



2023 Annual 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 and graphics – Cathy Peden (Librarian)
- Annual Financial Return – Rachael Davies/John Unwin (Accountant & Business Manager)

Staff members responsible for Annual Report content:-

- **Area 1** : A message from key school bodies
Melissa Sharman (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
Melissa Sharman (Principal)
- **Area 3** : Student outcomes in standardised national literacy and numeracy testing
Melissa Sharman (Principal)
- **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
John Unwin (Business Manager)
- **Area 7** : Student attendance and retention rates in secondary schools and Post school destinations
John Unwin (Business Manager) and James McCann (Deputy Principal)
- **Area 8** : Enrolment policies
John Unwin (Business Manager)
- **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
 - ACNC
 - Emailed to College Board
 - Posted on College website – www.hcs.nsw.edu.au
 - Copies available from the College Office (and advertised through College newsletter)



Reporting Area 1

MESSAGES FROM KEY SCHOOL BODIES

a) PRINCIPAL'S REPORT

2023 marked the 25th anniversary of the College and we are very thankful for the blessing of our Heavenly Father in the work of past and present members of our College community, enabling us to provide quality education within a Christ-centred environment.

From a modest start with just 64 students in 1998, we've blossomed into a community of over 250 students. We now have families from over 40 different cultural backgrounds, coming together to grow and develop mentally, physically, socially and spiritually. Together we have been able to put on musical performances, like "Tut, Tut!", compete respectfully while achieving in a variety of sporting endeavours, and reachout to the broader community through initiatives such as \$2 Tuesday for Agape in Action, R U OK Day and Multicultural Day - and of course engage with learning in a wonderful variety of lessons and learning experiences.

The past 12 months have seen further improvements to our College facilities, including upgraded basketball posts with clear backboards and adjustable heights to cater to both Primary and Secondary students, and stencilled number games on the concrete surfaces of the Primary play area. Two eco-friendly outdoor water filling stations have been installed, promoting sustainable practices and reducing plastic waste.

Yet, the true essence of Heritage has always been rooted in our mission to bring glory to God by fostering a community that provides quality Christian-based education. In this spirit, our staff began 2023 by thinking about our school values, our hopes and aspirations for the year. We also engaged with a presentation on the Child Safe Standards from the Association of Independent Schools, an important reminder of how we can seek to take care of our children, and in our context, remember that they are the Lord's heritage (Psalm 127:3).

This year, we were overjoyed to welcome a full Kindergarten class, with 22 eager young learners embarking on their Heritage journey. We also welcomed 10 new students into our secondary classes, and 5 new staff -

Mr Kim Shead (Senior Teacher, Mathematics), Mrs Annette Sicard (English), Mr Jared Mallitt (Computing, Mathematics), Mrs Cara McClure (Kindergarten) and Mrs Rebekah Mannell (Year 1).

In a change from the traditional model of composite classes, our students in years 6, 5 and 4 have had their learning facilitated through a co-teaching and team approach, with a variety of organisational arrangements leading to differentiated teaching. Utilising the expertise of some secondary staff alongside our experienced primary teachers, this model has enabled time for each year group to be taught as a distinct group for some areas of the curriculum, while for others teachers and students alike have been able to learn from each other as a combined group. It is hoped that this will strengthen the transition to secondary school for the Year 6 students, as they have had the opportunity to get to know their future Year Advisor and have had experience moving to other classrooms around the College. From all reports the students have enjoyed the variety of lesson activities in the combined and separate classes, and have risen well to the challenge of working collaboratively.

Students of all ages have been able to participate in a range of extra curricular activities, from trips to Parramatta Park and Cronulla beach, and visits to theatres and musicals, to scientific exploration at ANSTO and the zoo, students have embraced the opportunity to apply their knowledge in different contexts. The year has also witnessed the introduction of "Maths Peer Tutoring," a program designed to enhance numeracy skills and mathematical understanding for Year 7 and 8 students, who received the assistance of their older peers.

Our students have truly excelled in the realm of sports, seizing numerous opportunities to showcase their talent and sportsmanship. Our primary leaders orchestrated a highly popular and successful soccer competition during lunchtimes, while our secondary students displayed their dedication on the basketball court, where they diligently trained in order to compete in inter-school matches. Moreover, they enthusiastically participated in CDSSA Netball and Oztag events, demonstrating their prowess in a variety of sports.

Our annual swimming carnival was once again held at Blacktown Pool. Following this, two primary students proudly represented our College at ASISSA, while ten secondary students made their mark at the CDSSA carnival, showcasing their swimming prowess in a range of events. Notably, four of our students progressed to the AICES carnival, a testament to their remarkable talent.

The spirit of healthy competition also prevailed during our Cross Country run, held on our campus once again this year. The event saw outstanding participation from students of all ages. At the representative level, we had 20 primary students competing at ASISSA, with two of them achieving qualification for CIS. In the secondary division, 27 students contested at CDSSA, with three of them earning the opportunity to represent our College at the AICES carnival.

In the realm of athletics, we enjoyed a great day out at Campbelltown Athletics Centre with track and field events. A total of 21 qualifying students went on to participate in the ASISSA primary Athletics carnival at Kensington, with one of them progressing to the CIS competition for high jump, showcasing exceptional athleticism. The dedication of our secondary students was equally impressive, as 37 of them represented our school at the CDSSA Athletics meet at ES Marks. Out of this group, nine students secured their place at AICES with outstanding performances in events such as High Jump, Shot Put, Discus, Javelin, and the

100m, 200m, and 1500m races. We take immense pride in our CDSSA age champion, a testament to the hard work and determination exhibited by our athletes. Our students have not only achieved sporting success but have also embodied the values of teamwork, perseverance, and good sportsmanship throughout their athletic endeavours.

Our music program has continued to thrive with choirs, concert band, string ensembles, orchestra and jazz band. Along with performances at College events and our Gala night, 41 students, from Years 4-12, represented Heritage at the Penrith Schools Instrumental Eisteddfod, competing in the Secondary sections. Our students represented the College with pride and played well, with the Strings and Band achieving second place in their sections, and Jazz third place.

During 2023, our Bible themes have included:

- Strength, Trustworthiness, Wisdom, Accountability, Authenticity
- Belief, Bravery, Compassion, Courage, Creativity
- Curiosity, Determination, Devotion, Diligence, Discipline
- Discretion, Esteem, Faithfulness, Focus

On behalf of all the College executive team, I would like to thank the staff for all their dedication and hard work, showing their commitment to the ethos and values of the College in their work for our students and families.

All staff and students would also like to thank the College Board and the school community for the support provided over the year.

Most importantly, we also thank our Heavenly Father for His continued guidance and care.

Melissa Sharman

Principal



b) BOARD CHAIRMAN'S REPORT

Throughout 2023 the Board of Directors continued to oversee the policy and direction of the school, aligned to our values, mission and vision. The College management team ensured that Heritage College achieved great results in learning, personal achievement and spiritual development, reflecting Bible-based standards and values.

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 Melissa Sharman who has continued to bring best educational knowledge and practice to the college. 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 College.

Our auditors KLM Accountants once again confirmed that the College is in a healthy position and financially well-managed. The Board appreciates the work of John Unwin, our hard-working, efficient Business Manager who has led a reliable and efficient administration team, with sensible advice to the Board.

