



2020 Annual Report

*Christadelphian Heritage College Sydney
Educational & Financial Report*



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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)
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Staff members responsible for Annual Report content:-

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

Felicity Shields (Principal), Samuel Dando (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)



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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)

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James McCann/Martin Russell (Deputy Principal/Primary Coordinator)

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Felicity Shields (Principal)

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Rachael Davies/John Unwin (Accountant/Business Manager)

Distribution of Annual Report

- 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)



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MESSAGES FROM KEY SCHOOL BODIES

PRINCIPAL'S REPORT

2020 has been the most challenging year that has ever been experienced by students, staff and all the community in general.

At the start of the year, we welcomed to the Primary department, Miss Cecelia Muir, an ex-Heritage student, now teaching Year 4. Mrs Francesca Harkins joined our expert Learning Support Team, four days a week and is using her expertise to assist with student improvement in Literacy. We also farewelled Mr Mason Hokmabadi, our friendly and obliging Information Technology (IT) technician for many years. He completed his teacher training in IT during 2019 and moved to another school to take up a full-time teaching and IT position.

An audit of the school's IT was conducted by Williams Tech of our IT infrastructure and processes after the IT technician resigned. The first priority was to make our environment safe i.e. cover any security concerns and ensure the environment was stable, backed up, documentation was up to date and able to be handed over if necessary. We also conducted a review of the management of our IT systems and after a number of comparisons decided to use a MSP to service and manage our IT.

2020 seemed like a normal year, with the usual activities such as Yr 7-10 Camp, K-12 swimming carnival, gala sports days, excursions, band and choir.

During Week 7 of Term 1 was the first indication from the Department of Education that we would need to follow guidelines about regular hand washing, tracking travel plans and regularly checking for updates about the coronavirus. By the 11th March 2020 any individual with cold or flu-like symptoms was to remain at home and not attend school until the symptoms had resolved. Actions plans were put in place, with increased cleaning, hygiene procedures and monitoring of sick students and families high priority. The following week all teachers were working hard to learn all the procedures for using Google Classroom and Zoom meetings, in case we needed to move to remote learning due to school closures. All Zone and Regional sporting events were cancelled until further notice, as well as NAPLAN tests.

We received notice from the NSW Department of Education that from 24th March parents were encouraged to keep their children home and that learning would continue online, with supervision being provided for children of essential workers.

Our newsletters showed photographs taken by parents of children learning remotely at home. At school, a small number of staff assisted some students with the same learning activities as those at home. Meanwhile the building of Stage 3 Primary wing continued at a great pace.



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Our Support team transferred to Google Classroom and Zoom, delivering personalised lessons with immediate feedback so that students who needed extra support could continue with their improvement in literacy and numeracy. Our music tutors and ensembles moved to Zoom, with students accessing sound files and practising at home.

The end of Term 1 saw our school go from a vibrant happy environment full of children and staff to a silent ghost town. At this time I saw staff work harder than ever trying to continue the students' learning in a completely different mode. Families and children also had a huge learning curve and the staff supported them in every possible way.

We secured the services of two counsellors who each worked one day a week to assist students and families. Some of the sessions continued over Zoom during the year. Reconnect Service (Yr 7-12) saw 15 students with an average of 5.6 visits per student in 2020. The Child Counsellor (K-12) helped 24 students with an average of 4.6 visits per student in 2020. Reconnect is no longer available at school due to Anglicare recruitment issues but it is available off site upon request.

During the holidays a detailed risk assessment and a phased plan to implement face to face teaching was drawn up and approved by the College Board. During Week 3 of Term 2 the first phase of students returned to school, with feelings of relief and anxiety expressed by families. Yr 11 and 12 students returned five days a week and Kindergarten three days a week, with all other grades two days a week. On the other days, remote learning continued.

Each week saw the return of more students until 1st June when all students returned to full time learning onsite, in line with the NSW Health guidelines. Everyone was so excited to be able to learn altogether in the classroom with their peers every day.

National Simultaneous Storytime was a colourful and vibrant event to promote literacy and reading. Training band, jazz band and strings commenced playing together. Sport became a fun group time with teams instead of a solitary fitness regime.

Events such as assemblies, concerts, subject selection night, needed to be over Zoom as parents/carers were not allowed to attend during Term 2. Even formal reports to parents about student progress were in a simplified format with no A-E grades, due to the remote learning that had occurred.

Exciting events happened in the classroom such as robotics for Year 6, online maths competitions for some of the primary classes, morning fitness, performances for elective music and HSC music, a Shakespeare Showdown for Yr 9 & 10, as well as HSC major works in Industrial technology.

Term 3 commenced with Primary classes beginning a Friendology program led by Year 5 & 6 student leaders. The program explicitly teaches children how to develop healthy friendships and manage conflict in a positive way. Year 5 also took part in the World Peace Game which develops skills in problem solving and critical thinking. All students continued to experience interesting learning activities in National Science Week, Technology, Mathematics and English. Our usual Gala concert was filmed in sections over a couple of days, and uploaded to our social media channels so that parents could see the individual performances.



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COVID guidelines continued to restrict our usual activities such as sport-related events, group singing, wind instruments, social functions such as dinners and also excursions.

Our Year 10 cohort experienced the job application process by participating in mock interviews and were commended for their planning, level of participation and responses. This was in preparation for work experience which was allowed to go ahead with COVID Safety plans in place.

