing our students with the opportunity to impress prospective employers has been validated, as some of our students have gained work and in some cases an apprenticeship. Likewise, the networking with organisations that provide post-school support for students with disabilities has been shown to be beneficial.
SPCC DALE is a co-educational, special school providing an education underpinned by Christian values and operating within the policies of NESA. All applications are processed in order of receipt. During 2018 we continued to refine the processes of enrolment across the three campuses. Consideration is given to the applicant’s support for the ethos of the school, siblings already attending the school, the applicant’s needs corresponding with Special Needs criteria as defined by the AIS, and other particular criteria determined by the school from time to time. The school maintains the policy that the great majority of students at the school satisfies, and continues to satisfy, the criteria for enrolment in special needs education services as per the current criteria outlined by the Association of Independent Schools.
Once enrolled, students and their families are expected to support the school’s ethos and comply with the school policies and normal procedures to maintain the enrolment. Any interested family is given a school tour and then provided with an enrolment pack, including a copy of the Student Handbook which outlines the relevant school policies and how they are implemented at the school. The Student Handbook is also on the website.

PRINCIPLES
1. All applications are processed within the school’s enrolment protocol (see the Enrolment Process below).
2. Each applicant’s supporting statement/interview responses regarding their ability and willingness to support the school’s ethos are considered.
3. Each applicant’s educational needs are considered. To do this, the school gathers information and consults with the parents/family/carer and other relevant persons (e.g. the previous school).
4. Any strategies which need to be put into place to accommodate the applicant are identified before a decision regarding the enrolment is made.
5. The applicant is informed of the outcome.

ENROLMENT PROCESS
In line with the enrolment principles outlined above, the following is the procedure for enrolment at SPCC DALE, and is issued to prospective parents. This enrolment process can take up to six weeks to complete.

Application Process
- Contact the Registrar to book in a time with a Head of Campus.
- Attend the meeting, have a tour of the school and receive an application pack.
- Complete the application form and return to the Registrar.
- The following must be included with the application form:
  - Completed application & medical form
  - Most recent school report
  - Most recent NAPLAN report
  - Individual Student Profile completed by parent and current school teacher
  - Birth Certificate
- In order to satisfy Special needs criteria:
  - The most recent psychological report(s)
  - The most recent specialist’s report(s)
  - WISC Report where applicable

N.B. the enrolment process can only continue once all relevant information is collected

Interview Process
a) Principal and Head of Campus meet with parents/carers and the student. Decisions regarding suitability for each enrolment are made on a case by case basis taking into consideration the level of need of the student and the current cohort.

IF A POSITION IS VACANT...
Enrolment can commence once the Letter of Offer is signed and returned, any necessary payments made and any further relevant and required documentation is completed.

IF NO POSITIONS ARE VACANT...
The application is placed on file until a position becomes available. At this time the applicant will be notified and a position will be offered. The applicant is contacted and advised of the decision in either scenario.

CONTINUED ENROLMENT AT ST PHILIP’S CHRISTIAN COLLEGE DALE
Ongoing enrolment is dependent on satisfactory attendance and student capacity to function appropriately within the support structure of the school. The suitability of student placement is assessed annually during Individual Planning processes in consultation with parents/carers.
THEME 9

Other school policies
SPCC DALE is structured to support our students in a holistic way. Our maximum class size is 16 students with a Teacher and Youth Support Worker.

The school is committed to providing a safe and supportive environment by having in place policies and procedures that provide a “caring, secure and challenging learning environment” which supports our Mission Statement and our legislative requirements.

WELFARE POLICY

Student Welfare encompasses everything that the SPCC DALE community does to meet the personal, social and spiritual needs of students and enhance their well-being. It involves recognising and developing each student as a total and unique person in the context of society.

Our Student Welfare Program is the sum total of all of the policies, structures and activities which are planned and implemented by the school to promote student welfare.

POLICY

The school as part of St Philip’s Christian College provides comprehensive quality education for all students taking into account their age, background, ability and interest. SPCC DALE is a safe and happy place for students, staff and parents. We strongly encourage community participation and derive great benefits from the positive interactions of all stakeholders.

We encourage our students:

• To develop self-reliance;
• To take responsibility for their own welfare and development;
• To contribute to the welfare of others; and
• To contribute to the life of the DALE community.

This policy can be found on our website.

ANTI-BULLYING POLICY

Any behaviour where one takes advantage of another is not in accordance with the Biblical principles of:

• being made in the image of God and thus worthy of respect at all times; and
• loving God and loving each other.

This policy recognises that because we are human living in a fallen world, bullying will be evidenced in our community, in varying degrees, at various times.

POLICY

Staff, students and parents support a climate of respect and care for others. DALE actively promotes respect and tolerance for individual differences.