The fee structure has been maintained and supported by parents, again with minimal change. We appreciate government assistance which has allowed the College to continue its operations effectively in 2023. We recognise that there will be challenges ahead, as for all independent schools, with rising costs and increased wages.

The building program continued although at a much slower pace. The new electricity substation has been a focus as we expanded our capability for future developments. Further development in building construction is on hold as we gain a breather from several years of construction. We also watch with interest the developments in the area related to the new Western Sydney airport.

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 is 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.

Each year, the P&F work with the school community to raise funds and these are used to benefit our children's education across the board. Each year, we sponsor educational programs like Acer testing, Minilit and Hotmaths; Bibles are provided for new students when they join the College; and our sports curriculum is bolstered with new equipment and subsidised programs. In addition, we are able to contribute to ongoing improvements of the school facilities and environment. During 2023, the P&F were also able to contribute with new outdoor furniture, cupboards for the Primary Atrium and refreshing our fleet of laptops.

The P&F is always keen to welcome new members, and hoping that we can kick start some new fundraising ideas in 2023.

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 are interviewed by the Primary Coordinator, and are encouraged to present speeches to the Primary to become Year 6 Student Leaders. From this, male and female captains and vice captains are elected by vote from the Primary students. Year 11 students present a Leadership portfolio, which they have built up with their Year Advisor's guidance. They are interviewed by the Principal and Deputy Principal in order to stand for the Senior Leadership Team or designated roles. From a vote of the student body (3-11), the College Captains and Vice-Captains are elected. Other areas of leadership include the Music Captain, Sports Captains (of each team) and sporting day teams leadership.

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.

2023 saw the Year 12 cohort continuing to run a coffee and cake stall two lunch times each week for staff and senior students. This was not only a great opportunity but raised significant funds for the Year 12 gift.

The primary leaders take on responsibilities like assisting younger students find their buses in the afternoons, presenting awards and maintaining calm behaviour at the end of breaks. They may also participate in the running of a fundraiser, creating fun activities for young students and setting up for assemblies.

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 and a new double storey Science and Mathematics block. God willing we now move to Stage 5 of our Master Plan which is a Gymnasium. This will supplement our sports program and providing much needed additional undercover play and learning areas.

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

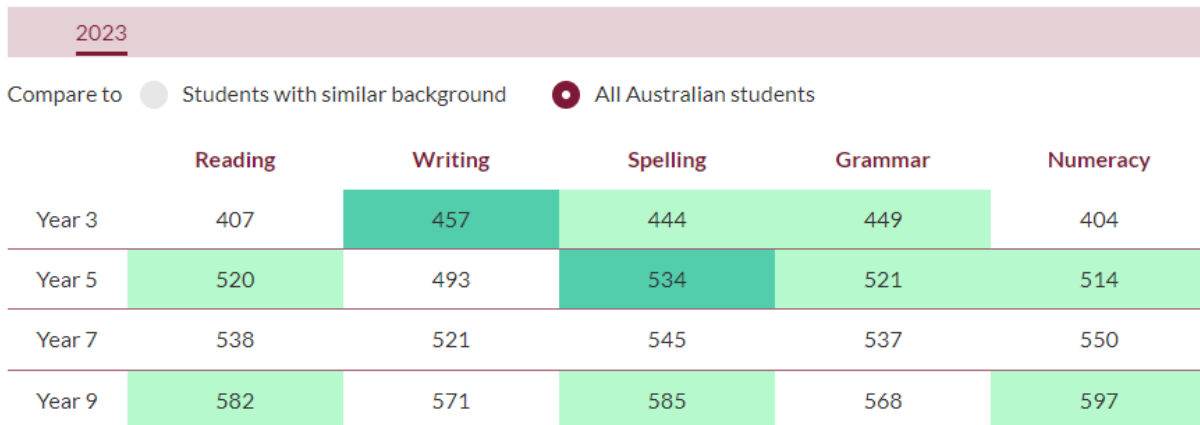


STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

2023 saw the continuation of all schools Australia wide completing NAPLAN online. The actual execution of Years 3, 5, 7 and 9 online went very smoothly. Year 3 still completes the Writing exam by hand with the rest online.

From 2023, NAPLAN results are reported against 4 proficiency standard levels rather than numerical bands and national minimum standards. This means that the previous 10-band NAPLAN scale and national minimum standard (NMS) are no longer applicable. More information on the proficiency standards can be found at <https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>.

The following graphs indicate a summary of our 2023 NAPLAN results. It is pleasing to note that our average and median scores indicate “strong” performances from our students.



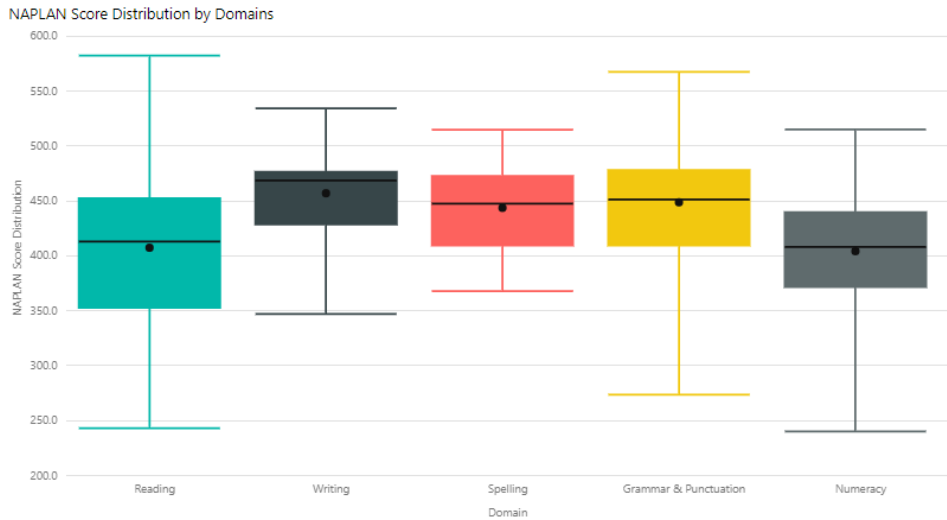
NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

<https://www.myschool.edu.au/>

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



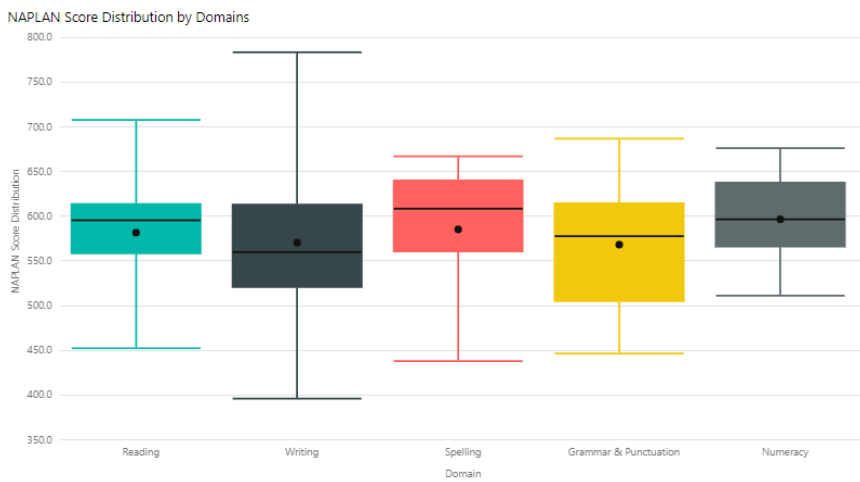
Year 3 - Our average score for reading is just above national average, while the average numeracy score is just below national average.