No group of year 12 students have ever experienced a final year of schooling like 2020. At their Graduation ceremony, without parents unfortunately, we saw 13 students who showed determination and resilience and were praised for their achievements. The new 2021 College Captains and Leadership team were announced at the Graduation Ceremony as well. On that day, students also participated with an online painting workshop, discovering their inner artist. Our Year 11 students did a fantastic job hosting a COVID-safe farewell lunch for our Year 12 students. Informal heartfelt speeches were presented by staff and students. The final event of the day was the tunnel of honour, with a colourful balloon arch at the end. Younger students waved streamers and used bubble wands to wish them all the best. The Year 12 students have had the chance to evaluate the important things in their lives and we pray that God blesses them and keeps them in His way.

Term 4 saw the completion of the Stage 3 Primary Wing, including two large classrooms for Kindergarten and Year 1, as well learning support rooms and a multi-purpose room, which will be used for group work, transition class and playgroup. We thank the Australian Federal Government and the school community for enabling such a wonderful building to be part of our Primary department.

Stage 4 (Secondary) approval has been received with work commencing soon. There have been significant renovations of facilities with upgrades to staff rooms, art room, storerooms, offices, temporary laboratory and external lighting. All areas have also undergone a huge clean up and disposal of old resources and furniture.

In terms of capital IT expenditure, the IT Committee decided to upgrade all of our IT cabinets including the main server, all switches, wireless routers, cabling etc consolidating hardware and brands and renewing equipment as a lot of equipment was at its end of life. This also came with an upgrade to our copper lines to fibre optic linked into the new building (stage 3) and also provides for future-proofing i.e Stage 5 and beyond. There were a number of miscellaneous upgrades such as projectors and new interactive screens (CommBox) were purchased for the new Stage 3 Primary Wing.

Transition class for eighteen children, who would be joining us in Kindergarten 2021, was held in the new multi-purpose room. This helps pre-schoolers to understand the routines and expectations of school life. This very successful program which has been held for many years enables children to become confident with the change to 'Big' school.

In Term 4 twelve Year 11 students and thirteen Year 12 students sat for the HSC exams in a total of nine subjects.

Congratulations to the two students who gained Band 6s in the 2020 HSC Music 1 results. These were marks over 90. One student also had an Encore nomination to a concert of outstanding



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performances and compositions by students from the HSC Music examinations. There were 13 students who achieved over 80 (Band 5) in a variety of subjects, including Music, Economics, Mathematics Standard and Advanced, as well as Personal Development Health Physical Education (PDHPE). In Band 4s (marks over 70) there were 19 students. 60% of students improved on their assessment mark, with extra effort demonstrated in the actual examinations.

At Heritage, individual growth and doing 'their personal best' is the goal for each student. Teachers are undertaking analysis of the NESA data for their individual HSC subjects under the guidance of the Executive team. HSC exam marking feedback is a valuable resource which is now available from NESA. This feedback features the top responses for every exam and areas where all NSW students can improve.

Of the thirteen students who were in Year 12 last year, ten have been accepted into courses at Western Sydney University and one at University of Technology Sydney. Two students have taken up Apprenticeships as Electricians. We wish all these ex-students all the best in their studies and careers.

Following the Year 10 exams, the students celebrated the end of Year 10 at Jamberoo Action Park. Some students left to start on their career path and others joined the Yr 11s as our senior students, starting the Preliminary courses towards their HSC.

Our usual Presentation Night was not held due to COVID restrictions. Instead we held three presentation events, one for K-6 and one for Years 7-11 with Year 12 students having their awards presented at their year 12 Formal. The restrictions were lifted so that Year 12 students could celebrate the end of their journey at Doltone House, Pyrmont. Following leadership speeches by some Year 5 students, the new Junior Captains for 2021 were announced at the Primary Presentation Assembly. All the awards were listed in the newsletter with photographs of students.

There have been many challenges during 2020 and, by God's grace, we made it to the end of the year. I would like to thank the staff for all their dedication and hard work, going above and beyond their normal duties to assist our students and families. Mrs Sue Niven who retired at the end of the year worked tirelessly for students in various roles in the college, particularly in Learning Support, bus driving and volunteering. She looked after each student as if they were her own. Mrs Kate Smith is no longer driving a school bus. We thank her for her care in safely delivering the children to school.

Congratulations to all the students for showing strength and resilience through a most difficult year. We are so proud of them.

I thank the College Board and the school community for your support and pray that we may all be together again at school activities in the future. I also thank Our Heavenly Father for His guiding hand.

Felicity Shields

Principal



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BOARD CHAIRMAN'S REPORT 2020

Everyone would probably agree that 2020 was a particularly difficult year for most organisations. Schools also faced constant disruption with copious frequent governmental directions which almost closed them down. We offer our thanks to Mrs Shields who led the school team of teaching and ancillary staff and students to continue the business of education as much as possible, including on-line learning for three months. They were able to bring the students through the disruption to continue learning with minimal impact.

Throughout 2020 the Board continued to oversee the policy and direction of the school, aligned to our values, mission and vision. The school management team ensured that Heritage College achieved great results in learning, personal achievement and spiritual development, reflecting Bible-based standards and values.

