



# 2021 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

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- Title page – Cathy Peden (Librarian)
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- **Area 2** : Contextual Information about the school and characteristics of the student body  
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- **Area 4** : Senior secondary outcomes  
James McCann (Deputy Principal)
- **Area 5** : Professional learning and teacher standards  
Rebekah Wetherton (Assistant Principal)

- **Area 6 :** Workforce composition, including Indigenous  
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- **Area 7 :** Student attendance and retention rates in secondary schools and Post school destinations  
  
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- **Area 8 :** Enrolment policies  
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- **Area 9 :** School policies  
Melissa Sharman (Principal)
- **Area 10 :** School determined improvement targets  
Melissa Sharman (Principal)
- **Area 11 :** Initiatives promoting respect and responsibility  
James McCann/Martin Russell (Deputy Principal/Primary Coordinator)
- **Area 12 :** Parent, teacher and student satisfaction  
  
Melissa Sharman (Principal)
- **Area 13 :** Summary financial information  
Rachael Davies/John Unwin (Accountant/Business Manager)
- **Area 14 :** Distribution of Annual Report  
  
John Unwin (Business Manager)
  - NESA
  - Emailed to College Board
  - Posted on College website – [www.hcs.nsw.edu.au](http://www.hcs.nsw.edu.au)
  - Copies available from the College Office (and advertised through College newsletter)

## **MESSAGES FROM KEY SCHOOL BODIES**

### **a) PRINCIPAL'S REPORT**

Following on from 2020, the year 2021 has also challenged everyone, not only in the College community but also throughout Australia and the world, with the spreading Delta variant of COVID-19. It has been a time of great trials and great hope.

At the start of the year, we welcomed the 22 new Kindergarten students and their families who are beginning their journey at Heritage. Four new students started in Year 7 and they, together with the other students in Year 7 & 10, attended a three-day camp at Teen Ranch in Cobbitty, where they engaged in exciting activities and strengthened friendships within their peer group, as well as those in another year.

Our weekly newsletters continued to showcase the events and learning that takes place at Heritage every day. Publishing of students' work in all the Key Learning Areas gave all the community insight into the wonderful work that K-12 students are producing in class. Opportunities for other communication with parents included the Meet the Teacher night with the Primary staff, Parent/teacher interviews in Term 1, as well as phone interviews in Term 2 after reports went home and subject selection nights. We value the links with parents, and class teachers and Year advisors keep parents/carers up to date with relevant information and support for their children. A highlight in the school calendar has been the Primary Assemblies, which changed from Zoom meetings to actual on site assemblies with parents and visitors in attendance. It was wonderful to have the support of our families attending events at school.

The return of the Secondary inter school Gala days were welcomed with our basketball teams playing with great enthusiasm and positivity. Heritage also held a Big Bash Cricket game after school, which was enjoyed by a number of keen cricketers, even though rain forced play to be held under 'Stadium Heritage'. A six on six cricket competition was also run during lunchtimes, which proved to be very popular with the cricket 'tragics'. Near the end of Term 1, the CDSSA Netball Gala took place, with 22 students playing some exciting games displaying their teamwork and positive attitudes. Two students represented the school at the NSW All schools under 15 Volleyball trials. Sydney South West Oz tag Competition was held in Term 2, with 26 students selected to play. The boy's team finished third and the girls team placed fifth.

A modified swimming carnival in line with COVID guidelines was held, with Year 3-12 students who could swim 50 metres invited to attend. Twenty-six Secondary students qualified for the Combined Districts Secondary Sports Association (CDSSA) swimming carnival, with one student being named the 18 year Age Champion. The team also won the Aggregate Shield, calculated by points scored on the day divided by the

number of Secondary student enrolments. Five students went on to qualify for the Association of Independent Co-Educational Schools (AICES) swimming carnival. Five Primary students qualified to swim at the All Suburbs Independent Schools Sports Association (ASISSA) carnival, with three of them moving onto the next level at the Combined Independent Schools (CIS) carnival. Congratulations to all our swimmers!

The next Heritage carnival was the Cross Country, which was held on a glorious day at the end of Term 1 with parents/carers attending. There was spirited running and competition, with Tabor being the winning house. Twenty-two Secondary students represented our school at the CDSSA Cross Country and 20 Primary students qualified for the ASISSA Cross country race. Six of the Secondary students went on to the next level competing in the AICES carnival and three Primary students qualified for the CIS Cross Country.

From the limited musical experiences that were available in 2020, our music department keenly planned a wide range of music events for the year. Heritage has been very busy for the ensembles, with tryouts and instrument allocation, for training band and string students, and the continuing students coming together for rehearsals with physical distancing observed. There were also tryouts and the formation of the Primary Choir as groups of 30 were permitted to sing. A small group of students also led 'Monday Praise' each week at the whole school assembly since the start of the term. Ensembles and choir provided entertainment at the College Fair and also participated in tutorials at the Music Camp.

Excursions made a welcome return in Term 1 and 2, with the 9/10 elective Commerce class visiting the Police and Justice Museum, Year 8 Music viewing the live musical 'Frozen', and Year 10 Geography conducting fieldwork at Cronulla. Year 5 & 6 was able to participate in an exciting excursion of the national capital, Canberra over three days. They experienced a variety of educational programs with a focus on Australia's history, culture, heritage and democracy. They had an amazing time. Year 9/10 elective Music experienced a rehearsal of the Sydney Symphony Orchestra, all commenting that it was an enjoyable and educational experience. The Year 7 & 8 Geography class investigated the Mt Keira Escarpment, conducting fieldwork and observations of the environment. Year 9 History class visited the Sydney Jewish Museum to assist in their studies.

An exciting competition to find the Heritage Chess master was held during Term 1 with many chess hopefuls pitting their skills against each other. The ultimate winner was Mr Unwin who defeated Mr T Russell, with both players showcasing their skills and displaying good sportsmanship. The take-home message for our students is not only to have fun but to apply themselves to study and preparation, as well as play fairly in all aspects of life.

At the end of Term 1 we were pleased to have Senator Concetta Fierravanti-Wells attend the official opening of the Stage 3 Primary Wing, which includes two classrooms, support rooms, a multi-purpose

space and storage rooms. We would also like to thank the many people who have been involved over the years, in bringing this major project to fruition. Heritage College Sydney has received funding from the Australian Government under the Capital Grants Program. We are very thankful for this assistance.

One community group, which enjoys coming to Heritage, is the Playgroup, a fun interactive experience for young children and their parents/carers. Taking advantage of our new Primary multi-purpose room, the children develop social skills, make new friends and build a support network before starting school.

During 2021, the building of the Stage 4 Secondary Wing was also in full swing, with the demolition of the remaining building following the moving of the end demountable buildings to Heritage Lake Macquarie.

Work did stop for a period but was able to continue under strict COVID guidelines.

We were very blessed to be able to hold the Heritage Grand Bazaar Fair in late May, having been postponed from 2020. It was a glorious day with a great number in attendance at the COVID safe event, with over \$30 000 being raised. A huge thank you to the Parents and Friends committee and their helpers for such an awesome community and fundraising event. We appreciate the time and energy put in by these wonderful volunteers.

At the end of Term 2 we farewelled Madeleine Schwer, who retired following 20 years of service at Heritage College. Madeleine was a hardworking member of the Science Department and loved seeing the children being engaged in the wonder of science in their practical lessons. We thank Madeleine for her dedicated service to the school. Mr Bruce, one of our long time bus drivers, also retired. He has supported the school in numerous ways since the college commenced.

During July holidays, the NSW Government put a COVID Stay-at-Home order in place from advice from NSW Health. This was due to the outbreak of the Delta variant of the COVID-19 virus. Schools were closed and the return to remote learning started Week 1 of Term 3. We were not to know at the time but it turned out that the school remained closed for the whole of Term 3. What an amazing effort students, parents, carers and staff have shown! Such patience and perseverance under challenging circumstances!

