

St Philip's Christian College DALE Young Parents Annual Report 2018







Contents

- 04** A message from key school bodies
THEME 1
- 010** Contextual information about the school and characteristics of the student body
THEME 2
- 014** Student outcomes in standardised national literacy and numeracy testing
THEME 3
- 017** Senior secondary outcomes (student achievement)
THEME 4
- 020** Teacher professional learning, accreditation and qualifications
THEME 5
- 021** Workforce composition
THEME 6
- 022** Student attendance and retention rates and post-school destinations in secondary schools
THEME 7
- 024** Enrolment policies
THEME 8
- 027** Other school policies
THEME 9
- 031** School determined priority areas for improvements
THEME 10
- 034** Initiatives promoting respect and responsibility
THEME 11
- 037** Parent, student and teacher satisfaction
THEME 12
- 040** Summary of financial information
THEME 13

THEME 1

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



MESSAGE FROM OUR EXECUTIVE PRINCIPAL

GRAEME IRWIN

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, who was affectionately known as 'Father Ken' was the first Chairperson of the College's Board of Governors from 1982 and played a significant role in the establishment of St Philip's Christian College.

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 YOUNG PARENTS PRINCIPAL

BRONWYN THOROUGHGOOD

I am proud to write our Principal's Message to share the great things that have been happening at DALE Young Parents across both our Waratah and Wyong campuses throughout 2018.

Enrolments were strong with 15 students this year, either graduating with a HSC or gaining direct entry into University. We are so incredibly proud of our students as each day they overcome many barriers to attend school as young parents, some travelling up to two hours each way to get to school.

Our relationship with FaCS has helped the Young Parents Hub to prosper through the funding they have provided to help the Hub become sustainable. The Hub operated at capacity in terms of co-located partners and casual rentals. The Early Learning Centre (ELC) has faced issues with licensing due to the reduction of the outdoor play area created by building works next door to the Hub. We continue to pray that the ELC will be able to be licensed in 2019.

Many wellbeing programs have been introduced at each campus to improve the physical and emotional wellbeing of our students. A Family Support Worker was employed at the Wyong Hub by The Benevolent Society utilising FaCS funding to support the case management needs of the young parents accessing the Hub through the school and other programs.

The Pantry was created in the Hub to allow students doing Retail and Business Services VET courses to undertake their work experience in a safe and supportive space. It is also a social enterprise providing young parents with cheap food for their families.

We are thankful to God for the number of students who have made decisions to follow Jesus, knowing they are loved and worthy of His love. The transformation that is occurring in our students is huge. As the students move into their third year of study, there is a noticeable change in the way they carry themselves.

They are visibly proud of who they are and this is then transmitted to their children. At the end of year camp, our students had an opportunity to go away with their children for a 'holiday' where they not only had fun but also learnt parenting and life skills that they will carry with them into the future. Relationships were deepened between them, providing them with their own small 'cheer squad' in readiness for life after school.

SPCC DALE Young Parents is known for excellence in educating young parents but the wrap around support that is provided by our co-located partners such as Wesley, The Benevolent Society, ET Australia is also of a very high standard, resulting in outstanding outcomes for young parents, interrupting the welfare cycle and redirecting them to a life of hope through employment or further education.

God bless all staff who are dedicated and committed to the transformation of young parents and their children and a huge blessing to our incredible students and their children who continue to amaze us with their determination and grit!

Bronwyn Thoroughgood

SPCC DALE Young Parents Principal



THEME 2

*Contextual Information
about the school and
characteristics of the
student body*



St Philip's Christian College DALE Young Parents (SPCC DALE Young Parents) is part of the St Philip's Christian College group of schools and is registered as an independent Special Assistance school. We are a Dynamic Alternative Learning Environment for expecting and parenting teens and young parents with children. We aim to assist students re-engage with their Secondary Education.

The DALE Young Mother's Program commenced in 2000 as an initiative of St Philip's Christian Education Foundation and was part of DALE Christian School. In 2016 the DALE Young Mother's Program transitioned into DALE Young Parents' School and became a registered and accredited Special Assistance school for expecting and parent teens and young parents with children. At this time we amalgamated with St Philip's Christian College Young Parents' Program in Wyong. In 2018 we changed our name to St Philip's Christian College DALE Young Parents to bring us more in line with the other St Philip's Colleges. In 2018 our numbers were 86 (60.8FTE) students and 32 (11.6FTE) staff. In 2018 we operated two campuses; one in Waratah and Wyong.

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 Young Parents 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 Young Parents 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 Young Parents passionately fosters a holistic dual generational approach to supporting young parents and their children. As the young parent studies in their classroom, the children are also learning and developing skills in a stimulating and nurturing environment. We offer an educational service for Years 9 to 12 offering students the opportunity to gain a RoSA and/or non-ATAR HSC.



