

2019 Annual Report

*Christadelphian Heritage College Sydney
Educational & Financial Report*



Heritage College Sydney

wisdom through knowledge

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)
- Title page – Cathy Peden (Librarian)
- Annual Financial Return – Rachael Davies/John Unwin (Accountant & Business Manager)

Staff members responsible for Annual Report content:-

Area 1: **A message from key school bodies**

Felicity Shields (Principal), John Elton (Chairman of the Board), Jason Gilmore (Parents & Friends Association), James McCann (Deputy Principal) & Martin Russell (Primary Coordinator)

Area 2: **Contextual Information about the school and characteristics of the student body**

Felicity Shields (Principal)

Area 3: **Student outcomes in standardised national literacy and numeracy testing**

Rebekah Wetherton (Assistant Principal)

Area 4: **Senior secondary outcomes**

James McCann (Deputy Principal)/Jed Brookes (Senior Teacher)



Area 5: Professional learning and teacher standards

Rebekah Wetherton (Assistant Principal)

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

James McCann (Deputy Principal)/Fiona Jose (Senior Teacher)

Area 9: Enrolment policies

John Unwin (Business Manager)

Area 10: School policies

Felicity Shields (Principal)

Area 11: School determined improvement targets

Felicity Shields (Principal)

Area 12: Initiatives promoting respect and responsibility

James McCann/Martin Russell (Deputy Principal/Primary Coordinator)/Tom Russell/Fiona Jose (Senior Teacher)

Area 13: Parent, teacher and student satisfaction

Felicity Shields (Principal)

Area 14: Summary financial information

John Unwin (Business Manager)

Distribution of Annual Report

- NSW Education Standards Authority (NESA)
- Emailed to College Board
- Posted on College website – www.hcs.nsw.edu.au
- Copies available from the College Office (and advertised through College newsletter).



TABLE OF CONTENTS

PREFACE

1. MESSAGES FROM KEY SCHOOL BODIES
2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING
4. SENIOR SECONDARY OUTCOMES
5. PROFESSIONAL LEARNING AND TEACHER STANDARDS
6. WORKFORCE COMPOSITION, INCLUDING INDIGENOUS
7. STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS
8. POST SCHOOL DESTINATIONS
9. ENROLMENT POLICIES
10. SCHOOL POLICIES
11. SCHOOL-DETERMINED IMPROVEMENT TARGETS
12. INITIATIVES PROMOTING RESPECT & RESPONSIBILITY
13. PARENT, STUDENT AND TEACHER SATISFACTION
14. SUMMARY FINANCIAL INFORMATION



1. MESSAGES FROM KEY SCHOOL BODIES

PRINCIPAL'S REPORT

2019 was indeed a busy year for students, staff and the school community.

Along with the academic studies, sporting and cultural events we always place an emphasis on the spiritual and well-being aspects of a Heritage education. At the start of 2019 an Anti-bullying program, encouraging our students to be 'Upstanders' - standing up for what is good, was introduced.

Year 7 and 10, along with various staff members enjoyed several days full of fun at Teen Ranch. Students experienced various activities and challenges which developed teamwork as well as the opportunity to push outside their comfort zones. Along with a variety of excursions this year, learning outside the classroom is very popular with students and shows the applications of classroom activities in the real world.

Our Primary staff held a Community evening, where parents were able to share a meal, meet the teachers and visit the classrooms. We also held a very interesting information session, with advice from our highly experienced support coordinator, a well-known speech pathologist and an energetic occupational therapist. Along with Parent- teacher nights, Gala concerts, assemblies and Solos night, there are many opportunities for interaction with parents and the school community.

The newest member of our school is 'Cinnamon Snowflake del Creamy', our life-size fibreglass cow from Dairy Australia Picasso Cows project. Our primary students have had an exciting time learning about Health and Nutrition, renovating the vegetable gardens, participating in the Crunch and Sip program and daily fitness activities.

Year 5/6 entered a Minecraft design competition for the new Badgerys Creek airport. They presented their work before a team of judges and received 2nd place, earning a prize of \$10 000 to use on Science, technology, engineering and mathematics (STEM) resources.

At the Penrith Eisteddfod the Senior Band Jazz Band and Junior String Ensemble all received 1st places in their categories. Congratulations once more to the students, teachers and tutors for all



Heritage College Sydney

wisdom through knowledge

the dedication and practice, resulting in their winning performances. Also thanks to the parents and grandparents who cheered them on.

Sporting carnivals for Swimming, Cross Country and Athletics were held and students had a wonderful time competing and encouraging each other. Achievements over these three disciplines have included a total of 64 Secondary students attending Zone Carnivals with 2 Age Champions, 23 attending Regionals and 2 attending the Athletics State carnival. Many secondary teams participated in Gala days against other schools which are always a highlight in our sporting calendar.

In Primary 55 students qualified for Zone carnivals in either swimming, cross country and athletics, with 3 students progressing to State in cross country and 5 in Athletics. Excellent achievements!

In September, the principals of the Heritage Colleges across Australia met at our college before travelling to Heritage Lake Macquarie to visit their campus. At our Principals' Conference, we discussed the achievements and challenges of each school, as well as ways to support each other.

During Term 4 we have secured the services of a counsellor who has attended the school one day a week to assist students. This valuable service is set to continue into next year so that we can support the needs of students and families.

Last term events included Work Experience for Year 10 students, the Gala Concert, Year 12 Dinner, Formal, and the Higher School Certificate exams. At the end of a busy term 3 we saw another group of young people depart to make their way in the world. We pray that the value and lessons learnt at Heritage go with them throughout their lives until the return of Jesus.

We also saw our nineteen new Kindergarten students for 2020 start Transition class one day a week in Term 4. This is to aid in preparation for school, God willing.