Classes continued via Zoom and Google Classroom with a few students attending school, due to the parents' work commitments as authorized workers. Most staff worked from home, occasionally coming onsite for supervision rosters or if unable to work from home. Our newsletter became a link between the school and our students, showing all the extensive planning and teaching that teachers had done, so that students would have a routine and continue to progress with their education. In some classes, the distraction of the Tokyo Olympic Games was used as a learning tool and a fun way to incorporate activities into the day. Support teachers continued to provide Zoom lessons to those who were participating in extra programs MiniLit and MacqLit Reading and Quicksmart Mathematics.

This was also a great effort from those staff members in supporting students. Our counsellor continued her sessions with students online as well. Year advisors and class teachers also ensured that activities, which focused on mental health and well-being, were provided to assist everyone. Music staff and tutors continued to provide their services through online training sessions.

After completing their Preliminary courses at the end of Term 1, the students in Year 11 & 12 had an especially difficult time through the second semester, completing major works at home, handing in assessment tasks and sitting their HSC trial exams at home too. We commend them on their resilience and efforts. Our college captains sent messages of encouragement to all the students, showing their leadership and positivity. Additional COVID-safe planning meant the HSC exams did go ahead, although later than usual, and Year 12 were able to have their graduation and formal in Term 4.

At the end of Term 3, the College said farewell to Felicity Shields, who retired following 20 years of service at Heritage College. Her work at all levels has been appreciated, especially her leadership as Principal and we are thankful for the guidance she has provided to both staff and students.

In Term 4, students were brought back onto campus from remote learning in a staged approach, prioritising the Year 11 and 12 students who had missed many face-to-face lessons. It was excellent to have everyone back together again despite the fact that some restrictions still limited certain activities, like excursions.

Although the HSC was delayed until later in Term 4, our 29 senior students sat the HSC examinations in Ancient History, Business Studies, Chemistry, Design and Technology, English (Standard, Advanced and Extension 1), Physics, Extension 2 Mathematics and Visual Arts. Well done to all in managing the unusual circumstances.

One student received a listing in NESA's Distinguished Achievers list, with a Band 6 result in Business Studies. There were a further 16 Band 5 results across Business Studies, Chemistry, English Standard and Advanced, and Visual Arts. To maintain this strong academic result given the delays and additional stress caused by the long period of remote learning is a testament to our staff, students and their families.

Transition classes were held for 17 of the 21 students who would be joining us in Kindergarten 2022. This very successful program helps pre-schoolers to understand the routines and expectations of school life and enables them to become confident with the change to 'Big' school.

Unfortunately, plans for Presentation Day were thwarted by COVID, with the 2021 school year ending with the College working alongside NSW Health in contact tracing. However, the team was able to provide an



online presentation and celebration acknowledging the many wonderful efforts of the students throughout 2021, and the physical awards were handed out at the beginning of 2022.

We 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. Congratulations to all the students for showing strength and resilience through a most difficult year. We all thank the College Board and the school community for the support provided over the year, and thank our Heavenly Father for His guidance.

Prepared by Felicity Shields (Principal Terms 1-3) and James McCann (Acting Principal Term 4)

Melissa Sharman, Principal (2022)



## **b) BOARD CHAIRMAN'S REPORT**

We all thought 2021 would be a better year with less disruption than 2020 but that was not to be. The College was forced back into remote learning and visitors were restricted on the grounds. However, the College kept up with its key focus of education no matter what happens.

It was also the year of a significant change in leadership. Felicity Shields decided to retire at the end of third term after four years as Principal and a total of twenty years on the teaching staff in a leadership role. We celebrated Felicity's career in education at several functions in the second half of the year. We valued her educational expertise and steady guidance of the school through the recent difficult times. We also thank James McCann for stepping into the Principal's role temporarily in the fourth term. The Board conducted an appointment process and selected Melissa Sharman to become the school's third Principal, commencing in term 1 2022.

Throughout 2021, 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.

2021 continued to be a productive year for the Board:

- The building program of stage 4 Secondary continued at a steady pace after a slow start and is on track for completion in second term 2022.
- 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, again with minimal change. We appreciate government assistance, which allowed the College to continue its operations effectively in 2021.
- Board subcommittees with responsibilities for building and maintenance, finance and audit, and information and technology development have provided guidance and expertise to the Board.
- Our auditors KLM Accountants once again confirmed that the College is in a healthy position and financially well managed.

The Board would particularly like to thank the College Executive team, teaching and ancillary staff and volunteers for their enthusiastic dedication to the students, all under the effective leadership of Felicity Shields and James McCann, and John Unwin, our hard-working, efficient Business Manager who has led a reliable and efficient administration team, with sensible advice to the Board.

We also appreciate the support and dedicated assistance of the Christadelphian community and the local community, as well as 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 are to give Him all the glory and praise.

Sam Dando

Chairman, Board of Directors



### **c) PARENTS & FRIENDS ASSOCIATION (P&F) REPORT**

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.

We were very blessed during 2021 to be able to run our Annual Fair before the return of Covid restrictions and the small army of willing volunteers who are involved in running the fair did an amazing job of pulling the event together. With funds from the fair, and various other fundraising activities during the first half of the year we have been able to fund tangible improvements like new iPads or new furniture as well as supporting study tools with yearly subscriptions.

The P&F is always keen to welcome new members, especially in 2022 as we are looking forward to cautiously ramping up our activities to 'normal' levels.

Jason Gilmore

Chairman Parents and Friends Association

#### **d) STUDENT LEADERSHIP REPORT**

Leadership is an important area for student learning and can assist in a child's spiritual, academic, mental, physical, social and emotional growth. Leadership is not a responsibility confined to the 'badge wearers' and is shared by all students and staff.

Students in Year 5 present speeches to the Primary to become Year 6 Student Leaders. From this, the Junior Boy and Girl captains are elected by vote from the Primary students. Year 11 students present a Leadership portfolio and are interviewed by the Principal and Deputy Principal in order to stand for the Senior Leadership Team. From a vote of the student body (3-11), the College Captains and Vice-Captains are elected.

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.

2021 saw the Captains and Vice-Captains continuing to run a coffee and cake stall one lunch each week for staff and senior students. Unfortunately, this had to stop due to Covid restrictions.

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.

Early in the year, the primary captains were given the responsibility of hosting a visiting dignitary (Senator the Hon Concetta Fierravanti-Wells) and conducting a ceremony to officially open the new primary and support wing. Their ability to adapt and perform in important moments like this was highly admirable.

The Junior Leadership Team assisted with behaviour resolutions on the playground, and helped organise primary students before class time. They also organised some online events during remote learning, including our own 'Zoom Olympics' and primary assemblies.

During 2021, the Year 6 leaders maintained some form of normalcy within our primary classes. They helped younger students during online learning and demonstrated calm leadership. 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, Deputy Principal & Martin Russell, Primary Coordinator



## **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 outcomes 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 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, new Primary teaching rooms and a Learning Support area, completed in 2020. CHCS anticipates the completion of Stage 4 of our Building Master plan, which is a double storey Secondary block, God willing mid-2022.

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



## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

After analysis of 2019 Data, despite above average gains in some areas of NAPLAN (those are the areas that we have support programs available to students in) a plan for 2021 was to focus on the area of writing. However, this was replaced by the urgent need to facilitate remote learning. Our 2021 NAPLAN results again confirmed that students across all years are achieving at or above levels of growth in all other areas of NAPLAN, with especially noteworthy improvements in Year 9 Spelling and Reading.

The following graphs indicate a summary of our 2021 NAPLAN results:





2021 saw the last of the written NAPLAN exams for Years 3,5,7 and 9. In Term 4 we trialled the new online Writing and Omnibus tests in preparation for 2022, where Years 3, 5, 7 and 9 will complete NAPLAN testing online (with the exception of Year 3 Writing that will still be handwritten).



The focus area for 2021 remained Literacy. Kindergarten, Year 1 and Year 2 began implementing the InitialLit Program at a classroom level (Tier 1 in the Response to Intervention Model). Students who do not attain benchmarks for Literacy and Numeracy, are given access to programs (Tier 2 and 3 interventions in the Response to Intervention Model) that aim to develop their skills and “catch them up”. We have built up a repertoire of research endorsed programs that teach the skills that have been “missed” or require remediation. These include: MiniLit, MacqLit, MultiLit, Quicksmart Maths and COGMED Working Memory Program.

