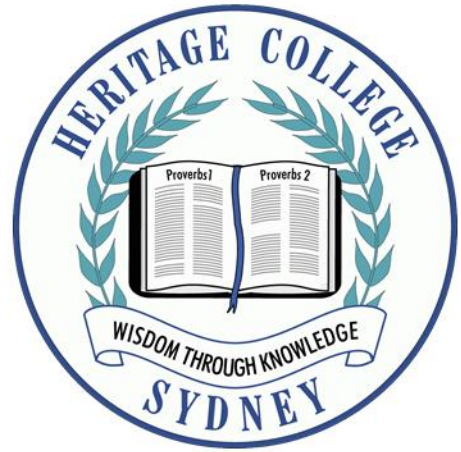


2012



Annual Report

Christadelphian Heritage College Sydney

Educational & Financial Report

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 – Rachael 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***
Rachael Davies (Accountant)

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

2012 was a remarkable year in the fifteen year history of Heritage College. The students themselves were the standouts in a year of peer support and tremendous results across the academic, sporting and music areas.

It was decided to focus exclusively on two student related areas during 2012 – personal responsibility and active listening. The students thoroughly committed themselves to these and helped develop individual and class programs to be able to demonstrate progress in them. This extended into the family sphere with parents invited to provide feedback as to whether the children were undertaking responsibility and fulfilling their plans at home. Primary and Secondary Leadership Teams took on even more responsibility mentoring students and providing a broader communication link between students and staff. The K-6 Pastoral Care program continued to be delivered by the primary class teachers and secondary year advisors. 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.

Students achieved brilliantly across many areas and these were acknowledged and applauded through newsletters, the College website and added to the growing Roll of Honour on the walls at the entry points to the College. The senior cohort achieved ten listings in the Board of Studies Distinguished Achievers' Lists across five subjects placing the College 95th out of all NSW schools in the overall rankings. Two students were nominated for Encore (best HSC Music performances) and one for InTech (best Industrial Technology projects). Two students again received an Australian Vocational Student Prize for outstanding studies in Children's Services and Community Services and Health. Only 500 of these are presented each year across Australia. One of these was additionally awarded the Prime Minister's Award for Skills Excellence in School. There are only 20 of these awarded throughout Australia. One of the Primary classes came sixth in Australia 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. The secondary Swimming, Athletics and Cross Country teams won the three zone carnival aggregate trophies. Two students were inducted on to the Roll of Honour for their outstanding athletic achievements.

The staff continued to develop their knowledge and skills through professional development both via externally delivered courses as well as during staff meetings and staff development days. The College invited psychologists from OnPsych to help students and families facing challenges.

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.

The efforts to strengthen ties between home, school and the wider community were rewarded with increased participation in a playgroup for pre-school children; a tremendous attendance at the annual Grandparents and Friends Day, Volunteer Luncheon, Gala Concert and Country Fair in autumn; plus a family picnic on a lovely spring Saturday complete with enthusiastic sports competition; as well as the on-going College support of the community's Aged Care Fetes. The Primary students thrilled those who were able to attend their performance of the Musical, 'Good Kings Come in Small Packages'.

The introduction of the PASS course as a Stage 5 elective choice proved to be very popular among the students.

One of the highlights of 2012 was the performance at the end of year Presentation Evening of Sprach Zarathustra featuring the new timpani donated by the senior cohorts of 2011 and 2012.

*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 2012 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 2012.
- 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.
- Development of a proposal successfully submitted to the Block Grant Authority for a project to replace demountable classrooms with permanent facilities.
- 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 2012, 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 kitchen facilities through the purchase of new ovens, software licences, design equipment such as a new overlocker and to support the running of the College band camp. 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 2012 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
Co-ordinator*



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. 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 the 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 primary block, primary music and tutorial rooms, learning support areas, Library, Wood Technology, Science Laboratory 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 2012, 27 students sat for the NSW Higher School Certificate in 7 courses. On average 73% 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.