2020 continued to be a productive year for the Board:

- Enrolments continued to climb steadily, passing the 250 milestone. Approximately 45% students were from Christadelphian families.
- Board subcommittees with responsibilities for building and maintenance, finance and audit, and information and technology development have provided guidance and expertise to the Board.
- The building program continued at a steady pace. Stage three (primary) was completed by the end of third term after a long process of negotiation with the council. Stage four (secondary) plans were finalised and approved ready for construction during 2021. Renovations of the administration block and the relocated staffroom created a more pleasant working environment and a welcoming face of the school to the public. 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.
- Staff continued to be professional and dedicated, supporting the policy directions from the Board. This has resulted in a cohesive, pleasant atmosphere for learning within the school.
- The fee structure has been maintained and supported by parents, with minimal change. We appreciate government assistance which allowed the College to continue its operations effectively in 2020.

There are so many people to thank and there is always the risk of omitting some. However, we would particularly like to thank:

- John Elton who was Board Chairman for eight years and decided after the 2020 AGM to relinquish the position. We thank John for his leadership and wise counsel. The current Chairman also wishes to thank John for remaining on the building committee.



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- College Executive team, teaching and ancillary staff and volunteers for their enthusiastic dedication to the students, all under the effective leadership of Felicity Shields.
- John Unwin, our hard-working, efficient Business Manager, and jack-of-all trades, who has led a reliable and efficient administration team. He has provided sensible advice to the Board.
- The Christadelphian community and the local community for their support and dedicated assistance in numerous avenues of service.
- Those who have offered financial support through loans and donations.

We are indeed grateful for all who assist the school in its endeavour to develop our young people in their personal growth to adulthood and maturity as members of the community. Above all, we thank the Lord for His superintending care during the year. All that we do, say and think is to give Him all the glory and praise.

Sam Dando
Chairman, Board of Directors





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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 provided a forum for 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 2020, the pandemic effectively put our fundraising efforts on hold for a year. We were still able to support the College with funding for a number of teaching and support programs, but we are looking forward to a little more freedom in 2021 which will help with our volunteering and fundraising events.

Jason Gilmore

Chairman Parents and Friends Association





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STUDENT LEADERSHIP REPORT

The 2020 Senior Leadership Team comprised the College Captains and Vice Captains. They were involved each day in the running of the College. The captains and vice-captains took turns to lead the assembly and met regularly with executive staff to discuss ways to implement student ideas. A criteria for applying for the College Captains or Leadership has been set down so that students can begin to display and demonstrate readiness for such roles.

All Year levels were encouraged to develop leadership skills through their Year Advisor Programs. This included organising fundraising events and running lunchtime activities as a way of developing their HeLP Portfolios.

2020 saw the Captains and Vice-Captains showed great leadership by running a coffee and cake stall one lunch each week for staff and senior students. This supported the Year 12 cohort to raise funds for their College gift.

Music and sport provided other leadership opportunities. In Band and other ensembles, Music Captains and Section Leaders guided the younger students. Sports Captains and Gala Day Team Captains were limited in a COVID year where many events and carnivals were cancelled due to restrictions.

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.

During 2020, the Year 6 leaders were instrumental in maintaining some form of normalcy within our primary classes. They assisted with technology requests, helped younger students during online learning and demonstrated calm leadership in a period of anxiety and uncertainty. While opportunities to run events were limited, they organised and operated a fundraiser at the end of the year with great enthusiasm and responsibility.

James McCann and Martin Russell





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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 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.

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



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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 one in 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, a new Primary wing, complete with classrooms, a multi-purpose room and a Learning Support area which was completed in 2020. We have now undertaken to build a brick double-storey secondary block which will include 4 classrooms, 2 of which are science labs, a chemical store and preparation room, lift, storerooms, and toilet blocks. Estimated to be completed in 2022, God willing.

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





Reporting Area 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN tests were cancelled in 2020 due to COVID-19.

After analysis of 2019 Data, despite above average gains in some areas of NAPLAN, a plan for 2020 was to focus on the area of writing. This was replaced by the urgent need to facilitate remote learning in 2020.

The focus area for 2021 will be Literacy and particularly Writing skills.

All students were assessed using the Australian Council of Educational Research (ACER) tests at the end of 2020 in order to determine progress compared to 2019.

Reporting Area 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 2020, twenty-six students in Years 11 and 12 sat the HSC examinations in Biology, Economics, Industrial Technology, Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Music 1, Personal Development Health and Physical Education and Studies of Religion 2. 100% (13 students) of the Year 12 group were awarded the NSW Higher School Certificate.

HIGHER SCHOOL CERTIFICATE

In 2020, 26 students sat for the NSW Higher School Certificate in 9 courses. Two students gained Band 6s (90-100%) and thirteen students gained Band 5s (80-89%) across their HSC subjects. Some of these Band 5s were just a few marks short of Band 6s. Continued analysis of data and development of action plans by teachers will take place in 2020 to help students to maximise results.

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



2020 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	4	0 (0%)	62%	4 (100%)	38%
Economics	13	6 (46%)	77%	7 (54%)	23%
Industrial Technology	10	3 (30%)	52%	7 (70%)	48%
Mathematics Standard 2	14	6 (43%)	47%	8 (57%)	53%
Mathematics Advanced	8	7 (88%)	80%	1 (12%)	20%
Mathematics Extension 1	2	0 (0%)	75%	2 (100%)	25%
Music 1	5	5 (100%)	89%	0 (0%)	11%
Personal Development, Health and Physical Education	9	3 (33%)	60%	6 (67%)	40%
Studies of Religion 2	8	2 (25%)	74%	6 (75%)	26%

