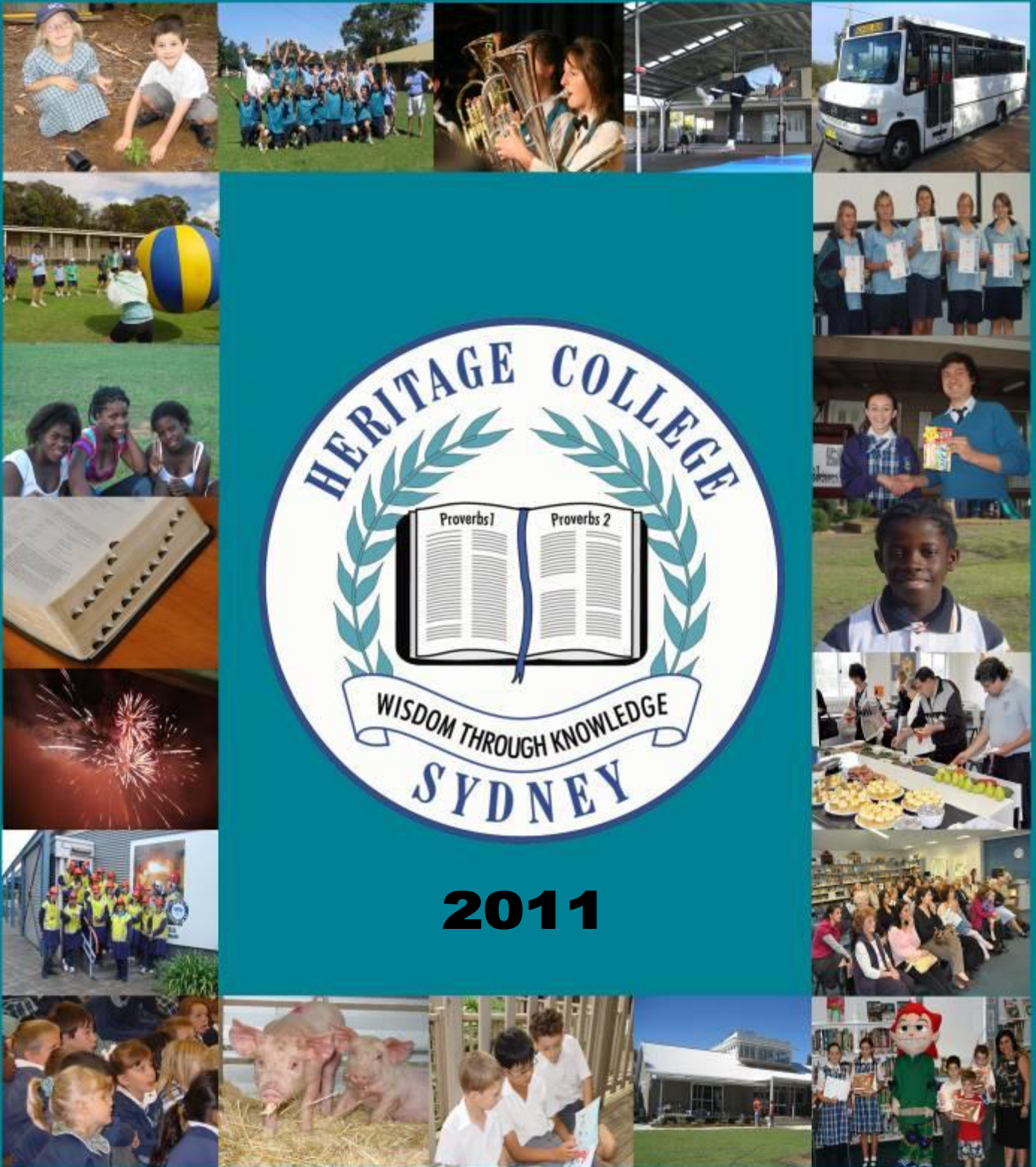


EDUCATIONAL AND FINANCIAL REPORT

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2011

*Children are an heritage of the Lord
Psalm 127:3*

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 – Jenny McClure (Business Administrator)
 - Administration – Jenny McClure (Business Administrator)
 - Web Publishing – Jenny McClure (Business Administrator)
 - Annual Financial Return – Peter Davies (Bursar)
 - Staff members responsible for Annual Report content
- Area 1: ***A message from key school bodies***
Stuart Gilmore (Principal)
- Area 2: ***Contextual information about the school***
Jenny McClure (Business Administrator)
- Area 3: ***Student outcomes in national and state wide tests and examinations***
Felicity Shields (Assistant Principal)
- Area 4: ***Senior secondary outcomes***
Brenda Wyszynski (Assistant Principal)
- Area 5: ***Professional learning and teacher standards***
Felicity Shields (Executive member in charge of Professional Development)
- Area 6: ***Workforce composition***
Jenny McClure (Business Administrator)
- Area 7: ***Student attendance and management of non-attendance, secondary retention***
Jenny McClure (Business Administrator)
- Area 8: ***Post-school destinations***
Brenda Wyszynski (Careers Advisor)
- Area 9: ***Enrolment policies and characteristics of student body***
Jenny McClure (Business Administrator)
- Area 10: ***School policies***
Stuart Gilmore (Principal)
- Area 11: ***School determined improvement targets***
Stuart Gilmore (Principal)
- Area 12: ***Initiatives promoting respect and responsibility***
Stuart Gilmore (Principal)
- Area 13: ***Parent, student and teacher satisfaction***
Stuart Gilmore (Principal), Brenda Wyszynski (Assistant Principal)
- Area 14: ***Summary financial information***
Peter Davies (Bursar)

Distribution of Annual Report

- Board of Studies
- Emailed to College Board
- Posted on College website – www.hcs.nsw.edu.au
- Copies available from College Office (and advertised through College newsletter)



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Reporting Area 1

Introduction from key school bodies

PRINCIPAL'S REPORT

Thanks to the Federal Government and our generous community, over the last few years the College has greatly improved our physical facilities. In 2011 it was decided to focus on building in other ways and areas. Programs and procedures were put in place therefore to build: student leadership; staff morale, expertise and involvement; spiritual values seen in actions; a sense of community spirit; and the College's reputation within the wider community. The success, initiatives, achievements and benefits of these building programs are embedded in this report.