2012 Higher School Certificate Examination Results

| Subject | No. of Students | Performance Band achievement by number | | | |
|--------------------------------------|-----------------|--|-------|----------|-------|
| | | Band 4-6 | | Band 1-3 | |
| | | School | State | School | State |
| Biology | 16 | 9 (56%) | 63% | 7 (44%) | 37% |
| Industrial technology | 7 | 7(100%) | 62% | | 38% |
| Information Processes and Technology | 9 | 3(33%) | 61% | 6 (67%) | 39% |
| General Mathematics | 16 | 8 (50%) | 51% | 8 (50%) | 49% |
| Mathematics | 10 | 7 (70%) | 79% | 3 (30%) | 21% |
| Music 1 | 7 | 7 (100%) | 90% | | 10% |
| | | Band 3-4 | | Band 1-2 | |
| Mathematics Extension 1 | 3 | 3(100%) | 86% | | 14% |

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

| Subject | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | |
|-----------------|----------|---------|----------|---------|-----------|-----------|----------|---------|-----------|-----------|----------|---------|
| | % School | % State | % School | % State | % School | % State | % School | % State | % School | % State | % School | % State |
| English (Std) | 50 | 34 | N/A | 39 | 18 | - | N/A | | 29 | 39 | N/A | |
| English (Adv) | 75 | 82 | N/A | 89 | 73 | - | N/A | | 100 | 88 | N/A | |
| General Math's | 33 | 49 | 50 | 59 | N/A | 56 | 71 | 57 | N/A | | 50 | 51 |
| Mathematics | 75 | 65 | 57 | 70 | N/A | 72 | 83 | 75 | N/A | | 70 | 79 |
| Biology | 67 | 59 | 57 | 67 | N/A | 65 | 64 | 57 | N/A | | 56 | 63 |
| Business Std's | N/A | | 53 | - | N/A | 60 | N/A | | N/A | | N/A | |
| Chemistry | 75 | 63 | N/A | 69 | 74 | - | N/A | | 64 | 72 | N/A | |
| Physics | 50 | 70 | N/A | 67 | 42 | - | N/A | | 70 | 71 | N/A | |
| Ancient History | 62 | 71 | N/A | 61 | 47 | - | N/A | | 71 | 65 | N/A | |
| Industrial Tech | 80 | 63 | N/A | 63 | N/A | - | 88 | 59 | N/A | | 100 | 62 |
| Info Pro & Tech | 67 | - | 29 | 63 | N/A | - | 80 | 65 | N/A | | 33 | 61 |
| PDHPE | 67 | - | N/A | 63 | 6 | 60 | N/A | | 4 | 68 | N/A | |
| | | | | | Band E3-4 | Band E3-4 | | | Band E3-4 | Band E3-4 | | |
| English Ext 1 | | | | | 98 | 100 | | | 33 | 84 | N/A | |



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA

| Subject | No of Students | A | B | C | D | E |
|--------------------------------------|----------------|---|---|----|---|---|
| English | 24 | 3 | 4 | 10 | 4 | 3 |
| Mathematics | 24 | 2 | 4 | 14 | 4 | |
| Science | 24 | 3 | 6 | 11 | 3 | 1 |
| Australian History | 24 | 5 | 9 | 6 | 4 | |
| Australian Geography | 24 | 2 | 4 | 7 | 7 | 4 |
| PDHPE | 24 | | 9 | 11 | 4 | |
| Food Technology | 15 | 1 | 6 | 8 | | |
| Industrial Technology (Timber) | 12 | 2 | 5 | 5 | | |
| Information and Software Technology | 13 | 2 | 3 | 3 | 4 | 1 |
| Music | 7 | 2 | 3 | 1 | 1 | |
| Physical Activity and Sports Studies | 12 | 1 | 3 | 6 | 2 | |

Two students departed at the end of Year 10 and were awarded a Record of School Achievement (RoSA).