Year 5 - Our average score for writing is just above national average, while all others were significantly above average.



Year 7 - Our average score for writing is just below the national average, but remains within the “strong” category, indicating students are meeting the expected targets for the stage at the time of testing.



Year 9 - While not as strong as the other areas, our average scores for writing and grammar are also above national average.

The focus area for 2023 remained as Literacy. Kindergarten, Year 1 and Year 2 continued 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, MultiLit Extension, Language Lift, Quicksmart Maths and COGMED Working Memory Program. We have further introduced Visualing and Verbalising (Lindamood Bell), Maths Mastery and updated to the MiniLit Sage. These actions are a result of viewing the data and further placing support in where it is required. It is the belief that the delivery of such programs will narrow the gaps that would otherwise occur in classes. Students who do not make the necessary gains in these programs are then referred to external professionals for further assessment and/or diagnosis.

Due to COVID interruptions, we were granted Intensive Learning Support funding (ILSP) and a further extension and grant in. Extra staff were employed and additional programs such as Visualising and Verbalising (Language Comprehension) and Maths Mastery have been delivered to a wider range of students than we would normally be able to provide. Funding has not been used and will continue to be used in 2024 as well as the Final Report being completed for the Government.

All students are assessed annually using the Australian Council of Educational Research (ACER) tests at the end of 2023 in order to determine progress compared to 2022, as well as to prepare for 2024 classes and groupings. Other testing is also in place at a class and stage level to keep students tracking through the whole school.



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 a choice that is more individual in their subjects. Mathematics is streamed into Advanced and Intermediate 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 2023, 36 students in Years 11 and 12 sat the HSC examinations in Business Studies, Chemistry, Design and Technology, English Standard, English Advanced, Modern History, Physics, Visual Arts. One student sat their subjects using the Life Skills stream. These subjects represent the courses offered in our 'Odd Year' according to our compressed curriculum method.

100% (18 students) of the Year 12 group were awarded the NSW Higher School Certificate.

Of the 36 students who sat for the HSC, two students gained a Band 6 (90-100%) and eighteen 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 2024 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 2023

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)	26	93268	7.69	23.08	46.15	23.08			12.27	29.25	36.61	15.55	5.22	1.09
Mathematics 200 hours (323)	26	93432	15.38	11.54	46.15	15.38	11.54		14.95	22.13	32.81	22.68	6.49	.94
Science 200 hours (350)	26	93343	19.23	30.77	30.77	19.23			13.04	24.24	36.46	19.29	5.96	1.01
Commerce 200 hours (430)	6	22606	33.33	50.00		16.67			24.41	35.71	29.43	8.06	2.11	.27
Geography 100 hours (4015)	26	93255	11.54	38.46	19.23	19.23	11.54		15.11	28.89	35.01	14.64	5.48	.87
History 100 hours (4007)	26	93278	23.08	50.00	15.38	3.85	7.69		14.62	28.25	35.32	15.23	5.71	.87
Food Technology 200 hours (1625)	4	18034	25.00	50.00	25.00				19.85	30.18	31.33	12.35	5.33	.96
Industrial Technology (Timber) 100 hours (1821)	1	3835				100.00			10.22	28.42	37.11	16.74	7.01	.50
Industrial Technology (Timber) 200 hours (1820)	12	10639	50.00	16.67		33.33			11.44	27.15	38.52	15.97	5.96	.97
Information and Software Technology 200 hours (1830)	10	6003	30.00	40.00	10.00	20.00			27.99	30.92	26.82	10.69	3.17	.42
Music 100 hours (2051)	1	2560				100.00			15.12	28.05	32.77	16.68	6.80	.59
Music 200 hours (2050)	3	8585	33.33	33.33	33.33				27.77	31.33	26.29	9.66	4.24	.71
Visual Arts 200 hours (2060)	9	12909	22.22	55.56	22.22				28.14	34.15	25.18	8.21	3.54	.78
Personal Development, Health and P.E. 200 hours (2420)	26	73846	19.23	46.15	34.62				12.74	34.41	36.70	11.32	3.96	.87

Of the 2023 Year 10 cohort, six students left to pursue trades, one student transferred to another High School for their senior studies.

2023 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Business Studies	16	15 (94%)	64%	1 (6%)	36%
Chemistry	8	7 (88%)	66%	1 (12%)	34%
Design and Technology	7	5 (71%)	78%	2 (29%)	22%
English (Advanced)	14	12 (86%)	95%	2 (14%)	5%
English (Standard)	18	7 (39%)	59%	11 (61%)	41%
Modern History	9	5 (56%)	64%	4 (44%)	36%
Physics	8	4 (50%)	69%	4 (50%)	31%
Visual Arts	15	14 (93%)	91%	1 (7%)	9%

2023 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
Business Studies	16	0 (0%)	13%	9 (56%)	52%	7 (44%)	35%
Chemistry	8	0 (0%)	15%	4 (50%)	47%	4 (50%)	38%
Design and Technology	7	0 (0%)	5%	7 (100%)	48%	0 (0%)	47%
English (Advanced)	14	0 (0%)	1%	10 (71%)	32%	4 (29%)	67%
English (Standard)	18	0 (0%)	11%	18 (100%)	76%	0 (0%)	13%
Modern History	9	1 (11%)	16%	8 (89%)	49%	0 (0%)	35%
Physics	8	3 (38%)	11%	4 (50%)	50%	2 (25%)	39%
Visual Arts	15	0 (0%)	1%	12 (80%)	33%	3 (20%)	65%

COMPARISON TO 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%

COMPARISON TO 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%

COMPARISON TO 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%

COMPARISON TO 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%

Reporting Area 5

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	23
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
Lead Teacher - They are skilled in mentoring teachers and teacher education students (pre- service teachers), using activities that develop knowledge, practice and professional engagement in others (voluntary professional development only).	1
Highly Accomplished - They have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning (voluntary professional development only).	0
Proficient - Completed all of the requirements as prescribed by NESAs to obtain Proficient status	21
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)	2
Conditional - has almost finished their degree, has completed their practicum and NESAs 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 2023 were staff meetings, external courses and personal goals. Staff meetings included AIS presentation on 'Creating Safer Independent Schools' (compliance training as well as Asthma and Anaphylaxis Training), interview techniques, student awareness and accommodations, Nationally Consistent Collection of Data, data analysis of NAPLAN and HSC and sharing from PD courses and Training. Onsite external PD courses returning at a slow rate. Accreditation of new PD courses has had new regulations .