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

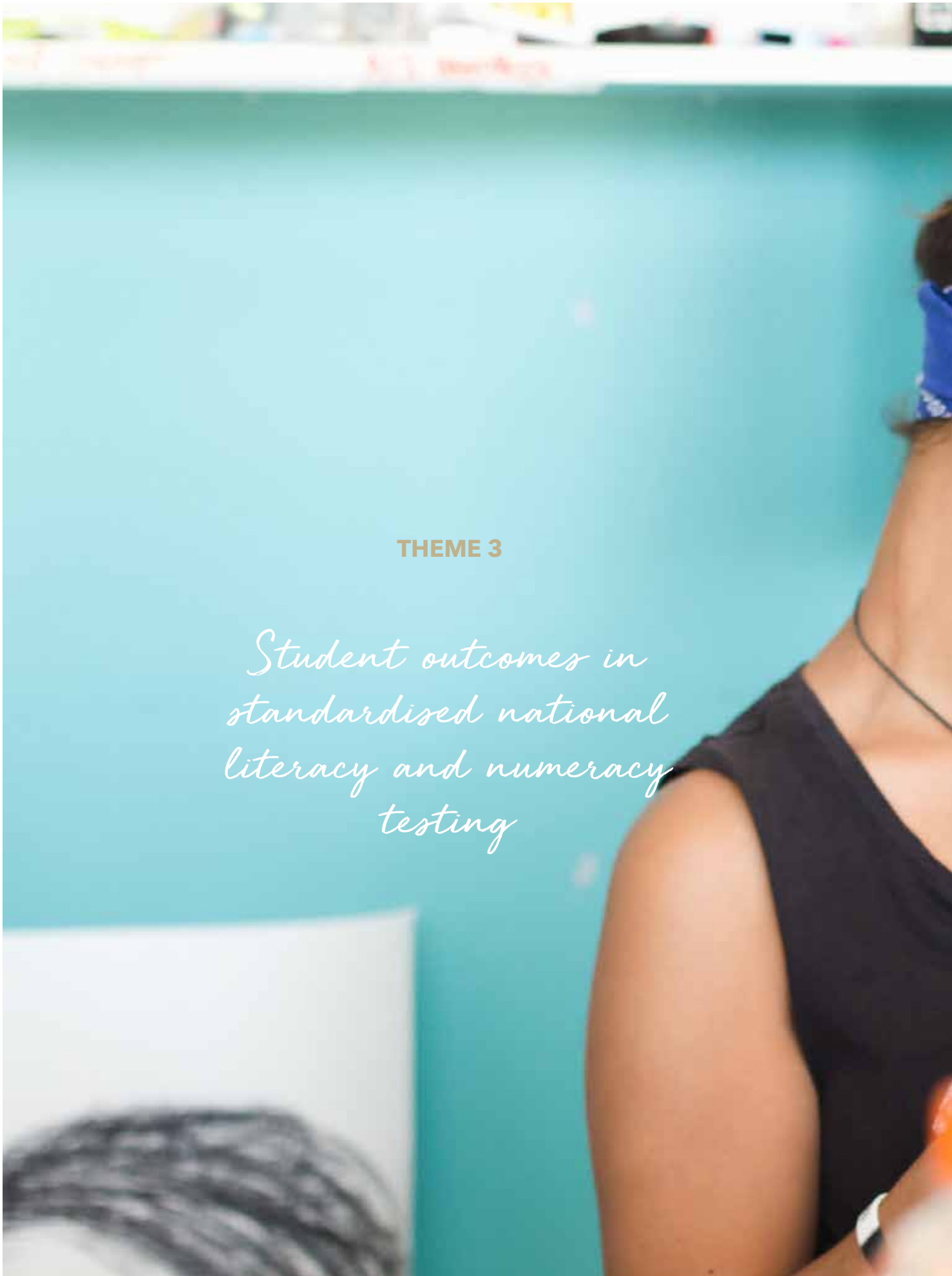
1. The educational program is aimed at viewing each student as a whole person – spiritually, academically, relationally, and physically – while they undertake their accredited educational program (moving towards the RoSA certificate and non-ATAR HSC).
2. We also work closely with the home and any other support agencies who may be involved in the young person's life.
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 and wellbeing programs as they are ready and as relevant to their overall development.

The school aims to create an environment where everyone in the community is respected and free of stigma, 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 and 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 levels of achievement in Literacy and Numeracy for students enrolled in Years 5, 7 and 9 in 2019. Although there is a significant need for literacy and numeracy intervention for our young parents, it is rare that our students sit the NAPLAN tests due to leave relating to their pregnancy.

