

2017 Annual Report

*Christadelphian Heritage College Sydney
Educational & Financial Report*



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Preface

Policy

As Christadelphian Heritage College Sydney (CHCS) is a registered non-government school, it undertakes to fulfil all requirements and responsibilities expected by governing authorities. One of these mandatory requirements is for CHCS to publicly disclose by way of an annual report, the educational and financial performance measures and policies of the school.

Preparation of Annual Report

- 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**

Felicity Shields (Principal)

Area 3: ***Student outcomes in standardised national literacy and numeracy testing***

Felicity Shields

Area 4: ***Senior secondary outcomes***

Felicity Shields

Area 5: ***Professional learning and teacher standards***

Felicity Shields



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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**

James McCann (Assistant Principal)

Area 9: **Enrolment policies**

John Unwin (Business Manager)

Area 10: ***School policies***

Felicity Shields (Principal)

Area 11: ***School determined improvement targets***

Felicity Shields (Principal)

Area 12: ***Initiatives promoting respect and responsibility***

Felicity Shields (Principal)

Area 13 ***Parent, teacher and student satisfaction***

Felicity Shields (Principal)

Area 14: ***Summary financial information***

Rachael Davies/John Unwin (Accountant/Business Manager)

Distribution of Annual Report

- NESA
- 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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MESSAGES FROM KEY SCHOOL BODIES

PRINCIPAL'S REPORT

Christadelphian Heritage College Sydney prepared the 2017 School Improvement Plan based on school community surveys and other relevant statistical data. This report is structured under the five headings initially stipulated by the Federal Government. The plan outlined the goals in each of these areas, along with the evidence of the level of achievement of each of the goals. It is published on the College website and included in the school-determined improvement targets section of this report.

The only additional relevant information that has come to hand since the Improvement Plan Evaluation's publication is relating to the NAPLAN (Year 3, 5, 7 and 9) literacy and numeracy results. The head of ACARA (responsible for NAPLAN) praised CHCS, for the third year in a row, of achieving significant individual student progress in literacy and numeracy. Relatively few schools across Australia received this accolade. The achievement was highlighted in a recent Sydney Morning Herald report.

Mrs Felicity Shields

Principal



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BOARD CHAIRMAN'S REPORT

The role of the Board is to establish the overall policy and direction of the College, in line with its Vision, Mission and Values.

The College celebrated its 19th year under the capable leadership of our dedicated Principal, Stuart Gilmore. It remains committed to its charter of providing the highest quality education for the children, fostering Bible based values within a Christadelphian perspective. One of the key objectives of the Board is to ensure its unique benefits are made accessible to as many children within our community as is practicable.

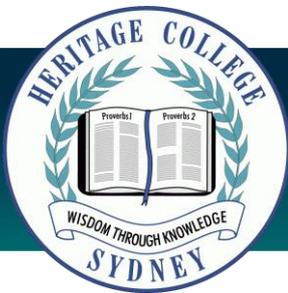
Once again the College received plaudits both for its academic, cultural and sporting achievements over the past year. However, from the Board's perspective it has also been a busy year.

The College auditors, Grant Thornton, completed their audit of the accounts and operating processes and gave the College and its dedicated staff accolades for the accuracy and integrity of the corporate governance, financial affairs and business processes.

Surveys of both staff, parents and the wider community were undertaken to ascertain current satisfaction levels and assist the Board and management to ensure the College is meeting the needs of the community. These also enabled the College to address areas for future development. Ongoing staff training, professional development, career and succession planning continues to be rolled out, to ensure the College and staff are at the forefront of current educational developments.

Student numbers were the strongest that they have been due in part to the recommendations of parents. The Promotional subcommittee has been particularly active in marketing the features and benefits of the College to the community in the catchment area.

The strategic plan for the College facilities is moving ahead. After some planning delays, the 500 seat Performing Arts Centre is nearing completion with hand over anticipated by June of 2017. This excellent purpose built facility will support music, the arts and cultural



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programs and ensure school assemblies and presentation nights can be accommodated on campus. It will also provide the wider community with an excellent facility for combined gatherings, weddings and young people's activities.

In 2016, the Board was successful in obtaining a further government grant for the construction of stage 3 of the site masterplan. This will entail the refurbishment of the existing primary block, as well as the construction of additional classrooms and a dedicated purpose built facility for the College's outstanding "Support Services" team. It will also enable the eventual removal of ageing demountable classrooms at the rear of our property. These building grant applications required a great deal of work by the Business Manager, John Unwin, and our Building Committee culminating in the submission of a comprehensive 44-page submission to the Block Grant Authority (BGA). The cost of the stage 3 project is estimated at \$1.3M with the federal government providing \$765,000 towards the project cost. Building will commence in 2017 with estimated completion in 2018.