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Creating Safer Independent Schools-AIS	23
Asthma Training	23
Anaphylaxis Training	23
AIS- Work Health and Safety for Schools	1
AIS-Risk assessment and management in schools- child protection and mental health-online course	1
First Aid Course	1
Fire Warden and Emergency Training	12
Advanced Middle Leaders Program	1
AIS- Striking the Right Cord	1
InitialLit	2
Language Lift	2
Kodaly Music Education	1
Studies of Religion Conference	1
AIS- Connecting Social and Emotional Learning, Positive Behaviour and Academic Success	1

Rock and Water- Mental Health	2
The Future of Governance in Independent Schools	1
SPELD-What the English Syllabus looks like in the classroom	2
Programming the new 7-10 English Syllabus	1
MiniLit Sage Bridging workshop	3
MiniLit Sage	1
AIS-Religious expression in a Changing world	1
Royal Lifesaving - Swimming and Life saving	1
Distressed Behaviour webinar	1
New Mathematics 7-10 syllabus programming support	3

The average expenditure 'per teacher' on professional learning in 2023 was \$608 (23 teachers and includes annual subscriptions). We are continuing to take a proactive approach with the professional development of our teaching staff, through mentoring and SMART goals. These goals include PD and are developed in conjunction with their supervisors. Goals and courses are in line with the College's School Improvement Plan and the teacher's respective subjects. We continue to encourage each teacher to develop their skills and keep up to date with the latest teaching and learning strategies and trends to better educate the students in their care. All full-time NESA accredited teachers need to complete 100 hours of professional development over 5 years, with part-time teachers having 7 years to complete the required hours. Extension of time has been granted due to COVID interruptions and Remote Learning during 2019 and 2020 to Teachers whose accreditation was 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 Librarians not included.

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1	7.6%	7.1	27%	30.8%
Secondary Teaching	6.6	25.1%	4.9	18.63%	43.73%
Administration/Teaching Support	1.82	6.92%	2.94	11.18%	18.1%

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 91% on average based on an indicative figure of each student to attend school 200 days per year. This is an increase from the results in 2022. 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	93%
Year 2	94%
Year 3	92%
Year 4	91%
Year 5	92%
Year 6	92%
Year 7	91%
Year 8	89%
Year 9	89%
Year 10	91%
Overall	91%

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. Families that want to take extended leave, must make an application in advance to the Principal for approval. Attendance plans are also implemented with families for students who struggle with being at school, so we have a plan in place to remove any barriers that they or their family might have that hinders them from regular attendance. We work closely with the AIS for such students.

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
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%
2020/2022	21	18	18	86%	86%
2021/2023	21	18	18	86%	86%

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

POST SCHOOL DESTINATIONS

Destination	Year 10 (26)	Year 12 (18)
Went onto 11/12 @ CHCS	19	
University	-	13
University / College	-	2
TAFE / Tertiary College	-	-
Apprenticeship	6	2
Traineeship	-	-
Employment	-	-
Unemployed	-	-
Professional Sportsman	-	-
Unknown	-	1
Transferred to another school	1	-
Total	27	18



ENROLMENT POLICIES

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 non-Christadelphian families in accordance with requirements contained in this Policy.

To abide by the *Disability Standards for Education 2005 (Standards) Act* for students with a disability as defined under the *Disability Discrimination Act (DDA)*.



GENERAL GUIDELINES

Publicity

Information on the College and the enrolment procedure is to be made available to the community.

Enrolment

Enrolment is not guaranteed. Recognition needs to be taken of the child's individual needs and the College's ability to meet those needs as well as the student's and caregiver's agreement and compliance with the ethos of the College.

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

Students with disabilities are to be treated on the same basis as students without disabilities. This includes admission and enrolment as well as being able to access and participate in courses and programs and use of the facilities and services. Class ratios will also be considered to determine the impact on learning of all students.

Applications for enrolment by students from non-Christadelphian families are to be considered on an individual basis. Considerations would include the relationship of the family to the Christadelphian community, previous schooling record, and the commitment of the family to supporting the College's ethos. These are factors which may contribute to the acceptance of the enrolment application.

Priority will be given to children of Christadelphian families if vacancies become available in classes.

Class sizes

Class numbers are to be at a level that promotes sound teaching practices and permits a safe, practicable working environment.



Fees

The fee structure for both Christadelphians and non-Christadelphians is to be determined annually by the College Board. The Board may reduce the fees for Christadelphian families to reflect the financial support by the Christadelphian community. The fees are to be advertised before the end of a year where possible.

Adjustments

An adjustment is a measure or action that identifies the type and level of support required by any enrolled student to allow them to access and participate in all aspects of College life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues which are relevant to the adjustment process include:

- a) The impact on the student's access to educational opportunities;
- b) The views of the student and their family (this includes caregivers);
- c) The effect of the proposed adjustment on the student's:
 - ability to achieve learning outcomes;
 - ability to participate in the curriculum; and
 - independence;
- d) The effect of the proposed adjustment on others including students and staff;
- e) The costs and benefits of making the adjustment.



IMPLEMENTATION

Publicity

Publicity of the enrolment procedure will be through the College website, promotional material, Christadelphian publications and College newsletters.

Enrolment

Enrolment enquiries are to be recorded in order of receipt.

Records and reports relating to an application may be requested by the College from previous schools, specialists or other sources to gain information on the child's needs. The permission of the caregiver will be gained prior to the request, and the College will abide by its Privacy Policy and the Privacy Act throughout the enrolment process.

Selection of students will be on the basis of spaces available in the relevant year or class.

Enrolment applications from students seeking placement in classes that are already at their maximum size will be accumulated until sufficient numbers make the formation of a new class viable. The decision to establish a new class will be made by the College Board, following a recommendation from the College Principal.

Information that the caregiver may be required to provide as part of an enrolment application may include:

- Previous school or preschool reports, noting current achievements and areas of need;
- A psychologist's report documenting functional skills and recommended strategies for working with the student;
- A speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
- Occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;
- Medical specialist reports identifying issues which need to be considered by the College;
- Vision and hearing reports documenting level of functioning and recommended strategies.
- Financial information i.e. income bracket and financial status

In considering an enrolment application, the College will:

- invite relevant parties to visit the College to discuss the needs of the student, relevant issues and participate in potential adjustments to address these;
- assess, with contributions by relevant parties, the College's physical environment to identify issues and potential solutions;

- seek feedback and suggestions from relevant College staff and other external special educators about the possible impact of the adjustments required by the College if the student was enrolled;
- seek information about potential government funding assistance and access to other services;
- contact the Association of Independent Schools of NSW (AIS) about funding application requirements;
- keep the applicant's nominated caregiver informed as to the progress of the application;
- prior to acceptance of enrolment, communicate clearly any strategies necessary to meet the student's needs;
- provide professional development for staff to permit positive educational, social and psychological outcomes and the elimination of any discriminatory actions or language;
- provide a member of staff to monitor the ongoing enrolment of any student requiring enrolment adjustment, and report on this to the College Principal.



Refusal or postponement of enrolment will be made where, in the College Principal's estimation, either the College did not have the capacity to address the student's individual needs or that the student's enrolment is considered, after the consultative process, to be an unjustifiable hardship (see Adjustments). The College Principal will meet with the applicant's nominated caregiver, along with specialist and AIS involvement if required to inform them of this decision. This determination would be made only after identifying and investigating reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities afforded to all students at the College, as well as an analysis for the initial years of the student's schooling and their potential needs in future years. Consideration of the impact of the student's enrolment on other students currently enrolled in the class would also be part of the decision process, which will involve the College, nominated caregiver and relevant experts working collaboratively to jointly seek solutions that are most likely to produce positive results for all parties. Records will be kept of the process and related decisions.