SPCC DALE Young Parents is not compared to other schools on the MySchool website because its cohort is so particular. In 2018, as in previous years, our young parents were withdrawn from NAPLAN testing due to pregnancy or maternity leave and such there are no results to demonstrate.



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 below. At the Waratah campus seven students achieved their RoSA in English and Mathematics and at the Wyong campus two students achieved their RoSA in English and History. For these students it was a huge achievement due to the fact that they were disengaged with schooling and learning when they first arrived at SPCC DALE Young Parents. Grades are achieved through implementing the required NESA syllabi.

ROSA GRADES - 2018 - WARATAH

| Subject | No. of students | Grades %'s | | | | | | | | | | |
|-------------|-----------------|------------|---|----|---|----|---|----|----|---|----|---|
| | | A | B | B8 | C | C5 | D | D4 | D3 | E | E2 | N |
| English | 7 | 1 | 1 | | 1 | | 2 | | | 2 | | |
| Mathematics | | 1 | | 1 | | 1 | 1 | | 1 | 2 | | |

ROSA GRADES - 2018 - WYONG

| Subject | No. of students | Grades %'s | | | | | | | | | | |
|---------|-----------------|------------|---|----|---|----|---|----|----|---|----|---|
| | | A | B | B8 | C | C5 | D | D4 | D3 | E | E2 | N |
| English | 2 | | | | 1 | | 1 | | | | | |
| History | | | | | 1 | | 1 | | | | | |

A SUMMARY OF STUDENT ACHIEVEMENT IN THE 2018 HSC IS OUTLINED BELOW:

Preliminary results are listed in the tables below.

SUMMARY OF 2018 PRELIMINARY DATA BY COURSE - WARATAH

| | Total Students in course | Band (Average) | Mark (Average) - Not submitted in Year 11 |
|------------------------------|--------------------------|----------------|---|
| English Studies | 10 | C | - |
| Community and Family Studies | 11 | D | - |
| Food Tech | 9 | C | - |
| Work Studies | 16 | C | - |
| Exploring Early Childhood | 11 | B | - |
| PDHPE | 13 | C | - |
| VET Business Services 1 | 3 | Competent | - |

SUMMARY OF 2018 PRELIMINARY DATA BY COURSE - WYONG

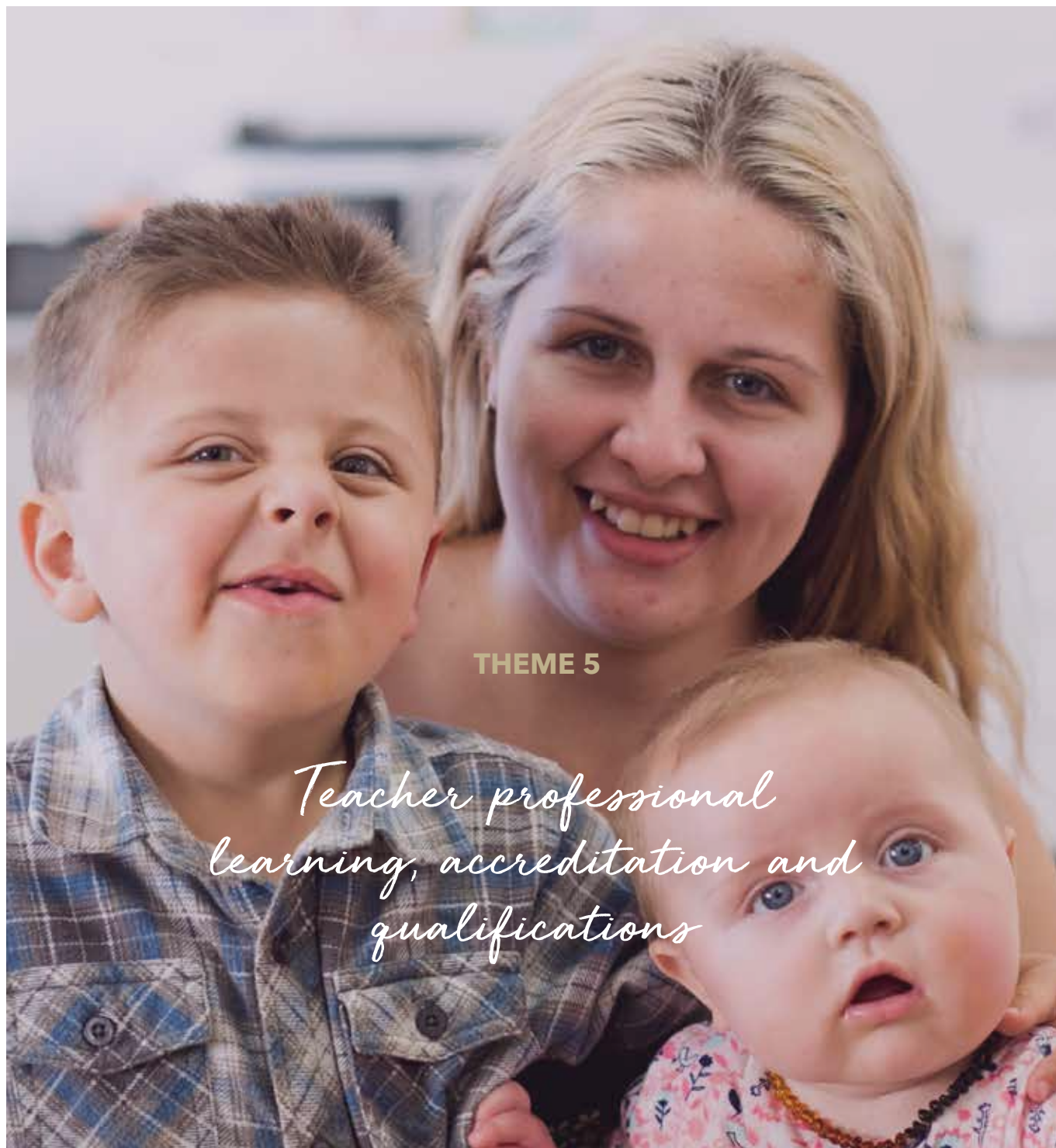
| | Total Students in course | Band (Average) | Mark (Average) - Not submitted in Year 11 |
|---------------------------|-----------------------------|----------------|--|
| English Studies | 14 | C | - |
| Visual Art | 11 | D | - |
| Exploring Early Childhood | 8 | C | - |
| Computing Applications | 15 | C | - |
| (VET) Business Services 1 | 8 | Competent | - |