Building up the students and encouraging leadership was of primary importance. This was achieved through a number of initiatives and by maintaining on-going successful programs. Primary and Secondary Leadership Teams were established to mentor other students and provide a broader communication link between students and staff. The K-6 Pastoral Care program continued to be delivered by the chaplains and the class teachers. Emphasis was placed on individual responsibility for actions and on helping others to achieve personal goals and build self-esteem and resilience. The Year 7 and 10 camp was again enhanced by the preparation of team building exercises run by the Rising Generations group.

Student achievements were acknowledged through newsletters, the College website and by the introduction of a Roll of Honour highlighting outstanding Higher School Certificate and Music achievements. The Primary school came sixth in the regional Maths Cup, 15th in NSW in the Commonwealth Bank Maths Challenge and ranked highly in the World Maths Day competition. The Music students performed brilliantly at their AMEB exams achieving many honours results and the Senior Band again won the Penrith Eisteddfod with the Clarinet Ensemble coming a close second. There was evidence to the success of the sport program in the College with the secondary students again winning the 3 secondary zone carnival aggregate trophies and students representing in various sports up to CIS level.

The staff had many professional development opportunities including a number of sessions run by an AIS consultant on integrating an ESL approach to all subject areas. They also were supported by executive staff and those involved in the Chaplaincy Program.

Values were emphasised through formal Bible lessons; voluntary, student initiated lunchtime discussions; leadership programs; morning and special assemblies and modelled by student leaders and staff.

Efforts were made to tie the local and school community closer together. A concept of a playgroup on-site was further developed; Grandparents and Friends were invited to join the students on a special day full of entertainment and eating; a Volunteer luncheon acknowledged those who gave to others; there were combined sports days with our neighbour and other schools; the College supported Aged Care Fairs both with volunteers and with the provision of entertainment, a Saturday spring picnic was held in conjunction with our annual day of sports competition.

Many people worked hard to promote the achievements of the students and the desirable features of the College.. The College also advertised two Open Days to the general public. A large number of families attended and benefited from student-led tours of the College; heard performances from the Band; watched micro lessons and enjoyed a sausage sizzle. One parent declared that the College was "the best kept secret in Sydney's South West" and immediately enrolled their three children.

*Stuart Gilmore
Principal*



COLLEGE BOARD REPORT

The Board's role is to set the overall strategy, policy and direction of the College, and through governance, ensure that the purpose and objectives of the College are achieved.

Initiatives of the Board during 2011 included:

- Active promotion of the College to both the Christadelphian and local communities, taking on board feedback received from surveys of parents and staff conducted during 2011
- Reviewing College policies and related guidelines, and monitoring aspects of compliance.
- Developing and reviewing transportation requirements that supported the promotional strategies to grow the College.
- Ensuring the continued financial viability of the College.
- Monitoring progress with strategies implemented by the College

*Mark Peden
Chairman
College Board*

HERITAGE COLLEGE PARENTS & FRIENDS ASSOCIATION (P&F)

The main role of the P&F is to provide a forum for planning and implementing fund raising activities for the College, and to work with the College Principal in suggesting ideas that may contribute to improved facilities and learning opportunities for students. The P&F has also been the method of sharing information with parents concerning the College's future development plans.

The P&F office bearers (Chairman, Secretary, Treasurer, Parent Representative on the Board) are elected annually. The Chairman and Parent Representative become members of the College Board, ensuring that there is effective communication between the Board and the P&F. A member of the College staff attends each P&F meeting to answer questions and provide visibility of College activities. The P&F is an effective and practical way in which the College community can volunteer to assist the College. In 2011, fundraising initiatives included the annual Country Fair, community bbq's, canteens both at the College and during special events and stalls for Mothers' and Fathers' day. The P&F chose to invest specifically in musical instruments including a piano for HSC performance students, special access computers, and state-of-the-art science equipment. It has been highly rewarding to contribute both equipment and improved facilities for students learning and we look forward to continuing to support the good work of Christadelphian Heritage College Sydney.

*Jason Gilmore
Chairman
Parents and Friends Association*

SRC REPORT

In 2011 it was decided to invite all the students from Year 12 and Year 6 who nominated for the position of Senior or Junior College Captain to form the Senior or Junior Leadership Team, respectively.

The members of the Junior Leadership Team were assigned to a Primary class to develop a personal mentoring relationship with class members. They were asked to help the class to line up after breaks and to notice, acknowledge and report good behaviour from students at various times such as in the playground. This team also organised a fundraiser, 'Crazy Hat Day', and a Talent Show for entertainment at the end of the school year.

The Senior Leadership Team engendered connectedness to the College ethos through their active involvement in the playground, College activities and events. Their example of participation in sport, sports carnivals and the College Fair encouraged greater student involvement in these events. Additionally, these members undertook to 'notice' students displaying behaviour that exemplified the fortnightly themes that were discussed in Bible/Roll Call each morning. These students and their behaviour were publicly acknowledged on assembly.

*Brenda Wyszynski
Coordinator*



Reporting Area 2

Contextual Information about CHCS

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 to 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 briefly consider a range of Bible themes and values pertinent to life and their stage of development and the positive lessons for developing life-skills which spring from these stories are particularly emphasised. Curricular and extra-curricular Heritage College is committed to encouraging and supporting students to achieve their best, regardless of academic ability. Education programs at the College follow the syllabus outlines set by the NSW Board of Studies, 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 sporting, music and community service activities. Students have consistently demonstrated outstanding ability in all these areas.

