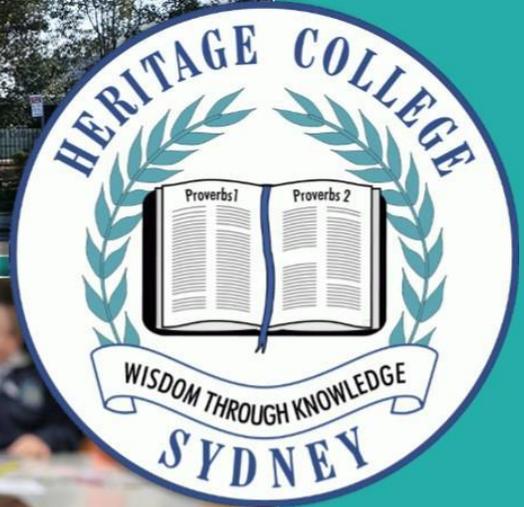




Christadelphian Heritage College Sydney <sup>Inc</sup>

wisdom through knowledge



# 2015 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 – John Unwin (Business Manager)
- Administration – John Unwin (Business Manager)
- Title page – Cathy Peden (Librarian)
- Annual Financial Return – Rachael Davies/John Unwin (Accountant & Business Manager)

Staff members responsible for Annual Report content:-

- Area 1: ***A message from key school bodies***  
John Unwin (Business Manager)
- Area 2: ***Contextual information about the school and characteristics of the student body***  
Stuart Gilmore (Principal)
- Area 3: ***Student outcomes in standardised national literacy and numeracy testing***  
Felicity Shields (Assistant Principal)
- Area 4: ***Senior secondary outcomes***  
Brenda Wyszynski and Felicity Shields (Assistant Principals)
- Area 5: ***Professional learning and teacher standards***  
Felicity Shields (Executive member in charge of Professional Development)
- Area 6: ***Workforce composition, including Indigenous***  
John Unwin (Business Manager)
- Area 7: ***Student attendance and retention rates in secondary schools***  
John Unwin (Business Manager)
- Area 8: ***Post school destinations***  
Brenda Wyszynski (Careers Advisor)
- Area 9: ***Enrolment policies***  
John Unwin (Business Manager)
- 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 14: ***Summary financial information***  
Rachael Davies/John Unwin (Accountant/Business Manager)

## Distribution of Annual Report

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



## ***TABLE OF CONTENTS***

### **PREFACE**

### **MESSAGES FROM KEY SCHOOL BODIES**

### **CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY**

### **STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING**

### **SENIOR SECONDARY OUTCOMES**

### **PROFESSIONAL LEARNING AND TEACHER STANDARDS**

### **WORKFORCE COMPOSITION, INCLUDING INDIGENOUS**

### **STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS**

### **POST SCHOOL DESTINATIONS**

### **ENROLMENT POLICIES**

### **SCHOOL POLICIES**

### **SCHOOL-DETERMINED IMPROVEMENT TARGETS**

### **INITIATIVES PROMOTING RESPECT & RESPONSIBILITY**

### **PARENT, STUDENT AND TEACHER SATISFACTION**

### **SUMMARY FINANCIAL INFORMATION**



## Reporting Area 1

### MESSAGES FROM KEY SCHOOL BODIES

#### PRINCIPAL'S REPORT

2015 was a very full year of grants, programs and success. The staff was instructed in the process of setting their own professional SMART goals. These incorporated the College focus areas and their personal, professional development. The major educational grant (SWARM) tied in with this, allowing staff to develop individual learning goals for specific students and the creation of the Heritage Learner Profile (HeLP) that was to track the development of attitudes, qualities and motivations that permit the progress of skills and understandings in academic, social, physical, emotional and spiritual areas.

The College's Welfare Committee well implemented the 'Responding to Critical Incidents Policy' in March to manage the ramifications of the tragic loss of one of our students. The students were commended by the external psychologists for the way that they responded to the crisis and assisted each other.

In brief these are the highlights of the year...

- The College designed, implemented and evaluated a School Improvement Plan
- Successfully implemented new Australian Curriculum in the relevant courses
- Maintained the outstanding Music program through the Band Day leading to a 5th consecutive Eisteddfod win + a second place by 1 point to the Jazz Band – this time at the Hawkesbury Eisteddfod. The Jazz Ensemble entertained an audience at the catered, 'Evening with Jazz'.
- The secondary performed the play with music, 'Three Kings'
- Successfully introduced two new Stage 6 courses: Visual Arts and Design & Technology
- Hosted the Combined Heritage Principal's & Chairmen's Conference (August 2015). The gathering featured a combined Board Day on 'good governance practices' run by the Association of Independent Schools executive team (AIS)
- Grants were received through the AIS for a Financial Health Check, ICT review, Inclusivity program and for the building of a Performing Arts Centre in 2016
- Introduction of a Transition Class one day per week in Term 4 for 2016 Kindergarten students
- Awarded 2nd prize in the Liverpool City garden competition.

*Stuart Gilmore  
Principal*



## BOARD CHAIRMAN'S REPORT

The College celebrated its 18th year of operation in 2015. Under the capable leadership of our Principal, Stuart Gilmore, our teaching and administration staff have performed with dedication and commitment. The College achieved strong academic performance and excelled once again with our music, cultural and sporting programs. Amongst the highlights:

- The College constitution has been updated and successfully implemented
- Our Finance and Audit subcommittee has guided the updating and implementation of rigorous governance policies
- A comprehensive external audit of the College's finances and controls has been completed and has confirmed the effective financial stewardship of the Board and Executive
- The College is currently in a sound financial position as a result of the generous ongoing support of our community and does not currently have any bank loans
- A detailed 5 year Strategic Business Plan covering all aspects of the College's operation was successfully completed and will guide our future planning. A 10 year Site Master Plan has also been developed and is currently being implemented. It is available on the College's website.
- Our I/T subcommittee has guided the development of a detailed IT plan for the College going forward and is in the process of overseeing its implementation
- Additional policies governing aspects of both the Board and the College's activities have been developed and timelines established for Board and Executive reviews of all policies
- Enrolments have again increased this year, primarily from within our community and now number 240 students.
- The College hosted a combined weekend meeting of Chairmen, Principals and Board members involving our sister colleges at Lake Macquarie NSW, South Australia, Western Australia and Victoria. Common areas of concern were discussed and opportunities for greater collaboration explored. Given the success of the gathering, a further combined Board weekend is planned later this year.
- The Board successfully applied for a \$750,000 government grant to construct stage 2 of our Strategic Construction Plan; our 500 seat Performing Arts Centre. Plans and detailed engineering specifications have been finalised and construction is about to commence. We acknowledge in particular the work of our architect, Martin O'Toole, and our dedicated and highly skilled construction manager, Anthony Stone, a former CHCS student.
- The Board has agreed to proceed with a further grant application for Stage 3 of our building plans; the extension and upgrade of our Primary block at an estimated cost of \$1.3M. Contingent on government approval and funding, this work is scheduled to commence in early 2017.
- Surveys of staff, senior students, parents and our wider community are regularly undertaken to ascertain satisfaction levels and identify and address issues, as well as flag opportunities for future development
- Ongoing staff professional development, career and succession planning has been implemented to plan for the future in the absence of the Master's return and ensure the College and our staff maintain appropriate levels in teaching standards and professional learning.

On behalf of the Board I would like to take this opportunity to express sincere thanks to all our staff and volunteers for their commitment and dedicated service to the College during the year. I would like to thank the College Executive Team and especially our Principal, for his excellent leadership. Also, our highly skilled Business Manager, John Unwin, and his team for their dedication and commitment. Their leadership ensures the College is a place where we can be confident that each of our children are competently educated and spiritually nurtured to reflect Bible-based values in their lives.