Our senior cohort completed their HSC exams and received the results in December. Eight students obtained Band 5 (80s) in four different subjects. A number of students performed better in the exams than assessment tasks. Results will be analysed by staff to determine areas for improvement.



Heritage College Sydney

wisdom through knowledge

One of the other wonderful things about Heritage is that a number of students, after completing their tertiary education, have returned to the school as staff members. Others are now parents enrolling their children because they love and believe in what Heritage is about and want the same for their own children.

This year we farewelled Mr Fenger and we thank him for his work and efforts at Heritage over a number of years. Mrs Brookes also departed to further her career in Welfare and we wished her all the best. We welcomed Mr Carmona (Secondary teacher) and Miss Stone (Administration), both of whom have settled in and are enjoying working at Heritage.

Thank you everyone for a very successful year. A hard working parents and Friends group have continued to plan and work at school events in order to fundraise for resources, plan special days for students and be involved in College life. We thank them for their efforts. I would especially like to thank the Combined Executive team of Mr Unwin, Mr McCann, Mrs Wetherton, Mr M Russell, Mr Brookes, Miss Jose and Mr T Russell for supporting me in leading the College. Special thanks to all the staff and the College Board who work so well as a team and make Heritage the wonderful school we see before us.

Above all, we thank our Heavenly Father, in whom we trust and hope.

Felicity Shields

Principal





BOARD CHAIRMAN'S REPORT

The role of the Board is to establish the overall policy and direction of the College in line with its Vision, Mission and values.

2019 has been both a challenging yet productive year for the Board.

- A new College Executive structure with the appointment of two Assistant Principals was implemented.
- The New South Wales Education Standards Authority (NESA) inspection resulted in the College being once again awarded ongoing accreditation for the maximum of 5 years.
- Enrolments have grown and now average 248 students, approximately 46% of whom are from families in our community.
- Board sub committees with responsibility for building and maintenance, finance and audit and information technology development have provided guidance and expertise to the Board in its decisions.
- Our Building program has met a number of challenges during the year and resulted in tortuous negotiations with Liverpool Council. However we have finally received construction approval for stage 3, our expanded Primary block and work has now commenced.
- We were also successful in obtaining Block Grant Authority (BGA) approval and part funding for our application for stage 4, a new 2 storey secondary school block to replace the existing ageing, demountable facilities. We are grateful to our building committee and particularly Adam Byrnes and Anthony Stone our Construction Manager for their expertise and support.
- Our auditors KLM accountants once again confirmed that the College is in a healthy position and financially well managed.
- Surveys of both staff, parents and our wider community have been undertaken to ascertain current satisfaction levels and identify and address issues, as well as areas for future development.
- Ongoing staff professional development, career and succession planning continues to be prioritised to ensure the College is at the forefront of current educational developments.



Heritage College Sydney

wisdom through knowledge

On behalf of the College Board I would like to take this opportunity to express sincere thanks to all our staff and volunteers for their commitment to the College during the year. I would like to particularly thank the College Executive Team and especially our dedicated Principal, Mrs Felicity Shields for her excellent leadership. Their leadership ensures the College is a place where each of our children are competently educated and spiritually nurtured to reflect Bible based standards and values in their lives. Also to John Unwin, our hardworking and talented Business Manager who leads our highly professional administration team.

The Board also gratefully acknowledges the ongoing support of the Christadelphian community and our parents and band of dedicated helpers in numerous avenues of service. Also those who have generously donated to our building fund or assisted with favourable loan arrangements to assist in the funding our new facilities. We are most grateful for this support in assisting us to nurture the children entrusted to our care. We are also compelled to stop and acknowledge the Lord for the great things that he has done in the life of the College in 2019.

To Him be all the glory!

John R. Elton

Chairman



Heritage College Sydney

wisdom through knowledge

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 2019, fundraising initiatives included the College Fair, various school-based fundraising drives, special event catering, stalls for Mothers' and Fathers' day. The P&F chose to invest in:

- New equipment for our Food Technology kitchens
- Sports equipment
- Agricultural supplies for Primary
- Display boards for the Performing Arts Centre
- New student computers for C2
- A variety of educational support programs.

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

The 2019 Senior Leadership Team consisted of the College Captains and nominees who had demonstrated diligence and involvement at the College. It was their role to meet regularly with executive staff to discuss student ideas. The College Captains were involved with the running of the assemblies each day, setting the tone for the College.

A Leadership Portfolio was devised and began implementation across Years 10-12. This gave students coming into the upper High School the knowledge to see what was required of all students in demonstrating the Heritage Learning Profile (HeLP) profile and guide ways of developing leaders for the future.

Year Advisor sessions look at Biblical attributes, various academic and social characteristics that all relate to personal development and leadership. Each year group planned and ran activities like fundraising events and sporting competitions as a means to apply these lessons.

Students from Years 11 and 12 again volunteered to be part of the Heritage Genius Bar, giving up part of a lunch time each week to assist other students with their studies. Others volunteered to be involved in College events as baristas and support personnel.

2019 saw a large group of Year 12 students in Band. Here and in other ensembles they led as Music Captains or Section Leaders. Many participated actively in sport with some showing great leadership by their organising of team chants at carnivals and personally being involved.





Heritage College Sydney

wisdom through knowledge

As per usual, the Junior Leadership Team assisted with behaviour resolutions on the playground, and helped organise primary students before class time. They also recommended younger students for awards in assembly.

The Year 5/6 class participated in the second Minecraft Competition run by the Liverpool Council, where they were again challenged to build their design for the new airport and aerropolis destined for Western Sydney. They collaborated, took responsibility for certain areas, and worked towards a deadline together. They learned that respecting the wishes of others, negotiating and being adaptable to the situation assisted the overall project. The submission focussed on sustainability, futuristic design and acknowledgement of previous caretakers of the land. They were chosen as finalists and a number of the students presented our design in front of Western Sydney Airport CEO Graham Millett, NSW Department of Education Secretary Mark Scott, Western Sydney University Director Master of Teaching (Primary) Dr Katrina Barker, Mayor of Liverpool City Wendy Waller, Atlassian Head of People Operations Andi Breslin and Member for Lindsay Melissa McIntosh. The students were awarded second place in the competition, winning \$10,000 for STEM resources.