Due to COVID interruptions, we were granted Intensive Learning Support funding (ISLP). Extra staff were employed and extra programs such as Visualising and Verbalising (Language Comprehension) have been delivered to a wider range of students than we would normally be able to provide programs.

All students were assessed annually using the Australian Council of Educational Research (ACER) tests at the end of 2021 in order to determine progress compared to 2020. Writing skills development will be explored further in 2022 by a learning partnership with the AIS and integrated into all Primary classrooms.





## SECONDARY OUTCOMES

Heritage College provides a range of educational opportunities while delivering the NESA determined requirements and hours. All follow NESA standards of curriculum and assessment at the stage appropriate level.

Stage 4 (Years 7 & 8) students commence High School by stepping up to new methods of curriculum delivery and a more specialised range of subjects. Year 7-10 students have separate subject areas that include Bible, English, Mathematics, Science, Geography, History & PDHPE.

Year 7 & 8 have further individualised subjects of Music, Language (Year 7 only), Visual Arts, and Mandatory Technology.

Stage 5 students have choice that is more individual in their subjects. Mathematics is streamed into 5.3 and 5.2 classes, which is based on student results from Stage 4. There are two elective lines, allowing for a choice from the 7 (possibly 8) elective subjects: Commerce, Food Technology, Music, Industrial Technology (Wood), Information and Software Technology (IST), Visual Arts and Physical Activity and Sports Studies (PASS). These are taught to a combined Stage 5 group, made of Year 9 and Year 10 students.

Each subject prepares for the further specialisation and choices of subjects in Stage 6. Heritage aims to make a strong continuum of knowledge and skill development to enhance the expectations and achievement of our students in Senior courses.



## HIGHER SCHOOL CERTIFICATE (HSC)

In Stage 6, Heritage provides the NESA approved 'Compressed Curriculum Method' model of study for delivering the HSC. This means Year 11 and Year 12 students combine as one Senior cohort. They study both the Preliminary and HSC course requirements for 3 (or 4) subjects in Year 11 and complete their HSC exam in those subjects at the end of Year 11. The following year, in Year 12, the students then undertake another 3 (or 4) subjects to study both Preliminary and HSC course requirements to finish their Higher School Certificate (HSC) and receive their ATAR (if they so choose).

In 2021, 29 students in Years 11 and 12 sat the HSC examinations in Ancient History, Business Studies, Chemistry, Design and Technology, English (Standard, Advanced and Extension 1) and Visual Arts. One student studied Physics through TAFE Online and another Extension 2 Mathematics through Sydney Distance Education. These subjects represent the courses offered in our 'Odd Year' according to our compressed curriculum method.

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

Of the 29 students who sat for the HSC, one student gained a Band 6 (90-100%) and sixteen students gained Band 5s (80-89%) across their HSC subjects. Continued analysis of data and development of action plans by teachers will take place in 2022 to help students to maximise results. With small candidatures, percentages need to be interpreted with care.

## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

### Stage 5 Grading for RoSA 2021

Course	School	State	School	School	School	School	School	School	State	State	State	State	State	State
	Total	Total	A (%)	B (%)	C (%)	D (%)	E (%)	None (%)	A (%)	B (%)	C (%)	D (%)	E (%)	None (%)
English 200 hours (300)	19	89368	15.79	31.58	42.11	10.53			13.32	28.8	35.62	15.64	5.98	0.63
Mathematics 200 hours (323)	19	89574	5.26	10.53	42.11	42.11			15.34	22.86	32.01	22.68	6.57	0.54
Science 200 hours (350)	19	89344	15.79	10.53	42.11	31.58			13.87	25.17	36.37	17.72	6.22	0.64
Commerce 200 hours (430)	6	20796	33.33	33.33	16.67	16.67			25.98	34.48	28.95	8.03	2.46	0.11
Geography 100 hours (4015)	20	89378	20	30	40	10			15.9	27.94	34.11	15.25	6.3	0.49
History 100 hours (4007)	20	89382	10	55	30	5			15.54	27.95	34.29	15.18	6.52	0.51
Food Technology 100 hours (1626)	1	5993			100				17.19	27.62	32.55	15.05	7.29	0.3
Food Technology 200 hours (1625)	3	16482		33.33	66.67				19.21	29.03	31.24	14.2	5.73	0.59
Industrial Technology (Timber) 200 hours (1820)	7	10489	42.86	28.57	28.57				12.51	26.76	36.26	16.72	7.17	0.58
Information and Software Technology 100 hours (1831)	8	1995	37.5			50	12.5		21.7	30.08	29.32	13.23	5.41	0.25
Information and Software Technology 200 hours (1830)	3	6412		33.33	66.67				27.34	30.61	26.56	11	4.18	0.31
Music 200 hours (2050)	3	9931	66.67		33.33				28.67	30.6	25.13	10.78	4.25	0.56
Visual Arts 100 hours (2061)	2	3853			50	50			17.75	30.57	32.88	13.63	4.57	0.6
Visual Arts 200 hours (2060)	4	12333		25	75				28.68	32.88	24.74	9.19	4.07	0.44
Personal Development, Health and P.E. 200 hours (2420)	20	68902	10	45	35	10			14.5	32.03	35.43	13.2	4.28	0.56

One student transferred to another school to complete senior studies.

## 2021 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	4	1 (25%)	60%	3 (75%)	40%
Business Studies	19	10 (53%)	65%	9 (47%)	35%
Chemistry	7	4 (57%)	65%	3 (43%)	35%
Design and Technology	8	4 (50%)	82%	4 (50%)	18%
English (Advanced)	10	9 (90%)	93%	1 (10%)	7%
English (Standard)	20	6 (30%)	57%	14 (70%)	43%
Visual Arts	17	16 (94%)	90%	1 (6%)	10%

## 2021 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number					
		Band 1-2		Band 3-4		Band 5-6	
		School	State	School	State	School	State
Ancient History	4	0 (0%)	21%	4 (100%)	44%	0 (0%)	33%
Business Studies	19	0 (0%)	13%	13 (68%)	50%	6 (33%)	35%
Chemistry	7	2 (29%)	11%	3 (43%)	48%	2 (29%)	40%
Design and Technology	8	0 (0%)	3%	8 (100%)	42%	0 (0%)	54%
English (Advanced)	10	0 (0%)	1%	8 (40%)	30%	2 (20%)	68%
English (Standard)	20	2 (10%)	10%	17 (85%)	73%	1 (5%)	16%
Visual Arts	17	0 (0%)	2%	12 (71%)	35%	5 (29%)	63%

## 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 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number					
		Band 1-2		Band 3-4		Band 5-6	
		School	State	School	State	School	State
Ancient History	10	0 (0%)	14%	9 (90%)	48%	1 (10%)	35%
Business Studies	11	4 (36%)	15%	7 (64%)	50%	0 (0%)	33%
Chemistry	8	0 (0%)	12%	5 (63%)	41%	3 (38%)	45%
Design and Technology	11	1 (9%)	5%	10 (91%)	49%	0 (0%)	46%
English (Advanced)	13	0 (0%)	1%	11 (85%)	37%	2 (15%)	61%
English (Standard)	20	3 (15%)	12%	17 (85%)	75%	0 (0%)	12%
Visual Arts	16	0 (0%)	2%	14 (88%)	36%	2 (13%)	62%

**PROFESSIONAL LEARNING AND TEACHER STANDARDS**

Teacher Standards and Qualifications	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	25
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
Teacher Accreditation Status	Number of Teachers
Proficient - Completed all of the requirements as prescribed by NESA to obtain Proficient status	24
Provisional - has completed an approved teaching degree but has not yet completed the process of applying for Proficient status (to be achieved in the first 3 years of full-time teaching)	1
Conditional - has almost finished their degree, has completed their practicum and NESA has granted them provisional authority to teach	0

Note: [Provisionally and conditionally accredited](#) teachers work towards Proficient Teacher accreditation when they start teaching in a NSW school or an approved centre-based early childhood service.