# Christadelphian Heritage College Sydney <sup>Inc</sup>

wisdom through knowledge

The Board also gratefully acknowledges the ongoing support of our P & F committee, the wider Christadelphian community, our parents and band of dedicated helpers in numerous avenues of service. We also acknowledge those who have generously donated to our building fund or assisted with favourable loan arrangements to help finance our new facilities. We are most grateful for this support in assisting us to nurture the children entrusted to our care.

We also prayerfully acknowledge the Lord for the abundant spiritual and material blessings we have received in support of the work of the College since its inception.

To Him be all the glory!

*John Elton*

*Chairman of the 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 2015, fundraising initiatives included the annual Country Fair, community BBQ's, canteens both at the College and during special events, stalls for Mothers' and Fathers' day and a Read-a-thon. The P&F chose to invest in:

- Student development programs such as the Yellow Lantern public speaking course, Study Skills, Pre-Lit, Cogmed and YARC reading programs;
- School promotion through permanent signage,
- Educational software licenses and
- Resources and furniture in support of school initiatives such as the new Transition class

It has been highly rewarding to contribute both time and energy to improving 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*



## STUDENT LEADERSHIP REPORT

The 2015 Senior Leadership Team was comprised of the nominees for college captain. The now tradition of organising lunchtime activities continued with all the Year 12 cohort involved in at least one activity. These included basic courses in car maintenance and gymnastics as well as a handball competition, even an ice cream stall which provided a service to students during the warmer months. Other team members focused on academics by assisting students via the Genius Bar, a 'students helping students' program conducted 4 lunchtimes per week in the Library.

Year 12 students also organised a 'Clean Up Australia Day' event where each class was assigned an area to clean up. This has become an annual event.

Many Year 12 students lead by example with prominent performances in the College Band and various music ensembles as well as in the various sporting carnivals and events.

It has become tradition that the members of the Junior Leadership Team are encouraged to have a higher than normal visibility on the playground. They deal with small issues that can be quickly resolved by discussing behaviours between students, a readily recognised position amongst the Primary students. They refer to staff any issues they cannot solve themselves. The leaders continue to plan, organise and run aspects of assemblies, and recommend students for Student Leader Awards. They assisted with a fundraiser at the school fair, and have also managed a few fundraising events during lunchtimes.

*Brenda Wyszynski/Rebekah Wetherton  
Co-ordinators*



## Reporting Area 2

### CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Christadelphian Heritage College Sydney is a co-educational school located at Kemps Creek, a semi-rural area of south-western Sydney. The College was established in 1998 to provide an opportunity for children to be educated in an environment that respects and promotes Bible-based values. Heritage College caters for students from Kindergarten to Year 12 and seeks to create an atmosphere where children feel safe, nurtured, valued, respected, and are encouraged to excel in all areas. The smaller student population at the College allows each child to benefit from individual attention, care and recognition and enables staff to understand and appreciate individual needs abilities and interests.

**Mission:** Heritage College Sydney strives for:

- Wisdom, reflecting Christian values in its organisation, teaching and practices, to provide a caring and safe environment
- Knowledge, developing life skills in children and building strong partnerships with our families
- Excellence, optimising the capacity of each student to achieve his or her potential in academic, spiritual, moral, personal and creative spheres

**Values:** The Bible and its principles form the basis of life at the College, with a focus on respect for and responsibility to God, the community and 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. In both curricular and extracurricular areas, 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 state of the art Music Block housing a Primary, Secondary Music and four tutorial rooms and toilet facilities. These were completed in May 2014. Other recently built or renovated facilities include a four classroom primary block, learning support areas, Library, Wood Technology, Science Laboratory and Food Technology rooms and two computer labs. Plans for the near future include a Performing Arts Centre (2016), two new Primary teaching rooms and a Learning Support area (anticipated to be completed in 2017), a new Science wing and gymnasium.

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



## *Reporting Area 3*

### **STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING**

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

In 2015, fifteen Year 3, twenty-one Year 5, seventeen Year 7 and twenty 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.

The results in Year 3 were excellent, either at, above or substantially above other schools. Year 5 & 9 results' were at or above in all but one test. Year 7 averages were at the same level in two tests as other schools. Focus will be on measures to improve the results in areas that were below other schools.

As far as average gain in progress, we received the following correspondence from ACARA advising that students have demonstrated above average gain:

"Since 2013, ACARA has released information on schools that demonstrate substantially above average gain as students' progress from Year 3 to Year 5 and from Year 7 to Year 9. This year, identified schools have demonstrated substantial growth in NAPLAN scores compared to:

- previous years; and
- schools with similar students based on the Index of Community Socio-educational Advantage (ICSEA) level; and
- other students at similar NAPLAN average score start points.

In addition, schools had to have at least 15 students and the percentage of matched students across two NAPLAN periods (Years 3 to 5 or Years 7 to 9) had to be at least 70 per cent.

I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement.' **Robert Randall**, Chief Executive Officer



	2008	2009	2010	2011	2012	2013	2014	2015		
Colour Scheme <span>Red &amp; Green</span> <input type="button" value="Submit"/> <span style="float: right;">Alternate view: <a href="#">Results in graphs</a></span>										
Year 3	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
	450 <small>418 - 483</small>		408 <small>382 - 435</small>		447 <small>417 - 476</small>		465 <small>430 - 499</small>		393 <small>366 - 419</small>	
	SIM 410 <small>401 - 419</small>	ALL 426	SIM 412 <small>404 - 420</small>	ALL 416	SIM 401 <small>392 - 409</small>	ALL 409	SIM 419 <small>409 - 429</small>	ALL 433	SIM 385 <small>376 - 393</small>	ALL 398
Year 5	473 <small>446 - 499</small>		474 <small>450 - 499</small>		513 <small>489 - 538</small>		498 <small>470 - 526</small>		481 <small>459 - 503</small>	
	SIM 482 <small>473 - 490</small>	ALL 499	SIM 475 <small>467 - 483</small>	ALL 478	SIM 491 <small>483 - 499</small>	ALL 498	SIM 491 <small>481 - 500</small>	ALL 503	SIM 480 <small>472 - 488</small>	ALL 493
Year 7	525 <small>498 - 553</small>		467 <small>436 - 498</small>		535 <small>506 - 563</small>		541 <small>510 - 572</small>		519 <small>493 - 544</small>	
	SIM 537 <small>530 - 545</small>	ALL 546	SIM 500 <small>492 - 509</small>	ALL 511	SIM 541 <small>533 - 548</small>	ALL 547	SIM 531 <small>522 - 540</small>	ALL 541	SIM 533 <small>525 - 540</small>	ALL 543
Year 9	571 <small>548 - 594</small>		531 <small>500 - 562</small>		552 <small>526 - 577</small>		555 <small>529 - 581</small>		606 <small>585 - 627</small>	
	SIM 565 <small>558 - 572</small>	ALL 580	SIM 528 <small>519 - 538</small>	ALL 547	SIM 574 <small>566 - 582</small>	ALL 583	SIM 556 <small>548 - 564</small>	ALL 568	SIM 576 <small>569 - 583</small>	ALL 592

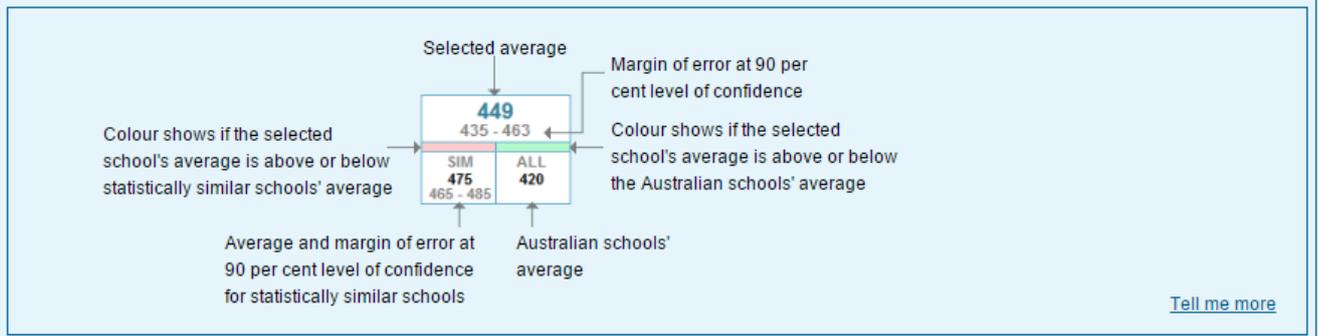
### How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)