SUMMARY OF 2018 HSC DATA BY COURSE - WARATAH

| | Total Students in course | Band (Average) | Mark (Average) |
|---------------------------|-----------------------------|----------------|----------------|
| English Studies | 12 | - | 67 |
| Exploring Early Childhood | 6 | - | 70 |
| Work Studies | 5 | - | 70 |
| VET Business Services 2 | 12 | - | Competent |

SUMMARY OF 2018 HSC DATA BY COURSE - WYONG

| | Total Students in course | Band (Average) | Mark (Average) |
|--------------------------------|-----------------------------|----------------|----------------|
| English Studies | 10 | - | 77 |
| Exploring Early Childhood | 11 | - | 63 |
| Computing Applications | 3 | - | 79 |
| (VET) Retail 240/1 year 4 unit | 10 | - | Competent |
| VET Business Services 2 | 6 | - | Competent |



THEME 5

Teacher professional learning, accreditation and qualifications

Expenditure on Professional Development:
\$15,110.00

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

*All teachers have teaching qualifications from a higher education institution within Australia.





THEME 6

Workforce composition

Figures on staff attendance in 2018 are as follows:

| School Staff 2018 | No. of staff |
|---|--------------|
| Teaching Staff | 17 |
| Full-time equivalent teacher staff | 7.3 |
| Non-teaching Staff | 15 |
| Full-time equivalent non-teaching staff | 4.3 |
| Indigenous | 1 0.4 FTE |

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 86 (60.8FTE) students enrolled at the August census in 2018.

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 prior to becoming pregnant due to being disengaged. Many of the students have been 'non-attendees' for periods ranging between 1 month and 2 years prior to enrolling at SPCC DALE Young Parents.

Due to our students managing parenthood and school, most students follow a part time attendance pathway to complete their HSC. As a result of part time attendance, SPCC DALE Young Parents is exempt from completing the STATS report.

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:

The SPCC DALE Young Parents 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 also describes processes to inform parents/carers of students under the age of 17 about absences. For chronic absences the school notifies the Home School Liaison Officer and Family & Community Services.

The details of this information are given to prospective students and their parents (where applicable) by supplying a Student Handbook as part of the enrolment package. Ongoing students are each supplied with an updated handbook at the start of each year and a PDF copy is made available on the school's website.

The rate of student attendance is difficult to attain as we are exempt from creating STATS reports due to our students following a part time attendance path way.

RETENTION OF YEAR 10 TO YEAR 12

Most students arrive at our school in Year 11 but for those students who commence at SPCC DALE Young Parents in Year 10, they are able to make a smooth transition to the 3 year HSC pattern of study.

Waratah Campus

SPCC DALE Young Parents Waratah had 6 graduating students.

The Year 12 graduating cohort of 2018 consisted of females. Post Year 12 destinations included:

a. Workforce or seeking employment

2 students

b. Other study

4 students

Wyong Campus

SPCC DALE Young Parents Wyong had 9 graduating students.