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



## PROFESSIONAL LEARNING

The major sources of professional development for 2021 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. To support staff during the extended lockdown period, The Lift Project (an evidence-based well being program that teaches scientifically-proven strategies for improving wellbeing) formed a major part of staff PD, spanning 10 weeks. Onsite external PDs were halted during the extended lockdown, many not being offered or only via zoom (if they could be). Accreditation of new PD courses was also halted during this period.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Creating Safer Independent Schools – AIS Session 2	18
Conducting School Registration Eventbrite	1
Anaphylaxis Training	15
Kodaly Music Education-Back to School Day	1
The Lift Project	32
Advanced application of Minecraft in the classroom	1
Building student wellbeing and resilience	1
Emotional Regulation in students with Autism	1
Professional School(Band) Conducting	1
HSC Minimum Standard	16
Assessing Student progress and achievement in English K-6	1
Creative and Discursive Writing	1

Science Conference	2
Dealing with Sexual Assault (Lawsense)	1
Transgender and Gender Fluidity (Lawsense)	1
Geography Conference	2
Dyslexia Awareness Training	5
English Conference	1
The Castle, Language identity and culture	1
Note Taking and record keeping in schools (Law Sense)	1
First Aid Course	11
InitialLit	3

The average expenditure 'per teacher' on professional learning in 2021 was \$430.

This was a decrease on last year as a result of many courses being cancelled due to COVID. Teachers were still 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 NESAC 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. Extension of time has been granted due to COVID interruptions and Remote Learning during 2019 and 2020 to Teachers whose accreditation is due in 2022.

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

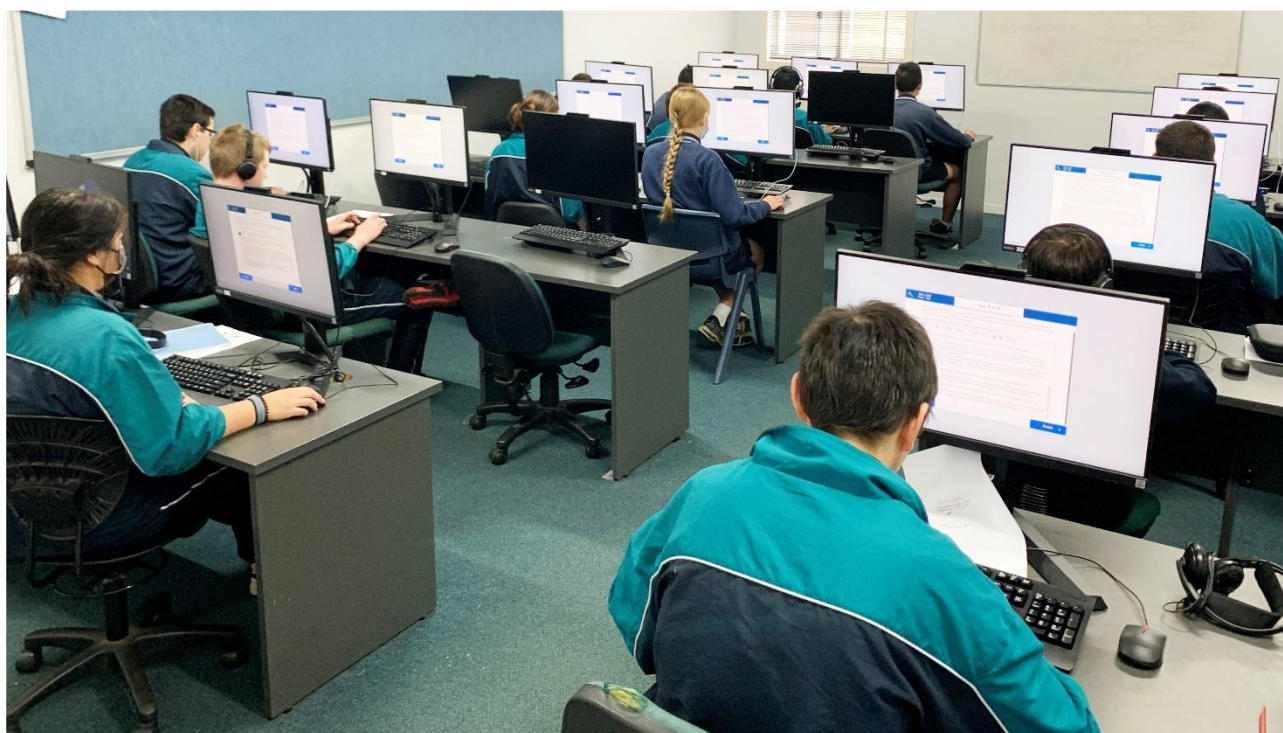
## Reporting Area 6

### 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	7.55%	5.9	22.27%	29.82%
Secondary Teaching	7.2	27.18%	4.19	15.82%	43%
Administration/Teaching Support	1.82	6.87%	5.38	20.31%	27.18%

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



## 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 97% on average based on an indicative figure of each student to attend school 200 days per year. This is an amazing result as 2021 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 Term 3 STATS reporting.

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

Year 1	97%
Year 2	98%
Year 3	98%
Year 4	95%
Year 5	98%
Year 6	99%
Year 7	96%
Year 8	92%
Year 9	96%
Year 10	96%
Overall	97%

### 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 and the school environment, which encourages students to attend school.

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%
2018/2020	20	13	12	65%	60%
2019/2021	18	12	12	67%	67%

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



## POST SCHOOL DESTINATIONS

Destination	Year 10 (20)	Year 12 (12)
University	-	7*
University / College	-	-
TAFE / Tertiary College	-	2*
Apprenticeship	-	1
Traineeship	1	1
Employment	-	1
Unemployed	-	-
Professional Sportsman	-	-
Unknown	-	-
Transferred to another school	1	-
Total	2	12

\* One student starting pathway to University through a TAFE institution diploma



## **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.

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.



## **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:

- 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.

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/carers 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.

## 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.

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.

**SCHOOL POLICIES**

POLICY	CHANGES IN 2021	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"> <li>• 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</li> <li>• provide adequate funding to supply staffing and resources so as strive to meet student needs</li> <li>• ensure an ongoing method of assessment and communication with relevant stakeholders</li> <li>• coordinate specialist services and funding from outside sources.</li> </ul>	No changes	<p>College Website, internal shared drive, and available on request.</p> <p>Policy listed in the School Information Booklet.</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>Reviewed August 2021, with only minor changes to wording. Options for engaging support services,</p>	<p>College Website, internal shared drive, and available on request.</p> <p>Policy listed in the School</p>

POLICY	CHANGES IN 2021	PUBLIC DISCLOSURE
<p>ANTI-BULLYING POLICY (cont'd)</p> <p>CHCS will:</p> <ul style="list-style-type: none"> <li>reinforce within the College community that bullying is unacceptable</li> <li>plan and implement positive prevention strategies to reduce the incidence of bullying</li> <li>educate staff and students of the signs of bullying and their responsibility to report suspicions or incidents of bullying</li> <li>implement intervention strategies so that reported incidents of bullying are followed up and appropriately actioned</li> <li>provide support to students, families and staff.</li> </ul>	<p>such as the local police Youth Liaison officer and counselling services, confirmed.</p>	<p>Information Booklet.</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>The discipline policy and procedures are based on principles of procedural fairness.</p> <p>The College will actively seek to involve and inform parents of any interventions or disciplinary measures at all levels, especially in</p>	<p>No changes</p>	<p>Available on internal shared drive, and on request.</p>

POLICY	CHANGES IN 2021	PUBLIC DISCLOSURE
<p>DISCIPLINE POLICY (cont'd)</p> <p>relation to processes of procedural fairness for suspension and expulsion.</p> <p>Inappropriate physical force or corporal punishment forms no part of the discipline policy of CHCS. The policy further establishes that the school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.</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>Parents or members of the community who wish to raise a matter with the College are encouraged to use established communication channels such as email or calling the school office to arrange an appointment. It is hoped that an appointment would be made to see the relevant member of staff and discuss any concerns prior to lodging a complaint. Procedures for these discussions are based on the principles of procedural fairness and aim to promote a spirit of conciliation and positive resolution.</p>	No changes	<p>College Website, internal shared drive, and available on request.</p> <p>Policy listed in the School Information Booklet.</p>

POLICY	CHANGES IN 2021	PUBLIC DISCLOSURE
<p>CHILD PROTECTION POLICY</p> <p>This policy:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• outlines key requirements and definitions under the relevant legislation, including mandatory reporters, reportable conduct and risk management</li> <li>• summarises expected standards of behaviour in relation to staff and contractors and their relationships with students</li> <li>• provides a guide as to how CHCS will deal with certain matters relating to child protection.</li> </ul>	No Changes	College Website, internal shared drive, distributed to staff and contractors via email





## **SCHOOL-DETERMINED IMPROVEMENT TARGETS**

### **SCHOOL IMPROVEMENT PLAN 2020-2021**

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. The following outlines the specific focus areas for 2020-2021 with comments on the ongoing achievements of these goals:

#### **1) LEADERSHIP & MANAGEMENT**

- Ongoing professional development for leadership and executive career planning

In 2021 there was increased mentoring by principal with the Executive team due to the retirement of principal at the end of Term 3. Staff reviews included discussions about leadership goals in the future for succession plans. Suitable staff assigned tasks regarding whole school/department involvement, with mentoring in place. e.g. organisation of exam schedules.