• At DALE bullying in all its forms: physical, social, psychological and verbal, is totally unacceptable.
• The school is committed to minimising all forms of harassment.
• DALE has systems of pastoral care, reporting and discipline which react immediately to cases of bullying when they arise.
• While recognising that the school’s first priority is to support victims of bullying, DALE will also provide support for the bully.

This policy can be found in our Student Handbook and on our website.
DISCIPLINE POLICIES

BEHAVIOUR POLICY

The Vision and Mission statements of St Philip’s Christian College commit to providing a safe and caring environment where students can discover the gifts the Creator has given to them. Beyond this, these foundation statements of the College commit to inviting students to discover the good to which they are called in the use of these gifts, through reconciliation in Christ.

SPCC DALE is committed to working together in Christ through the provision of a positive approach to managing the behaviour of students by helping them to process feelings, recognise consequences, explore alternative solutions and outcomes, and to develop internal self-control.

This policy can be found on our website.

SUSPENSION POLICY

Suspension of a student for a school matter, should not be used in the first instance of undesirable behaviour unless the Head of Campus recommends to the Deputy Principal that such behaviour could cause emotional, psychological and/or physical harm to other persons.

The length of the suspension will be determined by the Head of Campus in consultation with the Deputy Principal.

Students may be suspended, provided the Head of Campus is satisfied that such action is warranted, if a student:

- Demonstrates consistent and wilful non-compliance;
- Acts violently or threatens violence;
- Threatens good order; and/or
- Disrupts own learning or that of other children.

Procedural fairness involves:

- Provision of relevant policies and procedures to involved parties;
- Provision to these parties of the details of any allegations;
- Provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision; and
- The right to an impartial decision.

Based on principles of procedural fairness we ensure parents are involved in the processes of procedural fairness for Suspension and Expulsion. The school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.

The full Suspension Policy can be found on our website.
EXPULSION POLICY

In cases where suspensions have proved ineffective and where consultations with the parents or other procedures and supports have produced no improvement in the student’s behaviour, the Deputy Principal recommends to the Principal the permanent removal of the student from the school.

In instances of gross misconduct, for example extreme acts of abuse or violence, the Deputy Principal may recommend the immediate expulsion of the student.

Based on principles of procedural fairness we ensure parents are involved in the processes of procedural fairness for Suspension and Expulsion. The school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.

The full Expulsion Policy can be found on our website.

COMPLAINTS & GRIEVANCES POLICY

The school’s policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. These principles of procedural fairness, including appeals, are included in the Student Handbook.

This policy is found on our website.

A summary of the procedure for handling concerns and complaints is represented by the following diagram.

### COMPLAINTS & GRIEVANCES PROCEDURE

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speak with the person concerned e.g. classroom teacher or office staff etc.</td>
</tr>
<tr>
<td>2</td>
<td>Contact the respective SPCC DALE Head of Campus</td>
</tr>
<tr>
<td>3</td>
<td>Contact the SPCC DALE Principal</td>
</tr>
<tr>
<td>4</td>
<td>Contact the St Philip’s Christian College Executive Principal</td>
</tr>
<tr>
<td>5</td>
<td>Contact the Chairperson of the Board of Governors</td>
</tr>
</tbody>
</table>

Resolved | Unresolved
THEME 10

School determined priority areas for improvement
### SPIRITUAL GROWTH

<table>
<thead>
<tr>
<th>Priorities for 2018</th>
<th>Goals for Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service and mission for others</td>
<td>School will investigate opportunities to link students into acts of service and mission</td>
</tr>
<tr>
<td>Opportunities for students to form a relationship with Jesus</td>
<td>Students will grow in faith, love, creativity, gratitude and experience the love of Jesus through interactions with staff and the use of their GROW journals</td>
</tr>
</tbody>
</table>

### STUDENT LEARNING & ACHIEVEMENT

<table>
<thead>
<tr>
<th>Priorities for 2018</th>
<th>Goals for Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will access Universal Design for Learning strategies in their teaching and learning activities</td>
<td>Student engagement will increase and behaviour incidents will decrease</td>
</tr>
<tr>
<td>Consistent whole school approach to the teaching and the collection of data in Literacy and Numeracy</td>
<td>Literacy skills in students show measurable progress throughout the year</td>
</tr>
<tr>
<td></td>
<td>Numeracy skills in students show measurable progress throughout the year</td>
</tr>
</tbody>
</table>

### STUDENT WELFARE AND PASTORAL CARE

<table>
<thead>
<tr>
<th>Priorities for 2018</th>
<th>Goals for Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wellbeing to be central to education such that it is embedded in programs and practice across the school</td>
<td>To create a classroom environment that is conducive to student social, emotional and academic growth</td>
</tr>
<tr>
<td>Increased training for student leaders</td>
<td>Student leaders participate in leadership training and opportunities</td>
</tr>
</tbody>
</table>
### STAFFING & TEACHER QUALITY