In August 2016, the Board hosted a combined Heritage College Boards' weekend for the board members of the Heritage Colleges around Australia. Workshops on strategic and succession planning, IT development and risk management, enabling the Colleges to share initiatives and facilitate cross-college communication and collaborating supplemented the half-day Governance Presentation facilitated by the AIS.

In September 2016, the Board conducted its annual strategic planning day. This enabled the team to spend time addressing some of the key issues facing the College and assisted with plans to take the College forward.

At the end of 2016 and the beginning of 2017 saw the retirement of two people who have rendered exceptional service in leadership of the college over the years:

Firstly, Mrs Brenda Wyszynski elected to retire after 16 years of dedicated service to the College. As Assistant Principal she has been a role model for both students and staff with her leadership and commitment, always putting their welfare first and leading by example. She has been passionate in her encouragement of the students to do their best, support one



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another and to excel in all areas of achievement. We wish her and her husband Eugene all the best in her retirement.

Secondly, Mr David Morgan did not seek re-election for his position on the College Board. David served faithfully both as a senior member of our academic staff for a decade and more recently, since his retirement from teaching, as a key Board member. Over the years, he has endeared himself to the students and teaching staff for his dedication, thoughtfulness and compassion. The Board will miss his guidance and wise words of wisdom, based on extensive experience in the educational profession. We wish him and Sue all the best in the future as we await Jesus' return.

At the beginning of 2017 the Board was saddened to receive the Principal's advice of his decision to retire at the end of 2017. Health issues, together with Stuart and Val's desire to spend time enjoying their granddaughters as they grow up in Adelaide were the prime motivators in his decision. The College Board has regretfully accepted Stuart's request. Stuart has dedicated the past 19 years to leadership of our College. His vision, passion and commitment have been an example to staff, students and the wider College community. He has zealously and compassionately mentored all of the students since the College's inception, counselling them through their formative years and challenging them to realise their potential. His leadership will be sadly missed but we wish him and Val well in his impending retirement. The Board will focus the early part of 2017 searching for a suitable replacement.

In 2017 the Board is actively pursuing a number of other key issues:

- Restructuring of College fees taking into account the impending progressive decline in our State government bus subsidy payments over the coming years
- The ongoing search for additional land adjacent to the College for playing fields and sporting facilities
- The promotion of the College and the benefits of a Heritage College education particularly within the Christadelphian community



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- The requirement to rewrite our constitution to move to a company structure as advised by the regulatory authorities.

On behalf of the Board, I would like to take this opportunity to express sincere thanks to all the staff and volunteers for their commitment and dedicated work in support of the College during the past year. I would like to thank especially the College Executive Team, John Unwin our dedicated Business manager and our highly professional administration team. Their leadership ensures the College is a place where each of the children entrusted to our care are competently educated and spiritually nurtured to reflect Bible based standards and values in their lives.

The Board also gratefully acknowledges the ongoing support of the wider Christadelphian community, the parents and band of dedicated volunteers in numerous avenues of service. In addition, those who have generously donated to our Building Fund or granted us favourable loan arrangements to help in the funding of our new facilities. We are most grateful for this support in assisting us to nurture the children entrusted to our care. We are also compelled to stop and acknowledge the Lord for the great things that he has done in the life of the College in 2016.

John R. Elton,
Chairman



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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 2017, fundraising initiatives included the College Fair, various school-based fundraising drives, special event catering, stalls for Mothers' and Fathers' day. The P&F chose to invest in:

- Our new school BBQ,
- Support for Band Camp,
- A new coffee machine for the PAC,
- A variety of educational support programs.

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



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STUDENT LEADERSHIP REPORT

The 2017 Senior Leadership Team was comprised of the nominees for College captains. The College Captains and Senior Leadership Team were involved each day in the running of the College. The captains take turns to lead the assembly and the Senior Leadership Team met regularly with executive staff to discuss ways to implement student ideas.

Year 12 were active in organising fundraising events and running lunch time activities as a way of developing their HeLP Portfolios. This included Hot Chocolate stalls at lunch time, sausage sizzle stall, running the hamburger stall at the Heritage Fair, organising a girls' picnic and running Clean Up Australia Day.

