

2013



Annual Report

Christadelphian Heritage College Sydney
Educational & Financial Report



Preface

Policy

As Christadelphian Heritage College Sydney (CHCS) is a registered non-government school it undertakes to fulfil all requirements and responsibilities expected by governing authorities.

One of these mandatory requirements is for CHCS to publicly disclose by way of an annual report, the educational and financial performance measures and policies of the school.

Preparation of Annual Report

- Overall Information Coordinator – John Unwin (Business Manager)
- Administration – John Unwin (Business Manager)
- Web Publishing – John Unwin (Business Manager)
- Annual Financial Return – Rachael Davies (Accountant)

Staff members responsible for Annual Report content:-

- Area 1: ***A message from key school bodies***
John Unwin (Business Manager)
- Area 2: ***Contextual Information about the school and characteristics of the student body***
Stuart Gilmore (Principal)
- Area 3: ***Student outcomes in standardised national literacy and numeracy testing***
Felicity Shields (Assistant Principal)
- Area 4: ***Senior secondary outcomes***
Brenda Wyszynski and Felicity Shields (Assistant Principals)
- Area 5: ***Professional learning and teacher standards***
Felicity Shields (Executive member in charge of Professional Development)
- Area 6: ***Workforce composition, including Indigenous***
John Unwin (Business Manager)
- Area 7: ***Student attendance and retention rates in secondary schools***
John Unwin (Business Manager)
- Area 8: ***Post school destinations***
Brenda Wyszynski (Careers Advisor)
- Area 9: ***Enrolment policies***
John Unwin (Business Manager)
- Area 10: ***School policies***
Stuart Gilmore (Principal)
- Area 11: ***School determined improvement targets***
Stuart Gilmore (Principal)
- Area 12: ***Initiatives promoting respect and responsibility***
Stuart Gilmore (Principal)
- Area 13: ***Parent, student and teacher satisfaction***
Stuart Gilmore (Principal), Brenda Wyszynski (Assistant Principal)



Area 14: **Summary financial information**
Rachael Davies (Accountant)

Distribution of Annual Report

- Board of Studies
- Emailed to College Board
- Posted on College website – www.hcs.nsw.edu.au
- Copies available from College Office (and advertised through College newsletter)

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Reporting Area 1

Messages from key school bodies

PRINCIPAL'S REPORT

The aim for 2013 regarding students definitely was to establish policies and procedures for the identification of students in need and the establishment of quality practices that then addressed these needs.

Three senior members of staff formed a Welfare Committee to commence the process of evaluating current policies and practices. Policies and protocols were then sourced from a variety of organisations from within and without the educational system to improve the direction and practices. These policies were adapted to fit the specific structure of Christadelphian Heritage College Sydney. Staff, students, community members and the College Board gave input into the proposed adjusted policies, frameworks and procedures. The process included effective mechanisms for identifying students with emotional, social or educational challenges; establish appropriate communication structures; implement methods of intervention and the tracking of the programs; involve all stakeholders including professional assistance from outside of the College in assisting in the resolution or maintenance of the challenge. There were a number of adjustments of all these elements throughout the process but it was believed at the end of the year that significant progress had been made of a positive nature in helping students in need.

One of the 2013 innovations was the commencement of the Heritage Genius Bar. Senior students who had demonstrated excellence in various fields applied to become mentors to other students K-12. They gave up their time to answer any question and the students really enjoyed having someone to turn to other than a staff member to receive instruction. They were initially conducted in Mathematics, Science and English and proved so popular that other students offered Study Skills and Editing Skills. Soon students wanted to add emotional support as well.

The secondary students performed a musical on Nehemiah's work of rebuilding the walls of Jerusalem in the 5th century BCE. The students performed superbly supported by a choir and a dozen in the instrumental group.

The College hosted the Combined Heritage Writing Competition on the theme of 'Courage' and the CHCS students did very creditably. The College also had success in winning the band section the Penrith Eisteddfod for the third year in a row. On the sporting field the College's students had more success with both the Swimming and Cross secondary teams winning the Zone Aggregate Shield, a 14 year boy came third in the CIS (state) and 14th in the All Schools Long Jump as well as the senior girls in the brand new sport of table tennis taking out third place in the NSW championships.

The students enjoyed their usual Peer Support camps and leadership mentoring day with the team from Rising Generations. They participated in a Band Day to hone their musical skills as well heard a concert with the talented Peter Combe and participated in the National Simultaneous Storytime Day as well as the Premier's Reaching Challenge.

A number of students excelled in the introduction of the Cogmed Working Memory Training program. As well as achieved Credits, Distinctions and even a High Distinction in various academic competitions.

The Year 6 students worked with representatives of Liverpool City Council to establish a recycling program. After their rubbish audit, the Council reps praised their efforts within the school for raising the recycling element by %. The College was also successful in applying for a grant to establish a food scrap and composting program, seed propagation area, kitchen gardens and irrigation system. This program will be completed in 2014.



The Year 9 and 10 students had the benefit of three additional elective choices (Visual Arts, Commerce and Textiles) the bringing their choice to eight. The senior students also had Business Studies added to their choice list for 2013.

The aims for 2013 from a staff point of view were to prepare for the introduction of the Australian Curriculum as well as to learn more about the innovative learning program, 'Making Thinking Visible'. These became the focus of staff meetings and the Combined Heritage College 3 Day Conference. Staff members were well prepared for the writing of quality programs to be delivered in 2014.

*Stuart Gilmore
Principal*

COLLEGE BOARD REPORT

The role of the College Board is to set the overall policy and direction of the College and foster the implementation of its vision and mission. The College continues to grow in numbers with almost 240 children currently enrolled, primarily from the Christadelphian community.

2013 has been a busy year for the Board. Some of its key initiatives have included

- Active promotion of the College to our target audiences both externally and within the Christadelphian community with the production of a video and associated promotional materials. Presentations have been made to the majority of Ecclesia's in the Sydney basin.
- Development and implementation of College policies and procedures to further enhance the effective running of the College and the support and care of our students
- The commencement of the first two stages of our building program to provide new music facilities and an ablutions block
- Ongoing oversight of the management of the College, including staff recruitment and development of enhanced financial governance.

The success of the College is a result of the dedication and commitment of our Principal, Stuart Gilmore and his hardworking teaching and administrative staff. Stuart has worked tirelessly to ensure the successful implementation of the College's Mission, Vision and Values. We have also recruited a team of highly qualified and dedicated teachers. In line with the progressive increase in enrolments over the past twelve months we have been able to further increase our teaching staff and expand our subject offerings. We have also increased the resources available for students with special learning needs, under the capable guidance of Rebekah Wetherton.

The Board is also committed to the ongoing professional development of our staff and was pleased to support the national conference of Heritage Colleges last August. The conference fostered collaboration, sharing of resources and learnings amongst both teaching and key administrative staff, nationally.

The Board is very thankful for the dedication of our teaching and administrative staff who care for the academic, spiritual and personal welfare of our children. We are proud of the educational outcomes of our students that reflect the commitment of both teachers and our staff. We pray for God's continual guidance and blessing on our labours.

*John Elton
Chairman
College Board*



HERITAGE COLLEGE PARENTS & FRIENDS ASSOCIATION (P&F)

The main role of the P&F is to provide a forum for planning and implementing fund raising activities for the College, and to work with the College Principal in suggesting ideas that may contribute to improved facilities and learning opportunities for students. The P&F has also been the method of sharing information with parents concerning the College's future development plans.

The P&F office bearers (Chairman, Secretary, Treasurer, Parent Representative on the Board) are elected annually. The Chairman and Parent Representative become members of the College Board, ensuring that there is effective communication between the Board and the P&F. A member of the College staff attends each P&F meeting to answer questions and provide visibility of College activities. The P&F is an effective and practical way in which the College community can volunteer to assist the College. In 2013, fundraising initiatives included the annual Country Fair, community BBQ's, canteens both at the College and during special events and stalls for Mothers' and Fathers' day. The P&F chose to invest in primary laptops, educational software licences, sports equipment and to support the running of the College band camp. It has been highly rewarding to contribute both time and energy to improving facilities for students learning and we look forward to continuing to support the good work of Christadelphian Heritage College Sydney.