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 new primary block, primary music, learning support and tutorial rooms, Library, Wood Technology and Food Technology rooms and computer labs.

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



Reporting Area 3

Student Outcomes in National and Statewide Tests and Examinations

HIGHER SCHOOL CERTIFICATE

In 2011, 31 students sat for the NSW Higher School Certificate in 7 courses. On average 57% of students achieved in the band 4-6 range across the 7 courses studied at the College this year. With small candidatures, percentages need to be interpreted with care.

2011 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	17	12 (71%)	65%	5 (29%)	35%
Chemistry	11	7 (64%)	72%	4 (36%)	28%
English (Standard)	14	4 (29%)	39%	10 (71%)	61%
English (Advanced)	11	11 (100%)	88%	0 (0%)	12%
Personal Development, Health and Physical Education	13	4 (31%)	68%	9 (69%)	32%
Physics	10	7 (70%)	71%	3 (30%)	29%
		Band E3-4		Band E1-2	
		School	State	School	State
English Extension 1	3	1 (33%)	84%	2 (67%)	16%

HSC Examination Trends showing school vs state percentage in Bands 4-6 in main subjects

Subject	2007		2008		2009		2010		2011	
	% School	% State	% School	% State	% School	% State	% School	% State	% School	% State
English (Standard)	50	34	N/A	39	18	-	N/A		29	39
English (Advanced)	75	82	N/A	89	73	-	N/A		100	88
General Mathematics	33	49	50	59	N/A	56	71	57	N/A	
Mathematics	75	65	57	70	N/A	72	83	75	N/A	
Biology	67	59	57	67	N/A	65	64	57	N/A	
Business Studies	N/A		53	-	N/A	60	N/A		N/A	
Chemistry	75	63	N/A	69	74	-	N/A		64	72
Physics	50	70	N/A	67	42	-	N/A		70	71
Ancient History	62	71	N/A	61	47	-	N/A		71	65
Industrial Technology	80	63	N/A	63	N/A	-	88	59	N/A	
Information Processes & Technology	67	-	29	63	N/A	-	80	65	N/A	
PDHPE	67	-	N/A	63	6	60	N/A		4	68
					Band E3-4	Band E3-4			Band E3-4	Band E3-4
English Ext 1					98	100			33	84



SCHOOL CERTIFICATE

In 2011, 14 students sat for the School Certificate. In four subject areas 100% of students gained a Band 4-6, which is an excellent result. With small student numbers statistics can vary considerably from year to year.

School Certificate Test Results

Subject	No. of Students	Performance Band			
		Bands 4-6		Bands 1-3	
		School	State	School	State
English Literacy	14	14(100%)	84%	0 (0%)	16%
Mathematics	14	9(64%)	47%	5 (36%)	53%
Science	14	14(100%)	69%	0(0%)	31%
Australian History, Civics and Citizenship	14	14(100%)	57%	0 (0%)	43%
Australian Geography, Civics and Citizenship	14	12(86%)	57%	2 (14%)	43%
		Highly Competent / Competent		Competence not Demonstrated	
Computing Skills	14	14(100%)	98%	0(0%)	2%

School Certificate Examination Trends showing school vs state percentage in Bands 4-6 in main subjects

Subject	2007		2008		2009		2010		2011	
	% School	% State	% School	% State	% School	% State	% School	% State	% School	% State
English Literacy	37	72	85	76	84	82	88	81	100	84
Mathematics	23	44	65	49	42	49	60	53	64	47
Science	66	65	80	65	74	70	79	73	100	69
Australian History, Civics and Citizenship	57	60	50	51	68	58	52	52	86	57
Australian Geography, Civics and Citizenship	80	71	80	66	74	59	56	59	86	57
Computing Skills – High Competency	52	58	75	57	74	62	100	97	79	52



School Certificate Grade Achievement

Subject	No of Students	A	B	C	D	E
English	14	3	4	6		1
Mathematics	14	3		6	5	
Science	14	2	5	6	1	
Australian History	14	4	1	8	1	
Australian Geography	14	2	6	5	1	
Food Technology	3		1	2		
Industrial Technology (Timber)	9	2	3	4		
Information and Software Technology	11	1	1	5	2	2
Music	8	2	4	2		

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

In 2011, ten Year 3, thirteen Year 5, eighteen Year 7 and twenty-two Year 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These results are reported in a 10 band continuous scale from year 3 to year 9.

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



Reporting Area 4

Senior Secondary Outcomes

At Christadelphian Heritage College Sydney, all senior students complete their Stage 6 Preliminary and Higher School Certificate courses over one year in half the required subjects, completing the remaining required subjects in their subsequent senior year. In 2011 students in Years 11 and 12 sat the HSC exam in Standard, Advanced and Extension 1 English, Ancient History, Chemistry, Physics and PDHPE. Subjects completed by one or more year 12 students with providers other than Heritage College were ESL English (Preliminary Course), Business Administration and Plumbing. With the Year 11 cohort external courses completed by one or more students were, Business Services (Preliminary Course), Construction, Tourism and Community Services (Preliminary Course).

13% of the Year 12 cohort completed a TVET qualification and 100% of the Year 12 group were awarded the NSW Higher School Certificate.



Reporting Area 5

Professional learning and teacher standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	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

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

Professional Learning

The major focus for staff meetings during 2011 was a 14 hour course ‘ESL Pedagogy’ presented by an AIS Consultant over four staff meetings and two staff development days. This included the talking and listening, reading, writing, programming and assessment and evaluation, especially catering for the needs of ESL learners.

Other staff development activities included:

- Presentation by AIS Maths Consultant – ‘Meeting Diverse needs in the Maths classroom’
- First Aid and Emergency Care
- Technology training including using Moodle for assessment tasks, downloading videos for classroom use, Excel, Instruction on www.prezi.com and Britannica Online training
- Presentations by various staff members about professional development courses that they attended including; ‘Motivating, Engaging and Managing Students Effectively’, ‘Complaint handling for frontline staff’ and ‘Student self-assessment’
- Training in the use of our subscription to www.parentingideas.com.au for helping parents and students
- Secondary teachers updated on lifesaving techniques;
- Non Government Schools Superannuation presentation;

K-12 staff also participated in a combined Professional development day with Heritage College Cooranbong. The AIS consultant presented workshops on Assessment with particular emphasis on ESL students.