<table>
<thead>
<tr>
<th>Priorities for 2018</th>
<th>Goals for Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher development focus on pedagogy and evidence of learning (assessment)</td>
<td>All teaching staff to continually improve their pedagogy skills through whole school professional learning and targeted professional learning at an individual level</td>
</tr>
</tbody>
</table>

### PARENTS/CARERS/COMMUNITY

<table>
<thead>
<tr>
<th>Priorities for 2018</th>
<th>Goals for Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase involvement of parents and care givers in the school community</td>
<td>Targeted opportunity for parents to attend events, to build a sense of community and support for each other</td>
</tr>
</tbody>
</table>
THEME 11

Initiatives promoting respect and responsibility
Our college mission statement clearly outlines how we endeavour to offer an environment that demonstrates respect and responsibility.

St Philip's Christian College will continue to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. These Christian beliefs, values and practices are expressed further in the College Core Values. These are:

- Christ First
- Serve One Another
- Strive For Excellence
- Do What Is Right
- Build Community

These values of respect and responsibility flow from our love and respect for God and our desire to share this with others.

Our College promotes respect and responsibility among its community both through reinforcement of the school values and throughout specific service activities. We promote respect for self, respect for others, respect for the school and respect for property.

Respectful and responsible behaviour is encouraged and monitored through the implementation of key programs and strategies. There are three components to this and examples of each done in 2018 are listed below.

1. SERVICE ACTIVITIES
   - Pie Day proceeds supports Transform the Nations & 2 Compassion Children;
   - Visits to the local nursing home;
   - ANZAC/NAIDOC ceremonies
   - R U OK Day
   - Sorry Day
   - White Ribbon Day
   - Plastic Pollution Awareness Fundraiser - Stage 6
   - Drought Fundraiser - Gosford
   - Christmas Concert event - Cessnock; and
   - Combined campus gala days.

2. STUDENT PROGRAMS
   - Connect Groups - Cessnock
   - Social Skills programs;
   - Education about Anti-bullying and Cyber bullying;
   - Work Experience program;
   - Sport and co-curricular programs; and
   - Presentation Day.

3. STUDENT LEADERSHIP
   - Student leaders elected and appointed at each campus;
   - Inaugural St Philip’s Christian College Student Leadership Symposium; and
   - Organised various events for students throughout the year.
Parent, student and teacher satisfaction
SPCC DALE is a safe and caring place for those who are not successful in mainstream schooling, for social/emotional/mental health reasons. For many of our students, attending school each day can be a challenge and we want to honour their persistence and determination, acknowledging the courage required.

Our annual Presentation Day continued as an end of year celebration of student achievement in 2018. Parents and students from all of the campuses of SPCC DALE came together at The Grainery church in Mayfield. Through parent/teacher meetings, emails and information sessions, parents and carers affirmed the following:

- When their children enjoy coming to school, home is more settled;
- Student confidence and skills have increased;
- Students are growing stronger in their relationship and connection with God through creative outlets such as journaling, song writing and weekly Chapel services; and
- The opportunity to engage in weekly Work Experience gives students the possibility to gain part time work or apprenticeships.

We continue to have some students find that even the DALE environment is not sufficient to assist their re-engagement into education. This is normally due to their diagnosed condition manifesting itself in ways that are too extreme for our school and are therefore referred to other more suitable educational settings. As a result, we are in the process of reviewing our current enrolment criteria to ensure we are enrolling students for whom DALE is the best educational setting.

The great majority of parents and students give very high praise for the series of open-hearted fresh starts that many of the students receive as they become engaged again with formal education, as part of the community we call SPCC DALE.

In 2018 the McCrindle group conducted surveys across all of the St Philip’s Christian Colleges. The surveys were beneficial to the life of the colleges and demonstrated results from students, parents & staff. The engagement from parents at SPCC DALE increased for 2018 & became apparent that our parent interaction had improved since 2017. Parents believe that their child’s life has been enhanced during their time at SPCC DALE emotionally, spiritually and academically.

Staff survey results indicate that 100% of staff are proud to be a staff member of DALE, find their work satisfying and fulfilling and enjoy coming to work each day. Student survey results indicate that students are effectively supported to achieve their best, develop learning habits and develop spiritually. Students most enjoy the friendly teachers, encouragement to achieve their personal best and great friends.
THEME 13

Summary of Financial Information
ST PHILIP’S CHRISTIAN COLLEGE DALE INCOME SOURCES 2018

- Federal Grants 63%
- State Grants 13%
- Fees & Other Income 15%
- Capital Grants 9%

ST PHILIP’S CHRISTIAN COLLEGE DALE EXPENDITURE SUMMARY 2018

- Salaries & Related Expenses 71%
- Non Salary Expenditure 23%
- Capital Expenditure 6%
PUBLICATION REQUIREMENTS

This Annual Report will be made available on NESA online.

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

A notice will be displayed in our school newsletter to notify parents that it is available.