James McCann and Martin Russell

Deputy Principal & Primary Co-ordinator





Heritage College Sydney

wisdom through knowledge

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 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 consider a range of Bible themes and values pertinent to life and their stage of development and the positive lessons for developing life-skills.



Heritage College Sydney

wisdom through knowledge

In both curricular and extracurricular areas, Heritage College is committed to encouraging and supporting students to achieve their best. Educational programs at the College follow the syllabus outlines set by the NSW Education Standards Authority (NESA). 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 music, sport and art. 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 in one cohort and complete half their subjects for both Preliminary and 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 500 seat Performing Arts Centre, completed in 2017. The building of three new Primary teaching rooms and a Learning Support area is to be completed in 2020, God willing. We now also have a BGA (Block Grant Authority) grant from the Federal Government approved to build Stage 4 of our Facilities Master Plan. This is a science and mathematics wing which is anticipated to be completed in 2021.

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





3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

- In May 2019, 18 Year 3 students, 16 Year 5 students, 25 Year 7 students and 19 Year 9 students sat the 'National Assessment Program - Literacy and Numeracy' (NAPLAN) exams for Reading, Language Conventions, Writing and Numeracy. Of the above mentioned cohort, 4 Year 5 students, 6 Year 7 students and 5 Year 9 students applied for Disability Provisions.
- After the August 2018, Years 3 and 5 Australian Curriculum Assessment and Reporting Authority (ACARA) Trial for NAPLAN, it became clearly evident that the online NAPLAN writing test was now adding another skill set to the exam process. No longer were we assessing the writing ability, but also the typing and computer ability for our younger students, hence a need for more computer time and a greater access for lower Primary for computer access and typing tutors at a younger age.
- Professor Bill Loudon in his visit to Heritage College highlighted the benefits of our strong Support Programs ('Meeting Initial Needs in Literacy'(Minilit), 'Making Up Lost Time in Literacy' (MultiLit), MultiLit Extension, Quicksmart Maths: a middle school intervention program) that have all led to a strengthening of our Literacy and Numeracy results in Primary. Noteworthy is the new students that enrol in Year 7 that have not come through our programs or our safety net (Response to Intervention Model) and there is a need for support programs to strengthen their Literacy and Numeracy. 'Macquarie Literacy Program' (MacqLit) training and preparation has begun and we will be implementing this into Year 7 and 8 in 2020 to lift the Literacy of students in 2020.
- Our results also reflect a need for further development of Comprehension strategies through the school. Also a consistency of programs that flow through the Primary school. As a result K/1/2 have begun preparations for the delivery of whole-class initial instruction in literacy (InitialLit) by Professor Whelldell, Macquarie University, as well as Visualising and Verbalising for Language Comprehension (Lindamood Bell).



Heritage College Sydney

wisdom through knowledge

- After analysis of our data, despite above average gains in some areas of NAPLAN, preparation and professional development has begun for a school-wide focus for improvement in the area of writing.
- Please note the letter from ACARA CEO. This is the fourth year consecutively that we have received this accolade.

Date: 29 March 2019 at 4:34 pm

Subject: My School 2019 - congratulations

Dear Principal,

I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging.

Regards,

David de Carvalho

Chief Executive Officer

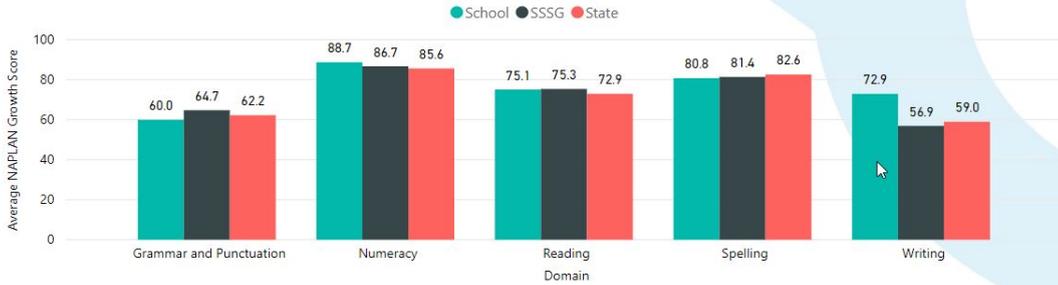
Please see the graphs below which highlight above average gains in the areas of 3-5 Reading, 3-5 Numeracy and 7-9 Writing.