- Professional development for all staff in line with personal and school goals, in compliance with NESA accreditation

AIS Creating Safer Independent Schools Session 2 and Child Protection and Code of conduct PD signed off as per NESA requirements. Analysis of Data, including ACER and RAP, especially in Literacy, HSC Minimum standards training, IEP planning and learning accommodations, COVID Intensive Learning Support Grant and discussion and organisation, NCCD information were all undertaken. Well-being for staff PD included the Lift Project, First Aid Training and a Presentation on Vaping.

Professional learning teams were formed across the whole school to enable collaborative PD work on CHCS Handbook on the topic of assessment. Feedback was provided to staff from those who attended external PD courses on Discursive writing (Stage 6), “Thinking critically and creatively” Science (Primary and Secondary).

Once more COVID lockdown and restrictions from Term 2 led to revisions of PD plans and focused on Zoom meetings to check in and to implement remote learning for an extended period of time. Regular COVID updates for implementation and the well-being of all was a priority.

- Major review of IT security, system design, hardware and software. Development of strategic plan for improved educational outcomes, upgrade and efficiencies

All of the secondary home classroom desktop computers as well as the secondary staff room desktop computers have been replaced with brand-new laptops. Docking stations installed in the home classrooms and the secondary staff room have reduced the overall number of end user devices that are managed. This also gave teaching staff the option to use their laptops at home for programming and remote learning.

The phone system has been upgraded allowing for easy deployment and adjustments to phone numbers etc. with old handset devices upgraded.

A feasibility test for NBN was conducted, which is currently not available on our site. We then upgraded our Telstra plan doubling it from 100 Mbps to 200 Mbps.

30 iPads, with covers, keyboards and a charging trolley, were approved for purchase and set up for lower primary and use in support. These devices can be utilised by K-2, support and will help with conducting NAPLAN online.

An online uniform shop was designed and successfully implemented through the website. This has lifted the professional look of the school, made purchasing of uniforms more efficient for the parent, as well as saved administration time. There have been other benefits to implementing this such as improving the stock take process and has been advantageous during lockdown and Covid restriction periods.

- Continue roll out and training of Sentral platform.

Sentral rollout continues with the standardisation of primary and secondary reporting. We are currently working with another program called snap forms which enables us to push out more efficient style permission slips and letters to parents, through the parent portal. Almost 100% of our parents are now set up with the parent portal through which we can push permission notes, letters, emergency notices and school reports.

## 2) STUDENT ENGAGEMENT & ATTAINMENT

- Professional development for teachers through use of CHCS Handbook

Establishment of Professional Learning Teams to enable collaboration and discussion with colleagues. Plans for Term 3 & 4 needed to be deferred, as student welfare and compliance with COVID restrictions and planning took priority.

- Encourage student achievement of higher levels in HeLP to demonstrate engagement

Primary continued the extensive use of Class DoJo and set up a class competition with a mural tracking progress in the Atrium. Secondary HeLP achievements need to be investigated and refreshed during 2022.

- Maintain the high attendance rates of students in all year groups

The CHCS welfare team regularly checked attendance and sent out letters to families throughout the year. From Term 3 attendance on Zoom and work completion was maintained by teachers. Any students of concern were referred to Year advisors and then, if needed, the executive team to follow up. Limited students were on site Term 3, less than 20 students attending each day to make use of the supervision offered. Both 2020 and 2021 have had high overall attendance rates (well over 90%), however the impact of learning from home and the expectations around marking student attendance as 'flexible' during this time must be acknowledged. With a focus on maintaining face-to-face learning in 2022, attendance rates of students will need to be looked at carefully.

## 3) CURRICULUM & ASSESSMENT GOALS

- Improvement of Writing skills in K-12. Extend support for Year 7 & 8 students in Literacy

Due to the requirements of COVID, this goal has been moved to 2022. Year 7 and 8 English had 2 periods per week with extra in-class support. Individual programs were also run for 7 & 8 students. Priorities changed with remote learning, compliance requirements in all areas of the school and staff /student well-being prioritised. Investigations were made into AIS support in Writing for Primary for 2022.

- Explore further areas for enrichment for identified students

Australian Council for Educational Research (ACER) data is used to identify students' level of progress and achievement. Teachers are making accommodations in T/L programs for students of high potential. Small class sizes assist in individual needs being met.

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.

- Implementation of new KLA syllabuses

Executive staff meet with teachers to discuss and implement new NESA syllabuses. Documentation is completed by supervisors to indicate compliance. Reviews and mentoring of staff take place.

#### 4) SAFE COLLEGE ENVIRONMENT GOALS

- Continue implementing and improving systems and processes for identifying, intervening and tracking students with emotional, educational and social challenges.

2021 saw a more extensive use of Sentral by teachers to document and upload information on students. Sentral was further used to track interventions and alert executive and/or welfare teams to issues for follow up. Welfare team meetings were held regularly to discuss students who have been identified by teachers.

Processes to ensure accommodations/provisions remained in place, with relevant updates to shared documents and processes made as required.

In 2021 the counselling service continued onsite as well as via Zoom during lockdown. Excellent feedback was received from those who were involved and the service is well-utilised.

- Year advisors programs updated to include more relevant well-being resources

Throughout terms 1 and 2 the welfare team was able to develop and deliver a scope and sequence for promoting student wellbeing through the year advisor periods. These focussed on a range of relating to social and emotional skills. In the later part of the year well-being resources were sent to students online, and the College facilitated activities promoting well-being on Zoom.

AIS Perspective surveys for Yr 5-12 students conducted in the last 2 weeks of Term 3 to assist in ongoing improvement plans.

- Implementation of friendship and social skills programs with K-6 year groups

The Friendology program continued to be implemented for K-7 students. This was adapted first to maintain friendships during remote learning, and again to aid in reconnecting students on their return to site in Term 4. These programs are now firmly established in the teaching and learning sequences for K-6.

- Maintain and improve safe systems through regular WHS inspections of facilities and procedures.

In 2021 there was a complete review of fire evacuation and lockdown systems. This included a full upgrade to our fire and evacuation panel. There is now not only a main evacuation and lockdown panel but a second panel under the receptionist desk and also a panel in the admin block outside of the principal's and business manager's offices. A new fire hydrant for the stage 4 building has been installed and a fire gate near the new Stage 3 building. The evacuation and lockdown procedures were reviewed, updated and displayed in all necessary classrooms and buildings etc. With the many changes that have happened in regards to facilities across the site a professional company was employed to update all of the evacuation maps. These have been installed across the site replacing the old outdated ones.

The aluminium outdoor fire hydrant block plans have been updated and replaced. An independent fire inspector has attended our site and confirmed he is happy with all of our upgrades as well as our ongoing fire maintenance activities.

Risk assessments and safety audits across the site have largely been focused on new buildings stage 3 and stage 4, upgrades to rooms such as the secondary staffroom and the new temporary science lab, as well as risk assessments conducted around Covid site plans with respect to changing restrictions. Of course even during these restrictions we have conducted ongoing maintenance and emergency repairs to ensure a safe working site. In addition we have increased our cleaning and disinfecting activities across the site, as well as with our bus fleet to assist in mitigating risk of the spread of Covid.