2008	2009	2010	2011	2012	2013	2014	2015
------	------	------	------	------	------	------	------

Domain **Reading**

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	10%
				9 or above	6%	9	5%
					6%		12%
					10%		15%
		8 or above	10%		12%	8	35%
			10%		19%		24%
			15%	8	18%		26%
					29%		25%
		7	14%		28%	7	27%
			16%		28%		28%
			19%	7	28%		
6 or above	20%		14%		29%	6	15%
	21%	6	24%		32%		27%
	27%		24%	6	26%		17%
5	40%		33%		12%	5 or below	10%
	19%	5	27%	5	13%		7%
	21%		22%		12%		6%
4	33%		19%		12%		
	24%	4	19%	4 or below	3%		
	23%		13%		3%		
3	7%		10%				
	24%	3 or below	5%				
	16%		5%				
2	0%						
	7%						
	7%						
1	0%						
	5%						
	4%						
<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%						
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>	
Participated in test:	98%	Participated in test:	98%	Participated in test:	95%	Participated in test:	91%
Exempt from test:	2%						
Absent from test:	2%	Absent from test:	2%	Absent from test:	4%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

### How to interpret this chart

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold

**Band** Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

[Tell me more](#)

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools

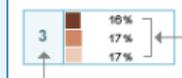


2008	2009	2010	2011	2012	2013	2014	2015
------	------	------	------	------	------	------	------

Domain		Persuasive Writing		Submit			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	0%
							3%
							4%
				9 or above	0%		15%
					2%	9	6%
					4%		10%
		8 or above	0%		6%		15%
			4%		10%	8	19%
			4%		12%		20%
				8	12%		25%
					23%	7	24%
					24%		25%
		7	14%		29%		20%
			28%		30%	6	23%
			33%		30%		22%
			33%	6	30%		25%
		6 or above	13%		18%	5 or below	26%
			11%		18%		18%
			16%	5	26%		
			31%		26%		
			37%		18%		
			31%	4 or below	35%		
		5	20%		10%		
			37%		11%		
			31%		12%		
			31%				
		4	33%				
			25%				
			29%				
		3	33%				
			20%				
			15%				
		2	0%				
			5%				
			5%				
		1	0%				
			2%				
			3%				
<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%						
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>	
Participated in test:	95%	Participated in test:	95%	Participated in test:	95%	Participated in test:	92%
Exempt from test:	2%						
Absent from test:	3%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

### How to interpret this chart

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold



**Band** Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

[Tell me more](#)

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools



2008	2009	2010	2011	2012	2013	2014	2015
------	------	------	------	------	------	------	------

Domain		Spelling		Submit			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	0%
							3%
							8%
				9 or above	0%		15%
					6%	9	13%
					10%		16%
		8 or above	19%		41%		20%
			8%		25%	8	33%
			12%	8	21%		27%
					18%		30%
		7	24%		30%	7	28%
			22%	7	30%		25%
			21%		30%		25%
6 or above	27%		19%		24%	6	15%
	21%	6	28%		24%		14%
	20%		28%	6	22%		14%
5	40%		24%		6%	5 or below	20%
	18%	5	24%	5	9%		9%
	21%		22%		11%		8%
4	27%		14%		12%		
	20%	4	13%	4 or below	6%		
	24%		11%		5%		
3	7%		0%				
	22%	3 or below	5%				
	18%		5%				
2	0%						
	14%						
	10%						
1	0%						
	5%						
	5%						
<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%						
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>	
Participated in test:	95%	Participated in test:	96%	Participated in test:	95%	Participated in test:	92%
Exempt from test:	2%						
Absent from test:	2%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

### How to interpret this chart

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold

**Band** Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

[Tell me more](#)

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools

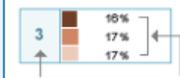


2008	2009	2010	2011	2012	2013	2014	2015
------	------	------	------	------	------	------	------

Domain		Grammar and Punctuation		Submit			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	0% 3% 5%
				9 or above	18% 8% 11%	9	10% 7% 12%
		8 or above	14% 12% 16%	8	18% 17% 18%	8	25% 27% 24%
		7	14% 17% 20%	7	24% 25% 27%	7	35% 27% 29%
6 or above	47% 23% 30%	6	19% 24% 25%	6	29% 30% 24%	6	20% 26% 20%
5	27% 21% 22%	5	38% 27% 21%	5	0% 14% 13%	5 or below	10% 11% 9%
4	7% 26% 21%	4	14% 13% 11%	4 or below	12% 7% 6%		
3	20% 16% 14%	3 or below	0% 8% 5%				
2	0% 9% 7%						
1	0% 5% 4%						
<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%						
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>	
Participated in test:	95%	Participated in test:	96%	Participated in test:	95%	Participated in test:	92%
Exempt from test:	2%						
Absent from test:	2%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

### How to interpret this chart

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold



**Band** Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

[Tell me more](#)

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools



2008	2009	2010	2011	2012	2013	2014	2015
Domain <b>Numeracy</b> <input type="button" value="Submit"/>							
<b>Year 3</b>		<b>Year 5</b>		<b>Year 7</b>		<b>Year 9</b>	
<b>Band</b>	<b>Achievement</b>	<b>Band</b>	<b>Achievement</b>	<b>Band</b>	<b>Achievement</b>	<b>Band</b>	<b>Achievement</b>
						10	15%
							4%
							9%
				9 or above	0%	9	20%
					6%		13%
					10%		15%
		8 or above	10%	8	18%	8	20%
			6%		14%		28%
			10%		16%		27%
		7	10%	7	24%	7	30%
			14%		29%		34%
			18%		27%		30%
6 or above	13%	6	29%	6	29%	6	15%
	13%		27%		36%		19%
	14%		28%		29%		15%
5	20%	5	33%	5	29%	5 or below	0%
	16%		31%		14%		2%
	20%		27%		14%		3%
4	13%	4	19%	4 or below	0%		
	24%		19%		2%		
	27%		13%		2%		
3	40%	3 or below	0%				
	26%		3%				
	22%		3%				
2	13%						
	15%						
	11%						
1	0%						
	6%						
	4%						
<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>		<b>Selected school</b>	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	0%
Participated in test:	100%	Participated in test:	100%	Participated in test:	100%	Participated in test:	100%
Absent from test:	0%	Absent from test:	0%	Absent from test:	0%	Absent from test:	0%
Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%
<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>		<b>Australian schools</b>	
Participated in test:	95%	Participated in test:	95%	Participated in test:	94%	Participated in test:	91%
Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%
Absent from test:	3%	Absent from test:	3%	Absent from test:	4%	Absent from test:	7%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

### How to interpret this chart

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold

Band Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

[Tell me more](#)

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools

For more 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 units in their subsequent senior year.

In 2015, 38 students in Years 11 and 12 sat the HSC examinations in Ancient History, Business Studies, Chemistry, English Standard, English Advanced, Physics, as well as two new subjects for the College, Design & Technology and Visual Arts. In addition, subjects completed by one or more Stage 6 students with providers other than Heritage College (including OTEN and TAFE) were Metals and Engineering, Tourism, Travel & Events and Construction

Approximately 8% (3 students) of the senior cohort completed a TVET qualification and 100% (22 students) of the Year 12 group were awarded the NSW Higher School Certificate.

### HIGHER SCHOOL CERTIFICATE

In 2015, 38 students sat for the NSW Higher School Certificate in 8 courses.

One student gained Band 6 awards in Chemistry and Physics. On average, 46% of students achieved in the band 4-6 range. With small candidatures, percentages need to be interpreted with care.