*Jason Gilmore
Chairman*

Parents and Friends Association

STUDENT LEADERSHIP REPORT

In 2013 the system of Senior and Junior Captain nominees forming the respective Leadership Teams was again adopted with a minor change. Since there were only 10 students in Year 12 it was agreed that all would be welcomed into the team.

The members of the Junior Leadership Team were assigned to a Primary class to assist classes lining up after breaks. They were asked to observe, recommend and award students who behave appropriately on the playground or in lines. The leaders plan, organise and run aspects of assemblies, as well as arrange sports to play during some lunch times. They co-ordinated a fundraiser at the school fair, and have also managed a fundraiser during lunchtimes involving High School Students.

The Senior Leadership Team firstly collected data from the 2012 Student Surveys from which they planned activities. These included conducting House Meetings, organising the entire student body to participate in Clean Up Australia Day and some lunchtime activities. In addition the Genius Bar was formed on which a number of the Senior Leadership Team served.

*Martin Russell/Brenda Wyszynski
Co-ordinators*



Reporting Area 2

Contextual Information about the school and characteristics of the student body

Christadelphian Heritage College Sydney is a co-educational school located at Kemps Creek, a semi-rural area of south-western Sydney. The College was established in 1998 to provide an opportunity for children to be educated in an environment that respects and promotes Bible-based values. Heritage College caters for students from Kindergarten to Year 12 and seeks to create an atmosphere where children feel safe, nurtured, valued, respected, and are encouraged to excel in all areas. The smaller student population at the College allows each child to benefit from individual attention, care and recognition and enables staff to understand and appreciate individual needs abilities and interests.

Mission:

Heritage College Sydney strives for:

- Wisdom, reflecting Christian values in its organisation, teaching and practices, to provide a caring and safe environment
- Knowledge, developing life skills in children and building strong partnerships with our families
- Excellence, optimising the capacity of each student to achieve his or her potential in academic, spiritual, moral, personal and creative spheres

Values: The Bible and its principles form the basis of life at the College, with a focus on respect for and responsibility to God, the community and to others. Courtesy, good manners and positive behaviour are celebrated, and students are encouraged to care for one another, seeing themselves as part of a 'family' working in harmony together.

Focus: A foundation of the College's operations is daily consideration of relevant principles from the Bible, including thankfulness, respect and praise. Students briefly consider a range of Bible themes and values pertinent to life and their stage of development and the positive lessons for developing life-skills which spring from these stories are particularly emphasised. In both curricular and extra-curricular areas, Heritage College is committed to encouraging and supporting students to achieve their best, regardless of academic ability. Education programs at the College follow the syllabus outlines set by the NSW Board of Studies; however it is the approach and environment in teaching these courses that reflects the philosophy and aims of the College. The College offers excellent opportunities for students to advance their interests in sporting, music and community service activities. Students have consistently demonstrated outstanding ability in all these areas. The senior courses are delivered using the compressed model. The Year 11 and 12 students are one in cohort and complete half their subjects for both Preliminary and the HSC in one year sitting for the HSC exams in those subjects. The following year they choose from a different set of courses and repeat the process. The senior students acknowledge the benefit to them of concentrating on only three subjects and then receiving their marks back before commencing another three. Their results have supported this method.

Facilities: The College is located on two hectares of land in a rural setting and adjacent to Council sporting fields. Recently upgraded facilities include a primary block, primary music and tutorial rooms, learning support areas, Library, Wood Technology, Science Laboratory and Food Technology rooms and computer labs. Work on a new Secondary Music Room, Primary Music Room, four Music Tutorial Rooms, toilet facilities and a new Primary classroom commenced in September of 2013.

For more information please visit <http://www.myschool.edu.au>

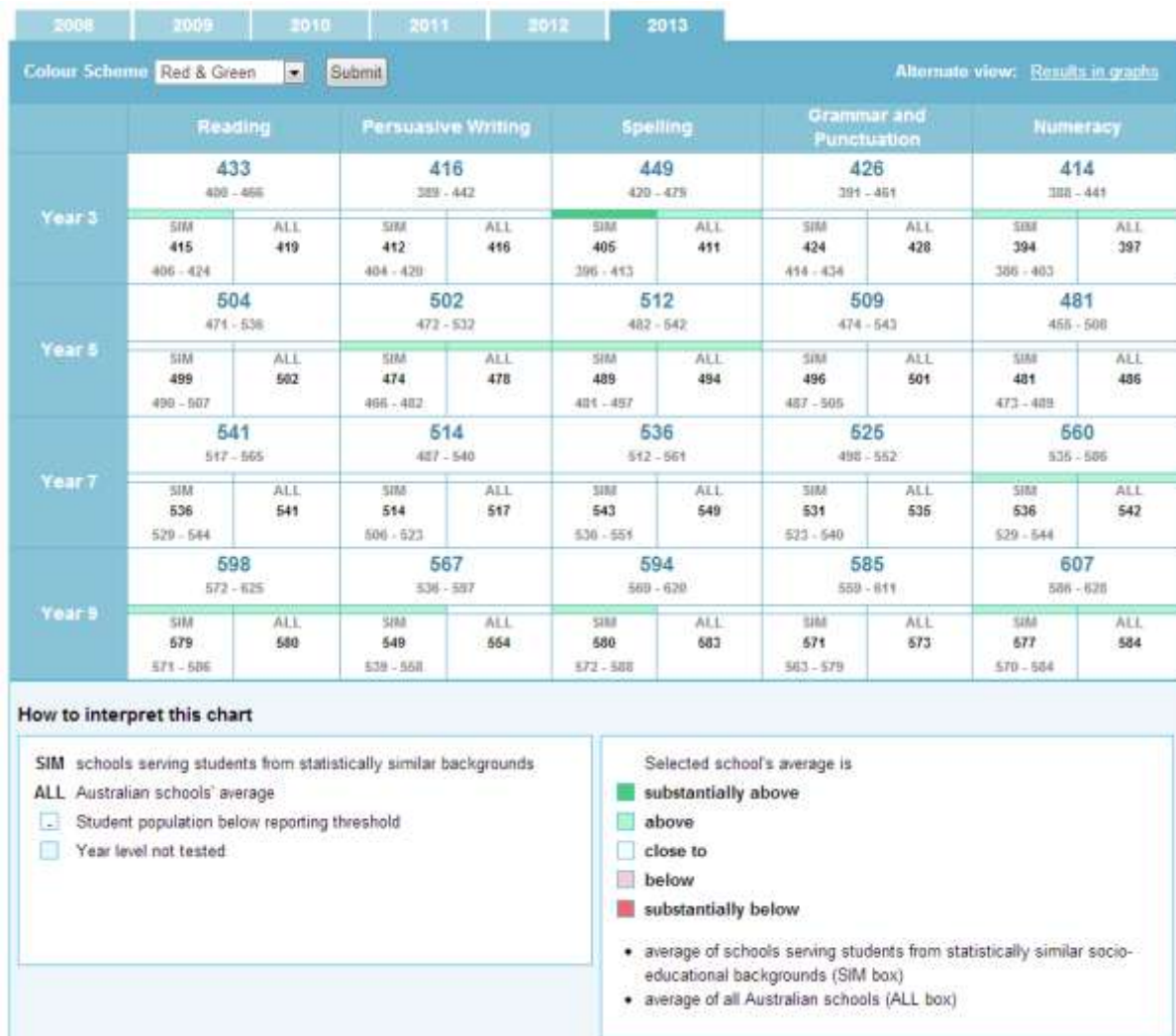


Reporting Area 3

Student outcomes in standardised national literacy and numeracy testing

LITERACY AND NUMERACY ASSESSMENTS IN YEARS 3, 5, 7 AND 9

In 2013, sixteen Year 3, fourteen Year 5, twenty-one Year 7 and twenty-two Year 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These results are reported in a 10 band continuous scale from year 3 to year 9.





Reporting Area 4

Senior Secondary Outcomes

At Christadelphian Heritage College Sydney, all senior students complete their Stage 6 Preliminary and Higher School Certificate courses over one year in half the required subjects, completing the remaining required subjects in their subsequent senior year.

In 2013 31 students in Years 11 and 12 sat the HSC exam in English (Standard), English (Advanced), English Extension 1, Ancient History, Business Studies, Chemistry, Personal Development Health Physical Education and Physics. In addition, subjects completed by one or more Stage 6 students with providers other than Heritage College (including OTEN and TAFE) were Design and Technology, Visual Arts, Human Services and Animal Studies.