COMPARISON TO 2018

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	9	6 (67%)	69%	3 (33%)	31%
Industrial Technology	11	5 (45%)	48%	6 (55%)	42%
Information Processes and Technology	10	4 (40%)	67%	6 (60%)	33%
Mathematics General	27	15 (55%)	53%	12 (45%)	47%
Mathematics	9	7 (78%)	78%	2 (22%)	22%
Mathematics Extension	3	0 (0%)	78%	3 (100%)	22%
Music 1	6	6 (100%)	90%	0 (0%)	10%
Personal Development, Health and Physical Education	19	8 (42%)	60%	11 (58%)	40%
Studies of Religion 2	8	5 (63%)	71%	3 (37%)	29%



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COMPARISON TO 2016

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	18	12 (67%)	65%	6 (33%)	35%
Industrial technology	4	1 (25%)	55%	3 (75%)	45%
Information Processes and Technology	4	3 (75%)	63%	1 (25%)	37%
Mathematics General 2	21	12 (57%)	52%	9 (43%)	48%
Mathematics 2 unit	8	6 (75%)	76%	2 (25%)	24%
Music 1	4	4 (100%)	89%		11%
		Band 3-4		Band 1-2	
Mathematics Extension 1	3	3(100%)	80%		20%
Personal Development, Health and Physical Education	22	8 (36%)	62%	14 (64%)	38%
Studies of Religion 2	9	1 (11%)	71%	8 (89%)	29%





RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English 200 hours (300)	21	87056	9.52	19.05	33.33	38.10			12.81	28.52	36.25	15.83	5.86	.73
Mathematics 200 hours (323)	21	87400	9.52	4.76	33.33	38.10	14.29		15.35	22.24	32.26	22.80	6.71	.65
Science 200 hours (350)	21	87109	9.52	9.52	23.81	57.14			13.24	24.59	35.99	18.87	6.64	.66
Commerce 200 hours (430)	5	19946	60.00		20.00	20.00			26.11	34.42	28.38	8.36	2.52	.22
Geography 100 hours (4015)	21	87026	4.76	47.62	23.81	14.29	9.52		15.36	27.82	34.53	15.74	6.00	.56
History 100 hours (4007)	21	87048	4.76	47.62	38.10	9.52			15.05	27.28	34.69	16.22	6.12	.64
Food Technology 200 hours (1625)	2	16008		50.00		50.00			18.83	29.11	31.93	14.17	5.23	.72
Industrial Technology (Building and Construction) 100 hour	1	204		100.00					9.80	25.98	35.29	19.12	7.35	2.45
Industrial Technology (Timber) 100 hours (1821)	1	3467		100.00					11.28	26.13	38.10	16.56	7.15	.78
Industrial Technology (Timber) 200 hours (1820)	12	10050	8.33	50.00	41.67				12.17	27.90	36.29	16.54	6.74	.37
Information and Software Technology 100 hours (1831)	1	2353			100.00				18.87	30.34	31.92	13.17	5.18	.51
Information and Software Technology 200 hours (1830)	6	7406	33.33	16.67	16.67	16.67	16.67		25.13	30.30	28.09	11.77	4.43	.28
Music 200 hours (2050)	1	9534		100.00					27.38	31.71	25.81	10.35	4.29	.46
Photographic and Digital Media 100 hours (2081)	1	2655		100.00					18.15	29.72	30.51	13.56	7.61	.45
Visual Arts 100 hours (2061)	1	3984			100.00				17.09	32.86	32.45	11.47	5.32	.80
Visual Arts 200 hours (2060)	4	12441	25.00	50.00	25.00				28.10	32.96	26.28	8.70	3.37	.59
Personal Development, Health and P.E. 200 hours (2420)	21	65028	14.29	71.43	14.29				13.93	32.54	36.43	12.44	4.00	.66

One student transferred to another school to complete senior studies.





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	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 2020 were staff meetings, external courses and personal goals. Staff meetings included AIS presentation on 'Creating Safer Independent Schools', CHCS Handbook, setting SMART goals with supervisors and following these up during the year, interview techniques, student awareness and accommodations, Nationally Consistent Collection of Data, data analysis of NAPLAN and HSC, sharing from PD courses and Training on Sentral software.

In addition to this teaching and support Staff spent many hours of their own personal time developing their skills in the use of Zoom and Google classrooms, the mediums through which remote learning was delivered. As recognition for the many hours spent altering the delivery for at home learning, NESA has accredited all teaching staff with 5 hours of PD, this will be automatically added to teachers' existing hours.



DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Creating Safer Independent Schools – AIS Session 1	40
School Law for New and Aspiring Leaders	3
Peer on Peer Matters (Cancelled)	3
Kodaly Music Education-Back to School Day	1
Seven Steps to Writing-Session 1	3
Lawsense	2
Visualising and Verbalising	1
Middle Leaders	2
ACHPER National-PASS Workshop	1
Senior Leaders	1
InitialLit	2
Spell-It	1
ACHPER National -HSC Marking	1
Growth Mindset	1
Anti-Discrimination	1
Strategies for supporting ASD students	1
Accidental Counsellor	1



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PM Reading testing	5
Asthma Training	14
How to deliver online learning with Google Classrooms-Level 1, level 2	15

The average expenditure 'per teacher' on professional learning in 2020 was \$534.

This was an increase on last year despite many courses being cancelled due to COVID. Teachers were able to attend online courses and training.

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 NESAs 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.





Reporting Area 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%	7.9	29%	36%
Secondary Teaching	7.2	26%	3.19	11%	37%
Administration/Teaching Support	1.82	7%	5.58	20%	27%

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 93% on average based on an indicative figure of each student to attend school 200 days per year. This is an amazing result as 2020 was the year of COVID and remote learning. This is a credit to the adaptability of our staff and the resilience of both our students and parents during this difficult time.