### 2015 Higher School Certificate Examination Results

Subject	No. of Students	Performance Band achievement by number of students			
		Band 4-6		Band 1-3	
		School	State	School	State
Ancient History	13	5 (38%)	61%	8 (62%)	39%
Business Studies	19	8 (42%)	66%	11 (58%)	34%
Chemistry	10	7 (70%)	73%	3 (30%)	27%
Design and Technology	9	5 (56%)	78%	4 (44%)	22%
English (Advanced)	15	7 (47%)	91%	8 (43%)	9%
English (Standard)	22	1 (5%)	42%	21 (95%)	58%
Physics	8	3 (38%)	66%	5 (62%)	34%
Visual Arts	8	6 (75%)	88%	2 (25%)	12%



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

With small candidatures (>10 students in some cases), percentages need to be interpreted with care.

Subject	No. in class	School % 2015	School average % 2010-2014	State average % 2015
<b>Odd year</b>				
Ancient History	13	38	73	61
Business Studies	19	42	88 (2013)	66
Chemistry	10	70	62	73
Design and Technology	9	56	N/A	78
English (Advanced)	15	47	50	91
English (Standard)	22	5	19	42
Physics	8	38	75	66
Visual Arts	8	75	N/A	88
<b>Bands 3-4</b>				
English Extension 1	N/A		67	
Subject	No. in class	School % 2014	School average % 2010-2014	State average % 2014
<b>Even Year</b>				
Biology	22	64	61	62
Industrial Technology(Timber)	14	73	87	57
Information Processes & Technology	6	83	65	67
Mathematics	8	63	72	81
Mathematics General 2	28	71	64	51
Music 1	9	100	100	89
Music 2	1	100	100	99
Personal Development, Health and P.E.	13	77	54	63
Studies of Religion 11	9	67	67 (2014)	74
<b>Bands 3-4</b>				
Mathematics Extension 1	1	100	87	84



## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

### Stage 5 Grading for RoSA

Subject	No of students	A	B	C	D	E
English (200 hrs)	19		7	10	2	
Mathematics (200 hrs)	19	1	3	10	5	
Science (200 hrs)	19	2	4	12	1	
Australian Geography (100hrs)	19	4	7	8		
History (100 hrs)	19	8	5	4	1	1
Commerce (200 hrs)	5		2	3		
Commerce (100 hrs)	6		2	2	2	
Food technology (200 hrs)	2		1	1		
Industrial Technology (Timber) (200 hrs)	0					
Industrial Technology (Timber) (100 hrs)	8	2	1	4	1	
Information and Software Technology (200 hrs)	10	2	2	5		1
Information and Software Technology (100 hrs)	0					
Textiles Technology (200 hrs)	1		1			
Music (200 hrs)	4	1	2	1		
Music (100 hrs)	2		1	2		
Visual Arts (200 hrs)	2	2				
Physical Activity and Sports Studies (200 hrs)	6	2	3	1		
Personal Development Health and PE (200hrs)	20	2	7	10		

Three students departed the college at the end of Year 10 to attend other secondary schools.



## 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	22
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

2015 commenced with all available CHCS staff completing emergency care, CPR and defibrillator training. On the first staff development day, an AIS consultant also presented 'Child protection in the workplace and professional boundaries'. Others completed this training during Term 1. Asthma training was also completed in Term 1

Due to a critical incident in the college, staff and students were supported by Headspace counsellors. This was ongoing during Term 1. In Term 3, a professional development day was dedicated to Yr 7-10 'My Friends' program and subsequently a K-6 'Better Buddies' program to be implemented in 2016.

The major focus for 2015 was a school wide action research model (SWARM) for developing whole school practices for inclusive schooling, a project funded by a grant from the AIS. This project was to commence in 2015 and conclude in 2016. The project purposes were: to build capacity in the school and teachers to meet the learning and social needs of students; to enhance teacher confidence and skill in differentiation; to enhance positive attitudes in meeting the needs of students with diverse learning needs; and to determine the effectiveness of CLEAR coaching model in improving student outcomes and teacher capacity. Two consultants from the AIS informed the staff about the project, assisted in setting SMART goals and CLEAR coaching action plans, resulting in each staff member focusing on an individual student who would benefit from setting individual goals and evaluating the effectiveness of the program. This was done in whole staff meetings, meetings with executive staff and individual coaching. Ten staff meetings over the year were set aside for working on this project, as well as a staff development day. This project developed into the HeLP (Heritage Learner Profile) which was spearheaded by two members of the executive team. This is a new and innovative development for Heritage College, which will be introduced in 2016 and continue to rollout over the next few years. Staff were able to take advantage of release days provided by the AIS grant to develop expertise in various areas of inclusivity for students.

Teachers were also required to implement the NSW Syllabus for the Australian Curriculum in Mathematics and Science & Technology K-6, as well as English, Mathematics, Science and History years 8 and 10 in 2015. The AIS provided online courses for familiarisation, planning and programming with the new syllabus documents. Departmental meetings were held to work on this.

Due to a new reporting system, secondary staff were trained in PCSchools Markbook and reporting software.



Throughout 2015, CHCS staff undertook the following external professional development activities and presented relevant information at subsequent staff meetings or with colleagues.

<b>DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY</b>	<b>NO. OF PARTICIPANTS</b>
Middle Leaders - 3 days	3
Supporting teachers through accreditation at Highly accomplished and Lead	1
Annual Financial statements	1
Business Managers Program Day 1&2	1
Cajon Basics - Music	1
Conducting workshop - Music	1
Teaching strategies for successful education - Autism Spectrum Disorder	1
PDHPE network - teaching numeracy and literacy through physical activity	1
School vegetable garden workshop	1
Using iPads in PhysEd	1
Australian curriculum - Geography	1
Leadership 2 days	1
Australian curriculum: English - Objectives C,D & E: how do they look in the K-6 classroom?	1
Technology Educators Association (TEA) HSC seminar	1
Consistent teacher judgement workshop	1
Creating student management practices	1
Anaphylaxis e-learning and emergency care	1
PCSchools timetabling	1
Agreement Interpretation workshop: AIS Multi-Enterprise Agreement	3
Science Assistants conference	1
Industrial Technology: Timber online programming seminar	1
Studies of Religion workshop	1
Incorporating solutions for salary packaging	2
Analysing business performance	1



School law seminar	<b>2</b>
Bus driver training	<b>1</b>
Meet manager software training for carnivals	<b>1</b>
St Johns Ambulance First Aid recertification course	<b>1</b>
ICTENSW Conference (ICT Educators of NSW)	<b>1</b>
PCSchools Markbook training	<b>2</b>
Quicksmart academic skills program and training	<b>4</b>
Art Gallery of NSW workshop	<b>1</b>
Business Studies - the real and hypothetical through case studies	<b>1</b>

The average expenditure per teacher on professional learning in 2015 was \$485.

This was an increase of \$254 per teacher from last year. This is due to taking on a grant initiative through AIS called SWARM inclusivity. Each teacher attended professional development as well as having additional time off to research a particular topic to help students academically and socially. They then shared their research with all teachers to help better support and educate the students in their care. This program proved to be very successful and benefited both the teachers and the students.

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



## Reporting Area 6

### WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1.5	5%	6.5	23%	29%
Secondary Teaching	6.6	24%	4.6	17%	40%
Administration/Teaching Support	2.8	10%	5.8	21%	31%

*As of 2015 August Census, we currently have 1 Female indigenous staff member working at the College in Administration with a load of 0.2 (1 day per week).*

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



## Reporting Area 7

### STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

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

#### Attendance Rate

Student attendance was 95% on average based on an indicative figure of each student to attend school 200 days per year. This was 1% lower on average than the previous year.