20% (2 students) of the Year 12 cohort completed a TVET qualification and 100% (10 students) of the Year 12 group were awarded the NSW Higher School Certificate.

HIGHER SCHOOL CERTIFICATE

In 2013, 31 students sat for the NSW Higher School Certificate in 14 courses. On average 65% of students achieved in the band 4-6 range across the 8 courses studied at the College this year. With small candidatures, percentages need to be interpreted with care.

2013 Higher School Certificate Examination Results

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Ancient History	20	15 (75%)	61%	5 (25%)	39%
Business Studies	8	7 (87.5%)	65%	1 (12.5%)	35%
Chemistry	5	3 (60%)	74%	2(40%)	26%
English (Standard)	13	1 (8%)	34%	12 (92%)	66%
English (Advanced)	15	8(53%)	86%	7 (47%)	14%
Personal Development, Health and Physical Education	13	7 (54%)	59%	6 (46%)	41%
Physics	5	4 (80%)	66%	1 (20%)	34%
		Band E3-4		Band E1-2	
		School	State	School	State
English Extension 1	2	2 (100%)	88%	0(0%)	12%



HSC Examination Trends showing school vs state percentage in Bands 4-6 in main subjects

Subject	2008		2009		2010		2011		2012		2013	
	% School	% State	% School	% State	% School	% State	% School	% State	% School	% State	% School	% State
English (Std)	N/A	39	18	-	N/A		29	39	N/A		8	34
English (Adv)	N/A	89	73	-	N/A		100	88	N/A		53	86
General Mathematics	50	59	N/A	56	71	57	N/A		50	51	N/A	
Mathematics	57	70	N/A	72	83	75	N/A		70	79	N/A	
Biology	57	67	N/A	65	64	57	N/A		56	63	N/A	
Business Studies	53	-	N/A	60	N/A		N/A		N/A		87.5	65
Chemistry	N/A	69	74	-	N/A		64	72	N/A		60	74
Physics	N/A	67	42	-	N/A		70	71	N/A		80	66
Ancient History	N/A	61	47	-	N/A		71	65	N/A		75	61
Industrial Technology	N/A	63	N/A	-	88	59	N/A		100	62	N/A	
Information Processes & Technology	29	63	N/A	-	80	65	N/A		33	61	N/A	
PDHPE	N/A	63	6	60	N/A		4	68	N/A		54	59
			Band E3-4	Band E3-4			Band E3-4	Band E3-4			Band E3-4	Band E3-4
English Ext 1			98	100			33	84	N/A		100	88

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA

Subject	No of Students	A	B	C	D	E
English	25	6	7	8	3	1
Mathematics	25	1	5	14	4	1
Science	25		9	12	4	
Australian History	25	9	7	7	2	
Australian Geography	25	1	8	12	2	2
PDHPE	25	1	9	8	7	
Commerce	1			1		
Food Technology	12	3	6	3		
Industrial Technology (Timber)	9	1	2	5	1	
Information and Software Technology	11	1	3	5	2	



Christadelphian Heritage College Sydney Inc

wisdom through knowledge

Textiles Technology	1		1			
Music	11	2	3	5	1	
Physical Activity and Sports Studies	17	3	6	8		
Visual Arts	11	1	4	2	4	

Four students departed at the end of Year 10; two enrolled at other schools, one enrolled in TAFE and one student was being followed up by the Department of Education.



Reporting Area 5

Professional learning and teacher standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	21
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

Total teacher numbers are listed on the My School website <http://www.myschool.edu.au>

Professional Learning

The major professional development activity which took place in 2013 was the Combined Heritage Colleges Conferences. This was held in Adelaide together with the staff from four Heritage Colleges (Adelaide, Lake Macquarie, Melbourne and Perth) from the 23rd – 26th August. Almost 80 staff members participated. The theme for the three days was, 'Build – Share - Inspire'. The introduction of the Australian Curriculum has allowed closer collaboration and the development of quality programs that can be shared between the colleges. There were key note addresses on exceptional teaching strategies, how to build and encourage resilience, the impact and opportunities of technology, as well as a focus on our communal goals. There were 17 variety choices relevant to teachers' interests including: 'Making Thinking Visible'; 'Great IT ideas for the classroom'; Developing resilience in students'; Effective use of games'; 'iPads in the classroom'; 'Visual literacy'; Motivating students in the Maths classroom'; 'Aspects of literacy'; 'Working restoratively to support behaviour development'; Getting kids to think!'; 'Educating boys'; 'Reading interventions that work'; 'Mentoring students'; 'Teaching in multi-level classrooms'; 'The flipped classroom'; 'Supporting students with special learning needs'; and 'Habits of mind'.

Two sessions were led by a South Australian AIS consultant (also principal of one of the leading secondary schools in South Australia), and one of the keynote presentations featured one of the world's leading experts in measuring learning progress and outcomes. All other sessions were led by teachers from the five colleges.

There was eight hours of sharing time where staff who were teaching the same courses could discuss the implementation of the new Australian Curriculum, develop action plans for researching and designing programs, share best learning practices specific for their courses and swap resource ideas.

A variety of professional development activities also took place in staff meetings during 2013, including:

- Child Protection Presentation by AIS consultant Kate Halloran
- Review of Assessment policies
- Assessment tasks – modification for Learning Difficulties, ESL and Gifted & Talented students
- Comprehension presentation by AIS Literacy consultant, Sue Bremner
- Life Skills outcomes presentation by AIS consultant, Maxine Borg



- Primary and KLA Committee meetings on the Australian Curriculum implementation, including use of program builder software.
- Software training on Read Write Gold for support students
- Presentations by various staff members about professional development courses attended
- 2014 Inspection requirements
- Welfare committee updates
- Visible thinking information

Throughout 2013, CHCS staff undertook the following external professional development activities and presented relevant information at subsequent staff meetings or with collaborative teams:

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF STAFF PARTICIPATING
NSW Science Syllabus Familiarisation Yr 7-10	1
NSW English Syllabus Familiarisation Yr 7-10	1
Planning and programming for the new Yr 7-10 English syllabus	2
Schools and the Law	1
Financial Management Seminar	2
AIIS Annual Briefing – Employment and current issues	2
English Syllabus Familiarisation K-6	2
Ext 1 HSC English (Crime)	1
Making Thinking Visible	6
Understanding IQ and Educational Assessments	1
Early Identification of Communication Difficulties in late preschool and early Kindergarten children.	2
Mental Health First Aid	1
Live Life Well @ School	2
Australian Teacher Performance and Development Framework Webinar	2
Agreement Interpretation Workshop - AIS Multi Enterprise Agreements	1

The average expenditure per teacher on professional learning in 2013 was \$563.

This is an increase of \$208 per teacher from last year.



Reporting Area 6

Workforce composition, including Indigenous

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1.5	5%	6.0	21%	26%
Secondary Teaching	6.5	22%	8.0	28%	50%
Administration/Teaching Support	1.0	3%	6.0	21%	24%

As of 2013 August Census, we currently have 1 Female indigenous staff member working at the College in Administration with a load of 0.2 (1 day per week).

For more information on workforce composition, please visit <http://www.myschool.edu.au>



Reporting Area 7

Student attendance, retention rates and post school destinations

For information on student attendance, please visit <http://www.myschool.edu.au>

Attendance Rate

Student attendance was 96% on average based on an indicative figure of each student to attend school 200 days per year. This is 1% higher to the attendance rate for the previous year.

Attendance Rate by Year Group

Kindergarten	93%
Year 1	98%
Year 2	97%
Year 3	96%
Year 4	97%
Year 5	97%
Year 6	95%
Year 7	96%
Year 8	96%
Year 9	95%
Year 10	96%
Year 11	97%
Year 12	96%

Management of Non-attendance

Heritage College traditionally has a relatively low rate of absence, with non-attendance of students mainly due to illness or holidays. All parents/guardians are required to provide a written explanation for all student absences. For absences of extended periods such as chronic illnesses students are supported and encouraged to continue as far as possible with the academic work covered by their class during their period of absence.