These figures were taken from Semester 1 STATS reporting.

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

Year 1	93%
Year 2	94%
Year 3	95%
Year 4	91%
Year 5	92%
Year 6	92%
Year 7	90%
Year 8	94%
Year 9	93%
Year 10	94%
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.



Reporting Area 8

POST SCHOOL DESTINATIONS

Destination	Year 10	Year 12
University	-	11
University / College	-	-
TAFE / Tertiary College	-	-
Apprenticeship	-	2
Traineeship	-	-
Employment	-	-
Unemployed	-	-
Professional Sportsman	-	-
Unknown	-	-
Transferred to another school	1	-
Total	1	13



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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 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

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 local community families in accordance with the 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

Parents/carers and the applicant are to be interviewed by the Principal or appointed officer to outline the ethos of the College and to ascertain their ability and willingness to support this ethos. Enrolment will be offered at the discretion of the Principal and is not guaranteed for every application. 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 parent/carer's agreement and compliance with the ethos of the College. The College Board may be involved in enrolments at the discretion of the Principal.

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.



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Applications for enrolment by students from local community 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 support the College's ethos. These are factors which may contribute to the acceptance of the enrolment application.

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

Applicants are placed on the waiting list, at the discretion of the College Principal. Priority will be given to children of Christadelphian families if vacancies become available in classes.

Parents/Carers of local community children are to be made aware of the close relationships and level of co-operation between those within the Christadelphian Community.

Class sizes

Class numbers are to be at a level that promotes sound teaching practices and permits a safe, practicable working environment. If inquiries exceed class sizes, waiting lists will be formed.

Fees

The fee structure is to be determined annually by the College Board. The Board may reduce the fees for Christadelphian families to reflect the ongoing 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 carers);
- 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.



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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 carer 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;
- NAPLAN reports
- 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:



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- 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 new enrolments of siblings
- 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 carer 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 does 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 carer, 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 carer 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.



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Following an unfavourable enrolment decision the nominated carer 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 26 per straight class

Years 7 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.

Adjustments

The adjustment determination is made upon the basis of what is a reasonable adjustment after input from all parties including the student, nominated carer, 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 parent/carer 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 carer and the College about decisions made in relation to the enrolment adjustment.



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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

Tuition fees are invoiced to families at the start of each school year, or on enrolment if your child starts part way through a school year. Invoices are issued and school fee payments are made via FACTS Management Australia. Using the FACTS portal, families are able to either pay their fees in full or set up a fee payment instalment plan. You will receive an email from FACTS Management inviting you to click on the link in the email and make a payment or set up your instalment plan.

More information about FACTS is found here: <https://factsmgt.com.au/>

Most years Heritage College offers an Early Bird Discount to families who pay their fees in full by the date specified (usually early in February). Some T&C's apply to the Early Bird Discount. Alternatively, parents may pay by the quarter, month or fortnight, with payments finalized by October of the school year to which they relate. The payment due dates will appear when you log in to FACTS. Families are encouraged to contact the College if they need to discuss fee payments at any time.

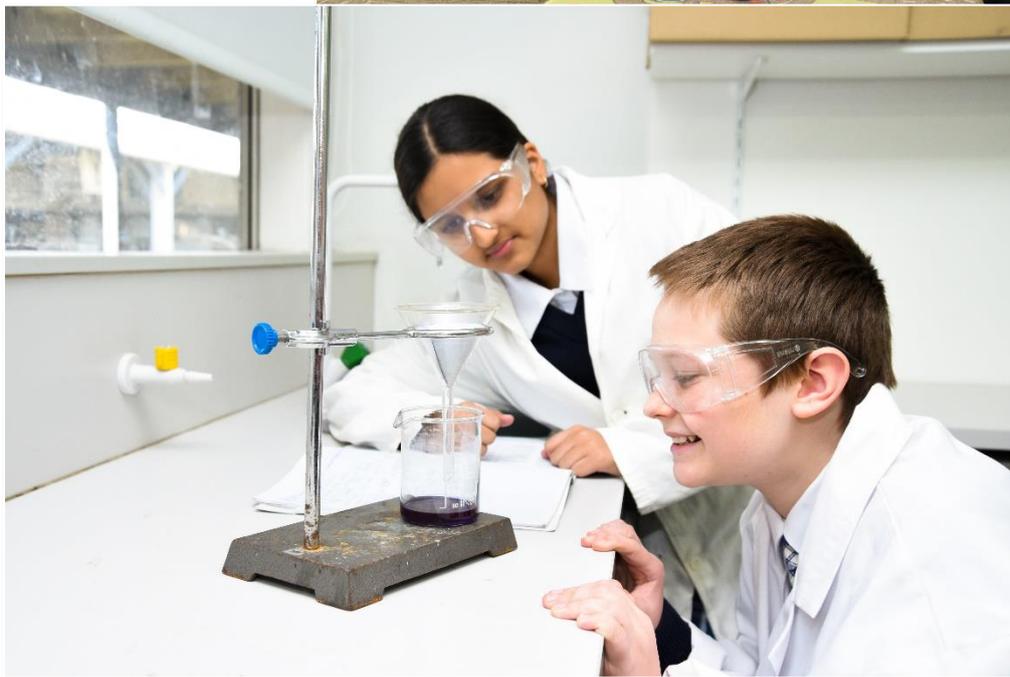
Fees include tuition, weekly sport, secondary lifesaving, primary swimming, carnival and gala days, Y5 compulsory training band tuition, textbooks and most primary stationary needs. At the moment, transport to and from school and to most sports events on college-owned or chartered buses is also included in tuition fees. Fees do not include uniform requirements, excursion costs, camps, private music tuition, and hire of a musical instrument (required for all students in Year 5, unless the student provides their own instrument) or other discretionary purchases.