Students from Years 11 and 12 again volunteered to be part of the Heritage Genius Bar, giving up part of a lunch time each week to assist others students with their studies.

2017 saw one of the largest percentages of seniors in the Band. Here and in other ensembles they led as Music Captains or Section Leaders. Their participation in sport was very high, with many showing great leadership by their organising of team chants and personal involvement.

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 recognised position amongst the Primary students. They refer any issues they cannot solve to staff. The leaders continue to organise classes after recess and lunch and recommend students for Student Leader Awards.

This year the Year 6 leaders took on a much higher responsibility for planning and running Primary Assemblies, ensuring the different components of an event were organised beforehand, and worked together and efficiently during the event.

Another notable success was the Primary Musical 'Joshinus', where the Year 6 leadership team modelled excellent enthusiasm to rehearse and perform with minimal fuss and maximum energy. Despite the building works and the uncertainty of the performing venue being completed in time, the Leadership Team demonstrated incredible calm and passion, which filtered down through the entire primary school. The musical was a great success and a worthy opening to many performances in the new building.

James McCann and Martin Russell

Co-ordinators



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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.



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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 Education Standards Authority (NESA). However, it is the approach and environment in teaching these courses that reflects the philosophy and aims of the College. The College offers excellent opportunities for students to advance their interests in music, sport and art . Students have consistently demonstrated outstanding ability in all these areas. The senior courses are delivered using the compressed model. The Year 11 and 12 students are one in cohort and complete half their subjects for both Preliminary and 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 500 seat Performing Arts Centre, completed in 2017. It is planned to build two new Primary teaching rooms and a Learning Support area, anticipated to be completed in 2018.

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



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Reporting Area 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

In 2017, fourteen Year 3, eighteen Year 5, twenty one 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 above in Spelling and Grammar and close to in Reading and Writing to other similar schools.

Year 5 average results were above in Grammar or close to Writing and Numeracy to other similar schools, with Reading and Spelling being substantially above similar schools.

Year 7 results were close to other similar schools in all tests.

Year 9 average results were above in Writing and close to other similar schools in the other tests.

Staff have investigated results and are focusing on areas for improvement.

A letter was received from the CEO of ACARA (Australian Curriculum, Assessment and reporting Authority) for the third year in a row identifying substantially above average gain.

These gains were made by our students from Year 5 to Year 7 (2015-2017) in Reading and by Year 7 to year 9 (2015-2017) in Reading, Writing and Numeracy.

“Identified high gain schools demonstrated substantial NAPLAN improvement in both reading and numeracy (except where noted) as follows:

1. an overall gain that exceeds the national average by more than one standard deviation unit; and
2. an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation unit; and



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3. an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation unit.

In addition, to ensure diverse representation of schools within each state and territory and across ICSEA levels, some schools that do not meet these strict criteria on all three criteria, but nonetheless show gains that are significantly above average in reading and numeracy, were also identified.

All identified schools had to have matched NAPLAN results for at least 15 students and the overall percentages of matched students had to be higher than 70%.

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

ACARA



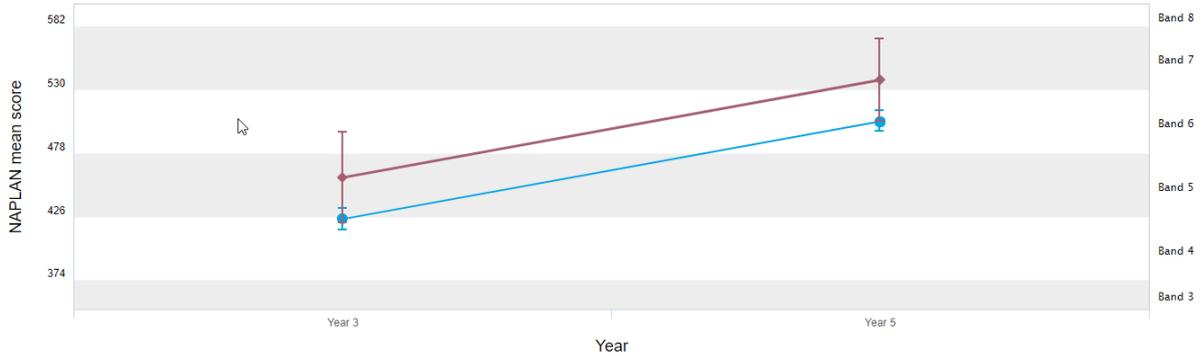
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Year 3-5 Reading 2015-2017 Average Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools [Interpreting this graph](#)