Heritage College Sydney

wisdom through knowledge

Average Scaled Growth - School Compared to SSSG and State



Assessment

- NAPLAN 5
- NAPLAN 7
- NAPLAN 9

Gender

- Female
- Male
- Other

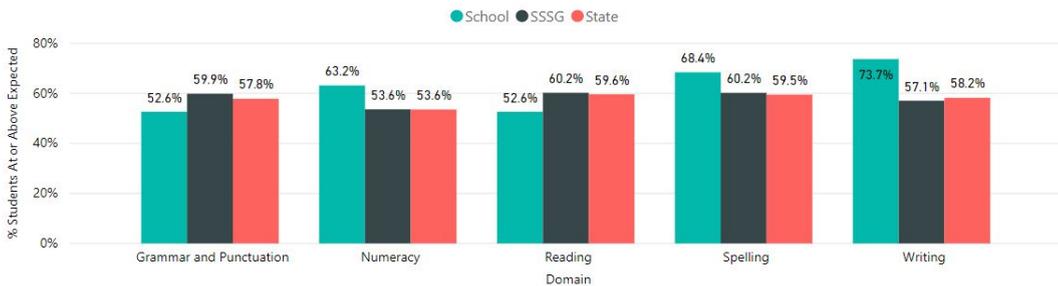
Aboriginal

- No
- Not Available
- Yes

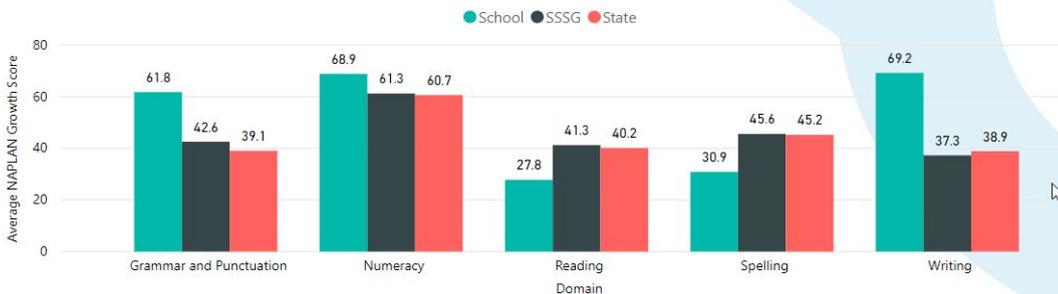
Has LBOTE

- No
- Not Available
- Not Specified
- Yes

At or Above Expected Growth - School Compared to SSSG and State



Average Scaled Growth - School Compared to SSSG and State



Assessment

- NAPLAN 5
- NAPLAN 7
- NAPLAN 9

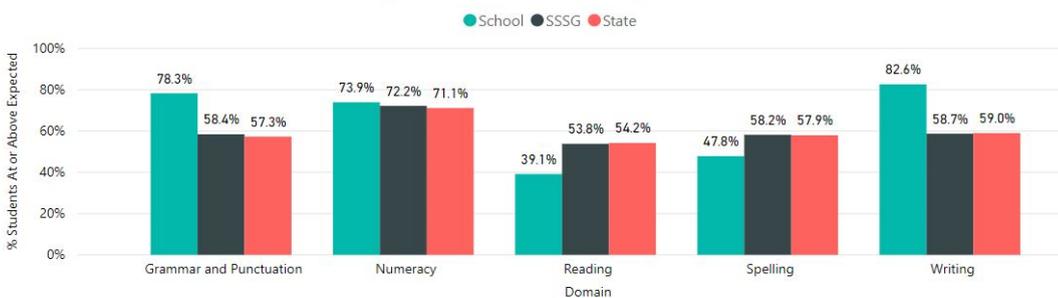
Gender

- Female
- Male
- Other

Aboriginal

- No
- Not Available
- Yes

At or Above Expected Growth - School Compared to SSSG and State



Has LBOTE

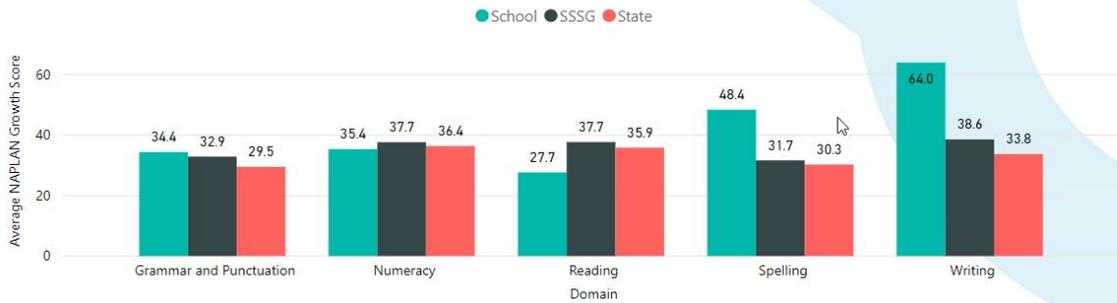
- No
- Not Available
- Not Specified
- Yes



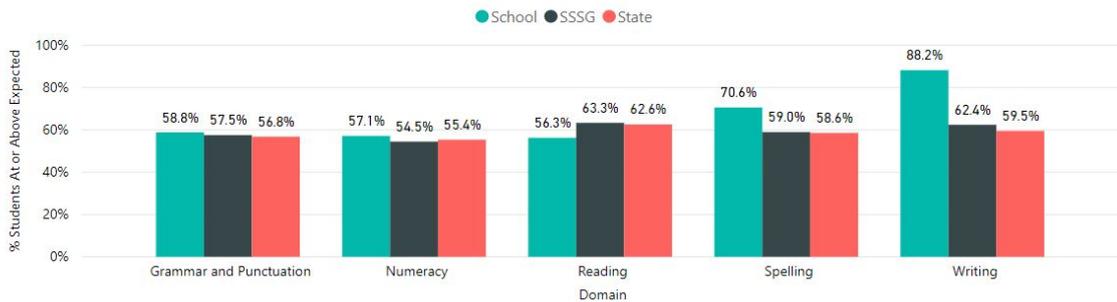
Heritage College Sydney

wisdom through knowledge

Average Scaled Growth - School Compared to SSSG and State



At or Above Expected Growth - School Compared to SSSG and State



Assessment

- NAPLAN 5
- NAPLAN 7
- NAPLAN 9

Gender

- Female
- Male
- Other

Aboriginal

- No
- Not Available
- Yes

Has LBOTE

- No
- Not Available
- Not Specified
- Yes

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



4. 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 units in their subsequent senior year.

In 2019, thirty-four students in Years 11 and 12 sat the HSC examinations in Ancient History, Business Studies, Chemistry, Design and Technology, English (Standard and Advanced), Physics and Visual Arts. These subjects represent the courses offered in our 'Odd Year' according to our compressed curriculum method.