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

In 2012, ten Year 3, seventeen Year 5, twenty-four Year 7 and twenty-five 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 2012 27 students in Years 11 and 12 sat the HSC exam in Mathematics, General Mathematics and Extension 1 Mathematics, Biology, Music 1, Industrial Technology (Wood) and Information Processes and Technology. In addition, subjects completed by one or more Stage 6 students with providers other than Heritage College were ESL English (HSC Course), Tourism and Events (OTEN), Business Services (OTEN), Construction/Carpentry Specialisation (TAFE)

18% 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 | 21 |
| 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

A variety of professional development activities took place in 2012. Including:

- Technology training on emails, letters, templates, OneNote, social networking e.g. Wikis and Twitter
- Staff reviews and professional goals
- Review of College policies
- Focus groups on NAPLAN analysis and action plans
- Group sharing on the College focus areas of promoting responsibility and active listening
- Presentation by BOS liaison officer on HSC Results analysis package
- Presentations by various staff members about professional development courses that they attended including; Customer service, BOS workshop on Record of School Achievement (RoSA) requirements, Mind matters training on staff mental health, Youth Mental Health First Aid
- Asthma training

K-12 staff also participated in a combined Professional development day with Heritage College Cooranbong. One speaker from each school presented on courses that they had recently attended: Building Learning Power and Feedback for Growth. All staff benefited and planned to put the ideas in place in their classrooms.



Throughout 2012, 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 |
|--|-----------------------------------|
| Board Of Studies Yr 11 and 12 workshop | 1 |
| Work Health and Safety Act update | 2 |
| Mental Health Issues for young people | 3 |
| What's happening to our girls/boys? | 1 |
| AIS History Conference | 1 |
| AIS Governance course | 10 |
| Heritage Colleges Principals' conference | 1 |
| BOS Consistent teacher judgement workshop | 4 |
| MindMatters: Staff Matters Focus module | 1 |
| Inspiration in HSC Business Studies | 1 |
| ASD DMS4 Diagnosis and relevance | 1 |
| AIS Workplace management briefing | 2 |
| Intro to Autism Spectrum Disorder | 1 |
| PDHPE network meeting – Dance workshop | 1 |
| Ancient History | 1 |
| AIS IT Conference | 1 |
| Sustainable energy: a realistic review of options | 1 |
| ANSTO workshop | 2 |
| AIS Australian Curriculum implementation | 1 |
| HSC marking | 2 |
| Mini Lit course | 1 |
| HSC Advanced English – The 50 th Gate | 1 |

The average expenditure per teacher on professional learning in 2012 was \$355.



Reporting Area 6

Workforce composition

| Full Time Equivalent | Male | % of total staff | Female | % of total staff | Combined % of total staff |
|---------------------------------|------|------------------|--------|------------------|---------------------------|
| Primary Teaching | 1.5 | 7% | 4.4 | 21% | 27% |
| Secondary Teaching | 6.5 | 30% | 3.8 | 17% | 47% |
| Administration/Teaching Support | 0.4 | 2% | 5.5 | 25% | 26% |

We currently have no indigenous staff working at the College. 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% on average and this is similar to the attendance rate in previous years.

Attendance Rate by Year Group

| | |
|--------------|-----|
| Kindergarten | 95% |
| Year 1 | 95% |
| Year 2 | 94% |
| Year 3 | 94% |
| Year 4 | 97% |
| Year 5 | 95% |
| Year 6 | 95% |
| Year 7 | 96% |
| Year 8 | 94% |
| Year 9 | 96% |
| Year 10 | 93% |
| Year 11 | 96% |
| Year 12 | 95% |

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% |
| 2010/2012 | 25 | 16 | 15 | 64% | 60% |

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



Reporting Area 8

Post school destinations

| Destination | Year 10 | Year 12 |
|-------------------------|----------------|----------------|
| University | - | 9 |
| TAFE / Tertiary College | - | 4 |
| Apprenticeship | 2 | 2 |
| Another school | - | - |
| Employment | - | 1 |
| Unemployed | - | |
| Unknown | - | - |
| Total | 2 | 17 |