In 2011, the Heritage Colleges Principals’ Conference was held over three days. The principals of Adelaide, Cooranbong, Melbourne, Perth and Sydney Colleges discussed the following issues; best teaching practice, educational sharing, IT programs, resources, transport, student welfare, facilities, good governance and professional development of staff. The proposed Australia-wide Heritage Conference in Adelaide designed to assist each other in preparing teaching/learning programs for the new Australia Curriculum was postponed to July 2014 so as to provide time for the NSW Board of Studies to prepare syllabuses and support material that then can be shared across the colleges.



Throughout 2011, CHCS staff undertook the following external professional development activities and presented relevant information at subsequent staff meetings or with collaborative teams:

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF STAFF PARTICIPATING
Disability Provisions for the SC and HSC Implement new provisions and online procedures	1
Community Education School Garden (Royal Botanic Garden Sydney) Develop skills in Outdoor education	1
English - Where do I start? Support beginning teacher	1
Spellodrome Develop new technologies for classroom	1
Multilit Training Day Implementation of support reading program	2
ACER testing Extend testing and add to tracking	1
Careers and TVET Incorporate into programs and procedures	2
AIS Workplace Management Briefing	2
Advanced Accidental Counsellor Develop welfare program	1
Complaint Handling for Frontline Staff Develop skills of staff	1
PDHPE Conference Inform staff and parents of recent developments	1
Extension 1 Genre: Crime Writing Support new teacher	1
HSC Simulation Marking Day: Module B Advanced Support new teacher	1
Hamlet Support new teacher	1
Advanced Course-Module C-History and Memory Support new teacher	1
Leading Learning with Technology Incorporate relevant information into IT Strategy	1



DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF STAFF PARTICIPATING
Enhancing The Links Seminar Inform students about the available options and transition options	1
Courageous Conversations Skill administration staff	1
Bursars Development Day Update on finance & legal issues re schools	1
TAFE NSW Certificate III Ceramics cont. Use of materials and techniques	1
AIS Persuasive writing workshop Share resources with other primary staff	1
New Teachers Workshop Incorporate into program. Sign up for BoS content and follow up on links to resources	1
AISNSW update on industrial agreements Update on staff contracts	2
Multilit Reading Tutor Advanced Training and Accreditation accredited and licensed member and user	1
Britannica Online School Edition Use in teaching programs	12
HSC marking – Ancient History Improving knowledge of HSC requirements	1
HSC Marking – Biology Improving knowledge of HSC requirements	1
PDHPE workshop – Fundamental Movement skills Use in teaching programs	1
Key Links Writing Literacy workshop Use in teaching programs	1

The average expenditure per teacher on professional learning in 2011 was \$248.



Reporting Area 6

Workforce composition

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1	5%	4.5	22%	27%
Secondary Teaching	6.8	33%	4	19%	52%
Administration/Teaching Support	0.4	2%	4	19%	21%

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



Reporting Area 7

Student attendance and management of non-attendance, secondary retention rates

For information on student attendance, please visit <http://www.myschool.edu.au>

Attendance Rate

Student attendance was 95.5% on average and this is similar to the attendance rate in previous years.

Attendance Rate by Year Group

Kindergarten	95%
Year 1	91%
Year 2	96%
Year 3	93%
Year 4	98%
Year 5	96%
Year 6	94%
Year 7	99%
Year 8	95%
Year 9	94%
Year 10	99%
Year 11	94%
Year 12	96%

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. 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.

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%

Historically the students who have left in Year 10 have taken up offers of apprenticeship or other employment, a number wished to access senior courses available at other schools.



Reporting Area 8

Post school destinations

Destination	Year 10	Year 12
University	-	10
TAFE / Tertiary College	2	3
Apprenticeship	1	-
Another school	-	-
Employment	-	1
Unemployed	-	-
Total	3	16



Reporting Area 9

Enrolment policies and characteristics of student body

CHCS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW Board of Studies. 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 support the College's ethos and comply with the College's rules

ENROLMENT POLICY

Purpose

1. To operate the College in a manner that would make it accessible to as many Sydney Christadelphian children as possible.
2. To provide a school and classroom environment that allows the individual needs of students to be met academically, socially, emotionally and physically.
3. To provide access for non-Christadelphian families in accordance with requirements contained in this policy.

General Guidelines

- 1 Information on the College and the enrolment procedure will be publicised through the Sydney Christadelphian community and on the College website.
- 2 Enrolment will be dependent on there being a vacancy in the appropriate class as well as the ability of the College to meet the needs of the student.
- 3 The College reserves the right to refuse enrolment.
- 4 Classroom numbers will be at a level that promotes sound teaching.
- 5 In assessing enrolment, the College will comply with the Disability Discrimination Act and children with special needs will be considered along with class ratios to determine the impact on students learning and the ability of the College to meet each student's individual needs.
4. Non-Christadelphian families are to be considered on an individual basis. Their relationship to the Christadelphian community, family circumstances, previous schooling, sympathy with the philosophy of the College, would all be considered.
5. Priority will be given to children of Christadelphian families if vacancies become available in classes.
6. All students and parents must sign a commitment form on enrolment as an agreement to uphold CHCS ethos and expectations. On-going enrolment is dependent upon the student's compliance with these as well as the College's ability to meet the educational, social and physical needs of the student. A breach of the rules would cause a review of a student's enrolment.
7. Enrolment may be formally reviewed before a student moves from Primary into Secondary schooling and also from Year 10 into Year 11.
8. Fee structure will be determined annually by the College Board.