Following an unfavourable enrolment decision the nominated caregiver is able to make representation using the College's complaint procedures.

Class sizes

Class numbers are limited to the following maximum numbers:

- K to Year 2 - 24 students if composite to a max of 22 per straight class
- Years 3 to 6 - 30 students if composite to a max of 24 per straight class
- Years 7 to 10 - 28 students
- Year 11 to 12 - 28 students

Changes to these class sizes must receive Board approval.

Class maximums in composite classes would take note of the Year of the majority of the children in the composite class and set the class numbers accordingly.

The enrolment of students requiring an adjustment is considered on an individual case basis (see Adjustments). The student's impact on teacher time, facilities, utilisation of resources and specialist staffing may require an adjustment to the class sizes from those set in this Policy.

Enrolment of non-Christadelphian children is to be at the discretion of the College Principal.

Caregivers and the applicant are to be interviewed by the College Principal or appointed officer to outline the ethos of the College and to ascertain their ability and willingness to support this ethos. The College Principal will seek a further interview to be conducted by representatives of the Board for those students seeking to enrol in Year 8 or above, and for students seeking to enrol in lower Years in some instances.

Applicants are placed on the waiting list in order, at the discretion of the College Principal.

Caregivers of non-Christadelphian children are to be made aware of the close relationships and level of co-operation between those within the Christadelphian Community.



Adjustments

The adjustment determination is made upon the basis of what is a reasonable adjustment after input from all parties including the student, nominated caregiver, relevant specialists, and relevant College staff. Advice may also be sought from other external sources including special education professionals.

Where the College agrees to enrolment adjustment, a practical collaborative process will be established and agreed to between the College and the student's nominated caregiver to evaluate and manage any reasonable adjustments that may arise in the future to achieve mutually agreed outcomes. The College will also establish a review mechanism to deal with any issues or disputes that may occur between the nominated caregiver and the College about decisions made in relation to the enrolment adjustment.

PAYMENTS

The College will require payment of:

- a) A non-refundable application fee. The application [1] fee will be deducted from the first College fee payment following confirmation of enrolment, but is not refundable if enrolment does not proceed; and
- b) College fees.

CONTRACT TERMS

The non-refundable application fee as set by the Board;

Enrolment is not finalised until the necessary documentation is received by an officer of the College and arrangements made to pay the College fees;

The College will invoice caregivers for the year and full payment is expected for each term by the last day of that term.

Caregivers are required to immediately contact the College Principal if they are unable to pay the agreed fee by the due date.



SCHOOL POLICIES

POLICY	CHANGES IN 2023	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>Review process completed Feb 2023. Minor updates to include school leadership change, reference to Child Safe Standards, and an update to structure of secondary Year Advisor team.</p>	<p>College Website, internal shared drive, and available on request. 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>No changes.</p>	<p>College Website, internal shared drive, and available on request. Policy listed in the School</p>

POLICY	CHANGES IN 2023	PUBLIC DISCLOSURE
<p>ANTI-BULLYING POLICY (cont'd)</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>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>Minor changes to phrasing within the descriptions of levels.</p>	<p>Available on internal shared drive, and on request.</p>

POLICY	CHANGES IN 2023	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>	<p>No changes</p>	<p>College Website, internal shared drive, and available on request. Policy listed in the School Information Booklet.</p>

POLICY	CHANGES IN 2023	PUBLIC DISCLOSURE
<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>No changes.</p>	<p>College Website, internal shared drive, distributed to staff and contractors via email</p>



SCHOOL-DETERMINED IMPROVEMENT TARGETS

SCHOOL IMPROVEMENT PLAN 2022 - 2023

The School Improvement Plan was a biennial plan for 2022-2023, where school improvement was considered under the 5 focus areas of Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education. The 2023 school improvement projects and initiatives are summarised below.

1) LEADERSHIP & MANAGEMENT

- Review whole school approach to professional development and support staff in line with NESA teacher accreditation

During 2023 teacher accreditation processes were updated by NESA, who have become the sole Teacher Accreditation Authority (removing this role from individual schools). All teaching staff have been kept abreast of changes through email communication and staff meetings. This change is based on the premise of trust in the professionalism of all NSW teachers, and eases the administration burden on the College. However there is the potential for individual audits and checking processes, which places the onus on individual teachers to ensure that they track their professional development and maintenance requirements individually. The College will continue to ensure staff accredited at conditional or provisional levels are supported with supervisors to gain their proficient status, and is also committed to ongoing mentoring and review processes to encourage professional reflection and continual improvement of teaching and learning practice.

- Leadership

Following on from reflections during 2022 on the role of leading and managing the College, the executive team had further sessions utilising the “5 circles of Educational Leadership” (taken from the School Leadership Framework, NSW DET 2003) and Leadership Wheel (4C Transformative Learning, Jefferson and Anderson, 2022). These sessions were beneficial in building the relationships and vision of the team, with executive meetings through the year including our 2 Senior Teachers, as well as the Principal, Business Manager, Deputy Principal, Assistant Principal and Primary Coordinator.



A range of options were then presented to the leadership team, with agreement reached that “leading wellbeing at work” will be our focus for 2024.

- Evaluate use of Sentral platform and areas for future use

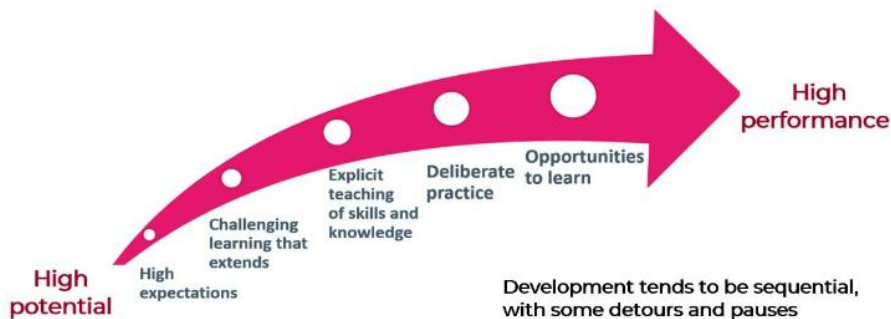
The College currently utilises Sentral modules under the general headings of School Admin, Student Admin, Attendance, Scheduling, Wellbeing, Assessment and Insights. Over 2023 steps have been taken to add in the use of modules within Communication (documents and meeting notes) and intentions set for the addition of Resource Booking (Scheduling) and PXP (Attendance) in 2024.

2) STUDENT ENGAGEMENT & ATTAINMENT

- Professional development for teachers around engagement and differentiation
- Review opportunities for identification and support of high potential and gifted students

Changes to staffing in 2023 reduced the College’s ability to target physical skill development across K-12 as was initially intended. Further recruitment possibilities were discussed, with a model for primary sport in 2024 developed.

Tuesday afternoon sessions throughout the year were dedicated to the consideration of different strategies for effectively differentiating to target areas of HPGE (High Potential and Gifted Education). This included presentations from the Learning Enrichment team on their programs, as well as on adjustments and Individual Education Plans, and presentations on differentiation and strategies by which a student’s potential can be developed into higher achievement in a specific domain or field of endeavour.



Staff reflected on their implementation between sessions, identifying uses of techniques such as: Abstraction, Authenticity, Complexity, Pace, Learning Environment, Higher Order Thinking, Challenge, Choice, and Creative and Critical Thinking.

