



HERITAGE COLLEGE SYDNEY



2020-2021 SCHOOL IMPROVEMENT PLAN



College Context

Christadelphian Heritage College Sydney is a co-educational Kindergarten - Year 12 school located at Kemps Creek, a semi-rural area of South West Sydney. The College was established in 1998 to provide an opportunity for children to receive high quality education in an environment that respects and promotes Bible-based values and where children feel safe, nurtured, valued and respected. The current enrolment for 2020 is 124 K-6 students and 126 Year 7-12 students. Students are provided with many opportunities to develop in learning, character and teamwork in order to demonstrate excellence in academic, physical, creative and performance pursuits.

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AREAS OF IMPROVEMENT for 2020-2021

The following areas of College focus for improvement have been decided upon by the College executive and staff. Thorough investigation and evaluation of current practices and trends provide evidence to inform the school improvement initiatives. This data includes the student attendance, school reports, well-being, observations, teacher reviews, NAPLAN, HSC and AIS Perspectives surveys. The School Improvement Plan is a biennial plan for 2020-2021, to be in line with the AIS surveys.

1. Leadership & Management

- Ongoing professional development for leadership and executive career planning
- Professional development for all staff in line with personal and school goals, in compliance with NESA accreditation
- Major review of IT security, system design, hardware and software
- Development of strategic plan for improved educational outcomes, upgrade and efficiencies
- Continue roll out and training of Sentral platform.

2. Student Engagement & Attainment

- Professional development for teachers through use of CHCS Handbook
- Encourage student achievement of higher levels in HeLP to demonstrate engagement
- Maintain the high attendance rates of students in all year groups

3. Curriculum & Assessment

- Improvement of Writing skills in K-12
- Extend support for Year 7 & 8 students in Literacy
- Evaluation of Year 5-12 Excel sport program
- Explore further areas for enrichment for identified students
- Implementation of new KLA syllabuses



4. Safe College Environment

- Identify, intervene and track students with emotional, educational and social challenges
- Implementation of friendship and social skills programs with K-6 year groups
- Year advisors programs updated to include more relevant well-being resources
- Maintain and improve safe systems through regular WHS inspections of facilities and procedures.

5. Aboriginal Education

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





1. Leadership & Management

Rationale

The 2019 AIS Perspectives Survey revealed that Leadership Practices, engaging with the community, growing leaders were areas of high achievement. Professional development in leadership and mentorship are areas which the Board have identified, as necessary for the College succession plan. Teachers need to attain proficiency or maintain their accreditation to be employed, according to NESAs requirements.

In the 2019 surveys, opportunities to use digital technologies to support learning was a consistent theme. This, together with staff changes, called for the major review of IT in the College.

Plan	Measurement of success
Ongoing professional development for leadership and executive career planning	PD attendance, update staff at staff meetings, increased responsibilities of executive team including senior teachers. Identify future executive potential. Succession plan implemented
Professional development for all staff in line with personal and school goals, in compliance with NESAs accreditation	100% of teaching staff complete and show improvement in practices through SMART goals. Ancillary staff to complete KPIs and professional development training. Key personnel complete training necessary for succession plan.
Major review of IT security, system design, hardware and software. Development of strategic plan for improved educational outcomes, upgrade and efficiencies	Review by IT company and presentation of findings and action plan for immediate implementation for support. Strategic plan discussed with all stakeholders and implementation commenced
Continue roll out and training of Sentral platform to improve efficiencies in all data.	Roll out of Parent portal and use for reports and other notifications. Staff trained in modules and in use.