The Year 12 graduating cohort of 2018 consisted of females. Post Year 12 destinations included:

a. Workforce or seeking employment

4 students

b. Other study

5 students

The networking with organisations that provide post-school support for students has been beneficial. We continue to grow and develop in this area as we recognise the importance of supporting our Alumni students beyond their season at DALE.

THEME 8

Enrolment Policies

SPCC DALE Young Parents is a co-educational, Special Assistance School providing an education underpinned by Christian values and operating within the policies of NESA. All applications are processed in order of receipt. To attend our school students must be an expecting teen or a young parent. Sometimes our students realise that they want to further their education when their children are a couple of years old. We accept enrolments from any young parent, male or female, who have had a baby during their teen years and are wishing to complete their HSC.

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 should be processed within the school's enrolment protocol (see the Enrolment Process below).
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school gathers information and consults with the parents/family/carer and other relevant persons (e.g. the previous school or caseworker).
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

ENROLMENT PROCESS

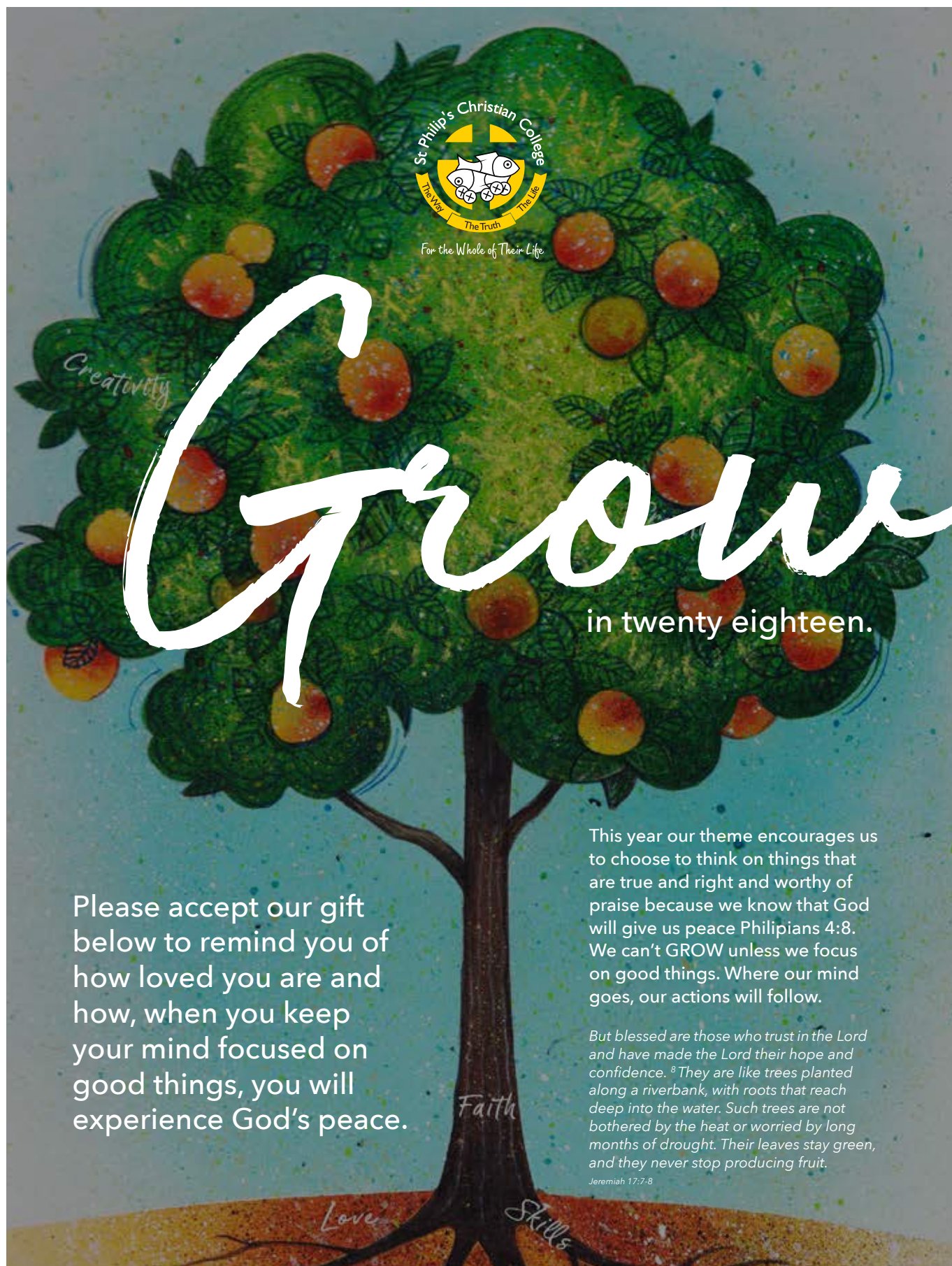
In line with the enrolment principles outlined above, the following is normally the procedure for enrolment at SPCC DALE Young Parents:

Application Process

- Contact the school to book in a time with a Head of Campus.
- Attend the meeting, have a tour of the school including the Early Learning Centre and complete the application form. During the meeting, educational expectations and the possible pattern of study are discussed.
- The following information must be included with the application form:
 1. Student Birth Certificate must be supplied with the application form or other photo identification
 2. Any medical or psychological plans (if applicable)
- When the application process is completed, a position is offered and a letter of offer is issued.