#### Attendance Rate by Year Group

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

#### 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%
2011/2013	14	10	9	71%	64%
2012/2014	24	21	21	88%	88%
2013/2015	26	22	21	85%	81%

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 (YET UNFINISHED)

Destination	Year 10	Year 12
University	-	8
TAFE / Tertiary College	-	4
Apprenticeship	-	4
Traineeship	-	2
Employment	-	3
Unemployed		1
Transferred to another school	3	
<b>Total</b>	<b>3</b>	<b>22</b>



## Reporting Area 9

### ENROLMENT POLICIES

CHCS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW 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

### PURPOSES

To operate the College in a manner that would make it accessible to as many Christadelphian children as possible.

To maintain a College environment that meets the individual academic, social, emotional and physical needs of its students.

To provide access for non-Christadelphian families in accordance with requirements contained in this Policy.

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

### GENERAL GUIDELINES

#### Publicity

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

#### Enrolment

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

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

Students with disabilities are to be treated on the same basis as students without disabilities. This includes admission and enrolment as well as being able to access and participate in courses and programs and use of the facilities and services. Class ratios will also be considered to determine the impact on learning of all students. Applications for enrolment by students from non-Christadelphian families are to be considered on an individual basis. Considerations would include the relationship of the family to the Christadelphian community, previous schooling record, and the commitment of the family to supporting the College's ethos. These are factors which may contribute to the acceptance of the enrolment application.

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



## **Class sizes**

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

## **Fees**

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

## **Adjustments**

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

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

- a) The impact on the student's access to educational opportunities;
- b) The views of the student and their family (this includes caregivers);
- c) The effect of the proposed adjustment on the student's:

ability to achieve learning outcomes;

ability to participate in the curriculum; and

independence;

- d) The effect of the proposed adjustment on others including students and staff;

- e) The costs and benefits of making the adjustment.

## **IMPLEMENTATION**

### **Publicity**

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

### **Enrolment**

Enrolment enquiries are to be recorded in order of receipt.

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



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

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

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

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

In considering an enrolment application, the College will:

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



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

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

## **Class sizes**

Class numbers are limited to the following maximum numbers:

- K to Year 2 24 (less if it is needed to form a composite class)
- Years 3 to 6 30 (less if it is needed to form a composite class)
- Years 7 to 10 24
- Year 11 to 12 20

Changes to these class sizes must receive Board approval.

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

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

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

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

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



## **Adjustments**

The adjustment determination is made upon the basis of what is a reasonable adjustment after input from all parties including the student, nominated caregiver, relevant specialists, and relevant College staff. Advice may also be sought from other external sources including special education professionals. Where the College agrees to enrolment adjustment, a practical collaborative process will be established and agreed to between the College and the student's nominated caregiver to evaluate and manage any reasonable adjustments that may arise in the future to achieve mutually agreed outcomes. The College will also establish a review mechanism to deal with any issues or disputes that may occur between the nominated caregiver and the College about decisions made in relation to the enrolment adjustment.

## **PAYMENTS**

The College will require payment of:

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

## **CONTRACT TERMS**

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

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

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

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



## 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 2015	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> <li>• Definitions and concepts</li> <li>• Legislative requirements</li> <li>• Investigation processes</li> <li>• Documentation</li> </ul>	Policy & procedures were revised in 2015 so as to ensure that they reflected the current NSW legislation The Policy was endorsed by the College Board Staff were in-serviced on the policy reflecting sound practice and current legislation	College website
WHS Policy encompassing <ul style="list-style-type: none"> <li>• WHS procedures</li> <li>• Reacting to Critical Incidents</li> <li>• Student Car Policy</li> <li>• Water Activities Policy</li> </ul>	The College paid the AIS compliance team to complete a WHS audit of the College facilities, policies and procedures (2014). The team suggested changes to documents and additions to the facilities. These were completed by the end of 2015 with increased signage and the purchase of new Science cupboards for storage and practical lessons. Emergency evacuation and lockdown practices were held at appropriate times of the year were evaluated and approved recommendations implemented. The Board received regular reports. Security cameras were installed and the front door kept locked with visitors requested to be buzzed in so as to keep students and staff safe. There were no major WHS incidents or near misses that took place in the year.	Some on College website, full text on intranet, summary on laminated signs in classrooms & other workspaces Parents may request a copy by contacting Office
Supervision Policy encompassing <ul style="list-style-type: none"> <li>• Excursion Risk Management</li> <li>• Education Outside the Classroom</li> <li>• Accidents, First Aid and management of medical conditions</li> </ul>	Policy & procedures were regularly reviewed by staff and minor adjustments made to improve level of care.  These were constantly reviewed during the building project process.	Full text on intranet  Parents invited to request copies of all risk assessments and policy available if required



Policy	Policy changes in 2015	Access to full text
<p><b>Codes of Conduct Policy encompassing</b></p> <ul style="list-style-type: none"> <li>Code of conduct - staff &amp; students</li> </ul>	<p>National Safe Schools Framework and Values Education issues delivered through class and Year Advisor Programs.</p> <p>The College Board reviewed the Code of Conduct Policy and this was communicated to staff via staff meeting and in staff interviews.</p>	<p>Full text on intranet</p>
<p><b>Pastoral Care Policy encompassing</b></p> <ul style="list-style-type: none"> <li>Student Welfare and Special Needs Provisions</li> <li>Anti-bullying Policy and Procedures Academic policy</li> </ul>	<p>Heritage Genius Bar innovation continued – senior students assisting others in their area of expertise</p> <p>Welfare Committee – reviewed and adjusted CHCS policies and procedures in line with current best practice to identify, intervene and track student welfare</p> <p>Leadership program included Senior and Junior Leadership Teams</p> <p>Staff applied individual education plan (using SMART goals) to specific students and monitored and evaluated success of intervention</p> <p>Commenced development of a K-12 Learner Profile approach</p> <p>Continued 7 and 10 Mentoring Camp</p> <p>Expanded executive to help support and mentor staff</p>	<p>Full texts</p> <ul style="list-style-type: none"> <li>Intranet</li> <li>Parent Information Booklet</li> </ul>
<p><b>Communication &amp; Consultation Policy encompassing</b></p> <ul style="list-style-type: none"> <li>Formal and informal communication mechanisms between the school and those with an interest in the student's education &amp; well-being</li> </ul>	<p>Phone system maintained and expanded to allow staff ease of access to phone or text parents during periods away from the formal interview period.</p> <p>PCSchools permitted Office staff to send out group text messages if there was need.</p> <p>A student and parent group email approach greatly assisted communication.</p> <p>Weekly newsletters emailed to parent/community email group as well as paper copies.</p> <p>Introduced a FaceBook page as well as continued to utilise the website.</p>	<p>Full text contained in</p> <ul style="list-style-type: none"> <li>Intranet</li> <li>Information booklet on website</li> </ul>
<ul style="list-style-type: none"> <li><b>Student Technology Policy</b></li> </ul>	<p>Technology policy further revised to cover all aspects of technology use.</p> <p>An ICT review/audit was conducted by an external consultancy to identify areas of improvement in programs, infrastructure, software use and hardware deployment.</p>	<p>Full text contained</p> <ul style="list-style-type: none"> <li>Intranet</li> <li>Information booklet and newsletter</li> </ul>



## 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.

In 2015 there was only one recorded incident of moderate bullying. The matter was dealt with according to the College's procedures and the families were satisfied with the more than satisfactory outcome.

The College's discipline policies and procedures were reviewed in 2015.

## 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 2015.

Policy	Changes in 2015	Access to full text
<ul style="list-style-type: none"><li>Responding to Suggestions, Complaints and Allegations</li><li>Guidelines for Concerns or <b>Complaints</b></li></ul>	<p>The staff regularly reviewed policy and the procedures.</p> <p>In 2015 there were no official concern lodged with the College Board. Matters arising from adjustments from the previous year were successfully implemented.</p>	<p>Full text:</p> <ul style="list-style-type: none"><li>College website</li><li>College Board Handbook</li><li>Intranet</li></ul>



## Reporting Area 11

### SCHOOL-DETERMINED IMPROVEMENT TARGETS

The following were the focus areas for 2015 and comments on the achievements of these goals

CHCS implemented the federal government's School Improvement Plan in January 2015. Although the government late in the year pushed back the mandatory roll out, Heritage decided to implement what had been decided. The government mandated that a school plan had to cover certain areas: - Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment; Aboriginal Education.