## 5) ABORIGINAL EDUCATION GOAL

- Extend Aboriginal content and perspectives in teaching and learning programs

Primary and secondary courses implemented mandatory syllabus material that included an Aboriginal perspective.

- Establish and maintain Personalised Learning Pathways for all students identifying as indigenous.

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

## **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 2021, students had daily discussions, in their Bible Roll Call time each morning, on the following fortnightly themes: Faithfulness, Focus, Forgiveness, Friendship, Generosity, Gentleness, Goodness, Gratitude, Honesty, Humility, Humour, Impartiality, Industry, Initiative, Innocence, Integrity, Joyfulness, Justice, Kindness and Leadership.

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 Epistle of 1 Timothy and “training in Godliness”





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, resilience programs and promoting respect or responsibility. See the following overview:

**YEAR ADVISOR SCOPE and SEQUENCE**

Year Advisor Focus Topics and Event Organisation Overview				
YEAR	TERM 1	TERM 2	TERM 3	TERM 4
7	Team Building (Personality Tests)/Building Upstanders	Building Upstanders	Writing Remedies/ Study Skills	Friendology
Event		Secondary Assembly		
8	Getting to Know Yourself; Getting Along with Yourself.	Getting to Know Yourself; Getting Along with Yourself cont/ Sexting Play	Grandparent Day Organisation Table Etiquette/Waiting	Friendology
Event	Secondary Assembly		Grandparent Day Organisation	
9	Marriage, Sex and Living Wisely	Getting to Know Others, Getting Along with Others/ Be Positive, Be Happier	R U Ok? Classroom Toolbox Link with Year 9 Fundraiser	Mentoring
Event			7/10 Camp Organisation (At end) R U OK? Fundraiser	Secondary Assembly 9/10 Commerce Fundraiser
10	Teen Unit	Getting Along in the World and Planning for the Future	The Right Way to Research and Reference	The Right Way to Research and Reference cont/ Leadership
Event			Secondary Assembly Year 10 Outing Organisation	
11	What is a Leader? Leadership Portfolio	Resilience	In the Picture (Pornography) Combined - Split Genders	In the Picture (Pornography) Combined - Split Genders
Event		Year 12 Dinner Organisation	Year 12 Dinner, School Captain Speeches	
12	Future Planning	Study Stress Action Pack	In the Picture (Pornography) Combined - Split Genders (Fiona Jose)	Nil
Event	Organising Formal	Year 12 Fundraiser for Gift	Speeches - Year 12 Dinner Yearbook Entries	

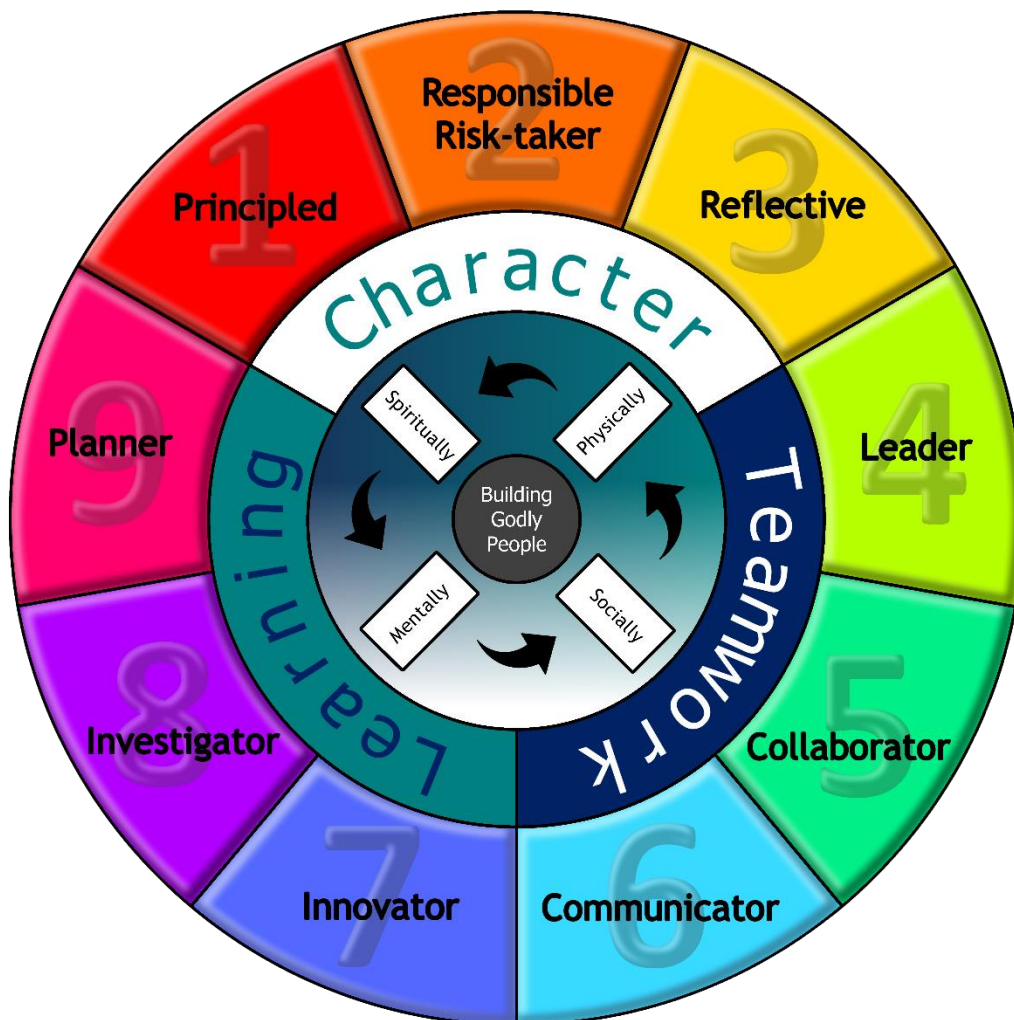
As part of the PDHPE Key Learning Area, some primary classes were involved in lessons and programs on building friendships using respect and responsibility. All lessons were designed to promote relationships with each other, developing individual responsibility for actions as well as helping to achieve 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.

All students were encouraged to raise money for charities as a demonstration of their care for others. In 2021 the students raised \$2,075.10 in a program called \$2 Tuesday as a donation to students through the Agape in Action organisation. This was down from the previous year due to the impact of COVID and remote learning.

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, called “Class Dojo”.

Students are also given opportunities to develop responsibility through various leadership initiatives. This includes Year 6 Leaders, Senior Leadership Team and the Heritage Genius Bar. These were limited in 2021 due to the COVID restrictions resulting in remote learning but also in requiring cohorts to be separated more at the College during break times.

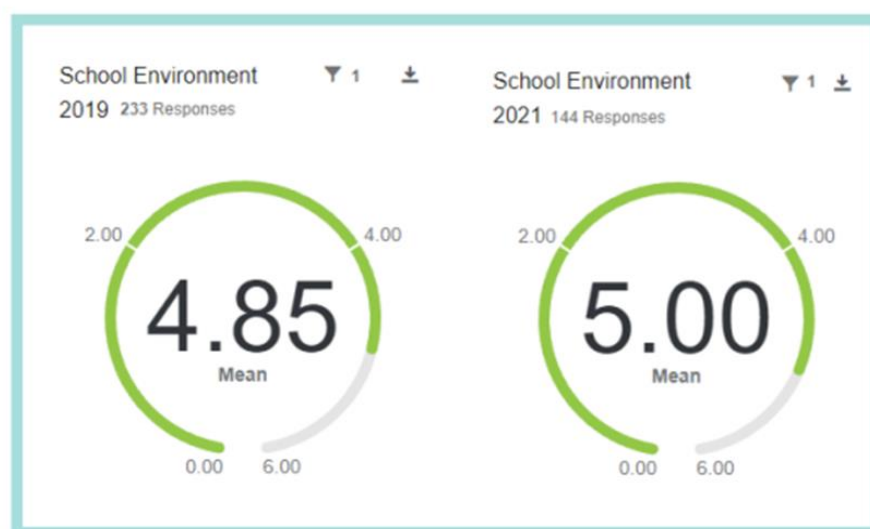


## PARENT, STUDENT AND TEACHER SATISFACTION

Family surveys were conducted during remote learning, and were useful to guide the College in selecting strategies to assist supporting students, families and the community overall.