Continued Enrolment

Ongoing enrolment at SPCC DALE Young Parents 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 the students/parents/carer.



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. ⁸They 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

In 2018 DALE & DALE Young Parents, are
Growing in Faith. Love. Skills. Creativity. Gratitude.

THEME 9

Other school policies

SPCC DALE Young Parents is structured to support our students in a holistic way.

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 SPCC DALE Young Parents 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 Young Parents is a safe and happy place for students, staff and parents. We strongly encourage community participation through our strong relationships with external agencies, government and non-government organisations 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 the 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 Young Parents 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.

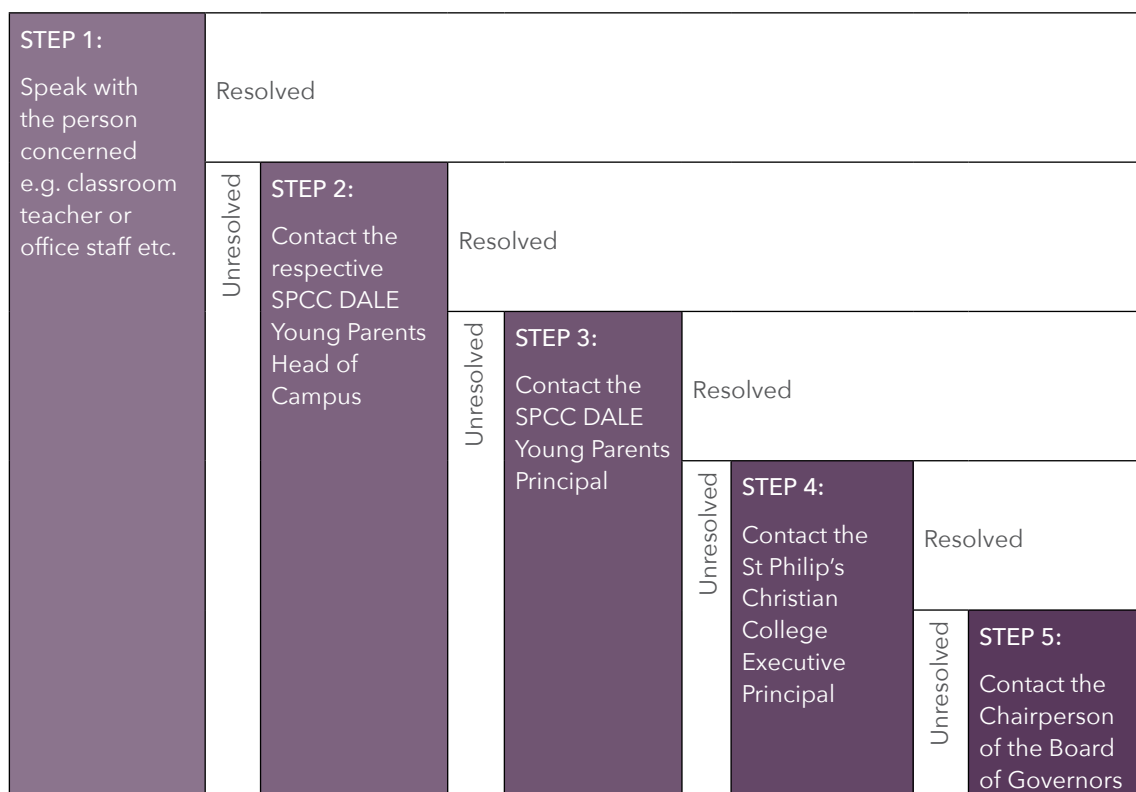
COMPLAINTS & GRIEVANCES POLICY

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 Handbooks.