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All fees and charges are subject to review by the College Board and are likely to change annually. The College Board may alter these conditions at any time by notifying parents/guardians in writing. Ongoing enrolment is subject to tuition fees being up to date and may be withdrawn in writing at any time by the Principal or their delegate.





Reporting Area 10

SCHOOL POLICIES

Policy	Changes in 2020	Public Disclosure
<p>Student Welfare Policy</p> <p>CHCS is committed to providing inclusive education for all children wherever possible and undertakes to establish identification procedures, implementation programs and methods of communication in order to provide for the academic, mental, physical, social, spiritual and emotional well-being of all students.</p> <p>CHCS will:</p> <ul style="list-style-type: none"> ensure that children, regardless of ability or disability, are given the opportunity to enrol at CHCS and to provide services to meet the academic, mental, physical, social, spiritual and emotional needs of all students provide adequate funding to supply staffing and resources so as strive to meet student needs ensure an ongoing method of assessment and communication with relevant stakeholders coordinate specialist services and funding from outside sources. 	<p>No changes</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. 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>Responding to Complaints and Grievances</p> <p>Christadelphian Heritage College Sydney will strive to respond professionally to suggestions, complaints and allegations, knowing that they will lead to improvement in the way the College offers its services, keeps safe all who attend the college and promotes confidence and fairness. To this end the college will strive to encourage its members, as well as those of the wider community, to offer feedback on its policies, practices and procedures.</p>	<p>No changes</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>Dept of Communities and Justice (DCJ) formerly Family and Community services (FACS) The Children’s Guardian will be responsible for administering the reportable conduct scheme and the community visitors scheme (transferred from the NSW Ombudsman)</p>	<p>College Website Intranet Distributed to staff and contractors</p>



Reporting Area 11

SCHOOL-DETERMINED IMPROVEMENT TARGETS

School Improvement Plan 2020-2021

The following were the focus areas for 2020-2021 with comments on the ongoing achievements of these goals. In 2021 these goals will continue to be our focus with extended time for attainment.

CHCS implemented the School Improvement Plan in January 2020. The School Improvement Plan reflected the five focus areas that had originally been set by the Federal Government: - Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education.

Leadership & Management Goals

- Ongoing professional development for leadership and executive career planning
- Professional development for all staff in line with personal and school goals, in compliance with NESAC 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.

Evaluative summary of goal attainment to date

One Primary Senior and two Secondary Senior teachers were appointed in 2020, following successful interviews. These teachers are being mentored by the Executive team. Original SMART goals were replaced with IT goals, as all staff had the task of rapidly preparing for Remote learning due to COVID-19 lockdowns. Staff collaborated and mentored each other to enable use of Zoom meetings, Google classroom and online procedures for continued quality learning. Executive staff ensured that procedures were written and communicated for all remote learning, including cyber safety for staff, students and families.

Audit, security, backup, documentation and then strategic plan done by Williams Tech, discussed by College Board IT committee. Work commenced in 2020 with upgrade of main server, switches, routers and cabling. Fibre optic into new Stage 3 and future proofing for further stages.

Successful rollout of Parent Portal for online reports for K-12 completed. Newsletter and notifications through Parent Portal trialled and in use. Further use of modules for excursions to be investigated in 2021.



Student Engagement & Attainment Goals

- 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

Evaluative summary of goal attainment to date:

The use of CHCS Handbook as a shared document commenced in 2020 and will continue into 2021. Due to the Professional Development required for COVID-19 lockdown, this was on hold for some time in 2020. Topics such as Scope and Sequence and Content were completed and actioned in teachers' programs. Year advisor programs were updated at the beginning of 2020 following a collaboration meeting.

Use of ClassDojo continues with some teachers extending this to parent communication in 2020.

Attendance was an area which due to COVID-19 was problematic, as we moved to essential workers children on site only. A spreadsheet was shared in which teachers could mark the attendance of students in online lessons and completing activities as home. Attendance policy was updated to align with DET policy of more than three days absent before needing medical certificate. Continual updates from AIS and DET regarding attendance were shared with parents and staff via email. Any staff and children with symptoms needed to have a negative test sighted before returning on site. Even with all the challenges our attendance rate was on average 93% which is a remarkable achievement for students, families and staff. Moving forward to 2021, the welfare team will check attendance and resume sending out letters and working with families where attendance plans are required.

Curriculum & Assessment Goals

- 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



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Evaluative summary of goal attainment to date:

Due to the requirements of COVID, this goal has been moved to 2021. Priorities changed with remote learning, compliance requirements in all areas of the school and staff /student well-being prioritised.

Yr 5 & 6 sport changed due to year groups not mixing (COVID) and the risk assessments undertaken by the PE staff, following School Sport Law Seminars professional development. Secondary sport Yr 7-12 is now separate to Yr 5-6 sport. Parents and students were notified of changes. Programs have been developed for Yr 5 and 6 sport.

Australian Council for Educational Research (ACER) data is used to identify students' level of progress and achievement. In class support in Yr 7 & 8 English and Maths classes is provided by an extra teacher, so that class teachers can spend more time enriching students. Music and sporting opportunities are provided. Upper primary enrichment groups continue.