ENROLMENT PROCEDURE

1. Publicity of enrolment procedure will be through Christadelphian publications, on the College website and through other College notices.
2. Enrolment enquiries will be recorded in order of receipt and grouped in class areas accordingly.
3. Parents/guardians and the applicant will be interviewed by the Principal. For non-Christadelphian families, the Principal will outline the ethos of the College as understood by the Christadelphian community and ascertain their ability and willingness to support this ethos. In certain instances the Principal may seek a further interview to be conducted by representatives of the College Board. Enrolment for Non-Christadelphian children is to be at the discretion of the Principal.
4. Selection of students will be on the basis of spaces available at any year level.
5. Enrolments will be accumulated until sufficient numbers make the formation of a new class viable.
6. Written or verbal records and reports may be requested from previous schools, specialists or other sources to gain information on the child's needs.
7. The enrolment of special needs students will be considered on an individual case basis. The child's impact on teacher time, facilities, utilisation of resources and specialist staffing may require a reduction in class sizes from those set below.
8. Refusal or postponement of enrolment would be made where, in the Principal's estimation either the College could not currently meet the needs of the child or that the child's enrolment would adversely affect others in the College.
9. Class numbers will be limited to the following maximum:
K-2 24 (less if it is needed to form a composite class)
3-6 30 (less if it is needed to form a composite class)
7-10 26
11-12 the seniors are considered one cohort completing the Preliminary and HSC courses according to the compression model. Classes should not exceed 25.
10. Any enrolments above the class maximums must be recommended to, and approved by, the College Board.
11. Reduction in class maximums will be presented for College Board approval.
12. Class maximums in composite classes would take note of the majority of children in the class and set the class numbers accordingly.
13. Non-Christadelphian children would be placed on the waiting list in order, at the discretion of the Principal.
14. Parents of non-Christadelphian children would be made aware of the close relationships and level of co-operation between those within the Christadelphian community.

CHARACTERISTICS OF THE STUDENT BODY

In 2011 the College had 194 students from Kindergarten to Year 12. 56% of enrolled students made up the secondary school with 44% in primary. About 64% of the students came from families who were members of Christadelphian communities. Those who were not from the Christadelphian community were members of a wide variety of religious persuasions. There is a diverse cultural background across the College community and around 22% of students have a language background other than English.



Reporting Area 10

School policies

STUDENT WELFARE

Christadelphian Heritage College Sydney seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Policy	Changes in 2011	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Investigation processes • Documentation 	<p>Policy & procedures were revised in 2011 to reflect the changes to the NSW legislation</p> <p>Staff in-serviced were on the revised policy due to legislative changes</p>	<p>Issued to all staff, volunteers and members of College Board</p> <p>Parents may request copy by contacting the Principal</p>
Security Policy encompassing <ul style="list-style-type: none"> • OHS procedures • Emergency evacuation • School Transport • Student Car Policy 	<p>Policies & practices regularly reviewed by Management. Emergency evacuation and lockdown practices held at appropriate times of the year were evaluated and approved recommendations implemented. OHS committee members liaised with staff & reported to Board. The Principal was the Management representative on the committee.</p> <p>College continued to replace older buses with vehicles with seat belts and other improved safety measures</p> <p>College Board requested a school 40 zone</p>	<p>Full text on intranet, summary on laminated signs in classrooms & other workspaces</p> <p>Parents may request a copy by contacting Office</p>
Supervision Policy encompassing <ul style="list-style-type: none"> • Duty of care and risk mgmt • On-site/off-site activities 	<p>Policy & procedures were regularly reviewed by staff and minor adjustments made to improve level of care.</p> <p>On-going storage of risk assessments for all CHCS activities both on-site and off-site</p>	<p>Full text on intranet</p> <p>Parents invited to request copies of all risk assessments and policy available if required</p>
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> • Code of conduct - staff & students • Behaviour management • Student leadership system 	<p>National Safe School's Framework and Values Education issues delivered through class and Year Advisor Programs. Welfare Program continued to support students, staff, parents and the wider community.</p> <p>Leadership program incorporated establishment of Senior and Junior Leadership Teams to support Junior & senior captains.</p>	<p>Full text on intranet</p> <p>Leadership Teams announced to students and community at Presentation Night</p>
Pastoral Care Policy encompassing <ul style="list-style-type: none"> • The pastoral care system • Availability of counselling • Health care procedures • Homework policy 	<p>Secondary Year Advisors guided by Executive staff. Leadership program included Senior and Junior Leadership Teams.</p> <p>Continued 7 and 10 Mentoring Camp with external provider Rising Generations hired to prepare students to maximise benefit</p>	<p>Full texts</p> <ul style="list-style-type: none"> • Intranet • Parent Information Booklet
Communication & Consultation Policy encompassing <ul style="list-style-type: none"> • Formal and informal communication mechanisms between the school and those with an interest in the student's education & well-being 	<p>Parent/teacher interview practices reviewed. Introduced a phone call to all parents mid Term 1 to build a working relationship between school and home and identify any concerns.</p> <p>Phones put in all staff areas to allow them ease of access to phone parents during periods away from the formal interview period. A group email approach introduced to assist communication between school and home.</p>	<p>Full text contained in</p> <ul style="list-style-type: none"> • Intranet • Information booklet
Student Technology Policy	<p>Technology policy further revised to cover all aspects of technology use. Increase use of Moodle through staff in-service. On-going education of community re potential misuse of technology and cyber bullying</p>	<p>Full text contained</p> <ul style="list-style-type: none"> • Intranet • Information booklet and newsletter



STUDENT DISCIPLINE

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. **Corporal punishment is not permitted under any circumstances and breaches would be investigated as potential allegations of reportable conduct.**

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The College's discipline policies and procedures were reviewed in 2011.