As previously determined, the Association of Independent Schools (AIS) Perspectives Surveys were repeated in September 2021. AIS Perspective surveys are conducted with students, teachers, parents/guardians, non-teaching staff, Board and leaders, and cover five different domains of school life (as listed below). Response rates overall were lower than the 2019 survey, possibly indicative of the online fatigue created by the extended lockdown, with the largest decrease in the response rate from students. Response rates rose for non-teaching staff, and from the Board. Mean scores over all domains remained positive, with most showing improvement since 2019.

### SCHOOL ENVIRONMENT



There were increases in positive responses in all areas of

- Vision, Mission and Values
- Religion and Faith
- Sense of Safety
- Physical Environment

Of particular note, improvements were noted in the “Sense of Safety” which includes a sense of shared responsibility for upholding a positive school culture where school rules are easy to understand and are applied fairly.

## TEACHING AND LEARNING



Again, there were positive increases in each area of this domain. Professional Learning was once again strong, with leaders and teachers regularly discussing, identifying and prioritising individual professional learning needs.

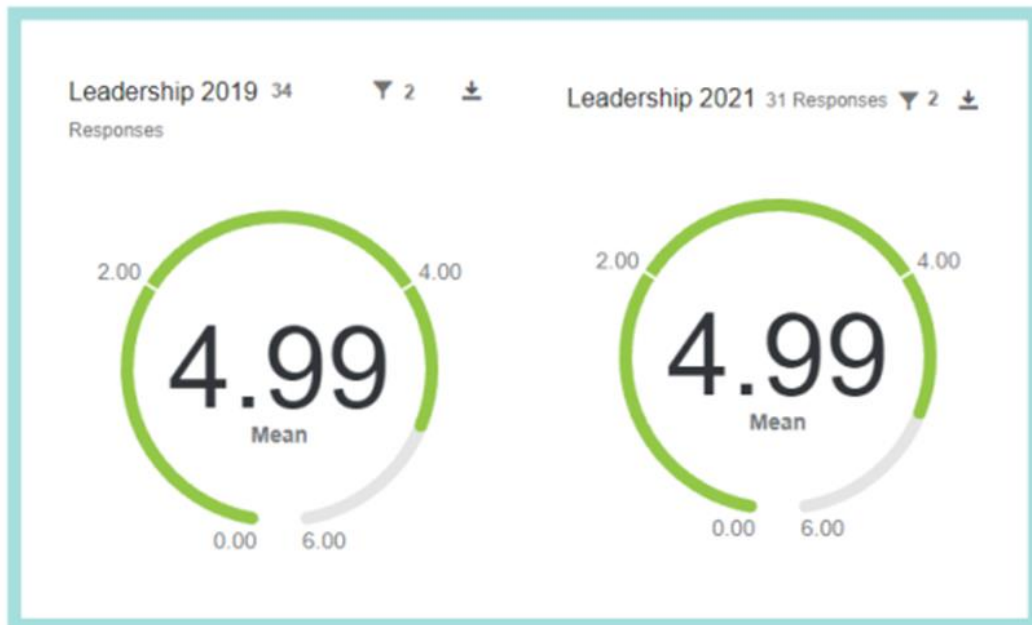
Student responses showed a significant increase in feeling that the College delivered quality learning experiences which are inclusive, with a corresponding increase in the proportion of our secondary students' responses indicating teachers successfully differentiate the teaching and learning.

## STUDENT WELLBEING



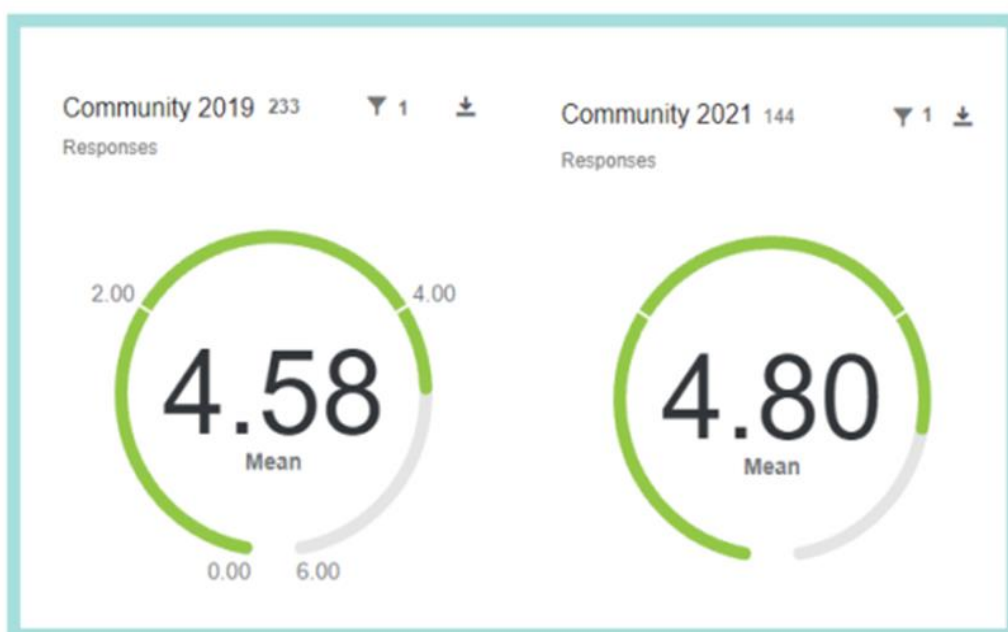
In the area of student wellbeing, 'Respectful Relationships' and 'Inclusivity and Equity' scored particularly well. Within these dimensions, there remains the need to continue focussing on everyone treating each other with respect, and building relationships where students have trusted adults to talk to about educational and personal issues. In the context of remote learning during 2021, it was encouraging to note that students and teachers responded positively to statements about students feeling safe when using social media to connect with their peers. Understanding digital citizenship is crucial as students increasingly negotiate online spaces, and the parent responses collected acknowledged the shared ownership of these issues.

## LEADERSHIP



While there were minimal changes in this area, which covers Growing Leaders, Leading Teaching and Learning, Leadership Practices and Engaging with Community, improvements were seen in responses which indicate that staff have opportunities to be coached or mentored to strengthen their capacity. It was also evident that leaders set high expectations for everyone.

## COMMUNITY





Reporting and Reputation remained strengths in this area, along with Communication. Parents particularly felt that the College is able to communicate the information they need and provide regular opportunities to interact with teachers about their child's learning.

#### OVERALL PARENT PERSPECTIVE:

Over 90% of parents surveyed reported that they agreed or strongly agreed with the following statements:

- The school's vision and mission are at the heart of everything the school does
- Students, parents and staff know the school's values
- The school helps my child to develop my knowledge and understanding of the school's faith
- Buildings, classrooms and grounds are well maintained
- My child feels safe in their classes
- My child feels safe outside the classroom

The areas identified as most in need of consideration or improvement from the parent responses were:

- Teachers knowing the interests of students and teaching things of interest to the students
- Teachers making connections to real life examples and situations
- My child understands his/her strengths and opportunities for improvement
- My child sets personal goals and keeps track of progress
- This school gives my child opportunities to "make a difference" by helping other people, the school, or the community

#### OVERALL STUDENT PERSPECTIVE:

In a strong alignment between student and parent responses, over 90% of students surveyed reported that they agreed or strongly agreed with these statements:

- The school helps me to develop my knowledge and understanding of the school's faith
- I feel safe in my classes
- I feel safe outside of the classroom

The next strongest feedback was in support of the following statements, where more than 75% of the responses from students were 'agree' or 'strongly agree':

- The school supports my spiritual growth
- If I see someone bullying another student, I know what to do
- The school tries to keep everyone safe from bullying
- The school gives the right information to my family
- The school rules are clear and easy to understand
- The school rules are applied fairly for everyone
- Buildings, classrooms and grounds are well maintained
- If I try hard, I believe I can do what I set out to do
- Teachers give me feedback to help me learn
- I know what I am good at and what I need to work on

The areas identified as most in need of consideration or improvement from the student responses were:

- The school helps me to develop my knowledge and understanding of other faiths and religions
- Teachers make learning interesting
- I ask for help when I need it
- There are enough co-curricular activities for me to choose from
- There are interesting co-curricular activities I can participate in
- There are enough sporting activities for me to engage in

Note: the last 3 points may in part be attributed to the impact of covid-19 restrictions, however still raise the point that students wish to be able to strengthen or broaden their learning in diverse ways and through a variety of experiences.