Retention Rate

Years Compared	Yr 10 total enrolment on census date	Yr 12 total enrolment on census date	Yr 10 enrolment remaining in Yr 12	Apparent retention rate	Actual retention rate
2004/2006	13	16	15	80%	75%
2005/2007	21	13	13	61%	61%
2006/2008	13	12	8	92%	66%
2007/2009	21	14	14	67%	57%
2008/2010	20	19	19	95%	95%
2009/2011	19	14	13	74%	68%
2010/2012	25	16	15	64%	60%
2011/2013	14	10	9	71%	64%

Historically the students who have left in Year 10 have taken up offers of apprenticeship or other employment, a small number wished to access senior courses available at other schools.



Reporting Area 8

Post school destinations

Destination	Year 10	Year 12
University	-	7
TAFE / Tertiary College	1	3
Apprenticeship		-
Another school	2	-
Employment	-	-
Unemployed	-	-
Unknown	1	-
Total	4	10



Reporting Area 9

Enrolment policies

CHCS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW Board of Studies. Detailed below is the Enrolment Policy and Procedures of the College. The Christadelphian community of the wider Sydney area instituted the College to support its families. Children from families who are not members of the Christadelphian faith are welcome if they and their parents support the College's ethos and comply with the College's rules

ENROLMENT POLICY

PURPOSES

To operate the College in a manner that would make it accessible to as many Christadelphian children as possible.

To maintain a College environment that meets the individual academic, social, emotional and physical needs of its students.

To provide access for non-Christadelphian families in accordance with requirements contained in this Policy.

To abide by the *Disability Standards for Education 2005 (Standards) Act* for students with a disability as defined under the *Disability Discrimination Act (DDA)*.

GENERAL GUIDELINES

Publicity

Information on the College and the enrolment procedure is to be made available to the community.

Enrolment

Enrolment is not guaranteed. Recognition needs to be taken of the child's individual needs and the College's ability to meet those needs as well as the student's and caregiver's agreement and compliance with the ethos of the College.

The College reserves the right to refuse enrolment or to terminate the enrolment.

Students with disabilities are to be treated on the same basis as students without disabilities.

This includes admission and enrolment as well as being able to access and participate in courses and programs and use of the facilities and services. Class ratios will also be considered to determine the impact on learning of all students.

Applications for enrolment by students from non-Christadelphian families are to be considered on an individual basis. Considerations would include the relationship of the family to the Christadelphian community, previous schooling record, and the commitment of the family to



supporting the College's ethos. These are factors which may contribute to the acceptance of the enrolment application.

Priority will be given to children of Christadelphian families if vacancies become available in classes.

Class sizes

Class numbers are to be at a level that promotes sound teaching practices and permits a safe, practicable working environment.

Fees

The fee structure for both Christadelphians and non-Christadelphians is to be determined annually by the College Board. The Board may reduce the fees for Christadelphian families to reflect the financial support by the Christadelphian community. The fees are to be advertised before the end of a year where possible.

Adjustments

An adjustment is a measure or action that identifies the type and level of support required by any enrolled student to allow them to access and participate in all aspects of College life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues which are relevant to the adjustment process include:

- a) The impact on the student's access to educational opportunities;
- b) The views of the student and their family (this includes caregivers);
- c) The effect of the proposed adjustment on the student's:
ability to achieve learning outcomes;
ability to participate in the curriculum; and
independence;
- d) The effect of the proposed adjustment on others including students and staff;
- e) The costs and benefits of making the adjustment.

IMPLEMENTATION

Publicity

Publicity of the enrolment procedure will be through the College website, promotional material, Christadelphian publications and College newsletters.

Enrolment

Enrolment enquiries are to be recorded in order of receipt.



Records and reports relating to an application may be requested by the College from previous schools, specialists or other sources to gain information on the child's needs. The permission of the caregiver will be gained prior to the request, and the College will abide by its Privacy Policy and the Privacy Act throughout the enrolment process.

Selection of students will be on the basis of spaces available in the relevant year or class.

Enrolment applications from students seeking placement in classes that are already at their maximum size will be accumulated until sufficient numbers make the formation of a new class viable. The decision to establish a new class will be made by the College Board, following a recommendation from the College Principal.

Information that the caregiver may be required to provide as part of an enrolment application may include:

- Previous school or preschool reports, noting current achievements and areas of need;
- A psychologist's report documenting functional skills and recommended strategies for working with the student;
- A speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
- Occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;
- Medical specialist reports identifying issues which need to be considered by the College;
- Vision and hearing reports documenting level of functioning and recommended strategies.

In considering an enrolment application, the College will:

- invite relevant parties to visit the College to discuss the needs of the student, relevant issues and participate in potential adjustments to address these;
- assess, with contributions by relevant parties, the College's physical environment to identify issues and potential solutions;
- seek feedback and suggestions from relevant College staff and other external special educators about the possible impact of the adjustments required by the College if the student was enrolled;
- seek information about potential government funding assistance and access to other services;



- contact the Association of Independent Schools of NSW (AIS) about funding application requirements;
- keep the applicant's nominated caregiver informed as to the progress of the application;
- prior to acceptance of enrolment, communicate clearly any strategies necessary to meet the student's needs;
- provide professional development for staff to permit positive educational, social and psychological outcomes and the elimination of any discriminatory actions or language;
- provide a member of staff to monitor the ongoing enrolment of any student requiring enrolment adjustment, and report on this to the College Principal.

Refusal or postponement of enrolment will be made where, in the College Principal's estimation, either the College did not have the capacity to address the student's individual needs or that the student's enrolment is considered, after the consultative process, to be an unjustifiable hardship (see Adjustments). The College Principal will meet with the applicant's nominated caregiver, along with specialist and AIS involvement if required to inform them of this decision. This determination would be made only after identifying and investigating reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities afforded to all students at the College, as well as an analysis for the initial years of the student's schooling and their potential needs in future years. Consideration of the impact of the student's enrolment on other students currently enrolled in the class would also be part of the decision process, which will involve the College, nominated caregiver and relevant experts working collaboratively to jointly seek solutions that are most likely to produce positive results for all parties. Records will be kept of the process and related decisions.

Following an unfavourable enrolment decision the nominated caregiver is able to make representation using the College's complaint procedures.

Class sizes

Class numbers are limited to the following maximum numbers:

K to Year 2 24 (less if it is needed to form a composite class)

Years 3 to 6 30 (less if it is needed to form a composite class)

Years 7 to 10 24

Year 11 to 12 20

Changes to these class sizes must receive Board approval.

Class maximums in composite classes would take note of the Year of the majority of the children in the composite class and set the class numbers accordingly.



The enrolment of students requiring an adjustment is considered on an individual case basis (see Adjustments). The student's impact on teacher time, facilities, utilisation of resources and specialist staffing may require an adjustment to the class sizes from those set in this Policy.

Enrolment of non-Christadelphian children is to be at the discretion of the College Principal. Caregivers and the applicant are to be interviewed by the College Principal or appointed officer to outline the ethos of the College and to ascertain their ability and willingness to support this ethos. The College Principal will seek a further interview to be conducted by representatives of the Board for those students seeking to enrol in Year 8 or above, and for students seeking to enrol in lower Years in some instances.

Applicants are placed on the waiting list in order, at the discretion of the College Principal.

Caregivers of non-Christadelphian children are to be made aware of the close relationships and level of co-operation between those within the Christadelphian Community.

Adjustments

The adjustment determination is made upon the basis of what is a reasonable adjustment after input from all parties including the student, nominated caregiver, relevant specialists, and relevant College staff. Advice may also be sought from other external sources including special education professionals. Where the College agrees to enrolment adjustment, a practical collaborative process will be established and agreed to between the College and the student's nominated caregiver to evaluate and manage any reasonable adjustments that may arise in the future to achieve mutually agreed outcomes. The College will also establish a review mechanism to deal with any issues or disputes that may occur between the nominated caregiver and the College about decisions made in relation to the enrolment adjustment.

PAYMENTS

The College will require payment of:

- a) A non-refundable application fee. The application fee will be deducted from the first College fee payment following confirmation of enrolment, but is not refundable if enrolment does not proceed; and
- b) College fees.

CONTRACT TERMS

The non-refundable application fee as set by the Board;

Enrolment is not finalised until the necessary documentation is received by an officer of the College and arrangements made to pay the College fees;



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The College will invoice caregivers for the year and full payment is expected for each term by the last day of that term.