Policy	Changes in 2011	Access to full text
<p>Principles and Rules encompassing</p> <ul style="list-style-type: none"> roles & responsibilities of students, staff, parents & visitors rules & examples 	<p>The 5 broad rules were communicated and implemented:-</p> <ul style="list-style-type: none"> be kind to, cooperate with & respect others work, move & play safely care for the College environment attend school regularly & punctually wear the appropriate College uniform 	<p>Full text in</p> <ul style="list-style-type: none"> Parent information booklet Intranet On classroom walls
<p>Discipline Procedures</p> <ul style="list-style-type: none"> Role of the Teacher College and Class Rules Infringement of Rules Discipline Levels 	<p>Chaplain's role included liaising with executive staff regarding students with serious concerns.</p> <p>Chaplains continued to assist executive staff by mediating discussions with families and CHCS.</p>	<p>Full text in</p> <ul style="list-style-type: none"> Information booklet Intranet
<p>Commendation System</p> <p>A positive system where children can earn rewards for good work, behaviour or attitude benefiting both themselves and their sporting 'House'</p>	<p>The annual House Competition reverted to the calendar year</p> <p>Introduced a second Wall of Honour – acknowledging students who have excelled in academic and musical achievements.</p> <p>The Leadership Team promoted responsibility through acknowledgment.</p> <p>It was noted that in 2011 a very low percentage of students (<5%) were placed on detention or received incident reports and the high number of students achieving gold certificates (>33%) reflecting on the success of the Leadership Program</p>	<p>Full text in</p> <ul style="list-style-type: none"> Information booklet Intranet Advertised through weekly newsletter Acknowledged at Presentation Evening
<p>Student Referrals Procedures</p> <p>Concerns re student emotional & social adjustment</p>	<p>Referrals broadened to involve the students support team so as to better address any social, academic and behavioural concerns. The Chaplains and staff assisted with this support.</p>	<p>Full text in</p> <ul style="list-style-type: none"> Intranet



REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievance resolution is provided in the Information Booklet on the College website.

This policy was reviewed in 2011.

Policy	Changes in 2011	Access to full text
Complaint Resolution Policy encompassing <ul style="list-style-type: none">• Receiving a complaint• Personnel dealing with complaint• Procedure planned & implemented• Finding & action	<p>The staff regularly reviewed policy and the procedures.</p> <p>In 2011 there were no official complaints lodged with either the Principal or the College Board.</p>	<p>Full text in</p> <ul style="list-style-type: none">• College Board Handbook• Intranet
Competency & Discipline <p>Policy relates to the competency of staff and this being called into question</p>	<p>No complaints were received during 2011 but the community is reminded annually of the procedures regarding complaints and the process of responding to any complaints</p>	<p>Full text in</p> <ul style="list-style-type: none">• College Board Handbook• Intranet



Reporting Area 11

School-determined improvement targets

ACHIEVEMENT OF PRIORITIES FOR 2011

Area	Priorities	Achievements
Teaching & Learning	Further emphasis on ICT in KLAs – newer technology installed in primary rooms (computers and interactive whiteboards) and support rooms	Greater student access to technology
	Pathways approach to Preliminary and HSC courses continued. Board of Studies approved commencement of Stage 6 courses early November. This permitted students to commence preliminary work and assessment tasks as well as involve themselves in sporting and cultural College experiences throughout the year	Students well prepared for HSC demonstrated by pleasing results in each of the subjects – Advanced, Standard and Extension 1 English; Chemistry; Ancient History; Physics and PDHPE
	Primary Mathematics supported by enrolment of students in the Mathematics online program	Primary students keen both in class and at home to improve their mathematical skills and knowledge
	Primary classes involved in World Maths Day and Commonwealth Bank Maths Challenge	Although restricted in the Maths Challenge to only one day the students managed to come 15 th across NSW
	Year 6 Maths representatives entered a cross sector regional Maths Cup	Maths team made the finals and finished 6 th out of 82 schools
Student Achievements	Voluntary involvement in academic competitions and state-wide tests from Years 3 to 10 (Maths, English, Science, Computers and Writing)	Student achievements include Credits and Distinctions
	Senior Band & Instrumental Ensembles perform publicly as well as on-going development	First placing for Band in Penrith Eisteddfod and second placing for clarinet ensemble. Successful public performances and Gala Concert
	Year 5 compulsory Band program continued	Number of students continuing with instrumental tuition, successful participation in AMEB exams and involvement with the Band Program after Year 5
	Sporting excellence	HCS Secondary Swimming, Cross Country & Athletics teams again perform well at Zone level and claim the Aggregate Shield for each CDSSA carnival. Individual students representing at zone, regional and state levels in both individual and team sports
Student Welfare	Chaplain developed Leadership and Resilience Programs	Rising Generations worked with Year 7 and 8 building leadership skills
	Introduction of Leadership training using an external deliverer, Rising Generations	Student enthusiastic participation and Year 10 use of activities at Peer Support Camp



Introduced Senior and Junior Leadership Teams where a larger body of students have direct say in developing welfare programs and support captains through student initiatives

Leadership Teams met and proposed positive measures for student welfare. Results were spectacular with few students needing detention or other disciplinary measures and a third of students gaining gold certificate status over the year.

Maintained integration programs to support a dozen students with a refugee background

Students integrated well in class and socially. They were also supported at home with practical needs and ICT equipment.