The Plan was evaluated during Term 4, 2015 using the same kinds of data that created the Plan. The survey response was 75% of staff and 30% of community. Every student from Year 5 to 12 was invited to respond.

## Leadership & Management Goals

1. Implement the SWARM Inclusivity Program for improved peer coaching, goal setting, appraisal process and professional development
2. Enhanced delivery of pedagogy through improved evaluation and accountability processes
3. Delivery of targeted, quality professional learning in identified priority areas, to underpin improvement of student learning outcomes
4. Increased number of our 'Graduate' teachers gaining accreditation at 'Proficient' standard and 'Proficient' teachers gaining 'Highly Accomplished' standard.

### Evaluative summary of goal attainment:

- All staff members were trained to set personal SMART goals. They set their 2015 goals and these were tracked and their achievement reviewed by mentors at least twice in the year
- The teachers were trained by AIS consultants in using the CLEAR coaching model. These also were implemented with teachers completing a learning log, shared with their coach and the consultants. The project was specifically relating to designing individual action plans with specific students. The results of the action plans were evaluated and shared with the consultants. When comparing the Welfare Committee's records from before the intervention to after, there was a distinctly noticeable decline in the number of students in the concerned category. The data indicated that the individual action plans had had a positive impact on student well being.
- Staff used NAPLAN results & HSC results (using SMART Data); as well as internal testing using the external PAT tests, MiniLit, MultiLit, Cogmed & Quicksmart programs to set appropriate individual and class learning programs and establish measures to track achievements against goals.
- Executive encouraged teachers to seek higher teacher accreditation. Their progress towards achievement was tracked. Two experienced teachers, but new to NSW, achieved Proficient Teacher status during the year.

## Student Engagement & Attainment Goals

1. Implement the SWARM Inclusivity Project - staff coaching model implemented so as to improve more inclusive policies and teaching/learning programs, activities and opportunities
2. Maintain the high attendance rates of students in all year groups.



3. Improve secondary student engagement through quality transition programs using buddy system.
4. Enhance secondary student interest through increased elective course choices
5. Increase levels of literacy achievement for all students through quality assessment tools and intervention programs
6. Increase levels of numeracy achievement for all students through quality assessment tools and intervention programs.

## **Evaluative summary of goal attainment:**

- The AIS Inclusivity Grant, School-Wide Action Research Model (SWARM) included staff learning about SMART goals so they could use this to modify learning programs so as to meet the needs of individual students. These were completed successfully at the end of Term 1. The results were endorsed by staff with 93% of surveys indicated an improvement in their professional goal achievement. SMART goals were reviewed late in Term 4 and new goals for 2016 proposed.
- The AIS Inclusivity Grant, School-Wide Action Research Model (SWARM) also included the devising of individual action plans (using the SMART goal model) for students to cover social, physical, emotional and spiritual needs. These were completed successfully at the end of Term 1. The results were endorsed by the community with 93% of surveys indicated a noticeable improvement of student progress and 100% endorsement of proactive and reactive welfare programs.
- Although data showed a drop in attendance this year (1% compared to 2014) the 94% attendance rate was still above our goal minimum of 92%. The slight drop from 2014 was due to issues surrounding the tragic circumstances involving a student (Term 1) as well as a terrible flu season (Term 2).
- Continued implementation of Heritage Genius Bar - students, in their survey responses, highlighted their appreciation for this mentoring scheme and recorded academic progress as a result
- Senior Students were provided opportunities to organise projects for junior students (Mechanics course, handball competition, Gym classes etc). These also featured positively in student surveys
- All surveys demonstrated appreciation for the introduction of two new senior courses: Visual Arts (8 students sat the HSC) and Design and Technology (9 students) – major works were of a high standard
- Year 8 Maths class was split - “advanced” students’ internal exam results showed increase
- Implementation of Hotmaths (on-line course) across 7-10 Maths classes supported students and improved knowledge.

## **Curriculum & Assessment Goals**

1. Improved learning outcomes for all students through enhanced assessment for learning practices
2. Australian Curriculum successfully implemented in all relevant subjects

### **Evaluative summary of goal attainment:**

- Current assessment tasks were evaluated and will be adapted for inclusion in the learner profile
- NSW syllabus for Australian Curriculum was implemented in Primary Maths and Science as well as in Years 8 & 10 English, Maths, Science and History. New Maths, Science and History textbooks were purchased to support these changes. New English texts were added to support the adjusted programs.

## **Safe College Environment Goals**

1. Enhanced student well-being through quality welfare programs
2. Improved systems for management of student records, student learning and communication across the College
3. Improved system for identifying, intervening and tracking students with emotional, educational, social challenges
4. Improve safe systems through addressing issues raised by the WHS audit.



## Evaluative summary of goal attainment:

- College sought assistance from Headspace, a psychologist and other qualified members of the Christadelphian community following a tragic incident; follow ups later occurred with students, staff and affected community members as well as an evaluation of the policies and procedures
- All teaching staff received inservicing (training via Headspace) about the delivery of a resilience program for secondary ('My Friends') during 2015 ready for rollout Term 1, 2016. Primary to follow the – 'Better Buddies Framework' at the same time.
- Implementation of PCSchool reporting system, Markbook and timetable modules improved administrative efficiencies
- Further development of Website (upgraded with additional tabs and information, calendar updated and synced with office calendar), Facebook (updated on a daily basis), community newsletters (newsletter subscription link created) and media reports assisted with communication of information and core values. This improvement was reflected in very positive survey responses.
- Student Welfare Referral Form were utilised by staff. All surveys received high praise for proactive and reactive work by Welfare Committee.
- Welfare Committee records indicated a significant reduction of students in the 'at risk' category. It was considered that this was a result of the on-going individual student action plans
- A WHS action plan with set priorities, responsibilities and completion dates was followed and documented. All recommendations in the WHS audit supplied by AIS (2014) were completed by the end of 2015.

## Aboriginal Education Goal

1. Increased implementation of Aboriginal content and perspectives in all teaching and learning programs.

## Evaluative summary of goal attainment:

- All primary and most secondary courses had implemented syllabus material that included an Aboriginal perspective.

## Overall evaluation

The School Improvement Plan was overly complex and so it was decided that the 2016 Plan should have less components to each area and therefore reduce repetition.

## ACHIEVEMENT OF PRIORITIES FOR 2015

Area	Priorities	Achievements
Teaching & Learning	An ICT audit by external consultants assisted with designing effective uses of technology	Upgraded internet access and increased speed of uploads and downloads to 20 meg. Also improved wifi access across site to permit roll out of BYODD in 2016
	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 strong results in each of the subjects. A satisfactory percentage of students gained entry to their post-school courses or employment of choice



	Mathematics (K-8) supported by enrolment of students in the HotMaths online program	K-8 students keen both in class and at home to improve their mathematical skills. ACARA CEO commended CHCS for their excellent improvement in secondary Maths from Year 7 to 9
	Stage 6 new elective choices in 2015 - Visual Arts and Design & Technology	Both courses successfully completed with students achieving pleasing results
	Reintroduction of Stage 6 Industrial Technology in November for the 2016 HSC	Half a dozen students keenly commenced the Preliminary studies
	Introduction of a Transition Class for 2016 Kindergarten enrollees	Successfully held one day per week in Term 4. Students commenced preLit language program
	Cogmed Working Memory Training, Mini Lit and Multi Lit programs run to support student academic progress	8 students completed Cogmed course with outstanding improvements in working memory
<b>Student Success</b>	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 Hawkesbury Eisteddfod (fifth year in a row). 2nd place by 1 point for the Jazz ensemble. Successful public performances and Gala Concert and Jazz Evening (2015 initiative)
	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 in the Swimming and Cross Country CDSSA carnivals. Individual students representing at zone, regional and state levels in both individual and team sports
	Student achievement acknowledgement	Further develop the concept of the Roll of Honour by adding students who have represented with distinction in sport, music or achieved honours in academic courses (four more additions in 2015). Presentation night accolades, awards and scholarships