All staff engaged in discussions and data collection relating to reasonable adjustments being made to cater for specific learning needs. Nationally Consistent Collection of Data processes were effectively completed for 2023, and reviewed with some modifications to be made to the templates provided for the logging of adjustments in 2024. The Assistant Principal has reviewed the processes for collaborative planning, and will implement a different schedule of parent contact in 2024.

3) CURRICULUM & ASSESSMENT

- Set frames of reference for curriculum evaluation
- Implementation of new KLA syllabuses

Following on from the consideration of Stage 6 elective lines, the executive team were curious as to the effectiveness of our current reporting mechanisms in view of an outcomes based framework within syllabus documentation. A parent survey was therefore designed and sent out mid 2023. Feedback from families indicated a high level of satisfaction with current levels of detail provided and effectiveness of communication regarding parent priorities, and therefore no changes have been made to the structure of reports at this stage.



Changes in staffing necessitated a further rethink of the course offerings for the 2023/2024 HSC. The previously collected information on student choices was able to inform this process, with the decision made to replace PDHPE with Geography, and swap the delivery of Design and Technology and Music courses (postponing music to 2024/2025).

Curriculum changes and programming was a particular focus for our Term 4 Tuesday staff meetings. Planning days were also held for Stages 2-5 Mathematics and English, and Stage 6 Geography, enabling staff to establish scope and sequences and begin adapting teaching and learning programs for specific units of work to be implemented in 2024.

Following on from discussions held at the end of 2022, secondary staff expertise was utilised in the delivery of curriculum to Stage 3 students in 2023, within the adjusted model of co-teaching years 6, 5 and 4. Utilising the expertise of some secondary staff alongside our experienced primary teachers, this model enabled time for each year group to be taught as a distinct group for some areas of the curriculum, while for others teachers and students alike were able to learn from each other as a combined group. It is hoped that this will strengthen the transition to secondary school for the Year 6 students, as they have had the opportunity to get to know their future Year Advisor and have had experience moving to other classrooms around the College. Feedback collected from students and their families provided insights into the implementation of this model. Positive reflections and strengths identified were the input from secondary teachers, extending the students in mathematics class arrangements, increased opportunities for open discussion by students in groups and the development of teamwork. Students generally reported an appreciation for the different teaching styles they experienced over the year, while maintaining similar levels of positive interactions with staff as previous surveys. Limitations to this model included concern

over noise levels, and the large age range included, with particular concern expressed for the social interactions of the Year 4 students.

Moving forward it was considered that the utilisation of secondary staff will remain, with a focus on stage 3 (ie Year 6/5, not Year 4) and the middle years of schooling. It was also felt that some co-teaching should be facilitated in the future where the combination of teachers and students is considered suitable.



4) SAFE COLLEGE ENVIRONMENT

- Review welfare system and processes

Following on from the decision in 2022 to create a distinction between the Welfare Team's oversight of complex cases and individuals, and the year advisor role of more holistic implementing secondary programs and initial interventions to support wellbeing, separate meeting times were established for 2023. The welfare team was expanded to include two additional secondary teachers who expressed an interest in this area. Leadership of the secondary year advisor team was allocated to Ms Jose as part of her role as a Senior Teacher. Despite some initial difficulties with staff absences, the teams worked together to suggest the implementation of two new wellbeing programs for 2024 - Rock and Water (resilience and anti bullying focus) and Wellio (a holistic online program for supporting the teaching of social and emotional skills and wellbeing matters).

As part of our ongoing professional development program, staff engaged with an AIS Respectful Conversations workshop to support the creation of safe classroom cultures where issues of racism can be challenged and redirected appropriately. This aimed to complement our focus on the College values of Integrity, Respect and Care, increasing staff's awareness and confidence to promote intercultural understanding, facilitate effective and safe upstander actions for the classroom, and respond to harmful or hurtful dialogue within the classroom should it occur.

Staff also supported the actioning of 2 student-led initiatives: - Multicultural day and R U OK Day. Feedback from the community indicated both days were valuable, and students reported a greater sense of being

valued after being trusted with organisational responsibilities. The longer term impacts yet to be assessed, but the College is committed to holding similar events in 2024.

- Maintain and improve safe systems through regular WHS inspections of facilities and procedures. The WHS team continued to meet and monitor issues relating to the safe operation of the College. In 2023 an external audit was completed and shared with the team and College Board. Relevant actions were prioritised for follow up by the team or maintenance staff, including some additional safety signage and refining of risk management processes.

5) ABORIGINAL EDUCATION

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

Currently two students identify as First Nation and the Assistant Principal oversaw consultation and documentation for their individualised learning plans. In addition to the embedding of an indigenous perspective within curriculum programs, an incursion was held for K-10 students during second semester. The interactions with the incursion staff aided with College teachers mapping the activities to curriculum outcomes for stages 1-3.



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 2023, students had daily discussions on the following fortnightly themes: Strength, Trustworthiness, Wisdom, Accountability, Authenticity, Belief, Bravery, Compassion, Courage, Creativity, Curiosity, Determination, Devotion, Diligence, Discipline, Discretion, Esteem, Faithfulness and Focus.

Secondary 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 and 10 investigated various characters and books of the Bible.



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.

Students in Primary engaged with the “Friendology” program and resources, partnering with URSTRONG. The Friendology program empowers students to develop their social and emotional skills, identifying how they can make their friendships stronger and closer, how they can stand up for themselves in a kind and respectful way, and how to identify if conflicts are “friendship fires” or mean behaviours and address them.

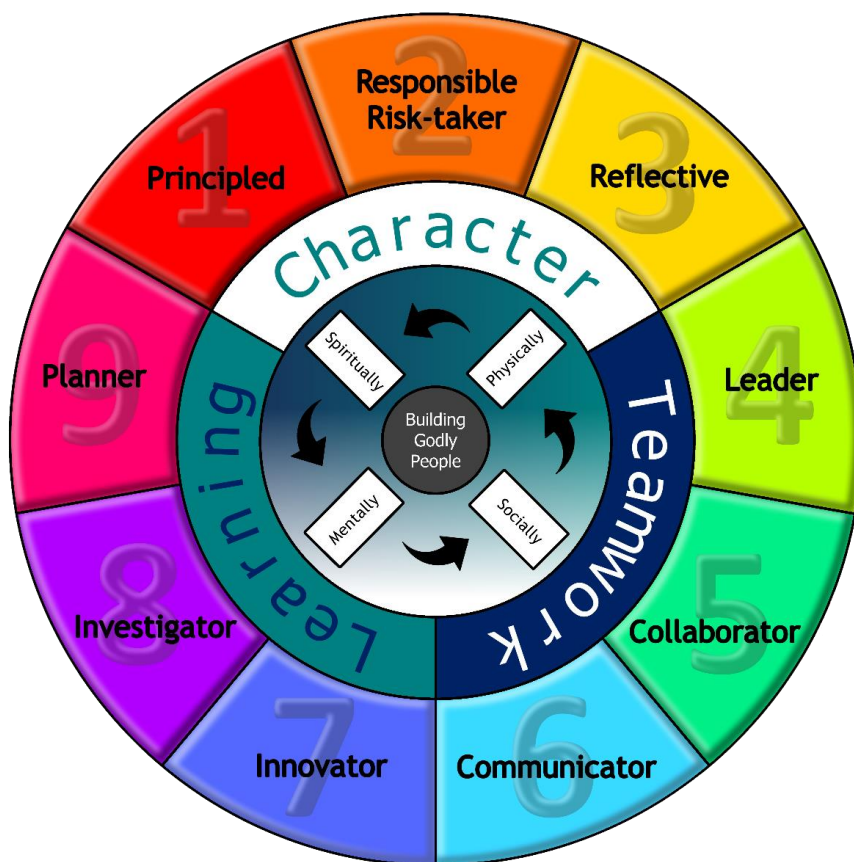
All students were encouraged to raise money for charities as a demonstration of their care for others. In 2023 the students raised \$4,379.13 in a program called \$2 Tuesday as a donation to students through the Agape in Action organisation. This was up again significantly from the previous year.

