



HERITAGE COLLEGE SYDNEY

2019 SCHOOL IMPROVEMENT PLAN EVALUATION



2019 School Improvement Plan Evaluation

Christadelphian Heritage College Sydney's School Improvement Plan Evaluation Term 4 2019 was based on the Association of Independent Schools (AIS) Perspectives Surveys for students, teachers, parents/guardians, non-teaching staff, Board and leaders. The availability of the online surveys is a new initiative from the AIS. This range of surveys is available every two years for member schools. Our surveys took place in the last two weeks of Term 3 after initial planning and advice from AIS.

Total 2019 respondents amounted to 233 which included 152 students Yrs 5-12 (22% increase), 20 teachers (87% of current teachers), 5 non-teaching staff (42% of staff), 5 Leaders (100% of Executive), 4 Board members (57% of members) and 47 parents/guardians (increase of nearly 50% from 2018, but still only 29% of families) The questions covered School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community.

Two consultants from the AIS conduct a two hour reporting session with the Executive team to inform us about the results. Twenty schools had completed the new survey this year. They were keen to come out to our school, as some of the results were the highest that they had seen across the participating independent schools and wanted to know what practices were in place to achieve these results. The areas of particular success were: 'Vision, mission and values' in which we had a common understanding and collective focus on vision and mission, with behaviour reflecting this; 'Reputation' with high responses from parents agreeing or strongly agreeing that Heritage was their preferred school of choice and they had pride in their child attending Heritage; 'Reporting' with high responses that our reporting is understandable, using varied methods with opportunities for teacher/parent interaction; 'Leadership practices' showing strong responses that leaders model respect, set high expectations and professionally challenge staff. We also explored the opportunities for continuing our success and these will form part of future school improvement plans.

Other data used for thorough investigation and evaluation of current practices to inform ongoing improvement plans included student attendance, NAPLAN results, HSC results analysis, wellbeing tracking, student academic reports, staff reviews and supervisor observations. This information forms the basis of the 2020-2021 School Improvement Plan.



1. Leadership & Management Goals

- Ensure that all documentary evidence prepared for NESAs Registration and Accreditation inspection
- Continue professional development all staff in line with personal and College focus areas
- Continue roll out and training of Sentral platform

Evaluative summary of goal attainment:

Necessary documentation for the NESAs Registration and Accreditation inspection was required in March, with the inspectors' visit in June. Following the inspection a further five years was granted until 2024. Slight modifications to our Child Protection Policy regarding professional development were added.

100% of teaching staff completed SMART goals, ensuring that they continued their professional development to comply with NESAs requirements. These were reviewed by supervisors during Term 4. Non-teaching staff's KPIs were established, monitored and evaluated by their supervisor.

Documented observations by supervisors and peers in order to provide feedback on classroom practices continued with positive results noted during reviews.

Targeted professional development for executive staff was implemented in order to progress with the College Succession plan. This included courses such as school law, disability legislation and Finance for non-financial managers.

The continued roll out of the Sentral platform included staff training in modules such as Academic reports and Well-being. All academic reports K-12 were completed using Sentral during 2019.



2. Student Engagement & Attainment Goals

- Increase student achievement of higher levels in HeLP to demonstrate engagement
- Maintain the high attendance rates of students in all year groups

Evaluative summary of goal attainment:

Data at the conclusion of 2019 reveal that Primary staff are using ClassDojo very successfully. Consistent rewards for character, learning and teamwork reveal students reaching high levels in Primary. This is not consistently happening in Secondary, so this will be a focus in 2020 with Senior teacher input into the process. HeLP characteristics are included on assessment tasks more regularly and this needs to be expanded to other activities.

The College average attendance was 92.82% as compared to 92% compared to the previous year (this data is taken from our Semester 1 STATS reporting from Year 1 to Year 10). Positive rewards for attendance continue with certificates being handed out to students for exemplary attendance. The Welfare team continues to carefully monitor attendance and support parents with attendance plans and regular contact.

Advice from AIS was sought for ongoing issues.





3. Curriculum & Assessment Goals

- NESAs Syllabus Curriculum successfully implemented in all relevant subjects.
- Update student reports K-12

Evaluative summary of goal attainment:

100% of staff implementing new KLAs complete training and documentation. Executive staff supervised teaching/learning programs, scope and sequence, assessment schedules and tasks in K-12 in relevant KLAs ensuring compliance with NESAs NSW Curriculum KLAs and NESAs inspection. Staff analysed data of RAP (Results Analysis Package) and NAPLAN. This assists teachers in identifying areas of student improvement in relevant KLAs for 2020. For the fourth year in a row the College received from the CEO of ACARA commendation for outstanding student improvement in both numeracy and literacy. Few schools across Australia received such recognition.

Updated student reports K-12 for consistency and user friendly, relevant information to parents/carers 100% of staff trained in the use of the new system, with resulting efficiencies of integrated information for welfare, support and reporting. The data on reporting in the AIS surveys revealed a 5.1 out of 6 satisfaction rating, which is extremely high. This included data on reporting methods, reports being understandable and the opportunities for teacher/parent interaction. Plans were put in place for the use of Parent Portal in 2020.





4. Safe College Environment Goals

- All Year advisors and primary teachers conduct resilience and anti-bullying programs with year group
- Maintain system for identifying, intervening and tracking students with emotional, educational and social challenges
- Maintain and improve safe systems through regular WHS inspections of facilities and procedures.

Evaluative summary of goal attainment:

All students participated in an Anti-bullying program: Building Upstanders. Incidences were monitored and actions taken by class teachers and executive team. With updating to Sentral using the Well-being module during Term 4, tracking of students with emotional and welfare problems is becoming more efficient.

The trial introduction of an Anglicare counsellor during Term 4 has also brought another support service to our students which has been welcomed by students and parents. On AIS Perspectives surveys, Student well-being scored 4.6 out of 6 and this included social and emotional learning, respectful relationships, inclusivity and equity. Expanding the counselling service will be investigated for 2020. The data in the AIS surveys revealed parent/guardian respondents gave 5.4 out of 6 rating for the physical environment, including maintenance of buildings and grounds, grounds clean and tidy and sense of welcome. Regular WHS inspections and procedures ensure safe systems are maintained.



5. Aboriginal Education Goal

- Continue to improve Aboriginal content and perspectives in teaching and learning programs
- Establish and maintain Personalised Learning Pathways for all students identifying as indigenous.

Evaluative summary of goal attainment:

Primary and secondary courses implemented mandatory syllabus material with Aboriginal content and perspectives. This has included K-6 visits to participate in Art Gallery workshops with an Aboriginal focus.

Welfare and educational achievements of indigenous students regularly reviewed by Support team.