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 67%

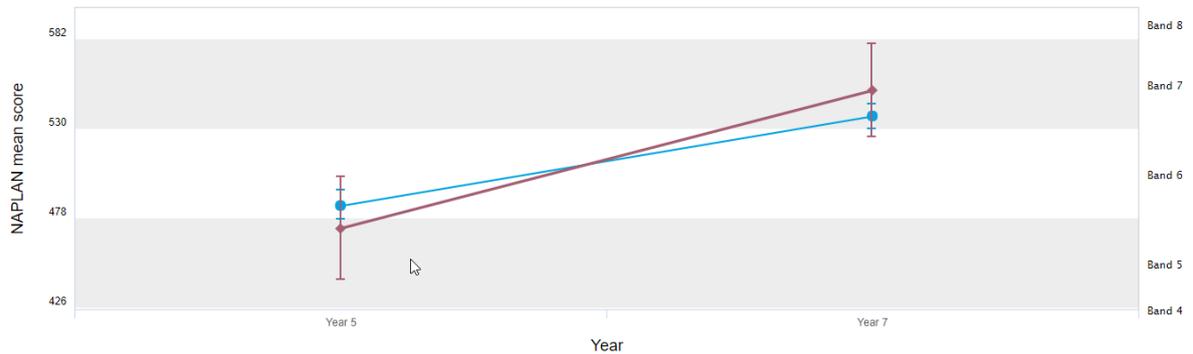


- ◆ Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
- ◆ Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence
- ▲ Average or Median achievement of students with the same starting score
- Average or Median achievement of students in all Australian schools

Year 5-7 Reading 2015-2017 Average Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools [Interpreting this graph](#)

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 90%



- ◆ Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
- ◆ Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence
- ▲ Average or Median achievement of students with the same starting score
- Average or Median achievement of students in all Australian schools



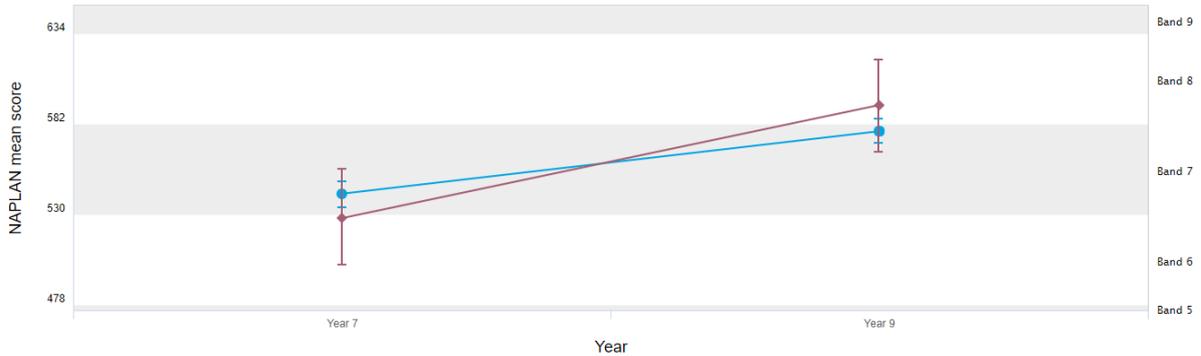
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Year 7-9 Reading 2015-2017 Average Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools Interpreting this graph

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 75%

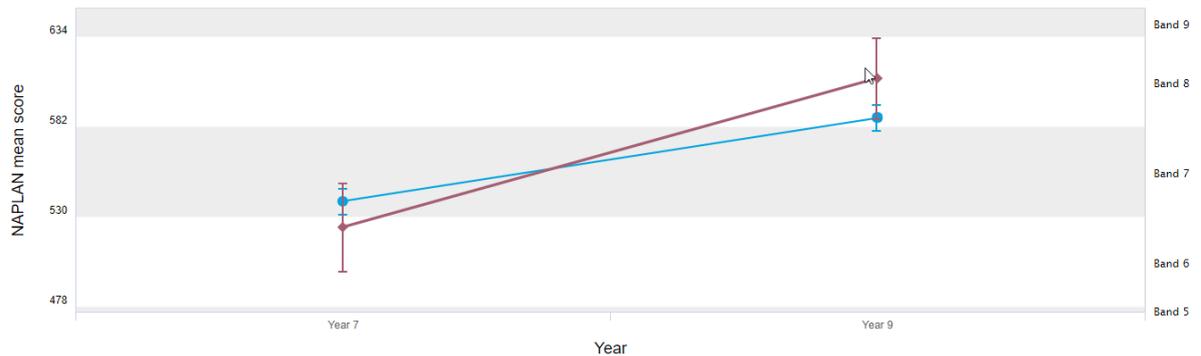


- ◆ Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
- ◆ Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence
- ▲ Average or Median achievement of students with the same starting score
- Average or Median achievement of students in all Australian schools