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 2012 the College had 220 students from Kindergarten to Year 12. 55% of enrolled students made up the secondary school with 45% in primary. About 59% 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 47% 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 | Policy changes in 2012 | 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 2012 to reflect the changes to the NSW legislation</p> <p>Staff were in-serviced on the revised policy due to legislative changes</p> | College website |
| WHS Policy encompassing <ul style="list-style-type: none"> • WHS procedures • Reacting to Critical Incidents • Student Car Policy • Water Activities Policy | <p>The WHS and related policies & practices were adjusted by Management to align with new legislation. Emergency evacuation and lockdown practices held at appropriate times of the year were evaluated and approved recommendations implemented.</p> | <p>Some on College website, 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"> • Excursion Risk Management • Education Outside the Classroom • Accidents, First Aid and Mgmt of Medical Conditions | <p>Policy & procedures were regularly reviewed by staff and minor adjustments made to improve level of care.</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 | <p>National Safe School's Framework and Values Education issues delivered through class and Year Advisor Programs.</p> | Full text on intranet |
| Pastoral Care Policy encompassing <ul style="list-style-type: none"> • Student Welfare and Special Needs Provisions • Anti-bullying Policy and Procedures • Academic policy | <p>Leadership program included Senior and Junior Leadership Teams.</p> <p>Continued 7 and 10 Mentoring Camp with external provider R.ising Generations hired to prepare students</p> <p>Expanded executive to help support and mentor staff</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>Phones put in all staff areas to allow them ease of access to phone parents during periods away from the formal interview period.</p> <p>A student and parent group email approach greatly assisted communication.</p> | <p>Full text contained in</p> <ul style="list-style-type: none"> • Intranet • Information booklet on website |
| Student Technology Policy | <p>Technology policy further revised to cover all aspects of technology use. Increase use of Moodle through staff in-service.</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 2012.

| Policy | Changes in 2012 | Access to full text |
|--|--|--|
| <p>Principles and Rules encompassing</p> <ul style="list-style-type: none"> roles & responsibilities of students, staff, parents & visitors Code of Conduct 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 Policy</p> | <p>Although the Chaplaincy grant wasn't continued in 2012 all of the welfare programs commenced under the grant continued to be implemented by class teachers, year advisors and executive staff.</p> <p>The staff maintained the mediating processes with families and CHCS.</p> <p>The Wall of Honour concept was further developed – acknowledging students who have excelled in vocational education and group/instrumental/band achievements.</p> <p>The Leadership Team promoted responsibility through acknowledgment.</p> <p>Throughout 2012 the previous decline in students requiring detention or receiving incident reports (<5%) continued. By contrast students achieving gold certificates continued to increase (>35%)</p> | <p>Full text in</p> <ul style="list-style-type: none"> Information booklet Intranet |
| <p>Student Referrals Procedures</p> <p>Concerns re student emotional & social adjustment</p> | <p>The head of the Student Services became a permanent member of the College Executive team. Progress was regularly discussed at Executive and Management level. Staff were further trained in assisting students facing personal issues. OnPsych were employed to provide psychological testing and counselling services.</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 2012.

| Policy | Changes in 2012 | Access to full text |
|---|--|---|
| <ul style="list-style-type: none">• Responding to Suggestions, Complaints and Allegations• Guidelines for Concerns or Complaints | <p>The staff regularly reviewed policy and the procedures.</p> <p>In 2012 there were no official complaints lodged with either the Principal or the College Board.</p> | <p>Full text:</p> <ul style="list-style-type: none">• College website• College Board Handbook• Intranet |



Reporting Area 11

School-determined improvement targets

The following six were the focus areas for 2011 and comments on the achievements of these goals

1. **Building Student Leadership** –junior and senior leadership teams were established with a focus on communication, initiatives and support. These extended groups permitted more students the opportunities of demonstrating leadership qualities and skills and support the College captains. The Chaplaincy programs helped with the guidance of these initiatives. Each class developed goals for the year that included their own development as well as how they could support others both within the College community and outside.
2. **Building up Staff** – staff were encouraged to develop professional connections with others delivering their courses, new teachers with the Institute, computer skills and course administration practices were featured in staff meetings and pupil free days; and personal support through in-school staff welfare & social networking with other staff
3. **Building up Students** – increased focus on promoting and acknowledging academic progress via improved communication; established stronger relationships with home via improvements in emailing system and protocols; developed interests and strengths through special activities and greater focus on student achievements through newsletters, website; development of a wall of honour (two entry points of College were adorned with photos and information of students who excelled in academic, cultural and physical arenas)
4. **Building spiritual values** – rejuvenated focus on Godly things via student input into morning assemblies, lunchtime activities and class lessons tying together with the fortnightly values focus; communication of these through weekly newsletter
5. **Building up Community** –College used as a focus of community spirit via advertising and running of community playgroups; weekend community picnic with activities for all ages; Grandparents and Friends Day; combined sports activities with KCPS; combined sports days and other activities with sister school Heritage College Cooranbong; alumni gatherings and social networking site; combined Christadelphian calendar
6. **Building up our reputation** - Promotion of student opportunities, initiatives and achievements via Newsletters; Playgroup; Open Days; personal contact; communication of college developments, initiatives and aims through community flyers, newsletters, website, Annual Report, special parental and community presentations. The evidence of the success of these programs is that College enrolment increased by 10% over the year.