Executive staff meet with teachers to discuss and implement new NESA syllabi. Documentation spreadsheets are completed by supervisors to indicate compliance. Professional development was available for those with new syllabus familiarisation.

Safe College Environment Goals

- 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.

Evaluative summary of goal attainment to date:

Students need trusted adults to talk to about personal issues was an area that arose in our AIS Perspectives Surveys. In 2020 we had two counsellors one day a week each to assist students with emotional and social challenges. Excellent feedback was received from families, students and staff regarding one of these counsellors. In 2021 we will continue with this service. Students tracking continues to improve with relevant documents being loaded to Sentral during 2020. Due to COVID there was a decline in reported behaviour incidents as students were not onsite for some time in the year. They were also very happy to see their peers at school.

Development of social and emotional learning skills and *Students feeling a sense of belonging (valued and accepted)* were also areas for development from the surveys. A program called Friendology program was



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implemented for K-7 students. This explicitly taught children how to develop healthy friendships and manage conflict in a positive way. These important social skills are the key to bullying prevention, creating safe, caring learning environments, resulting in kinder, happier children. Year 7-12 completed various programs in Year Advisor time relating to social and emotional skills, they also participated in team building with various events to plan such as Year 12 dinner, assemblies, fundraisers and Yr 7 & 10 camp activities. Safe systems were maintained and improved with maintenance logs showing regular checks, lockdown and evacuation procedures. The continued rollout of security cameras was implemented. Facilities were upgraded with completion of Stage 3 Primary wing, approval of Stage 4 secondary labs and classrooms with estimated completion in January 2022. The secondary Art room, storerooms and offices were upgraded. A refurbished secondary staff room was established in a previous classroom and a temporary laboratory set up. All areas of the college underwent a massive clean-up with old and obsolete items discarded or recycled.

Aboriginal Education Goal

- Extend 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 to date:

Primary and secondary courses implemented mandatory syllabus material that included an Aboriginal perspective. There were no opportunities for local engagement during 2020.

One student identifies as First Nation and the Assistant Principal is responsible for consultation and documentation.





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Reporting Area 12

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Christadelphian Heritage College Sydney (“CHCS”) commenced in 1998 to provide quality education within a safe and caring environment. Christadelphian families were seeking a school that supported excellence in education while promoting the same values they embraced, such as godliness, integrity, responsibility, respect and care.

In 2020, students had daily discussions, in their Bible Roll Call time each morning, on the following fortnightly themes: - Sincerity, Sobriety, Steadfastness, Strength, Trustworthiness, Wisdom, Accountability, Approachability, Authenticity, Belief, Bravery, Compassion, Courage, Creativity, Curiosity, Determination, Devotion, Diligence, Discipline, Discretion and Esteem.

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 Epistle of James and “faith in action”. Year 10 investigated the evidence for God and the reasonableness of faith from Bible Prophecy.

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.

As part of the PDHPE Key Learning Area, the K-6 students were involved in lessons and programs focused on building friendships using, among other ideas, respect and responsibility. All lessons



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were designed to promote relationships with each other, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. This is in addition to regular programs covered, including: 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 raise money for charities as a demonstration of their care for others. In 2020 the students raised \$3852 in a program called \$2 Tuesday as a donation to students through the Agape in Action organisation.

Our school-wide rewards and behaviour management initiative continues to promote attitudes of respect and responsibility. 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. An online platform is used to track student progress.





Reporting Area 13

PARENT, STUDENT AND TEACHER SATISFACTION

In September 2019 the school community took part in the AIS Perspective surveys, which was a pilot program for schools to identify significant findings from the data and develop recommendations for future school planning. It was determined that HCS School Improvement Plan would now be a two year plan and that in September 2021 the biennial AIS perspective surveys would take place to gain information on the level of satisfaction from all the relevant stakeholders.

A number of surveys relating to COVID 19 were conducted.

Parents were surveyed as to their capability and access to devices when we were moving to remote learning in order to give support to families, including lending of laptops etc.

Teachers were surveyed regarding support they needed for implementing remote learning, including ability to use and manage Google classroom and Zoom meetings. This resulted in a mentoring scheme whereby teachers were able to develop skills and information from an experienced colleague.