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



THEME 10

*School determined priority
areas for improvement*

School Improvement Plan 2018**SPIRITUAL GROWTH**

| Priorities for 2018 | Goals for Priorities |
|--|--|
| Service and mission for others | School will investigate opportunities to link students into acts of service and mission |
| Opportunities for students to form a relationship with Jesus | 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 |

STUDENT LEARNING & ACHIEVEMENT

| Priorities for 2018 | Goals for Priorities |
|---|--|
| Teachers will access Universal Design for Learning strategies in their teaching and learning activities | Student engagement will increase and behaviour incidents will decrease |
| Identify literacy ability in students and provide targeted literacy programs | Literacy skills in students show measurable progress throughout the year |

STUDENT WELFARE AND PASTORAL CARE

| Priorities for 2018 | Goals for Priorities |
|--|--|
| Student wellbeing to be central to education such that it is embedded in programs and practice across the school | To create a classroom environment that is conducive to student social, emotional and academic growth |

STAFFING & TEACHER QUALITY

| Priorities for 2018 | Goals for Priorities |
|---|--|
| Teacher development focus on pedagogy and evidence of learning (assessment) | All teaching staff to continually improve the pedagogy skills through whole school professional learning and targeted professional learning at an individual level |

PARENTS/CARERS/COMMUNITY

| Priorities for 2018 | Goals for Priorities |
|---|---|
| Increase involvement of parents and care givers in the school community | Targeted opportunity for parents to attend events, to build a sense of community and support for each other |



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 that work toward building young parents' capacity as a young parent, student and individual. There are multiple components to this and examples of each done in 2018 are listed below.

1. SERVICE ACTIVITIES

- Compassion Sponsor Child
- NAIDOC Week
- Sorry Day
- Fundraisers to support Community connection
- Careers Day
- Pyjama for the Farmers Fundraiser - Wyong
- Catering opportunities with Lake Macquarie Council and other external providers

2. STUDENT PROGRAMS

- Shark Cage
- Uni4U
- Literacy Programs - Multi Lit
- Circle of security
- Central Coast Tenancy Advice
- Boxing/Fitness classes
- Triple P - Positive Parenting Program
- Financial Counselling from Wyong Neighbourhood Centre
- Family Health Nurses Education sessions - Sun Safety, Speech Therapy and Contraception/Sexual Health
- Youth Booth
- National Aboriginal and Torres Strait Islander Children's Day
- Dental Therapy Visit
- BUMP UP
- Nutrition - NEST program with Oz Harvest
- Careers and University Workshops
- Numeracy Programs
- Alpha Course
- Indigenous Art
- Preparation for Employment





THEME 12

*Parent, student and teacher
satisfaction*

SPCC DALE Young Parents is a safe, supportive and encouraging environment, free from stigma and judgement, which allows young parents the best opportunity to successfully complete their education.

The tradition of hosting an annual celebration for graduating students continued in 2018, where families and staff honoured and celebrated the achievements of the young parents at separate presentation days and a combined formal. One of our graduating students, Jacinta Myers, wrote a moving poem about her time at SPCC DALE Young Parents and presented it at the graduating students' Formal. Her poem embodies the journey of many other young parents whose lives have been transformed through Christian education.

Poem by Jacinta Myers

| | |
|---|--|
| <i>DALE is the people</i> | <i>Facing trials, facing judgement</i> |
| <i>DALE is the healing</i> | <i>Every single day</i> |
| <i>DALE is the experiences</i> | <i>It's like I won a golden ticket</i> |
| <i>DALE is the feeling</i> | <i>Out of the darkness in my life</i> |
| <i>It's kind and loving nature</i> | <i>A helping hand, a ray of light</i> |
| <i>With the open-hearted warmth</i> | <i>To guide me out of strife</i> |
| <i>The endless understanding</i> | <i>But it's that genuine compassion</i> |
| <i>With whatever life's demanding</i> | <i>That expects nothing in return</i> |
| <i>It's the constant reassurance</i> | <i>Is something I've come to depend on</i> |
| <i>With every trial that you face</i> | <i>A feeling that I yearn</i> |
| <i>They see your struggles and your strengths</i> | <i>With the help of this school</i> |
| <i>And can help you set the pace</i> | <i>It's people and its staff</i> |
| <i>It's the genuine compassion</i> | <i>I was gifted the opportunity</i> |
| <i>Every single day</i> | <i>To create my own path</i> |
| <i>The vibrancy of the community</i> | <i>A path that I am proud of</i> |
| <i>It's the life, the truth, the way</i> | <i>A path that delivers hope</i> |
| <i>Somewhere you are loved</i> | <i>A path that no longer plagues me</i> |
| <i>And can rediscover hope</i> | <i>On whether I will cope</i> |
| <i>With people you can turn to</i> | <i>My words are my weapons</i> |
| <i>When you're struggling to cope</i> | <i>They hold power, they hold weight</i> |
| <i>A place where you are accepted</i> | <i>But never will they be enough</i> |
| <i>Cherished and rejoiced</i> | <i>For those that changed my fate</i> |
| <i>A place where us young parents</i> | <i>These words of mine are powerless</i> |
| <i>Have a chance to find our voice</i> | <i>To express my gratitude, my debt</i> |
| <i>My future had been dark</i> | <i>The experiences and the people</i> |
| <i>With hurdles in my way</i> | <i>I never will forget</i> |



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.