Band Day for music students

Focus on accuracy and team work – benefit demonstrated in 1st placing at Penrith Eisteddfod

Continuation of Combined Sports Days with Heritage College Cooranbong

Foster links between sister schools – enthusiastic participation

Building stronger family ties

A Spring Picnic day on Saturday for school and local community to share time and participate in sporting competition was successfully held as well as the College Fair in May

Staff Development

Continuation of Chaplaincy role working closely with K-12 Student Welfare programs

Chaplain further develops programs with class teachers and Year Advisors

Increased use of Moodle across year levels as well as other staff development in effective use of IT

Continued training of staff – staff using 'Moodle' to upload teaching programs for student perusal and interactive student use and other IT functions

Emergency Care training for new staff

Staff trained

Child Protection and other Policies reviewed

Staff awareness of responsibilities

New staff induction

Staff awareness of responsibilities and expectations

Combined Staff Development Day with sister school

Focus on literacy – assessment and reporting

On-going IT Plan monitored by Management and Board

Approval provided for on-going IT needs

Facilities & Resources

Primary Block was enhanced with display boards, railing for verandas, new storage cupboards and folding tables for practical lessons in the communal area

Supported again by Federal Government BER Stimulus Plan additional funds

Purchase of new piano for use in Secondary Music Room in preparation for the senior Music classes in 2012

Music students and private Music tuition also greatly benefited. The Primary classes received Music lessons in the dedicated room from a qualified Music specialist.

Refurbishment of Science Laboratory commenced in 2010 but used and fitted out with additional storage in 2011

To assist with safer practical experiments

Senior Study Room upgraded with newer technology

Senior students who aren't timetabled for face-to-face lessons studied or completed online course work on the technology in this dedicated room.



Reporting Area 12

Initiatives promoting respect & responsibility

Christadelphian Heritage College Sydney was established in 1998 so as to help families in the areas of promoting respect & responsibility.

In 2011 the students had daily discussions on the following fortnightly themes: - responsibility, responsiveness, self-control, sensitivity, sincerity, sobriety, steadfastness, strength, transcendence, transparency, trustworthiness, wisdom, accountability, approachability, authenticity, belief, bravery, compassion, courage and creativity. 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.

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 from the viewpoint of Luke's gospel. Year 9 investigated relevant themes for young people today using Paul's letters to the Corinthians as a guideline and Year 10 investigated the evidence for accepting the Bible as a true document and God's revealed word.

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 with both primary and secondary students.

The K-6 students led by their class teachers were involved in programs focused on the promotion of respect and responsibility. All lessons were designed to promote respect for self and others, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. These programs included: supporting school rules, social skills training, anti-bullying, drug education and self-assessment.

Additional to this the K-10 classes had Bible lessons where the values of respect and responsibility were foremost. Values education posters are displayed prominently as are the College rules encouraging respect and responsibility for others and for the College. They were encouraged to show what they learnt through raising money for charities. In 2011 the students raised over \$3000 for the sponsorship of students in Kenya through the Agape in Action organisation.

The active integration of a dozen students with an African refugee background remained a focus in 2011. These students were supported in many practical ways - socially, emotionally and academically. They were enrolled across many classes and quickly established strong friendships and made significant progress in class. They received support in the class as well as in the delivery of specific ESL material. The wider community assisted the families by helping with technology in the homes as well as ensuring that the students were able to participate fully in all College activities and excursions.

There are a number of initiatives developed at Heritage College to promote an attitude of respect and responsibility. These include the award system, with students striving for commendation cards, leading to Bronze, Silver and Gold Awards. At Presentation Night, specific awards such as Panoply, Kindness and Assistance and Principal awards recognised the values that students consistently demonstrated. The special 'Heritage Award' was presented to seven students who demonstrated consistently excellent behaviour, were self sacrificing and helpful.

Towards the end of 2011 a Wall of Honour was established to acknowledge extremely high level of student involvement and achievement. The names of those students who achieved a Band 6 in the HSC as well as those who achieved Honours at Grade 7 or higher in their Music AMEB examinations were added to an entry ramp at the front of the College.

In 2011 Senior and Junior Leadership Teams were established to support the Senior Captains, Junior Captains and House Captains. These students had specific roles to perform within the school, not the least being role models for others. They met to discuss matters with Executive staff to promote student respect and responsibility.

The external provider, 'Rising Generations', once again worked with students on demonstrating leadership. They specifically assisted students to prepare for the Year 7 and 10 Peer Support camp at the beginning of the year.



Reporting Area 13

Parent, student and teacher satisfaction

So as to ascertain an accurate and current grasp of levels of community satisfaction the Principal and Executive Staff co-ordinated a survey of three main stakeholders - parents, students and staff.

PARENT SATISFACTION

In 2010 a very extensive survey was conducted by the Parents & Friends Association ("P&F") of the College. Areas for improvement were noted and have been implemented during 2011:

- better use of emails to keep parents informed, with the CHCS IT department setting up Year Group emails to parents and students
- notice of upcoming events through the newsletter and email
- activities to include the local community, with the promotion of College Fair, Open days and Kemps Creek Cup and Picnic Day, as well as,
- investigation by the executive staff, of additional HCS course and Stage 5 elective offerings.

For the 2011 report, a Parent Survey was included in the College Newsletter in order for parents to describe their attitude to the effectiveness of CHCS in the areas of:

- communication of general information (through emails, newsletters, notes to parents, the College website and information evenings, P&F meetings);
- communication of student progress and achievement (reports, interviews, emails and phone calls);
- spiritual and pastoral care
- quality of teaching/learning programs and activities
- student welfare and
- suggestions and complaints procedures.

Parents were encouraged to also make others comment on any aspect of the school's services.

Overall, those who responded indicated a high level of satisfaction in most areas. Comments included: "Great environment, love the friendly and helpful staff, very high spiritual and pastoral care."

Suggestions for improvement include:

- better enforcement of uniform
- distribution of notes in class and not bus lines
- encouragement for more parents to be involved in P & F

STUDENT SATISFACTION

Student surveys were received from classes 2/3 and 5/ 6 in the Primary school and Years 7, 9 and 11 in the Secondary school. The Primary Student Survey was a simplified version of the one given to the Secondary students. All students were given space or opportunity to comment. . The class teacher recorded all comments made to questions for the students in Years 2 and 3.

The surveys sought opinion and comment on five areas, as outlined below. The wording of the questions was revised for better clarity for the students. Again, students overwhelmingly affirmed the effectiveness of the College in helping students to learn and achieve, to examine their values, to take responsibility and develop skills.