ACHIEVEMENT OF PRIORITIES FOR 2012

| Area | Priorities | Achievements |
|--------------------------------|--|---|
| Teaching & Learning | On-going improvements re technology 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 excellent results in each of the subjects. Ten students on BoS Distinguished Achievers' list across five subjects. Two students nominated for Encore (best HSC Music) and one for InTech (best Industrial Technology projects) |
| | Primary Mathematics supported by enrolment of students in the Mathletics 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 | Came 6 th across Australia in Maths Challenge (2 nd in NSW) and placed highly in World Maths Day |
| | Support for students completing external studies | Two students received the Australian Vocational Student Award (only 500 awarded across Australia) and one the Prime Minister's Award for Skills Excellence in School (only 20 awarded) |
| Student Achievements | Voluntary involvement in academic competitions 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. 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 achievement acknowledgement | Further develop the concept of the Walls of Honour by adding students who have represented with distinction in sport, music or achieved honours in academic courses. Presentation night accolades, awards and scholarships |



| | | |
|-----------------------------------|---|--|
| Student Welfare | Pastoral Care, Welfare, Leadership and Resilience Programs | Rising Generations worked with Year 7 and 8 building leadership skills |
| | Developed concept of 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 very pleasing with fewer students requiring discipline and intervention measures but more students achieving positive acknowledgment |
| | Team building through performance of Primary Musical | Students practised well and performed a high quality musical |
| | Maintained integration programs to support students with a refugee or overseas background | Students integrated well in class and socially. They were also supported at home with practical needs and ICT equipment. |
| | Two day Band Camp for students involved in music programs | Focus on accuracy and team work – benefit demonstrated in 1st placing at Penrith Eisteddfod as well as individual achievements in HSC course and AMEB exams |
| | 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 K-12 Student Welfare programs established using previous Chaplaincy grant | Further develop 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 adjusted to align with new legislation | Staff awareness of responsibilities according to new legislation and effect on College policies and procedures |
| | New staff induction | Staff awareness of responsibilities and expectations |
| | Combined Staff Development Day with sister school | Focus on literacy with assistance from an AIS consultant |
| Facilities & Resources | Promotion of Visual Arts in the College (all in preparation for introduction of Stage 5 and later Stage 6 courses) | Redeveloped the Visual Arts Room by adding lockable storage, drying racks and storage of cardboard and paper. The Room was painted throughout to enhance aesthetics |
| | Improve safety, communication and aesthetics of Devonshire Road entrance | Design process to improve the back entrance – signage, vehicular movement, car parking, rubbish removal and agricultural area |



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 2012 the students had daily discussions on the following fortnightly themes: - - curiosity, determination, devotion, diligence, discipline, discretion, esteem, faithfulness, focus, forgiveness, friendship, generosity, gentleness, goodness, gratitude, honesty, humility, humour, impartiality and industry. 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 in a chronological manner referring to all four gospel records. Year 9 investigated the Acts of the Apostles and overviewed the themes of the New Testament epistles as well as when, to whom and where they were written. Year 10 investigated the evidence for accepting the Bible as a true document and God's revealed word.

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.

The primary students participated enthusiastically in a musical, 'Good Kings Come in Small Packages'. The students investigated the difference between poor choices and wise decisions in a person's life and the effect these have on others. The lessons were reinforced through the use of drama, song and music.

All students were encouraged to show what they learnt through raising money for charities. In 2012 the students raised over \$3000 for the sponsorship of students in Kenya through the Agape in Action organisation. They continued to support their fellow students who had faced similar challenges on their journeys from the African continent to their new life in Australia and schooling at Heritage College.