<b>Student Welfare</b>	Pastoral Care, Welfare, Leadership and Resilience Programs	The Year 7 and 10 classes worked well together at the Year 7/10 Camp. Some pastoral care sessions are devoted to fostering the relationships begun.
	Senior and Junior Leadership Teams supported captains and developed student initiatives	Leadership Teams met and proposed positive measures such as mentoring and supporting students who were isolated or unhappy. Results were very pleasing with fewer students requiring discipline and intervention measures but more students achieving positive acknowledgment.  A Genius Bar as established to provide academic support, student to student. This was monitored by staff.
	Team building through performance of Secondary play	Students practised well and performed a high quality musical



# Christadelphian Heritage College Sydney <sup>Inc</sup>

wisdom through knowledge

	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.
	Band Day held for students involved in music programs	Focus on accuracy and teamwork – benefit demonstrated in 1st placing at Hawkesbury Eisteddfod as well as individual achievements in HSC course and AMEB exams
	Continuation of Combined Sports Days with Heritage College Lake Macquarie	Foster links between sister schools – enthusiastic participation
	Primary playground developments - playground equipment covered	Areas made it sun safe for playing or passive break time
	MiniLit, MultiLit and Cogmed programs	Students made significant progress
<b>Staff Development</b>	Continuation K-12 Student Welfare programs	Further develop programs with class teachers and Year Advisors
	Emergency Care and First Aid training for staff	Staff trained
	Child Protection, Code of Conduct, Student Welfare 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
	Supported rollout of Australian Curriculum	Implemented in all relevant learning programs
	Instructed and implemented SMART goals and CLEAR coaching methods	All staff tied goals with personal professional development and College SIP
<b>Facilities &amp; Resources</b>	Completed secure gates at entry points and security cameras	Students could not leave College site without detection and visitors were monitored before entry permitted
	Devonshire Road entrance signage	Electronic sign installed for better community communication
	Refurbished western wing demountables	repaired internal walls and ceilings, carpets and vinyl
	long jump pit	new pit created
	Gardens and site	Potentially problematic trees were removed and gardens beautified - won 2nd place in council garden competition
	Playground equipment	Covered with shadecloth to protect against sun



## 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 2015 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 secondary students performed a play with music, 'Three Kings'. This told the story of the Jewish prophet Daniel's significant positive effect on the lives of the kings of Babylon and Persia. The students investigated the concepts of cooperation and the power of diligence when fulfilling their responsibility. 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 2014 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 programs continued in 2015 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 leadership and moral integrity.

During 2015 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. An additional four names of those students who represented at state level in sport were added as well as those who had excelled in vocational education courses, group or band successes. These included two students who won the state table tennis competition

In 2015 Senior and Junior Leadership Teams were voted by the College population 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.



## 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

NB approximately 30% of parents replied to the survey

They were asked to rank their views - strongly disagree, disagree, no opinion, agree or strongly agree

#### ARE THE FOLLOWING FORMS OF COMMUNICATION EFFECTIVE?

Newsletters	97% agree or higher
Permission Notes	97% agree or higher
Website	78% agree or higher
Email	97% agree or higher
Information Evenings	66% agree or higher
Mid-course & Final reports	97% agree or higher
Parent/staff interviews	97% agree or higher
Phone calls	88% agree or higher

#### COLLEGE STAFF

##### Teachers...

Well trained	81% agree or higher
Professional in their work	91% agree or higher
Teaching quality is high	85% agree or higher
Polite & approachable	100% agree or higher
Provide effective support/guidance	81% agree or higher
Demonstrate genuine concern	91% agree or higher
Model & promote appropriate values/principles	88% agree or higher

##### Admin Staff...

Polite & approachable	97% agree or higher
Professional in the work	100% agree or higher
Willing to listen & respond to concerns	97% agree or higher

#### THE COLLEGE

Provides a safe & happy learning environment	94% agree or higher
Well organised & runs smoothly	88% agree or higher
Effective behaviour management	85% agree or higher
Provides & maintains quality resources	91% agree or higher
Primary programs are of a high quality	84% agree or higher
Secondary programs are of a high quality	66% agree or higher
Comprehensive range of subject choices in secondary	44% agree or higher
Administers an effective anti-bullying policy	72% agree or higher
Discipline is handled appropriately	81% agree or higher



Meets my child's educational needs	84% agree or higher
Meets my child's social & motivational needs	78% agree or higher
Meets my child's spiritual needs	91% agree or higher
Effectively acknowledges and rewards achievement	81% agree or higher
Students are encouraged to reach potential	84% agree or higher
Has effective programs for special needs	75% agree or higher
Provides for talented and gifted students	60% agree or higher
I am happy to recommend College to others	90% agree or higher

### 3 BEST FEATURES of the COLLEGE

Most staff are able to understand the spiritual goals I have for my children

Internet usage/email is controlled. It allows for communication without distraction.

Small year groups allow for more individual attention/building of relationships between year groups

The nurturing Music environment

The older kids looking out for the younger kids

Teaching Identification of learning needs some kids have and quick action taken

Teacher/staff genuine care for students

Good environment that is safe and supportive

Family and community feeling

Academic performance

Discipline

Great communication between teacher, student and parent

Conducive learning atmosphere

Everyone working towards the same goals

### What 3 things need improvement?

Even more enrichment opportunities

More sport and social activities outside of school

Rejuvenate the sports program

Build a performance space

An increased number of secondary options

Continue to build new facilities especially science labs for secondary students

More communication of school values and standards.



## STAFF SATISFACTION

15 (of 20) staff responded to the anonymous survey.

### **OUTCOME 1 The College supported me in setting personal SMART goals for 2015**

**Comments:** (14 staff member agreed)

1. Needed more than one year to fulfil all ideas
2. Some confusion as to the process of the rollout of all these acronyms!
3. Needed more support from my mentor
4. Needed more modelling of the process from executive (re their expectations of paperwork and outcomes).

### **OUTCOME 2 The College helped support the successful implementation of the SWARM Inclusivity Program for improved peer coaching, goal setting, appraisal process and professional development.**

**Comments:** (14 staff member agreed)

2. The project was great but rushed and we needed a clearer, whole school action plan (this wasn't the College's fault)
3. I haven't had sufficient time off yet to complete the research
4. Working with an individual student showed how effective we CAN be if this is our combined approach.

### **OUTCOME 3 Enhanced delivery of pedagogy through improved evaluation and accountability processes.**

**Comments:** (14 staff member agreed)

1. I was a lousy mentor (and therefore found it difficult to face my own mentor re feedback)
2. There were considerable time challenges to get everything done (goals + mentoring AND coaching + teaching/assessing/reporting)
3. Needed to schedule specific times for the mentoring for them to get done and track progress
4. I needed more 'evidence' of the measurable progress of goals.

### **OUTCOME 4 Delivery of targeted, quality professional learning in identified priority areas, to underpin improvement of student learning outcomes**

**Comments:** all agreed

1. Individual action plans are good but very time consuming
2. I needed extra staff days to help with the successful implementation of the new curriculum.

### **OUTCOME 5 Improve secondary student engagement through quality transition programs using buddy system**

**Comments:** all agreed

1. I needed to make more use of the opportunities of our K-12 school – more cross stage opportunities
2. Teachers need to share more.



## **OUTCOME 6 Enhance secondary student interest through increased elective course choices**

**Comments:** all agreed

No comments

## **OUTCOME 7 Increase levels of literacy achievement for all students through quality assessment tools and intervention programs**

**Comments:** all agreed

1. Good idea to split Yr7-10 English
2. More enrichment needed across stages and learning areas
3. Need to explain more about Cogmed, MiniLit, MultiLit to all staff.