Caregivers are required to immediately contact the College Principal if they are unable to pay the agreed fee by the due date.



Reporting Area 10

School policies

STUDENT WELFARE

Christadelphian Heritage College Sydney seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development



Policy	Policy changes in 2013	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> Definitions and concepts Legislative requirements Investigation processes Documentation 	<p>Policy & procedures were revised in 2013 to reflect the changes to the NSW legislation</p> <p>The Policy was endorsed by the College Board</p> <p>Staff were in-serviced on the revised policy due to legislative changes</p>	College website
WHS Policy encompassing <ul style="list-style-type: none"> WHS procedures Reacting to Critical Incidents Student Car Policy Water Activities Policy Building Project procedures 	<p>The WHS and related policies & practices were reviewed by Management and adjustments made to practices so as to be able to implement its guidelines. Emergency evacuation and lockdown practices were held at appropriate times of the year were evaluated and approved recommendations implemented. The Board received regular reports. The new building project which commenced in September had its own WHS requirements and these were monitored by the Project Manager in consultation with CHCS Management</p>	<p>Some on College website, full text on intranet, summary on laminated signs in classrooms & other workspaces</p> <p>Parents may request a copy by contacting Office</p>
Supervision Policy encompassing <ul style="list-style-type: none"> Excursion Risk Management Education Outside the Classroom Accidents, First Aid and Mgmt of Medical Conditions 	<p>Policy & procedures were regularly reviewed by staff and minor adjustments made to improve level of care.</p> <p>These were again reviewed when the building project commenced</p>	<p>Full text on intranet</p> <p>Parents invited to request copies of all risk assessments and policy available if required</p>
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> Code of conduct - staff & students 	<p>National Safe School's Framework and Values Education issues delivered through class and Year Advisor Programs.</p> <p>Code of Conduct Policy was adjusted to align with AIS document. After consultation this was presented to and approved by the College Board and communicated to the staff</p>	Full text on intranet
Pastoral Care Policy encompassing <ul style="list-style-type: none"> Student Welfare and Special Needs Provisions Anti-bullying Policy and Procedures Academic policy 	<p>Heritage Genius Bar innovation commenced – senior students assisting others in their area of expertise</p> <p>Welfare Committee formed – reviewed and adjusted CHCS policies and procedures in line with current best practice form around Australia to identify, intervene and track student welfare</p> <p>Leadership program included Senior and Junior Leadership Teams.</p> <p>Continued 7 and 10 Mentoring Camp with external provider Rising Generations hired to prepare students</p> <p>Expanded executive to help support and mentor staff</p>	<p>Full texts</p> <ul style="list-style-type: none"> Intranet Parent Information Booklet
Communication & Consultation Policy encompassing	<p>Phones put in all staff areas to allow them ease of access to phone parents during periods away from</p>	Full text contained in



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<ul style="list-style-type: none">Formal and informal communication mechanisms between the school and those with an interest in the student's education & well-being	<p>the formal interview period.</p> <p>A student and parent group email approach greatly assisted communication.</p>	<ul style="list-style-type: none">IntranetInformation booklet on website
Student Technology Policy	<p>Technology policy further revised to cover all aspects of technology use. Increase use of Moodle through staff in-service.</p>	<p>Full text contained</p> <ul style="list-style-type: none">IntranetInformation booklet and newsletter



STUDENT DISCIPLINE

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted under any circumstances and breaches would be investigated as potential allegations of reportable conduct.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The College's discipline policies and procedures were reviewed in 2013.

Policy	Changes in 2013	Access to full text
<p>Principles and Rules encompassing</p> <ul style="list-style-type: none">• roles & responsibilities of students, staff, parents & visitors• Code of Conduct• rules & examples <p>The 5 broad rules were communicated and implemented:-</p> <ul style="list-style-type: none">➤ be kind to, cooperate with & respect others➤ work, move & play safely➤ care for the College environment➤ attend school regularly & punctually➤ wear the appropriate College uniform	<ul style="list-style-type: none">• There were minor adjustments to school rules mainly relating to playground areas• 2 staff were allocated to morning duty covering the entry to the school and playground supervision• 2 staff were on playground supervision at recess and lunch breaks• A teacher was allocated to each afternoon bus line, marked a role and supervised students as they embarked• Staff were requested to wear a high visibility vest when on duty	<p>Full text in</p> <ul style="list-style-type: none">• Parent information booklet• Intranet• On classroom walls



<p>Discipline Policy</p>	<p>Welfare programs were implemented by class teachers, year advisors and executive staff.</p> <p>The staff maintained the mediating processes with families and CHCS.</p> <p>The Wall of Honour concept was further developed – acknowledging students who have excelled in vocational education and group/instrumental/band achievements.</p> <p>The Leadership Team promoted responsibility through acknowledgment.</p> <p>Throughout 2013 the previous decline in students requiring detention or receiving incident reports (<5%) continued. By contrast students achieving gold certificates continued to increase (>40%)</p>	<p>Full text in</p> <ul style="list-style-type: none"> • Information booklet • Intranet
<p>Student Referrals Procedures</p> <p>Concerns re student academic, emotional, physical & social adjustment</p>	<p>The head of the Student Services became a permanent member of the College Executive team.</p> <p>Student progress and welfare was regularly discussed at Executive and Management level.</p> <p>Staff members were further trained in assisting students facing personal issues.</p> <p>A Welfare Committee was established so as to identify, intervene and monitor students who had academic, social, physical or emotional needs. The Committee established welfare plans and referred students for external assessment and help or handled matters internally utilising skills, understanding and connection to students on staff. This was all done in consultation with parents.</p> <p>Appropriate senior students assisted with some student welfare issues.</p>	<p>Full text in</p> <ul style="list-style-type: none"> • Intranet



REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The College'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.

The full text of the College's policy and processes for complaints and grievance resolution is provided in the Information Booklet on the College website.

This policy was reviewed in 2013.

Policy	Changes in 2013	Access to full text
<ul style="list-style-type: none">Responding to Suggestions, Complaints and AllegationsGuidelines for Concerns or Complaints	<p>The staff regularly reviewed policy and the procedures.</p> <p>In 2013 there was one official concern lodged with the College Board. The policy and procedures were followed. The concern sparked adjustments to the existing practices. Those raising the concern were kept informed throughout the process and expressed satisfaction with process and the outcomes of the proceedings.</p>	<p>Full text:</p> <ul style="list-style-type: none">College websiteCollege Board HandbookIntranet



Reporting Area 11

School-determined improvement targets

The following three were the focus areas for 2013 and comments on the achievements of these goals

1. **Supporting Students** – it was decided to focus on providing specific academic and emotional support for students. A Welfare Committee was established so as to review current policies; search for improved models of delivery and tracking; communicate how the assistance could be accessed. A number of policies were presented by the Committee then reviewed and approved by the College Board. Senior students were invited to be part of the process of assisting students. Parents were involved in the process and external support was involved when appropriate. The whole process successfully worked with a number of students. Senior students were also invited to be part of an innovative idea where they mentored students of all ages in mathematics, English, editing skills, science and study techniques. This worked well and both the helpers and the helped expressed that they had benefited by the program.
2. **Professional Development** – It was decided to fly every teacher to a 3 day Combined Heritage College Conference held August 23-26 in Adelaide. The conference, 'Build, Share, Inspire' provided opportunities for teachers to share excellent teaching ideas with their peers from other states; formed committees to focus on the Australian Curriculum and enjoyed a variety of subject specific sessions. Staff expressed satisfaction regarding their ability to work with colleagues and these connections continued in the months following the conference.
3. **Making Thinking Visible** – the College received a grant that permitted six staff to be trained in the Harvard-developed program to enhance student learning. Staff meetings were held to communicate the methodology to other teachers. The trained staff communicated their discoveries at the Combined Heritage College Conference in August 23-26. The six staff successfully trialled the program in their classes and completed evaluations on their success to the organisers of the grant.