Approximately 6% of students did vocational or trade training. One student completed a Preliminary course in Beginners Japanese through NSW School of Languages. One student completed a Stage 6 Board Endorsed Course in Animals Studies.

100% (20 students) of the Year 12 group were awarded the NSW Higher School Certificate.

HIGHER SCHOOL CERTIFICATE (HSC)

In 2019, 34 students sat for the NSW Higher School Certificate in 9 courses. Eight students gained Band 5s (80-89%) across their HSC subjects. Some of these Band 5s were just a few marks short of Band 6s. Thirty students gained Band 4s (70-79%) across their HSC subjects.

Continued analysis of data and development of action plans by teachers will take place in 2020 to help students to maximize results.

With small candidatures, percentages need to be interpreted with care.



2019 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	10	8 (80%)	65%	2 (20%)	35%
Business Studies	11	5 (45%)	61%	6 (55%)	39%
Chemistry	8	4 (50%)	67%	4 (50%)	33%
Design and Technology	11	6 (55%)	82%	5 (45%)	18%
English (Advanced)	13	10 (77%)	92%	3 (23%)	8%
English (Standard)	20	6 (30%)	52%	14 (70%)	48%
Physics	4	2 (50%)	64%	2 (50%)	36%
Visual Arts	16	14 (88%)	90%	2 (12%)	10%

2019 HSC - COMPARISON TO 2017, THEN 2015...

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Ancient History	10	5 (50%)	63%	5 (50%)	37%
Business Studies	13	8 (62%)	66%	5 (38%)	34%
Chemistry	11	7 (64%)	72%	4 (36%)	28%
Design and Technology	11	6 (55%)	77%	5 (45%)	23%
English (Advanced)	11	10 (91%)	92%	1 (9%)	8%
English (Standard)	23	4 (17%)	55%	19 (83%)	45%
Physics	4	2 (50%)	67%	2 (50%)	33%
Visual Arts	12	8 (67%)	90%	4 (33%)	10%

Subject	No. of Students	Performance Band achievement by number of students			
		Band 4-6		Band 1-3	
		School	State	School	State
Ancient History	13	5 (38%)	61%	8 (62%)	39%
Business Studies	19	8 (42%)	66%	11 (58%)	34%
Chemistry	10	7 (70%)	73%	3 (30%)	27%
Design and Technology	9	5 (56%)	78%	4 (44%)	22%
English (Advanced)	15	7 (47%)	91%	8 (43%)	9%
English (Standard)	22	1 (5%)	42%	21 (95%)	58%
Physics	8	3 (38%)	66%	5 (62%)	34%
Visual Arts	8	6 (75%)	88%	2 (25%)	12%



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA

Course Name	Students in School	Students in State	School Pattern (%)					State Pattern (%)						
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	18	86213		28	56	17			12	28	37	16	6	1
Mathematics 200 hours	18	86388	11	6	33	33	17		15	23	32	23	7	1
Science 200 hours	18	86261		17	39	33	11		13	25	36	19	6	1
Commerce 100 hours	2	4991			100				19	32	33	12	3	
Commerce 200 hours	4	19803	50	25		25			25	34	30	8	2	
Geography 100 hours	17	86165	18	35	29	12	6		14	27	36	16	6	1
History 100 hours	18	86185		28	61	11			14	27	35	16	6	1
Food Technology 100 hours	2	5440				100			16	28	34	16	6	
Food Technology 200 hours	3	15291		33	67				18	29	32	14	5	1
Industrial Technology (Timber) 100 hours	2	3044		50	50				10	27	39	18	7	
Industrial Technology (Timber) 200 hours	3	10385	33	67					11	27	38	17	6	1
Information and Software Technology 200 hours	4	7916	25		50	25			24	31	29	12	4	
Music 100 hours	1	2582		100					13	28	33	17	9	1
Music 200 hours	3	9780	33		67				26	33	26	10	4	
Visual Arts 100 hours	3	3627			100				17	33	33	12	5	1
Visual Arts 200 hours	4	12334			75	25			27	33	28	8	3	1
Personal Development, Health and P.E. 200 hours	18	63111	17	44	39				13	34	36	12	4	1

Three students departed the college at the end of Year 10, one to a job and TAFE. The other two went to other High Schools





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	26
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 sources of professional development for 2019 were staff meetings, external courses, Teacher Training Australia (TTA) platform and online courses. Staff meetings included Association of Independent Schools (AIS) presentation on 'Creating Safer Independent Schools', Class DoJo (online class management system), setting 'Specific, Measurable, Achievable, Relevant, Time bound' (SMART) goals with supervisors and following these up during the year, Interview techniques, Student awareness and accommodations, Nationally Consistent Collection of Data information, data analysis of NAPLAN and HSC, sharing from professional development courses and training on Sentral (school administration and student data software).



DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Reportable Conduct and Allegations	13
Reader Tutor Program Course - MiniLit	1
Word Attack Skills Extension Course - MacqLit	2
InitialLit	2
School Law - LawSense	3
First Aid – Royal Life Saving	11
Australian Council for Health, Physical Education and Recreation (ACHPER) Conference	1
Languages K-6 Programming	1
Growing Early Teachers	2
Discursive Writing	2
AIS Geography Conference	1
CPR (cardiopulmonary resuscitation) Assessor course	2
Traditional Indigenous Games	2
Excel spreadsheet course	3
STEM (science, technology, engineering and mathematics) programming	1
Enrolling and Supporting Students with Disability	3
AIS Annual Briefing	2



Finance for Non-Finance Managers	3
Beyond the Keys Conference	1
Tony Attwood and Sue Larkey Webinar on students with Autism Spectrum Disorder	13
Law School	2
TTA- The path to Peak Performance	13
TTA- The Memory Miracle Masterclass	10
The Accidental Counsellor	2
Peace Games	2
How to Teach Number Sense	2
Conversations that work	1
HSC Personal Development, Health and Physical Education Workshop	1
Valuing Educator Experience	2
Assessing Numeracy to Improve student outcomes	1
Art Appreciation	1

The average expenditure 'per teacher' on professional learning in 2019 was \$466.87.