In these surveys all stakeholders believe that SPCC DALE Young Parents is effective in equipping students with skills for the future in communication skills, critical thinking, problem solving and creativity. 100% of stakeholders suggest that a key strength of SPCC DALE Young Parents is the caring and nurturing environment and the up to date teaching methods reflecting changes in education.

Student surveys indicate that they are encouraged to achieve their best, have a strong sense of community and most enjoy feeling known and valued by teachers and staff.

100% of staff are proud to be a staff member of SPCC DALE Young Parents, enjoy coming to work each day and feel part of the wider St Philip's community.

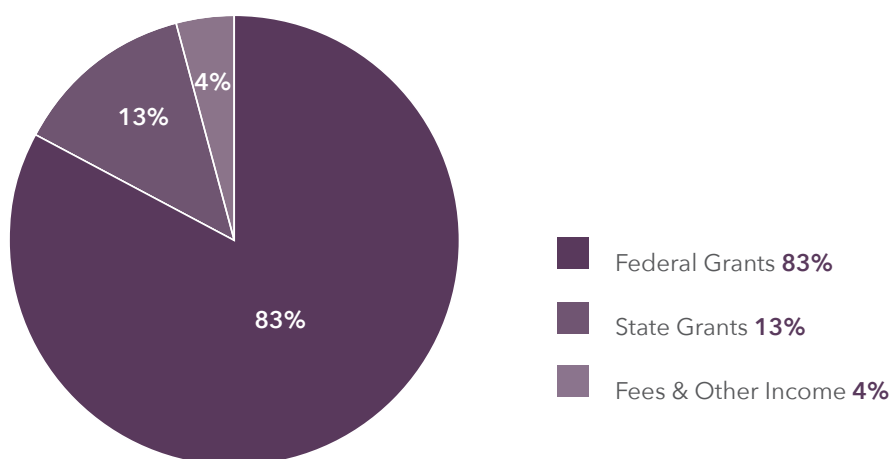
When dealing with the complexities of life, for some students, ongoing attendance can become challenging. Once unenrolled these students have time to reflect on the value of education. In many instances these students will re-enrol at a time when their life circumstances have settled and continue successfully to achieve their HSC. We work closely with external agencies to support these students during this time.

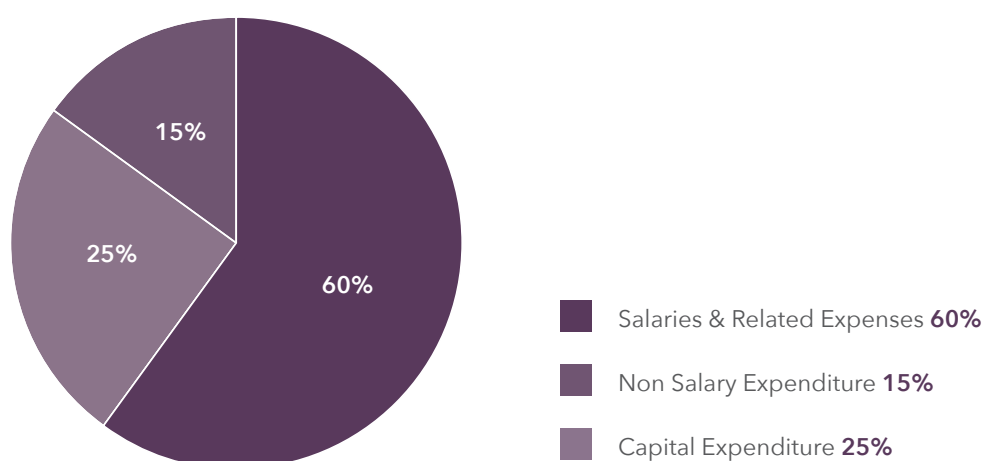
The great majority of young parents give very high praise for the series of open-hearted fresh starts that they receive as their engagement into formal education strengthens.

THEME 13

*Summary of Financial
Information*

ST PHILIP'S CHRISTIAN COLLEGE DALE YOUNG PARENTS INCOME SOURCES 2018

ST PHILIP'S CHRISTIAN COLLEGE DALE YOUNG PARENTS EXPENDITURE SUMMARY 2018



The background of the page is a soft, artistic watercolor illustration. It features large, overlapping washes of color in shades of pink, light blue, and pale yellow. Scattered throughout these washes are various floral and leaf-like shapes, some in a muted teal or sage green. The overall effect is a gentle, textured, and somewhat abstract floral pattern.

PUBLICATION REQUIREMENTS

This Annual Report will be made available on the NESA online.

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





For the Whole of Their Life

SPCC DALE
Young Parents

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