ACHIEVEMENT OF PRIORITIES FOR 2013

Area	Priorities	Achievements
Teaching & Learning	On-going improvements re technology in primary rooms – 18 laptops were purchased and accessible to all classes	Purchasing laptops permitted all students greater access to technology. Classes continued to book use of the computer labs for whole class work
	Pathways approach to Preliminary and HSC courses continued. Board of Studies approved commencement of Stage 6 courses early November. This permitted students to commence preliminary work and assessment tasks as well as involve themselves in sporting and cultural College experiences throughout the year	Students well prepared for HSC demonstrated by strong results in each of the subjects. All ten students gained entry to their post-school courses (seven university courses, one TAFE, one Business College and one Private College)
	Mathematics (K-8) supported by enrolment of students in the Mathletics online program	K-8 students keen both in class and at home to improve their mathematical skills
	24 students (Years 4-8) attended World Maths Day at Redfern	Enthusiastic participation and intellectual challenge
	Support for students completing external studies	Three students received the Australian Vocational Student Award (only 500 awarded across Australia)
Student Achievements	Voluntary involvement in academic competitions from Years 3 to 10 (Maths, English, Science, Computers and Writing)	Student achievements include Credits and Distinctions and High Distinctions
	Senior Band & Instrumental Ensembles perform publicly as well as on-going development	First placing for Band in Penrith Eisteddfod for the third year in a row. Successful public performances and Gala Concert
	Year 5 compulsory Band program continued	Number of students continuing with instrumental tuition, successful participation in AMEB exams and involvement with the Band Program after Year 5
	Sporting excellence	HCS Secondary Swimming, Cross Country & Athletics teams again perform well at Zone level and claim the Aggregate Shield in the Swimming and Cross Country CDSSA carnivals. Individual students representing at zone, regional and state levels in both individual and team sports
	Student achievement acknowledgement	Further develop the concept of the Walls of Honour by adding students who have represented with distinction in sport, music or achieved honours in academic courses. Presentation night accolades, awards and scholarships



Student Welfare	Pastoral Care, Welfare, Leadership and Resilience Programs	Rising Generations worked with Year 9 on peer support and building leadership skills to use in the Year 7/10 Camp. Some pastoral care sessions are devoted to fostering the relationships begun.
	Senior and Junior Leadership Teams supported captains and developed student initiatives	Leadership Teams met and proposed positive measures such as mentoring and supporting students who were isolated or unhappy. Results were very pleasing with fewer students requiring discipline and intervention measures but more students achieving positive acknowledgment. A Genius Bar as established to provide academic support, student to student. This was monitored by staff.
	Team building through performance of Secondary Musical	Students practised well and performed a high quality musical
	Maintained integration programs to support students with a refugee or overseas background	Students integrated well in class and socially. They were also supported at home with practical needs and ICT equipment.
	Band Day held for students involved in music programs	Focus on accuracy and team work – benefit demonstrated in 1st placing at Penrith Eisteddfod as well as individual achievements in HSC course and AMEB exams
	Continuation of Combined Sports Days with Heritage College Cooranbong	Foster links between sister schools – enthusiastic participation
	Building stronger family ties	A Spring Picnic day on Saturday for school and local community to share time and participate in sporting competition was successfully held as well as the College Fair in May
Staff Development	Continuation K-12 Student Welfare programs	Further develop programs with class teachers and Year Advisors
	Increased use of Moodle across year levels as well as other staff development in effective use of IT	Continued training of staff – staff using 'Moodle' to upload teaching programs for student use and other IT functions
	Emergency Care training for staff	Staff trained
	Child Protection, Code of Conduct, Student Welfare and other Policies adjusted to align with new legislation	Staff awareness of responsibilities according to new legislation and effect on College policies and procedures
	New staff induction	Staff awareness of responsibilities and expectations



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	Combined Conference with other Heritage Colleges from across Australia	Focus on Australian Curriculum and creating quality teaching/learning programs
Facilities & Resources	Improved technology in Visual Arts Room	Greater access to online programs and presentation of such through improved projection
	Improved work space for secondary staff	New work areas and lunch facilities



Reporting Area 12

Initiatives promoting respect & responsibility

Christadelphian Heritage College Sydney was established in 1998 so as to help families in the areas of promoting respect & responsibility.

In 2013 the students had daily discussions on the following fortnightly themes: - initiative, innocence, integrity, joyfulness, justice, kindness, leadership, love, loyalty, majesty, mercy, obedience, orderliness, openness, patience, peacefulness, perseverance, prudence, responsibility and respect. Classes looked at Biblical references on these subjects in their daily Bible session and discussed ways that these virtues and characteristics could be developed in an individual's life.

Years 7 to 10 classes have a 60-minute Bible lesson each week to explore various aspects of Christian living. Respect and responsibility feature strongly in these. Year 7 considered the Old Testament. Year 8 discussed the life of Jesus in a chronological manner referring to all four gospel records. Year 9 investigated the Acts of the Apostles and overviewed the themes of the New Testament epistles as well as when, to whom and where they were written. Year 10 investigated the evidence for accepting the Bible as a true document and God's revealed word.

In addition to these specific Bible investigations all secondary classes have a 30-minute Year Advisor session each week. Much of this time is focused around peer support with both primary and secondary students.

The K-6 students led by their class teachers were involved in programs focused on the promotion of respect and responsibility. All lessons were designed to promote respect for self and others, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. These programs included: supporting school rules, social skills training, anti-bullying, drug education and self-assessment.

The secondary students performed a musical, 'Building up People'. This told the story of Nehemiah who was relieved of his important position by the Persian king to return to Jerusalem to rebuild its walls. The students investigated the concepts of cooperation and fulfilling their responsibility in the face of opposition. The lessons were reinforced through the use of drama, song and music.

All students were encouraged to show what they learnt through raising money for charities. In 2012 the students raised over \$3000 for the sponsorship of students in Kenya through the Agape in Action organisation. They continued to support their fellow students who had faced similar challenges on their journeys from the African continent to their new life in Australia and schooling at Heritage College.

A number of programs continued in 2013 to promote an attitude of respect and responsibility. These include the award system, with students striving for commendation cards, leading to Bronze, Silver and Gold Awards. At Presentation Night, specific awards such as Panoply, Kindness and Assistance and Principal awards recognised the values that students consistently demonstrated. The special 'Heritage Award' was presented to eight students who consistently demonstrated leadership and moral integrity.

During 2013 the Roll of Honour displayed on the walls at the entrances of the College was further developed acknowledging the successes over the College's history of high level of student achievement. The names of those students who represented at state level in sport were added as well as those who had excelled in vocational education courses, group or band successes.

In 2013 Senior and Junior Leadership Teams were established to support the Senior Captains, Junior Captains and House Captains. These students had specific roles to perform within the school, not the least being role models for others. They met to discuss matters with Executive staff to promote student respect and responsibility.



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The external provider, 'Rising Generations', once again worked with students on demonstrating leadership. They specifically assisted students to prepare for the Year 7 and 10 Peer Support camp at the beginning of the year.



Reporting Area 13

Parent, student and teacher satisfaction

So as to ascertain an accurate and current grasp of levels of community satisfaction the Principal and Executive Staff co-ordinated a survey of three main stakeholders - parents, students and staff.

PARENT SATISFACTION

Families were invited to complete an online survey in November 2013. The responses reflected the opinions from those with secondary (53%) and primary (47%) children.

The areas surveyed were:

SPIRITUAL AND PASTORAL CARE

A God-focused learning environment

<i>Strongly Agree</i>	80%
<i>Slightly Agree</i>	20%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	0%

Care for special needs

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	20%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	13%

Speedy conflict resolution

<i>Strongly Agree</i>	60%
<i>Slightly Agree</i>	27%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	13%

STUDENT WELFARE

My child feels safe at school

<i>Strongly Agree</i>	80%
<i>Slightly Agree</i>	20%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	0%

School discipline is handled appropriately

<i>Strongly Agree</i>	53%
<i>Slightly Agree</i>	40%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	7%

My child is encouraged

<i>Strongly Agree</i>	80%
<i>Slightly Agree</i>	7%
<i>Slightly Disagree</i>	13%
<i>Strongly Disagree</i>	0%

Staff demonstrate genuine concern for the wellbeing of students

<i>Strongly Agree</i>	73%
<i>Slightly Agree</i>	7%
<i>Slightly Disagree</i>	13%
<i>Strongly Disagree</i>	7%



Do you have any comments on the current Transport solutions provided by Heritage College?

- Very well organised and run
- Extremely happy with the transport.