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 Peer Tutoring.

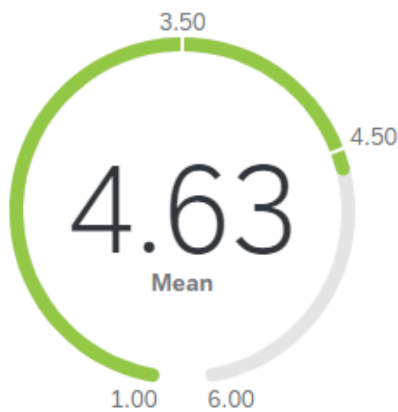
As part of our ongoing professional development program, staff engaged with an AIS Respectful Conversations workshop to support the creation of safe classroom cultures where issues of racism can be challenged and redirected appropriately. This aimed to complement our focus on the College values of Integrity, Respect and Care, increasing staff’s awareness and confidence to promote intercultural understanding, facilitate effective and safe upstander actions for the classroom, and respond to harmful or hurtful dialogue within the classroom should it occur.



PARENT, STUDENT AND TEACHER SATISFACTION

To aid in the collection of feedback from the College community, the Association of Independent Schools (AIS) Perspectives Surveys were once again facilitated in September. 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).

SCHOOL ENVIRONMENT

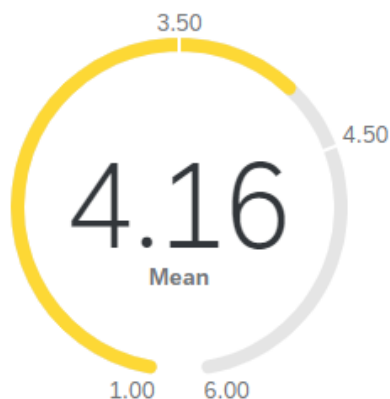


This section of the survey covers areas relating to:

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

Of particular note, mean responses to 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, remain high. Both students and parents agree that there is a shared responsibility for upholding the rules and norms of the College.

TEACHING AND LEARNING



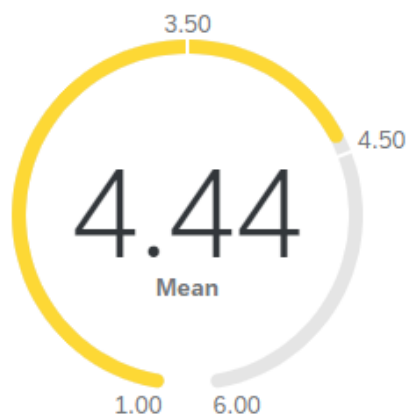
This section of the survey covers areas relating to:

- Designing Learning
- Quality Pedagogical Practices
- Inclusive Learning
- Professional Learning

After positive responses post covid lockdown adjustments, this figure has returned to more closely match the 2019 data. Differences between student and teacher perceptions seem to have driven

the change in overall satisfaction levels, and will need further investigation. Overall satisfaction with the provision of, and access to, professional learning remains high.

STUDENT WELLBEING



This section of the survey covers areas relating to:

- Social and Emotional Learning
- Respectful Relationships
- Inclusivity and Equity

In the area of student wellbeing, 'Respectful Relationships' remained above the benchmark target of 4.5. 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.

LEADERSHIP



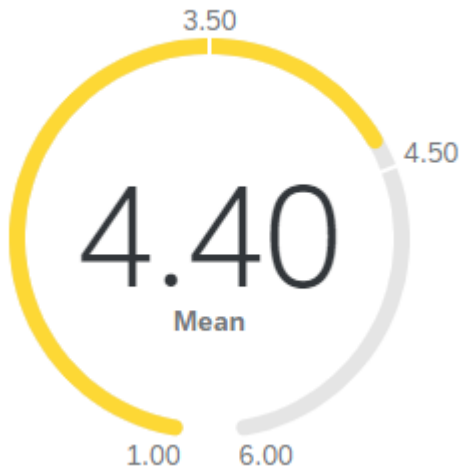
This section of the survey covers areas relating to:

- Growing Leaders
- Leading Teaching and Learning
- Leadership Practices
- Engaging with Community

This slight decrease appears to reflect changing responses from non-teaching staff, in the areas relating to opportunities for coaching and mentoring, and opportunities to develop staff leadership. Areas for further investigation include different perspectives from non-teaching and teaching staff about the effectiveness of leaders in managing change, and the way that leadership is involved in

evaluating teaching and learning programs. Teaching staff responses indicated that leaders do professionally challenge staff and model respect.