## **OUTCOME 8 Increase levels of numeracy achievement for all students through quality assessment tools and intervention programs**

**Comments:** all agreed

1. Good idea to split Yr7-10 Maths - paid off with great NAPLAN results!
2. More enrichment needed
3. Need to explain Quicksmart to teachers.

## **OUTCOME 9 Australian Curriculum successfully implemented in all relevant subjects**

**Comments:** all agreed

1. I just need more time to do all this as effectively as I want.

## **OUTCOME 10 Enhanced student well being through quality welfare programs**

**Comments:** all agreed

1. Super work in both areas (proactive and reactive programs)
2. Great 2016 initiative with the Resilience programs.

## **OUTCOME 11 Improved systems for management of student records, student learning and communication across the College**

**Comments:** all agreed

1. The computer drive needs better organising as the info is becoming a little unmanageable

## **OUTCOME 12 Improved system for identifying, intervening and tracking students with emotional, educational, social challenges**

**Comments:** all agreed - no comments

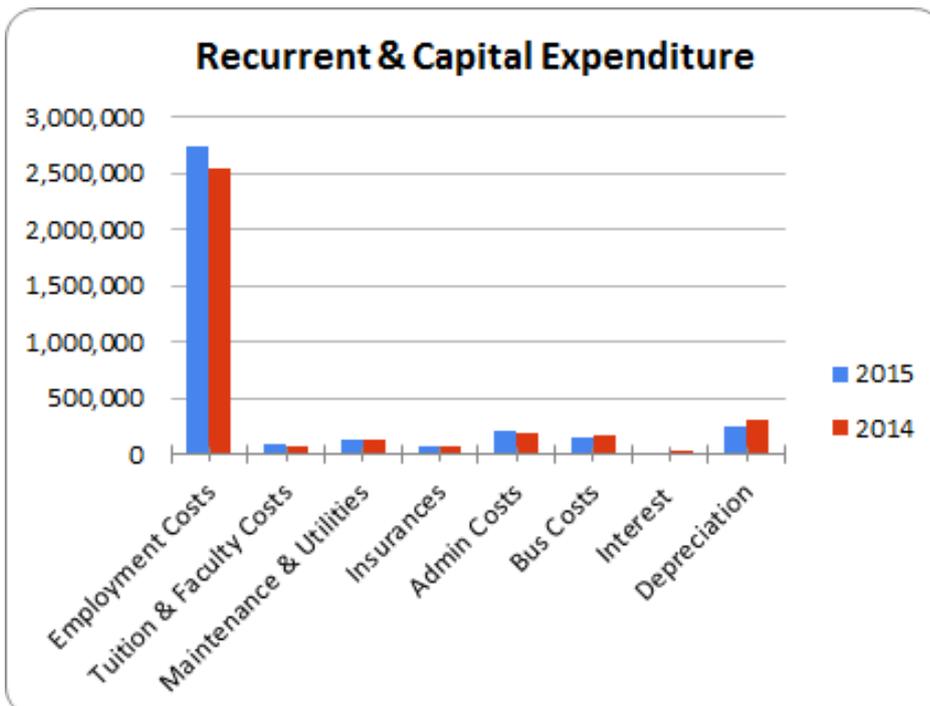
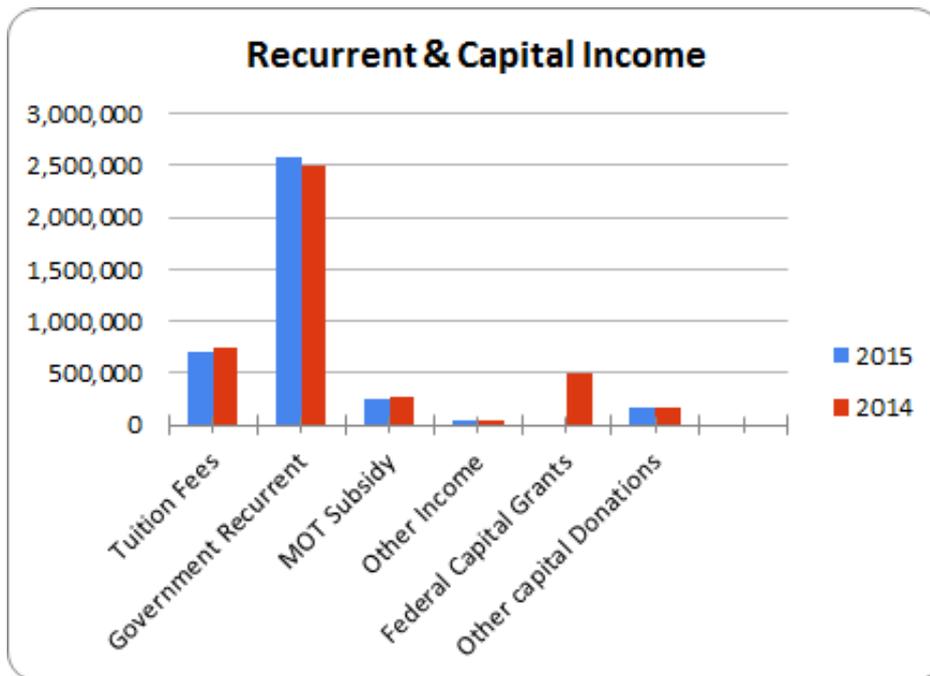
## **OUTCOME 13 Improve safe systems through addressing issues raised by the WHS audit**

**Comments:** all agreed - no comments



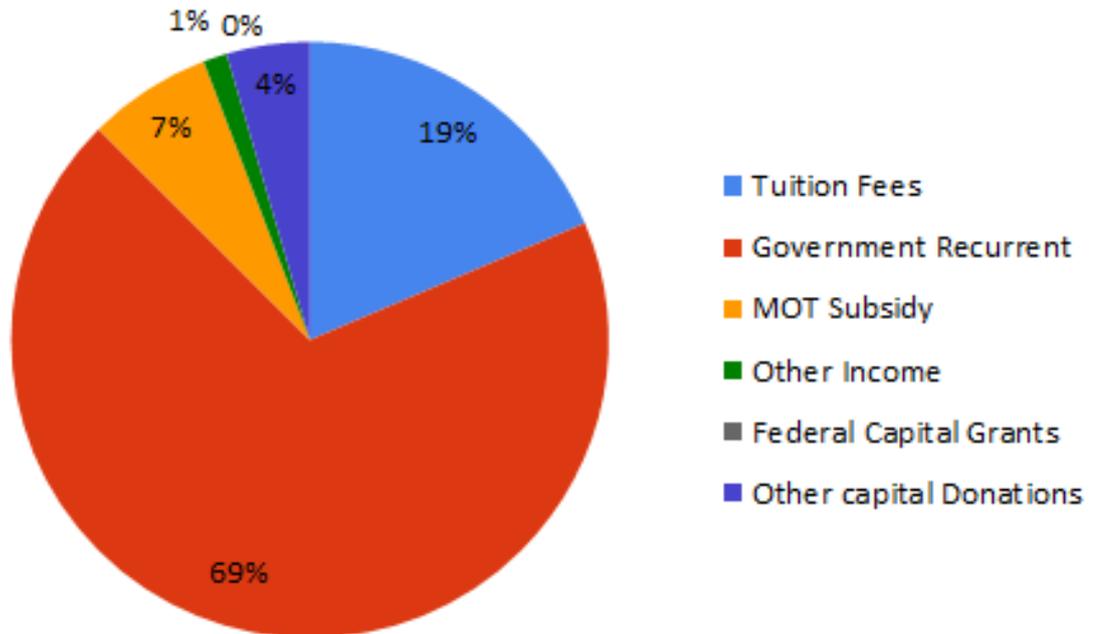
Reporting Area 14

**SUMMARY FINANCIAL INFORMATION 2015**





## Source of Total Income 2015



## Break up of Total Expenses 2015