SCHOOL LIFE

Heritage College provides quality opportunities in:

Academic Studies

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	13%
<i>Slightly Disagree</i>	20%
<i>Strongly Disagree</i>	0%

Musical Education

<i>Strongly Agree</i>	87%
<i>Slightly Agree</i>	13%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	0%

Social Activities

<i>Strongly Agree</i>	47%
<i>Slightly Agree</i>	47%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	0%

Physical Education

<i>Strongly Agree</i>	47%
<i>Slightly Agree</i>	40%
<i>Slightly Disagree</i>	13%
<i>Strongly Disagree</i>	0%

Are there any additional areas of study that you would like Heritage College to explore?

- Debating and research skills
- Are there opportunities to play inter-school sport?
- Perhaps an overnight excursions for primary and more language choice and Visual Arts opportunities like as are in Music
- I think all the school can do is encourage the recruitment and/or training of teaching staff so that they can offer a wide choice of subjects and be flexible to the popular choices of the year concerned.
- More competitions should be set up at lunch time for children to compete with each other.



Academic studies (balance)

<i>In balance</i>	93%
<i>Too much</i>	0%
<i>Too little</i>	7%

Musical education (balance)

<i>In balance</i>	80%
<i>Too much</i>	20%
<i>Too little</i>	0%

Social activities (balance)

<i>In balance</i>	80%
<i>Too much</i>	7%
<i>Too little</i>	13%

Physical education (balance)

<i>In balance</i>	80%
<i>Too much</i>	7%
<i>Too little</i>	13%

Comments

- I am delighted when the school has activities which celebrate our cultural diversity
- The NEHEMIAH musical was simply fantastic. The whole secondary school was included. Pity it did not run a couple more times.
- It would be nice to have an alternative regular extracurricular experience for those children who are not able or interested to play a musical instrument.
- There could be a debating or public speaking team, as these skills are so important for young people to develop, as they can help them structure essays and arguments in class
- I know that the school is a long way from everyone's homes but there are not all that many social activities
- More excursions
- Homework in infants and primary grades seems excessive.

In your opinion what are the 3 best features of Heritage College

These were some of the responses...

1. The community
2. The type of students that attend
3. The caring attitude of the staff
4. The size of the school and classes
5. Some of the teachers are outstanding
6. There is no anxiety moving from primary to high school
7. Safe learning environment
8. An expectation that children achieve their personal best
9. Multicultural
10. Godly principles upheld
11. Student Discipline
12. Education and knowledge
13. Family feeling that the school gives
14. Genuine personal interest in each child
15. Academic achievements
16. Musical achievements
17. Nurturing of students as individuals and catering to any needs they may have"
18. Continued efforts to improve facilities and programs



In order of priority, what are the 3 main things that could enhance the value of Heritage College for you and your children?

- More strictness on uniform compliance
- More leadership opportunities for students
- An holistic approach to life approach - food, body, mind, spirit - so the children see for themselves a world full of possibilities, within a Godly framework
- Genuine respect for the joint Biblical and Australian values, of non-discrimination
- A focus on education with more specialised teachers brought in
- A research based education having more emphasis on the student ability to research and solve problems on their own
- Involvement of parents (who would volunteer) who may have special skills in giving short lectures to interested students."
- More excursions
- After school or other extracurricular activities
- Emails from high school teachers to let parents know what assignments they have due when rather than waiting until they are overdue to let us know
- more sport lessons for year 7 and 8
- We value it as it is

EFFECTIVENESS OF HERITAGE COLLEGE - Communication of information is effective and relevant

Newsletters

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	33%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	0%

College website

<i>Strongly Agree</i>	60%
<i>Slightly Agree</i>	40%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	0%

Notes

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	20%
<i>Slightly Disagree</i>	13%
<i>Strongly Disagree</i>	0%

Information evenings

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	27%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	0%

Comments

- I would rather receive emails than physical notes. I sometimes don't read the whole newsletter and then miss important info. I would rather receive a shorter newsletter with key points in email format rather than as a PDF attachment.
- We currently have a Building project underway at the school and a Performing Arts Centre on the table and there has not been an official information evening about this explaining the strategy to the school community.



Reports

<i>Strongly Agree</i>	60%
<i>Slightly Agree</i>	33%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	0%

Interviews (formal)

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	27%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	0%

Information communication (email, phone calls)

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	27%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	7%

Comments

- All teachers of our children have been very good at responding to our requests for information and feedback. Some formal feedback at the end of each term would be useful (but much briefer than the extensive half yearly reports, perhaps a one page summary of progress and focus areas if required).
- This year received good informal communication from staff only a few weeks into school and we were able to respond and focus on her particular areas of concern immediately.

Teaching staff are accessible

<i>Strongly Agree</i>	60%
<i>Slightly Agree</i>	27%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	7%

Suggestions and complaints are easy to pass on, and Heritage College is open to hearing these

<i>Strongly Agree</i>	53%
<i>Slightly Agree</i>	40%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	7%

Staff are responsive to questions

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	20%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	7%

Confidentiality is maintained

<i>Strongly Agree</i>	60%
<i>Slightly Agree</i>	27%
<i>Slightly Disagree</i>	7%
<i>Strongly Disagree</i>	7%

Overall communication with Heritage College is satisfactory

<i>Strongly Agree</i>	67%
<i>Slightly Agree</i>	33%
<i>Slightly Disagree</i>	0%
<i>Strongly Disagree</i>	0%



QUALITY OF LEARNING

Reading

Very happy	60%
Happy	40%
Indifferent	0%
Unhappy	0%
Very unhappy	0%

Unhappy 0%

Very unhappy 0%

Writing

Very happy	40%
Happy	40%
Indifferent	13%
Unhappy	7%
Very unhappy	0%

Science

Very happy	40%
Happy	47%
Indifferent	13%
Unhappy	0%
Very unhappy	0%

Oral communication

Very happy	27%
Happy	53%
Indifferent	20%
Unhappy	0%
Very unhappy	0%

Sports

Very happy	20%
Happy	47%
Indifferent	27%
Unhappy	7%
Very unhappy	0%

Human Society and Its Environment

Very happy	40%
Happy	40%
Indifferent	20%
Unhappy	0%
Very unhappy	0%

Overall learning

Very happy	47%
Happy	47%
Indifferent	7%
Unhappy	0%
Very unhappy	0%

Music

Very happy	53%
Happy	27%
Indifferent	20%



Are there any areas where you believe Heritage College can improve? If so how?

- A focus on education with more specialised teachers brought in
- Clearer sizing information on school uniform forms Online ordering and payment for uniform
- More fun days like crazy hat days Involvement in book week e.g. dress up days during book week
- Continuing to provide and expand the variety of subjects offered in high school
- More varied sports activities for primary children – inter-school sport, gala days

Considering all factors please select the response that best describes your overall satisfaction with Heritage College

<i>Very satisfied</i>	53%
<i>Satisfied</i>	47%
<i>Neutral</i>	0%
<i>Dissatisfied</i>	0%
<i>Very dissatisfied</i>	0%

Comments

- I would rather the fees were a little higher and included a possibly a fee for donations rather than having many fundraisers during the year, and also for excursions
- Our son is happy and we can see that he is improving in all areas of learning and happiness. Everyone is very supportive and approachable.

Do you have any further comments that you think Heritage College should be aware of?

- Upgrading the school toilets



STUDENT SATISFACTION

In 2013 the student were surveyed online. This had advantages but meant all submissions were anonymous, preventing the ability to address individual concerns or perceived misunderstandings.

There was an overwhelming record of satisfaction with all five areas surveyed. A summary follows:

- Taking responsibility in the class – over 85% of submissions showed they were satisfied with the help they received in this area
- Developing personal skills in academics – 78% indicated their satisfaction with the help given to their communication skills and 39% were very pleased with help in the area of technology. A number of students requested that the college provide them personally with technology, namely i-pads.
- Considering values – only 76% of students found this aspect satisfactory, a considerable drop from 2012. Whilst bullying was minimally reported, a small but significant number of students identified education on bullying as a need. Other comments indicated some level of perceived discrimination either on a religious basis or against girls. In contrast other submissions reported a positive influence, one commenting that this was a 'highlight' of the college.
- Being a member/citizen of the college – 77% reported satisfaction, with comments indicating that 'many opportunities are offered', this was 'done well' and again 'a highlight'.
- Leading a healthy lifestyle – 80% were satisfied, again, as in past years, many requesting more sport time be allocated and more facilities be provided.