COMMUNITY



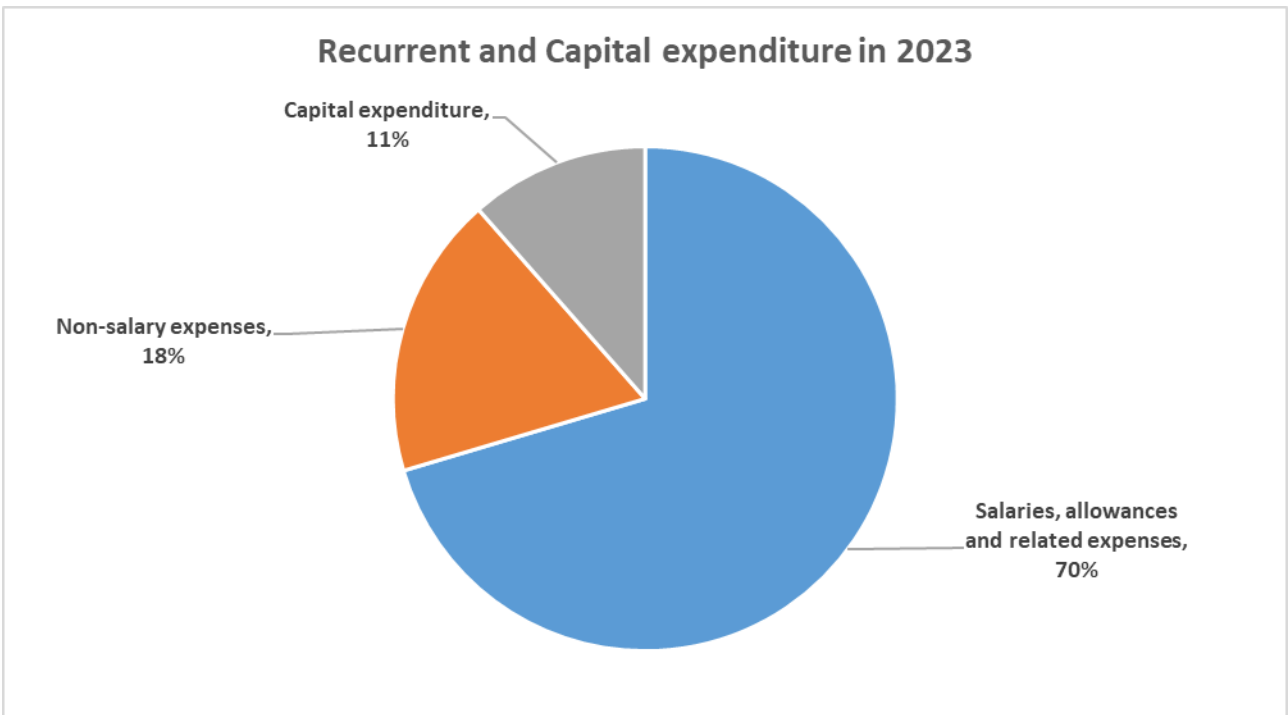
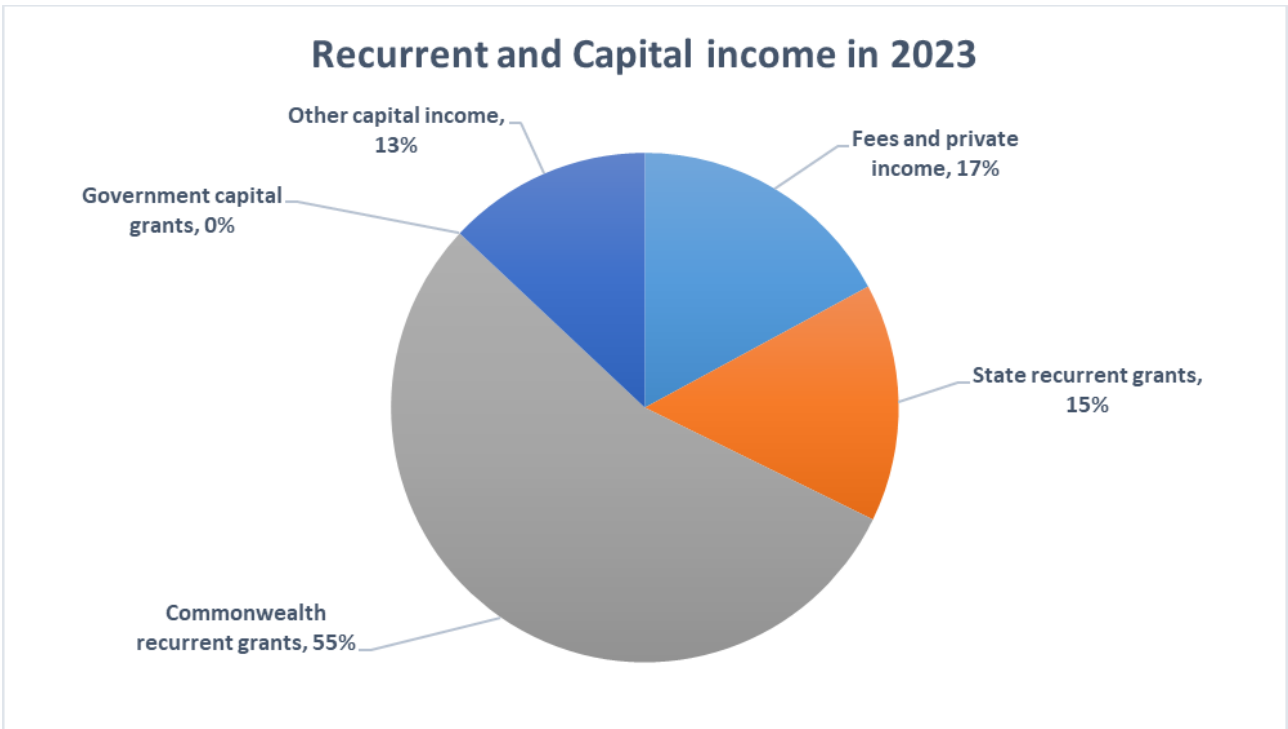
This section of the survey covers areas relating to:

- Communication
- Reporting
- Student Community Engagement
- Reputation

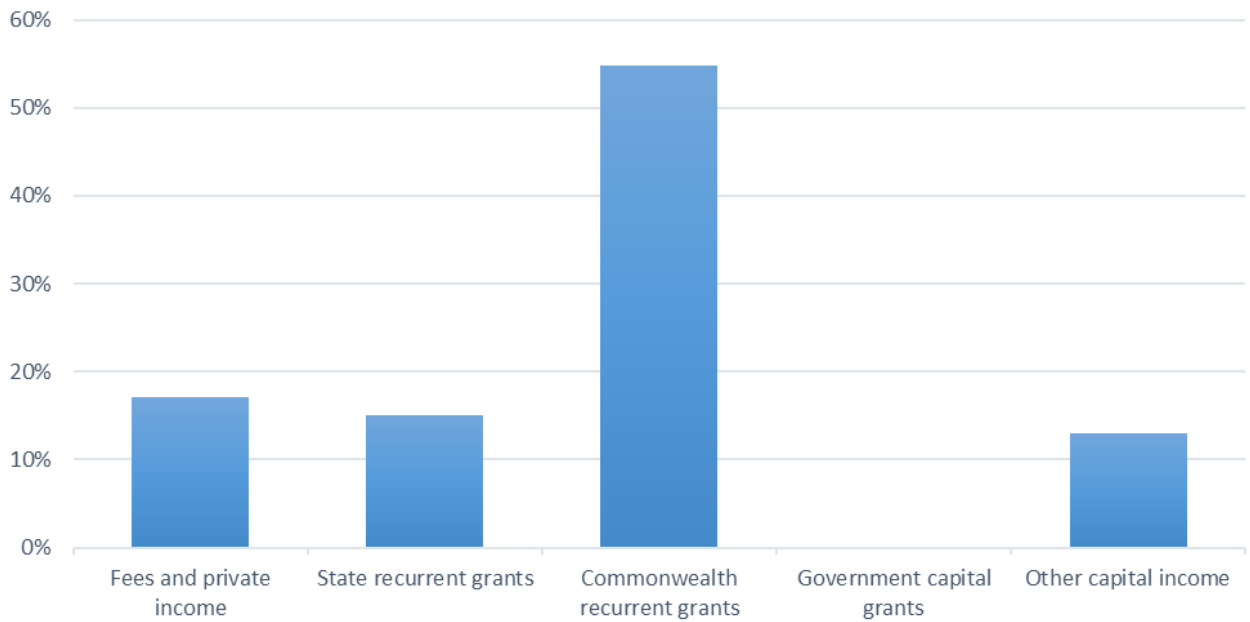
Parents remain satisfied that the frequency of communication is appropriate, although overall the school community feel that communication could be better targeted. Responses from teachers and parents aligned in indicating that reports are understandable, and that the College provides opportunities for teacher/parent interactions, with both categories scoring mean responses above 5.0 Student responses continue to indicate a need to consider extracurricular opportunities, including opportunities for students to engage in community service.



SUMMARY FINANCIAL INFORMATION 2023



Recurrent and Capital income in 2023



Recurrent and Capital expenditure in 2023