More specifically:-

- Development of personal skills to enhance learning - 95% of primary students and 75% of secondary students were satisfied. The Secondary students, again, cited desire for a wider choice of elective subjects to satisfy interests.
- Establishing values – the spiritual dimension of life was again strongly recognised as a positive aspect of the College with 80% of students overall considering this aspect effective. A 'family feel' and strong spirituality were noted by many as strengths.
- Encouragement of citizenship and social skills – 78% of students found this aspect satisfactory with an 80% satisfaction rate specifically regarding 'leadership'
- Expectation and encouragement to take personal responsibility – 85% of Primary students were satisfied with the effectiveness of this aspect and 73% of Secondary students shared this opinion. An increase in unacceptable language in the playground was noted by some.
- Knowledge of a healthy lifestyle and habits – 75% of Secondary students were satisfied, again citing a desire for a greater variety of sports to be included in the program. 71% of Primary students were happy but a number noted that 'the Secondary students had two sports days whilst Primary had only one' therefore wished more activity time be allocated.

STAFF SATISFACTION

Staff members were surveyed as to their satisfaction with communication of information, professional development and support, working conditions, learning environment and working relationships within the College. More than half of the teaching and Admin staff submitted responses.

87% were very satisfied with the level of communication within the College and with the community. A few staff members repeated earlier concerns that although the College had improved in the transparency of its policies to the wider community that there was still room for improvement.

The vast majority of teachers felt very satisfied (76%) or satisfied (24%) that College Management and their fellow teachers supported them in the classroom and that their professional needs were being met through external and internal means (very satisfied 87%). Although some felt that the parent body could show more positive support for their efforts in the class two thirds of the teachers were very satisfied with the level of recognition. The teachers all expressed their gratitude for the level of assistance that the administration team provided for them.

It was almost unanimous that the College provided a safe, pleasant, attractive and practical working environment conducive to producing excellent results (94% were very satisfied). All staff believe that the students are treated fairly and with respect.

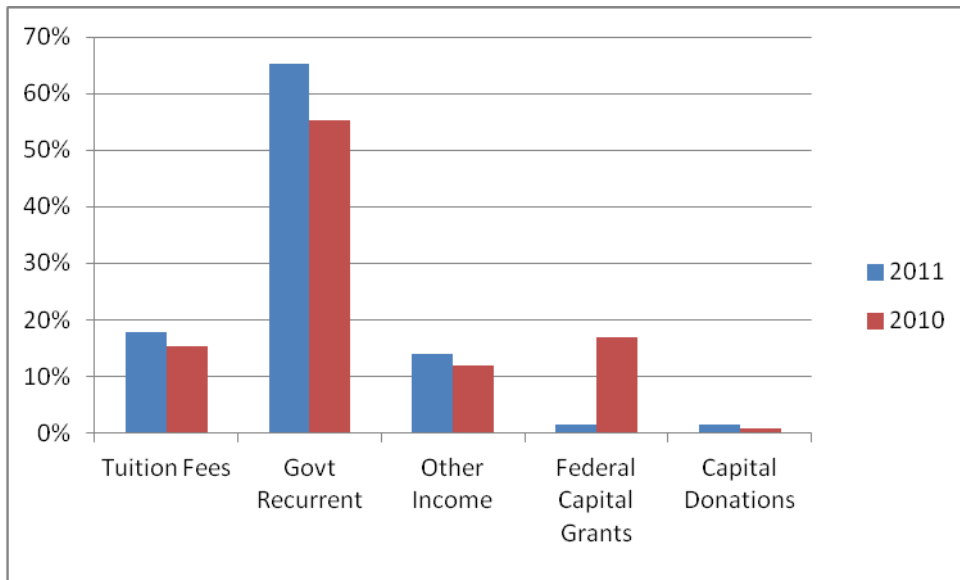
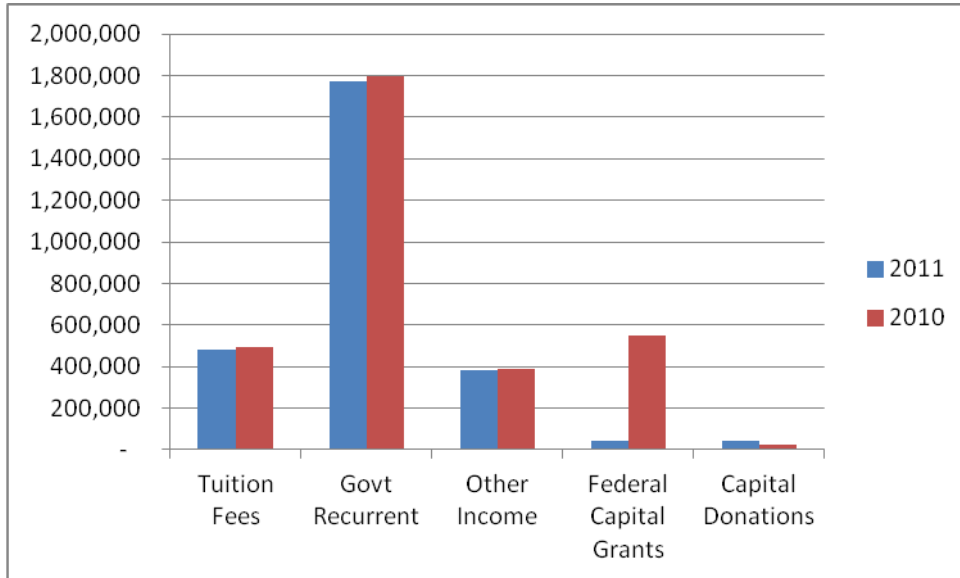
Staff felt satisfied (18%) or very satisfied (82%) with their working relationship with other staff, management or the wider community. 100% of staff expressed that they were very satisfied with the working relationship with the students.



Reporting Area 14

Summary financial information

RECURRENT/CAPITAL INCOME





RECURRENT/CAPITAL EXPENDITURE