A number of initiatives continued in 2012 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 eight students who consistently demonstrated self-sacrificing and helpful behaviour.

During 2012 the Roll of Honour displayed on the walls at the entrances of the College was further developed acknowledging the successes over the College's history of high level of student achievement. The names of those students who represented at state or national level in sport were added as well as those who had excelled in vocational education courses, group or band successes and the primary class who had come 2nd in NSW and 6th in Australia in the Commonwealth Maths Challenge.

In 2012 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 2011 a Parent Survey was included in the College Newsletter in order for parents to describe their attitude to the effectiveness of CHCS.

Areas for improvement were noted from this survey and have been implemented during 2012:

- better enforcement of uniform with regular checks in morning Bible/Roll classes and on assembly
- distribution of notes has improved with the widespread use of email for informing parents/carers and
- encouragement for more parents to be involved in P & F, with a welcome barbeque organised by the P&F for new families and at open days.

For the 2012 report, families were invited to complete an online survey in December 2012. The areas surveyed were:

- communication
- parent engagement
- client care
- student progress and achievement and
- student welfare.

In 2012, there were 24 responses to the survey and comments on noted improvements were:

- Increase in subject elective choices.
- making new families feel welcome and involved
- public presentation of the College
- more fundraising with food options for lunch, and
- better communication via newsletters and email.

Suggestions for improvement during 2013 include:

- continued enforcement of uniform policy
- dress standard of staff
- student surveys or suggestion box
- enrichment for gifted students
- clear guidelines for parental communication with staff and other students
- ideas for parents to assist their children at home

Overall, those who responded indicated a high level of satisfaction in most areas.

Comments included:

*A place where children are treated as individuals and made to feel important, valued people
Nurturing, God centred, supportive, inclusive, a sanctuary
Small school environment, with a great student teacher relationship and the words of God to guide
Safe, nurturing, opportunities to participate in extracurricular activities such as plays, musical instruments
Nurtures long term friendships, spiritually encouraging with its various moral themes, great TVET course
Family orientated, friendly, professional, like a small community
Caring, Community, Organized, Encouraging, Foresight, Future, Competent*



STUDENT SATISFACTION

Student surveys were conducted in Years K-11 during Term 4 of 2012 and 3 were received from students in Year 12. It was decided that all students would complete the same survey. Primary students received teacher guidance and clarification of the questions and the teacher recorded responses for Years K-3.

Again the surveys sought opinion and comment on five areas, as outlined below. In 2012 students were encouraged to give serious consideration to the questions and to realise that their comments could make a difference. As a result more students took opportunity to make individual comment. Results in the five areas were specifically:-

- Taking responsibility in the class - 100% of primary students and 97% of secondary students were satisfied with this aspect.
- Developing personal skills - 93% of the Primary and 94% of Secondary students reported feeling satisfied with the spirituality and values considered in the college.
- Considering values – 95% of students found this aspect satisfactory.
- Being a citizen of the college Over 90% of students were satisfied with their communications with others and operating as a team member but fewer were happy with their contribution to the college or their opportunity to organise events. In particular, some Primary students expressed the desire to be more involved in organising events.
- Leading a healthy lifestyle– Again over 90% of students were satisfied with the information and encouragement to be healthy.

There were two additions in 2012 to the existing surveys. We sought information on the prevalence and nature of any bullying at the College and gave opportunity for students to reflect and comment on lunchtime activities. There were a small number of incidents reported but nothing ongoing to constitute bullying. An array of lunchtime activities were suggested with a number of students, especially the more senior, indicating their willingness to develop a leadership role.

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.

88% were very satisfied with the level of communication within the College and with the community. Although the College had revised many of the major policies a few staff again commented that they felt that the policies should be more effectively communicated to the students and the wider community.

In 2012 Management initiated a more rigorous professional development mentoring and auditing program. The vast majority of teachers felt very satisfied (82%) or satisfied (12%) 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. Although some felt that the parent body could show more positive support for their efforts in the class 77% 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.