2. Student Engagement & Attainment

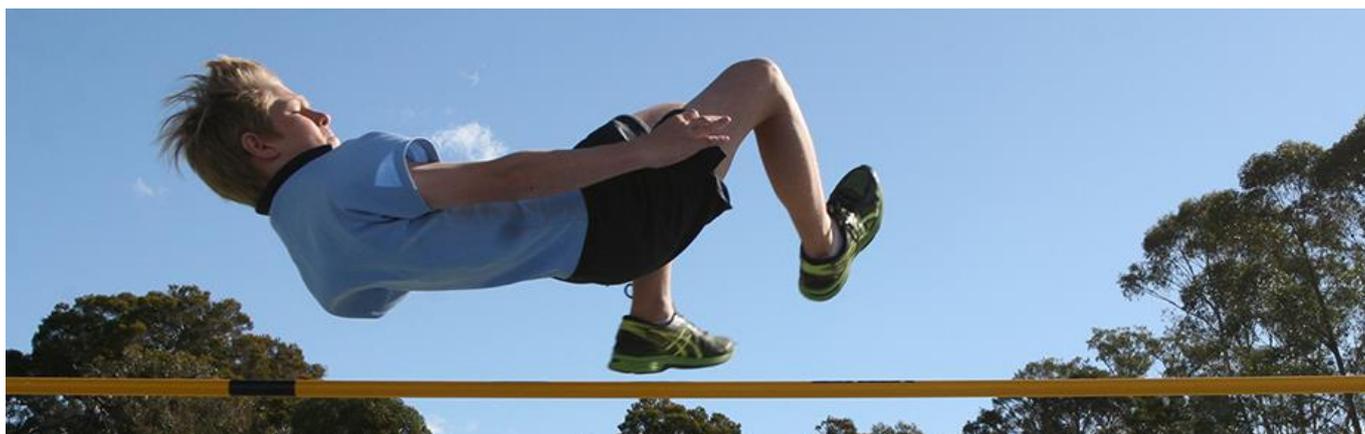
Rationale

Focus themes from surveys from 2019 include knowledge of students' lives and interests outside school, as well respect for all. Professional development for teachers will include positive classroom communities. This will included encouraging students in their learning, character and teamwork.

Attendance rates need to be constantly monitored and action taken where necessary to ensure students are at school and learning.



Plan	Measurement of success
Professional development for teachers through use of CHCS Handbook featuring Knowing our impact, Content planning, Assessment, Effective instruction and Building positive classroom communities.	100% of teachers developing and using strategies for high impact, evidenced through observation, sharing at staff meetings, discussions with colleagues and supervisors, improved teaching programs and feedback from students and families.
Encourage student achievement of higher levels in HeLP to demonstrate engagement	Senior teacher to manage Year advisors programs and to encourage teachers to maintain students' HeLP achievements. Students Years 7-12 maintain personal profile of HeLP achievements during Year advisor time. Students' achievement of higher levels in HeLP (goal – 2% increase) Continue and extend use of ClassDoJo for K-12.
Maintain the high attendance rates of students in all year groups through monitoring by welfare team	Review Attendance policy. Attendance rates maintained at a minimum of 92%. Certificates for exemplary attendance given at assemblies and publish in newsletter. Welfare team monitors attendance and seek appropriate AIS advice where necessary.



3. Curriculum & Assessment

Rationale

Despite substantial above average growth in NAPLAN results over the past four years, data analysis reveals emphasis needs to be on improving writing results and literacy for Year 7&8, particularly new students who have not benefitted from support programs at previous schools.

A review of Sport practices in the school is advised with the increase of legal and risk management procedures in schools.

An area for improvement and highlighted in surveys was co-curricular activities, so an investigation of this as well as enrichment opportunities will be conducted during the next two years.

NESA continues to release new KLA syllabus documents for implementation and compliance.

Plan	Measurement of success
Improve Writing skills K-12	100% of teachers have a writing related SMART goal for 2020, attend PD and collaborate at staff meetings to increase effective instruction. Improvement students' skills demonstrated when analysing Writing in NAPLAN, ACER tests and HSC results.
Extend support for Year 7 & 8 students in Literacy	Learning Support Team to implement MacqLit for identified students. Results in subsequent testing analysed for improvement and trends
Evaluation of Yr 5-12 Excel sport program	Input from all stakeholders Implementation of improvements
Explore further areas for enrichment for identified students	Methods of identification in place Ongoing programs in place and improved student results and engagement
Implementation of new KLA syllabuses	Executive staff supervises staff to ensure teaching/learning programs, scope and sequence, assessment schedules and tasks in K-12 in relevant KLAs comply with NESA NSW Curriculum KLAs.



4. Safe College Environment

Rationale

Identified areas for improvement from the 2019 AIS surveys included: students feeling a sense of belonging, feeling valued and accepted; students needing trusted adults to talk about personal issues; and development of social and emotional skills.