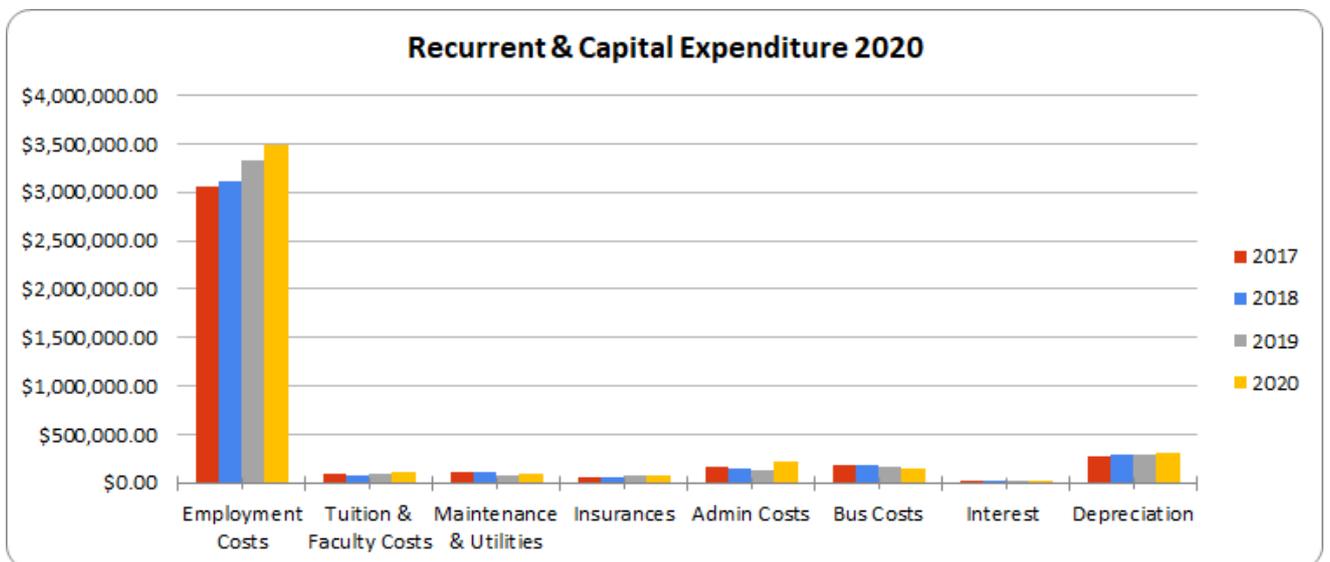
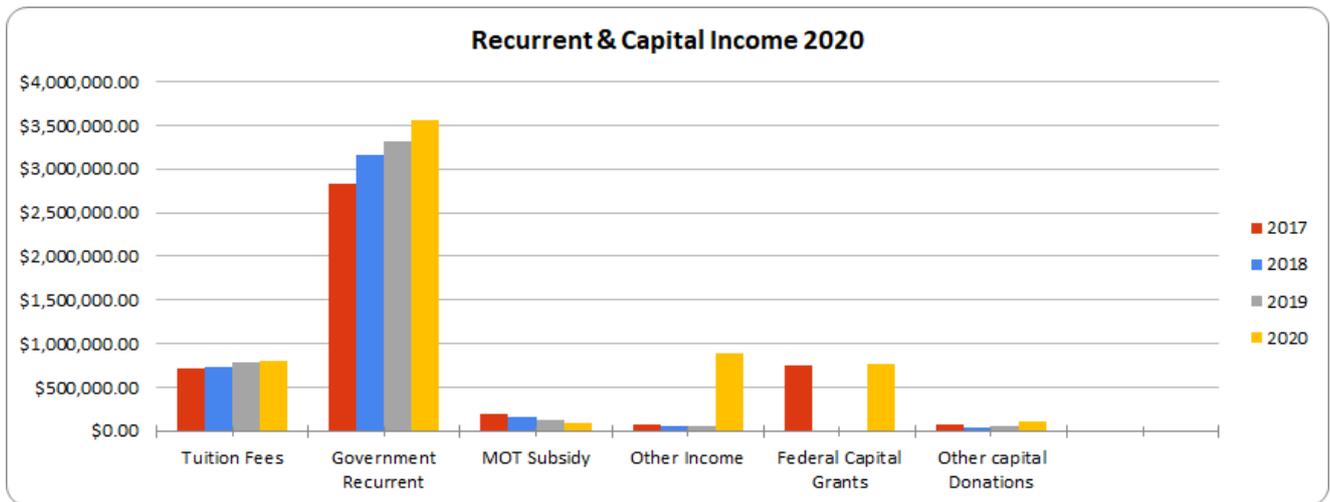
There was also anecdotal evidence in the form of email from parents, thanking the staff for all the work that they had done in providing support for students during and after remote learning. This extended to the Principal who was commended for the communication and leadership shown in a difficult time.

Detailed information will be available after the biennial 2021 surveys are completed.



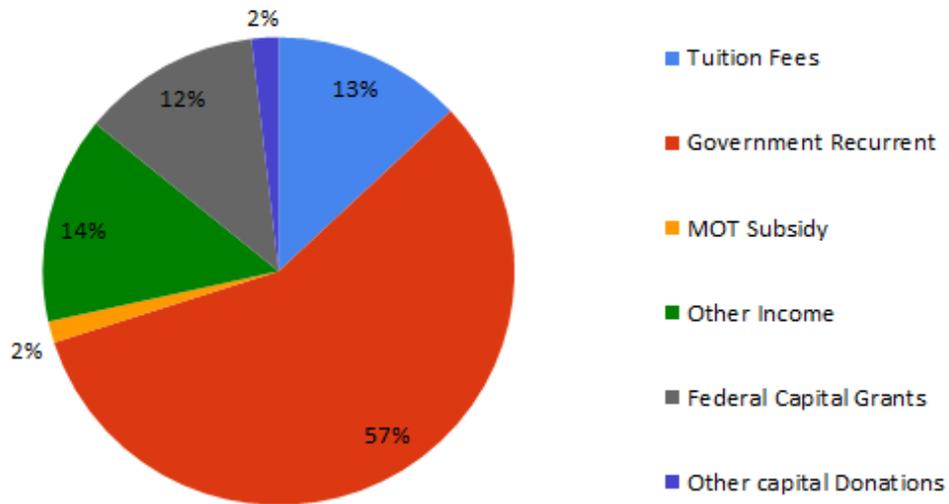
Reporting Area 14

SUMMARY FINANCIAL INFORMATION 2020





Source of Total Income 2020



Break up of Total Expenses 2020