This was an increase on last year only as there is a heavy focus on professional development going forward.



We are continuing to take a proactive approach with the professional development of our teaching staff, through mentoring and SMART goals. These goals include PD and are developed in conjunction with their supervisors. Goals and courses are in line with the College's School Improvement Plan and the teacher's respective subjects. We continue to encourage each teacher to develop their skills and keep up to date with the latest teaching and learning strategies and trends to better educate the students in their care.

All full-time NESA accredited teachers need to complete 100 hours of professional development over 5 years, with part-time teachers having 7 years to complete the required hours.

Please note: These costs are for course costs only and do not include casual relief teacher costs.

6. WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Data presented in the table below is the full time equivalent (or FTE) of staff. Bus drivers, Cleaners and Librarian not included.

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	2	7%	5.03	18%	26%
Secondary Teaching	7.3	27%	4.19	16%	43%
Administration/Teaching Support	3.02	11%	5.4	20%	31%

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



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 93% on average based on an indicative figure of each student to attend school 200 days per year. There was no drop on average from the previous year.

A minority of students in one year affected figures as it is a small class.

These figures were taken from Semester 1 STATS reporting.

Attendance Rate by Year Group (excluding upper and lower years)

Year 1	93.5%
Year 2	95%
Year 3	92.5%
Year 4	94%
Year 5	92%
Year 6	91%
Year 7	91.7%
Year 8	97%
Year 9	88.5%
Year 10	96%
Overall	93%

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. Being a small school, one or two students can also adversely affect numbers. Our high attendance is a credit to the dedicated staff on the welfare team who manage and support students and families.

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. Attendance plans are also implemented with families for students who have mental health issues.



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%
2012/2014	24	21	21	88%	88%
2013/2015	26	22	21	85%	81%
2014/2016	21	16	15	76%	71%
2015/2017	20	17	17	85%	85%
2016/2018	23	18	18	78%	78%
2017/2019	24	20	20	83%	83%

Typically, the students who have left in Year 10 have taken up offers of apprenticeship, college or other employment.



8. POST SCHOOL DESTINATIONS

Destination	Year 10	Year 12
University	-	9
University / College	-	-
TAFE / Tertiary College	1	3
Apprenticeship	-	1
Traineeship	-	1
Employment	-	3
Unemployed	-	
Unknown	-	3
Transferred to another school	2	NA
Total	3	20





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 Education Standards Authority (NESA). 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/carers support the ethos of the College and comply with the rules.

ENROLMENT POLICY

PURPOSE

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.



Heritage College Sydney

wisdom through knowledge

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.



Heritage College Sydney

wisdom through knowledge

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.
- Financial information i.e. income bracket and financial status

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;
- Past payment history/track record and use this information to evaluate succeeding enrolments of siblings



Heritage College Sydney

wisdom through knowledge

- 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 students if composite to a max of 22 per straight class

Years 3 to 6 - 30 students if composite to a max of 24 per straight class

Years 7 to 10 - 28 students

Year 11 to 12 - 28 students

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.



Heritage College Sydney

wisdom through knowledge

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.





Heritage College Sydney

wisdom through knowledge

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;

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.



10. SCHOOL POLICIES

POLICY	CHANGES IN 2019	PUBLIC DISCLOSURE
<p>STUDENT WELFARE POLICY</p> <p>At CHCS student welfare is incorporated into every area of school life, to provide for the academic, mental, physical, social, spiritual and emotional wellbeing of all students. This includes the nurture, protection and development of students in order to foster resilience, self-worth, and the love of God and others.</p> <p>CHCS aims to provide:</p> <ul style="list-style-type: none"> ● a safe and supportive environment ● engaging teaching and learning experiences ● development of students’ personal achievements ● effective behaviour management ● monitoring of student well-being, progress and attendance ● positive partnerships with parent/carers and the wider school community ● welfare strategies 	<p>Changes have been made to the Student Welfare policy, which now incorporate several other archived policies, including Student Welfare and Special Needs Policy, Welfare Services Procedure and Welfare Services Resilience Building.</p>	<p>College Website Intranet</p>



<p>ANTI-BULLYING POLICY</p> <p>The vision of CHCS is to honour God by working together as a community to provide a quality education within a safe and Christ-centred environment. Bullying in any form is contrary to this vision and is therefore not acceptable. CHCS will strive to take steps to minimise such behaviour and ensure bullying is reported and dealt with promptly and appropriately. The entire College community has a role to play in preventing bullying and maintaining a safe and harmonious environment.</p> <p>CHCS will:</p> <ul style="list-style-type: none">● reinforce within the College community that bullying is unacceptable● plan and implement positive prevention strategies to reduce the incidence of bullying● educate staff and students of the signs of bullying and their responsibility to report suspicions or incidents of bullying● implement intervention strategies so that reported incidents of bullying are followed up and appropriately actioned● provide support to students, families and staff.	<p>No changes</p>	<p>College Website Intranet</p>
--	-------------------	---------------------------------



<p>DISCIPLINE POLICY</p> <p>CHCS strives to educate students in a safe, respectful and happy environment, reflecting Bible values and ethics, as outlined in our Mission Statement.</p> <p>The College has established rules and encourages children to develop self-discipline, accepting responsibility for their own behaviour.</p> <p>Procedures are in place to promote positive student behaviour, to recognise and reinforce student achievement and to manage inappropriate behaviour.</p> <p>Inappropriate physical force or corporal punishment forms no part of the discipline policy of CHCS.</p>	<p>No changes</p>	<p>College Website Intranet</p>
<p>COMPLAINTS AND ALLEGATIONS POLICY</p> <p>CHCS is committed to resolving complaints, grievances and allegations in a way which reflects Godly principles, respects the dignity of each individual, promotes harmonious relationships with all members of the community and complies with relevant legislation. CHCS will respond promptly and professionally to all complaints and allegations ensuring procedural fairness.</p>	<p>Changes to title, rationale and aim</p>	<p>College Website Intranet</p>