Another highlighted focus was looking at learning spaces and flexibility of furniture to meet student needs. This will be considered especially in new building projects as well as upgrades.

Plan	Measurement of success
Continue implementing and improving system for identifying, intervening and tracking students with emotional, educational and social challenges	All relevant information in use on Sentral Anglicare counsellors on site two days a week to assist with students with challenges, referred by self, family or staff through welfare team. Feedback from students and families accessing this service.
Year advisors programs updated to include more relevant well-being resources	100% student participation in programs Decline in reported incidents in Sentral Positive student surveys
Implement friendship and social skills programs with K-6 year groups	100% student participation in programs Decline in reported incidents in Sentral Positive student surveys
Maintain and improve safe systems through regular WHS inspections of facilities and procedures	Maintenance logs of safe practices including regular facility checks, emergency evacuation and lockdown practices Security cameras continued roll out Upgraded facilities Stage 3 & 4 of master plan including labs, classrooms and support rooms.



5. Aboriginal Education

Rationale

A consistent theme from the 2019 AIS surveys was further development and understanding of other faiths, religions and cultures including Aboriginal or Torres Strait Island (ATSI), as well as respect for all.

The staff need to ensure that teaching/learning programs are continually updated with relevant resources and information.

The staff will, in consultation with family members, devise and maintain Personalised Learning Pathways for students enrolled at the school who identify as Aboriginal or Torres Strait Island

Plan	Measurement of success
Continue to improve Aboriginal content and perspectives in teaching and learning programs	Implemented in programs and checked by supervisors Encourage opportunities for engagement with local indigenous people, cultural experiences and awareness of sensitivities to first people
In consultation with family members, devise and maintain Personalised Learning Pathways (PLP) for students who identify as indigenous	Meetings with parents/carers held and PLPs implemented and evaluated for 100% of students that identify as indigenous

College Self-Assessment

Step 1 – Gather Evidence

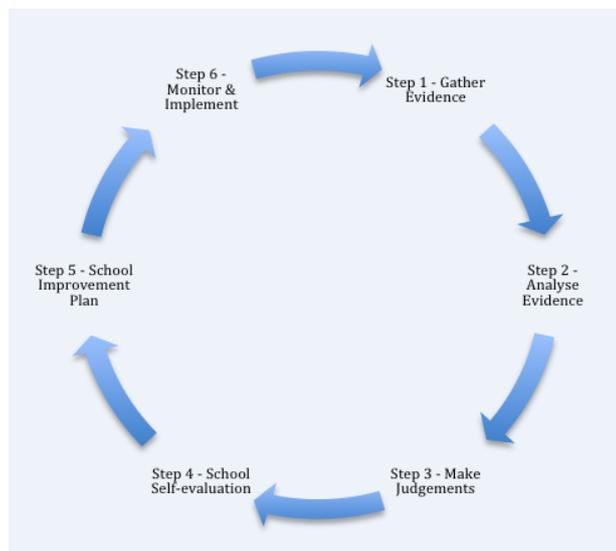
Step 2 – Analyse Evidence

Step 3 – Make Judgements

Step 4 – School Self-evaluation

Step 5 – School Improvement Plan

Step 6 – Monitor & Implement



Definitions

ACER	Australian Council for Educational Research
AIS	Association of Independent Schools for NSW
ASPT	Australian Professional Standards for Teachers
ATSI	Aboriginal or Torres Strait Islander
CHCS	Christadelphian Heritage College Sydney
ClassDojo	Classroom Behaviour Management and Communication Platform
HeLP	Heritage Learner Profile
HSC	Higher School Certificate
IEP	Individual Education Plan
IT	Information Technology
KPI	Key Performance Indicator
KLAs	Key Learning Areas (primary and secondary courses of study)
Macqlit	Macquarie Literature Program
Minilit	Meeting Initial Needs in Literacy
MultiLit	Making up Lost Time in Literacy Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NESA	NSW Education Standards Authority
PD	Personal Development
PLP	Personalised Learning Pathway
RAP	Results Analysis Package
SENTRAL	School Administration Management System
SIP	School Improvement Plan
SMART	Specific, Measurable, Attainable, Realistic and Timely
WHS	Workplace Health and Safety