Overall satisfaction levels were lower than previous years. This could be due to the fewer number of submissions and those being 'clustered', as generally the comments were positive.

The 'strengths' of the college included the friendly and caring nature of the staff, the positive relationships and the community feel of the college. When asked to comment on the 'weaknesses', many students wrote 'none' whilst others mentioned a lack of excursions, others repeated dissatisfaction with sport and discrimination noted earlier.

STAFF SATISFACTION

76% of staff responded to the survey.

100% of the staff support the College's mission and vision. 92% believed strongly in the policies and procedures of the College but 27% wished that they could have more say in the decisions of the College. 96% of staff expressed considerable satisfaction with their job and 100% believed that they had a good rapport with the students.

In 2013 College Management focused professional development on a 3 day combined Heritage College conference in Adelaide. All teaching staff attended and worked with the teachers from the other Colleges from around Australia on best teaching practices and how they could assist one another when delivering the new syllabuses in the Australian Curriculum. 79% of the staff believed that their professional development was encouraged and supported with only 8% expressing some dissatisfaction with the mentorship program. 87% were satisfied with their teaching load although 44% wished that they had more time to spend supporting individual students.

All staff felt that the College provided a safe, pleasant, attractive and practical working environment conducive to success. All staff believe that the students are treated fairly and 92% believed that they had an very good rapport with parents. 77% of staff felt that the parents supported College policies.

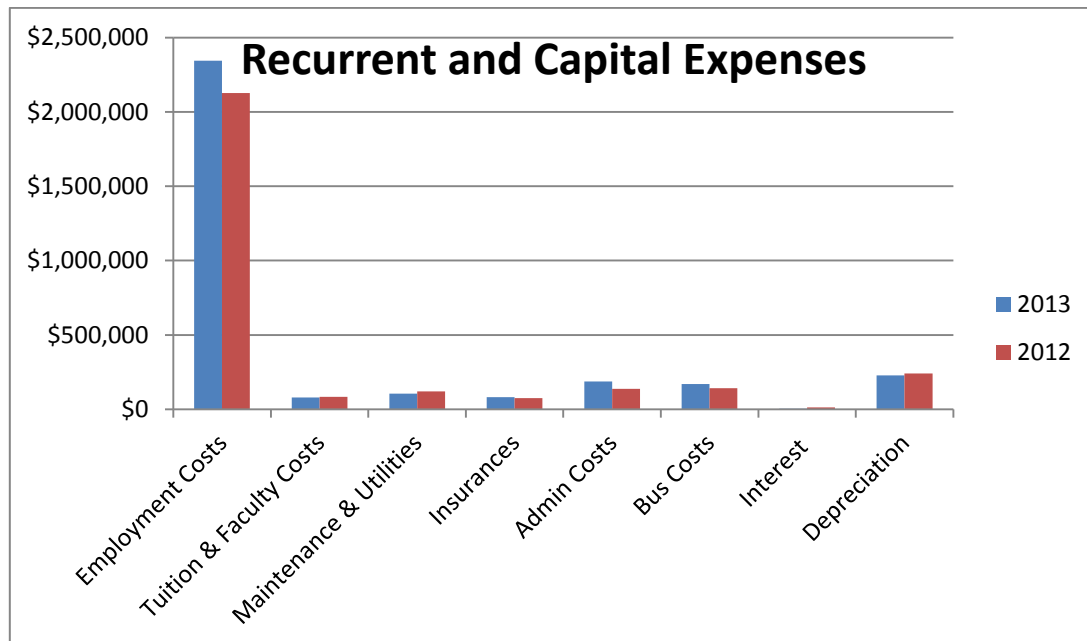
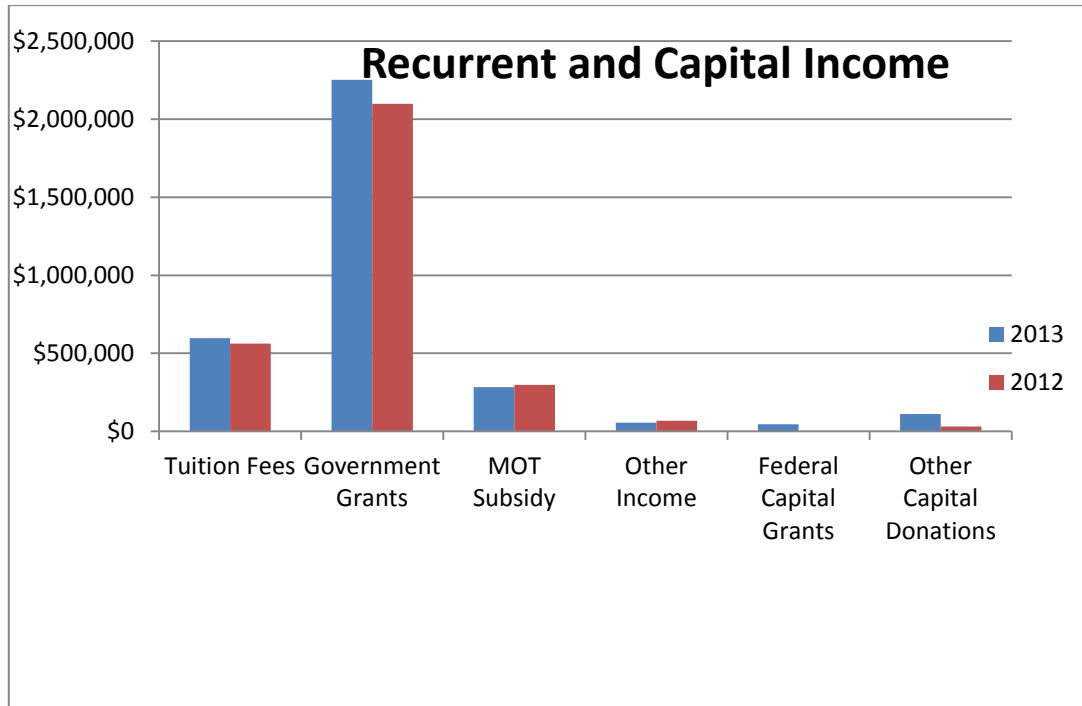
No staff felt dissatisfied with the working environment at the College and 96% expressed appreciation for the support they receive from non-teaching staff. 87% felt that the College provided the resources for them to complete all expectations.



Reporting Area 14

Summary financial information

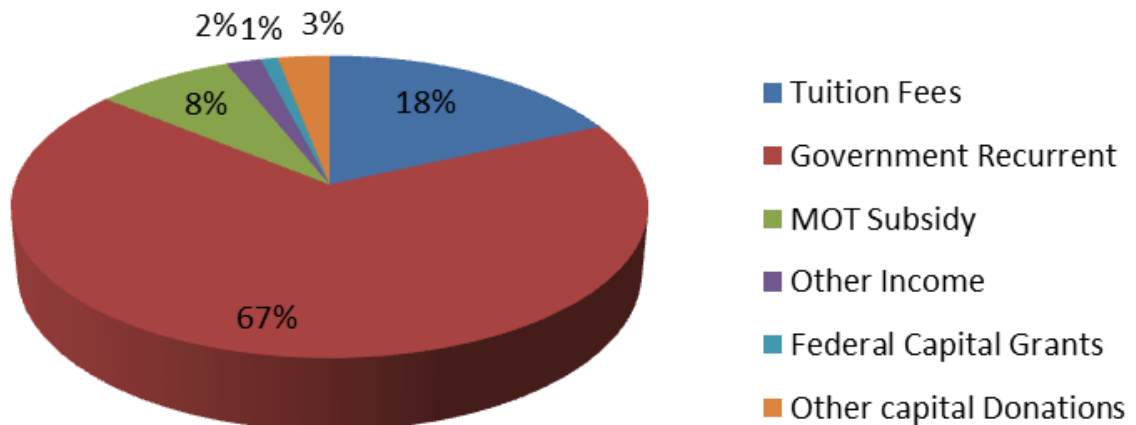
RECURRENT/CAPITAL INCOME





RECURRENT/CAPITAL EXPENDITURE

Source of Total Income 2013



Break up of Total Expenses 2013