<p>CHILD PROTECTION POLICY</p> <p>This policy:</p> <ul style="list-style-type: none"> • summarise the duties and obligations under relevant child protection legislation in NSW for staff (including employees and volunteers) and contractors of Christadelphian Heritage College Sydney (CHCS) during their employment or engagement at the College • outlines key requirements and definitions under the relevant legislation, including mandatory reporters, reportable conduct and risk management • summarises expected standards of behaviour in relation to staff and contractors and their relationships with students • provides a guide as to how CHCS will deal with certain matters relating to child protection. 	<p>Changes were made regarding the Professional development of staff</p>	<p>College Website Intranet Distributed to staff and contractors</p>
---	--	--





11. SCHOOL-DETERMINED IMPROVEMENT TARGETS

CHCS implemented the School Improvement Plan in January 2019. The School Improvement Plan incorporated five focus areas: Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education.

Christadelphian Heritage College Sydney's School Improvement Plan Evaluation Term 4 2019 was based on the new AIS Perspectives Surveys for students, teachers, parents/guardians, non-teaching staff, Board and leaders. This took place in the last two weeks of Term 3 after initial planning and advice from AIS. A two hour briefing of results and feedback was conducted by two consultants from AIS for the executive staff. This range of surveys is available every two years for member schools.

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).

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.

Leadership & Management Goals

- Ensure that all documentary evidence prepared for NESA 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



Heritage College Sydney

wisdom through knowledge

Evaluative summary of goal attainment:

Necessary documentation for the NESA 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 NESA requirements. These were reviewed by supervisors during Term 4.

Non-teaching staff's Key performance Indicators (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.

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.



Heritage College Sydney

wisdom through knowledge

The College average attendance was 92.82% as compared to 92% compared to the previous year (this data is taken from our Semester 1 Students Attendance (STATS) Collection, 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.

Curriculum & Assessment Goals

- NESASyllabus 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.



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 a 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.

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.



Heritage College Sydney

wisdom through knowledge

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.





12. INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Christadelphian Heritage College Sydney was established in 1998 to help families bring up their children on Godly values by promoting respect & responsibility.

In 2019 the students had daily discussions, in their Bible Roll Call time each morning, on the following fortnightly themes: - Justice, Kindness, Leadership, Love, Loyalty, Mercy, Obedience, Orderliness, Openness, Patience, Peacefulness, Perseverance, Prudence, Reliability, Respect, Responsibility, Responsiveness, Self-control and Sensitivity.

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. There were also investigations into first principles of the Bible to promote Christadelphian beliefs.

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. They looked at faith and wisdom in life.

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 and resilience programs. 2019 saw the "Building upstanders" (anti-bullying program) implemented across Years 7-12.



Heritage College Sydney

wisdom through knowledge

As part of the PDHPE Key Learning Area, the K-6 students were involved in lessons and 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. Junior and Senior Leadership Teams worked with their respective captains to assist students and staff.

All students were encouraged to show what they learnt through raising money for charities. In 2019 the students raised \$2,428.50 in a program called \$2 Tuesday for the sponsorship of students in Kenya through the Agape in Action organisation.

The Heritage Learner Profile (HeLP) covers 9 personal qualities in three general areas of Character, Teamwork and Learning. The nine are: - Disciplined, Responsible Risk Taker, Reflective, Leader, Collaborator, Communicator, Innovator, Investigator and Planner. Students were invited to become more active in their own character development and learning. They reported achievement of a measure of a profile and these were recorded, tracked, acknowledged and rewarded. Various electronic forms of tracking student achievement were investigated.





13. PARENT, STUDENT AND STAFF SATISFACTION

In order to gauge the level of satisfaction from our stakeholders, CHCS decided to implement 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 2019, after initial planning and advice from AIS. Each item on the surveys used a Likert scale (strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree). At the end of the survey, written feedback was sought.

Total 2019 respondents amounted to 233; which included 152 students Yrs 5-12 (22% increase from 2018), 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 only 29% of all families).

Two consultants from the AIS conducted a two hour reporting session with the Executive team, to inform us about the results. Twenty schools had completed the new survey this year. The consultants 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 they wanted to know what practices were in place to achieve these results.

The domains covered were School Environment (achieving an average mean of 4.8/6), Teaching and Learning (mean 4.3/6), Student Wellbeing (mean 4.6/6), Leadership (mean 5/6) and Community (mean 4/6). All these scores were extremely positive.

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;



Heritage College Sydney

wisdom through knowledge

- 'Reporting' with high responses that our reporting is understandable, using varied methods with opportunities for teacher/parent interaction; and
- '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. Some of the consistent themes for focus across the stakeholders were:

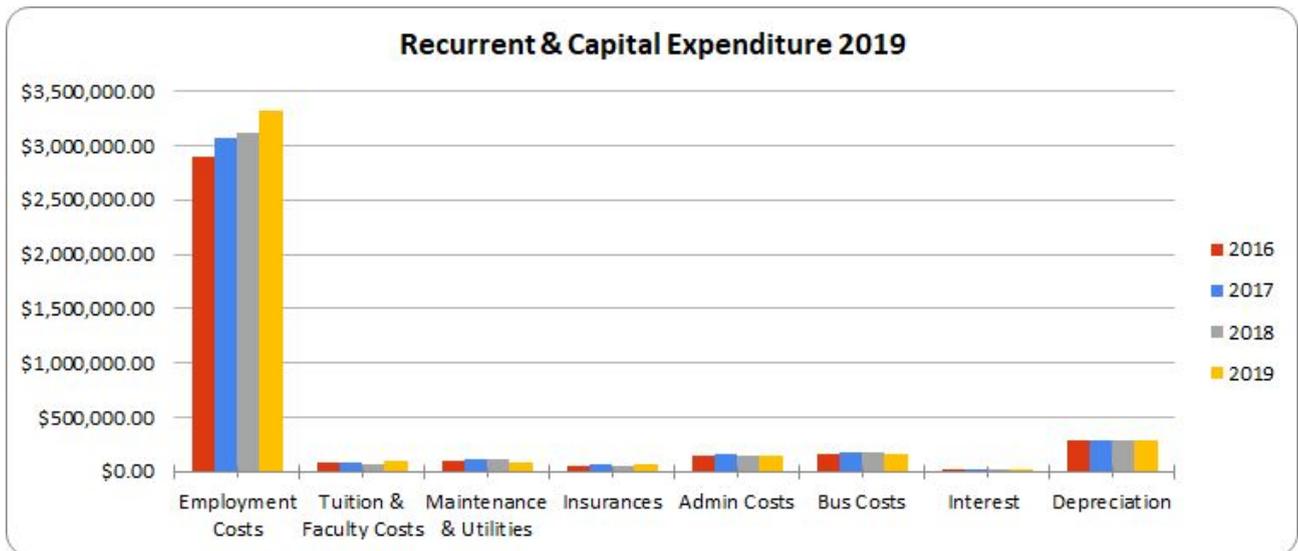
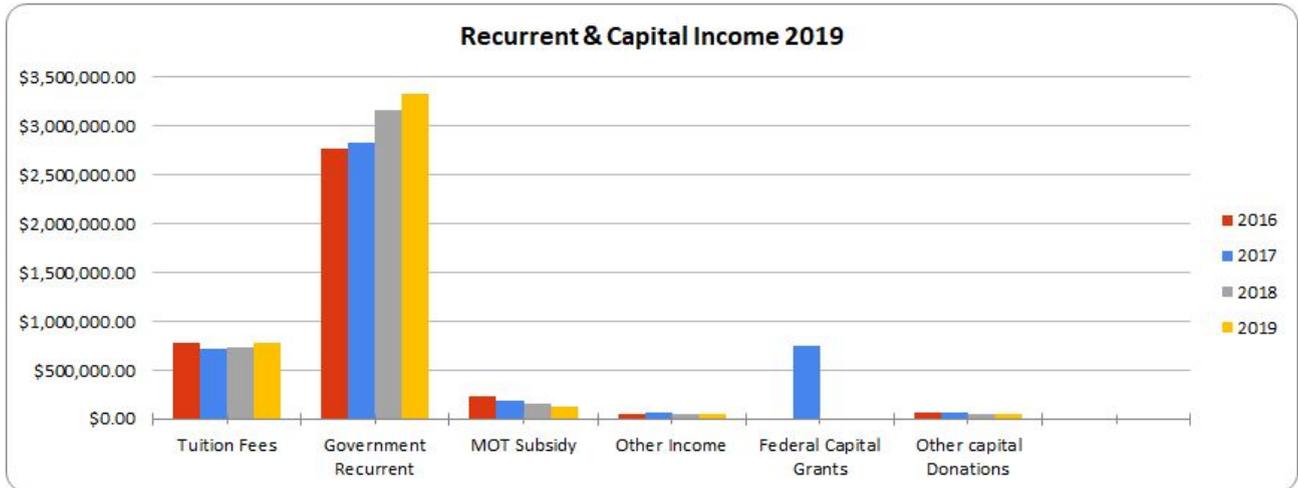
- further development of knowledge and understanding of other faiths, religions and cultures (ATSI);
- knowledge of students' lives and interests outside of school;
- opportunities for students to use digital technologies to support their learning;
- students need trusted adults to talk to about personal issues; and
- co-curricular activities.

Some of these will form part of the 2020-2021 school improvement plans.



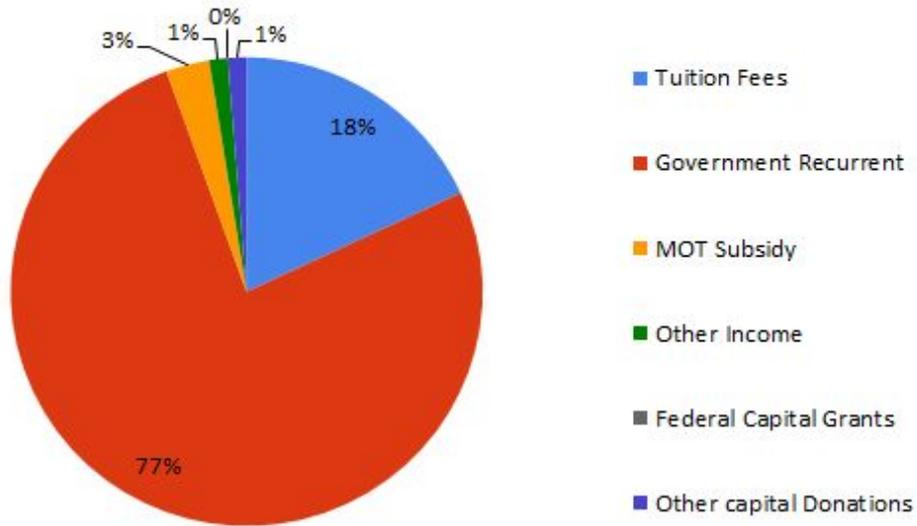


14. SUMMARY FINANCIAL INFORMATION 2019





Source of Total Income 2019



Break up of Total Expenses 2019