## OVERALL TEACHER PERSPECTIVE:

An analysis of the teacher responses shows the following points to be considered the schools strengths, with 100% of responses in the categories of 'agree' or 'strongly agree':

- Students, parents and staff know the school's values
- There is a good balance between religious education and other subjects
- Teachers use a range of differentiated strategies when planning for teaching and learning
- Students feel safe in their classes
- Leaders set high expectations for everyone

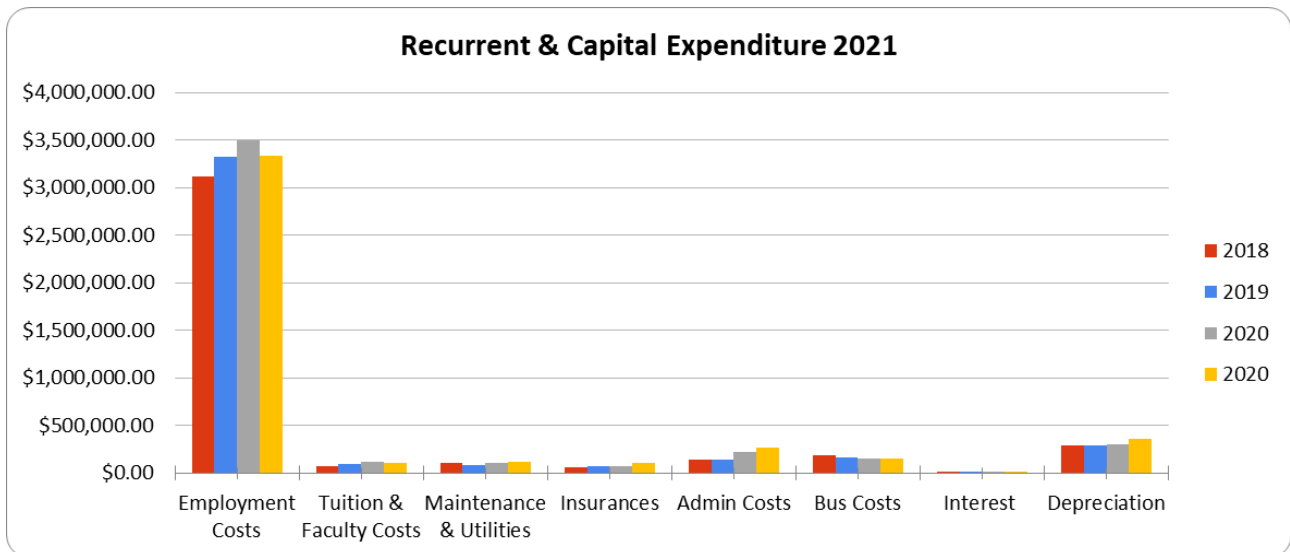
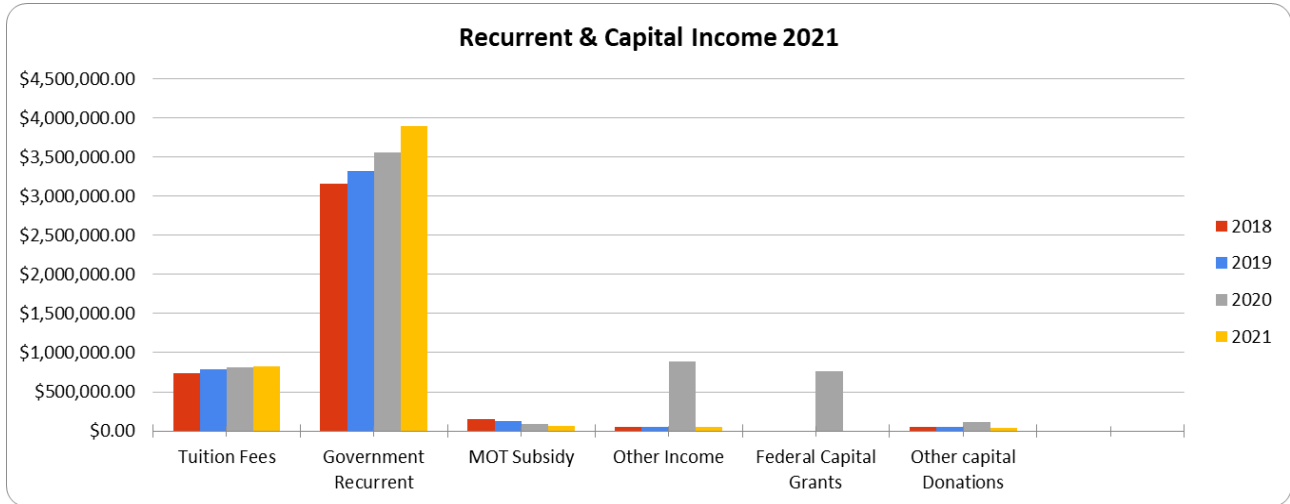
To staff, the areas for concern covered:

- There are adequate opportunities for students to use digital technologies to support their learning
- Everyone at this school treats each other with respect
- Build external partnerships to support the learning and wellbeing of students
- Leaders bring the right people together to champion and lead change
- The school often asks students and families what they things about the school in a range of ways

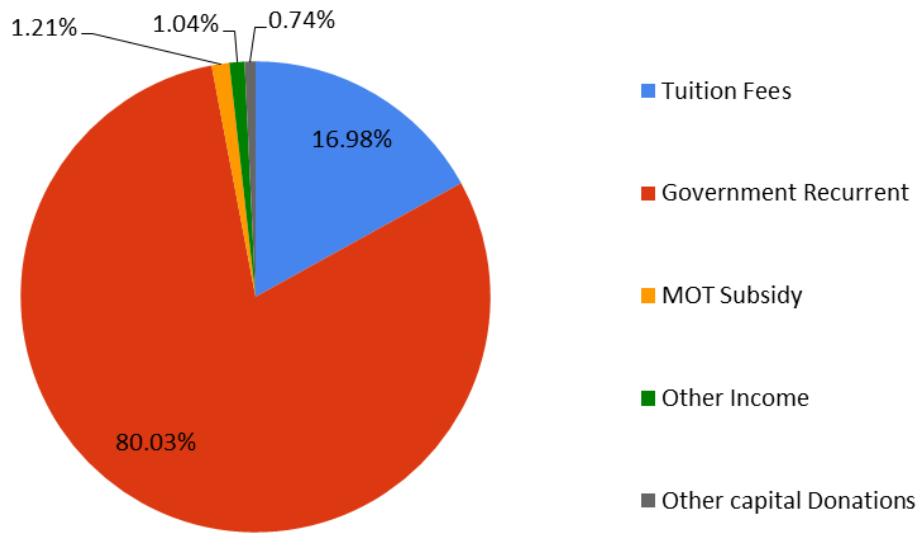
## IMPLICATIONS FOR FUTURE PLANNING

The detailed information contained in this survey data will continue to be used to inform future planning and the setting of strategic improvement goals for the College. In the first instance this will take the form of more detailed evaluations of the range of cross-curricular and extra-curricular opportunities for students, and the College's programs for High Potential and Gifted students, which encompasses the Cognitive, Social and Emotional, Creative, and Physical domains.

## SUMMARY FINANCIAL INFORMATION 2021



**Source of Total Income 2021**



**Break up of Total Expenses 2021**