88% of the staff felt that the College provided a safe, pleasant, attractive and practical working environment conducive to producing excellent results. All staff believe that the students are treated fairly and with respect with 88% expressing their determination to provide a safe environment where children are encouraged to voice any concern.

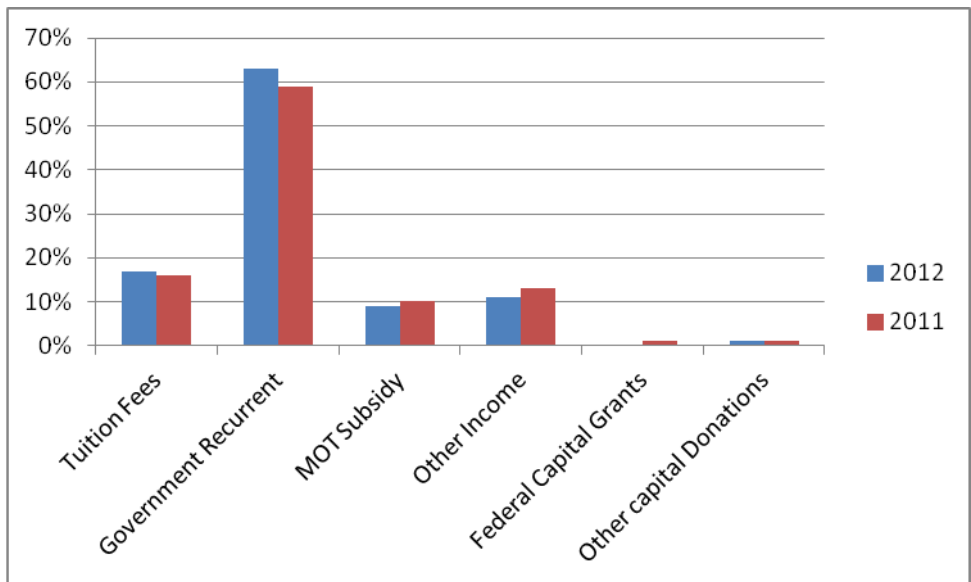
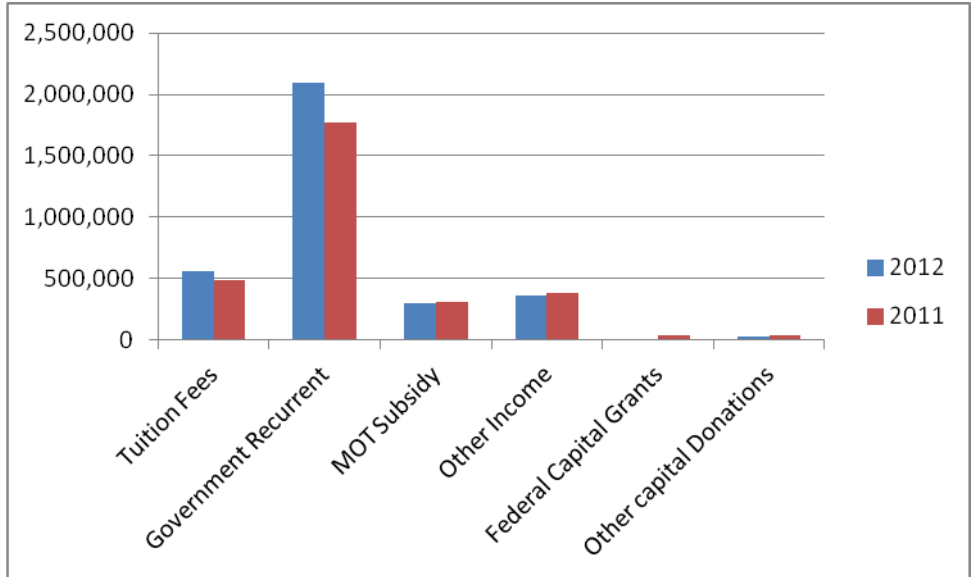
Staff felt very satisfied (94%) or satisfied (6%) with their working relationship with other staff, management or the wider community. 100% of staff expressed that they were very satisfied with the working relationship with the students.



Reporting Area 14

Summary financial information

RECURRENT/CAPITAL INCOME





RECURRENT/CAPITAL EXPENDITURE