Year 7-9 Numeracy 2015-2017 Average Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools Interpreting this graph

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 75%



- ◆ Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
- ◆ Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence
- ▲ Average or Median achievement of students with the same starting score
- Average or Median achievement of students in all Australian schools

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



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Reporting Area 4

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 2017, thirty-five students in Years 11 and 12 sat the HSC examinations in Ancient History, Business Studies, Chemistry, Design & Technology, English Standard, English Advanced, Physics and Visual Arts. Life skills programs were also provided. In addition, a subject completed by one Stage 6 student with providers other than Heritage College (including OTEN and TAFE) was Construction. 100% (17 students) of the Year 12 group were awarded the NSW Higher School Certificate.

HIGHER SCHOOL CERTIFICATE

In 2017, 35 students sat for the NSW Higher School Certificate in 9 courses.

Thirteen students gained Band 5s (80-89%) across 7 HSC subjects. Some were just a few marks short of Band 6s. Continued analysis of data and development of action plans by teachers will take place in 2018 to help students to maximize results.

With small candidatures, percentages need to be interpreted with care.



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2017 Higher School Certificate Examination Results

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Ancient History	10	5 (50%)	63%	5 (50%)	37%
Business Studies	13	8 (62%)	66%	5 (38%)	34%
Chemistry	11	7 (64%)	72%	4 (36%)	28%
Design and Technology	11	6 (55%)	77%	5 (45%)	23%
English (Advanced)	11	10 (91%)	92%	1 (9%)	8%
English (Standard)	23	4 (17%)	55%	19 (83%)	45%
Physics	4	2 (50%)	67%	2 (50%)	33%
Visual Arts	12	8 (67%)	90%	4 (33%)	10%



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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 % 2017	School average % 2010-2015	State average % 2017
Odd year				
Ancient History	10	50	73	63
Business Studies	13	62	88	66
Chemistry	11	64	62	72
Design and Technology	11	55	N/A	77
English (Advanced)	11	91	50	92
English (Standard)	23	17	19	55
Physics	4	50	75	67
Visual Arts	12	67	N/A	90
Bands 3-4				
English Extension 1	N/A		67	
Subject	No. in class	School % 2016	School average % 2010-2014	State average % 2016
Even Year				
Biology	18	67	61	65
Industrial Technology(Timber)	4	25	87	55
Information Processes & Technology	4	75	65	63
Mathematics	8	75	72	76
Mathematics General 2	21	57	64	52
Music 1	4	100	100	89
Music 2			100	
Personal Development, Health and P.E.	22	36	54	62
Studies of Religion 11	9	11	67	71
Bands 3-4				
Mathematics Extension 1	3	100	87	80

RECORD OF SCHOOL ACHIEVEMENT (ROSA)



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Stage 5 Grading for RoSA

Subject	No of students	A	B	C	D	E
English (200 hrs)	24	0	7	8	9	0
Mathematics 5.3 (200 hrs)	7	2	3	2	0	0
Mathematics 5.2 (200 hrs)	17	0	2	9	6	0
Science (200 hrs)	24	2	8	13	1	0
Australian Geography (100hrs)	24	5	8	9	2	0
History (100 hrs)	24	5	11	7	1	0
Commerce (200 hrs)	5	0	1	4	0	0
Commerce (100 hrs)	2	0	1	0	0	1
Design and Technology (200 hrs)	0	0	0	0	0	0
Design and Technology (100 hrs)	2	0	2	0	0	0
Food technology (200 hrs)	2	0	1	1	0	0
Food Technology (100 hrs)	1	0	0	1	0	0
Industrial Technology (Timber) (200 hrs)	8	0	4	4	0	0
Industrial Technology (Timber) (100 hrs)	4	1	0	3	0	0
Information and Software Technology (200 hrs)	9	0	5	3	1	0
Information and Software Technology (100 hrs)	1	0	0	1	0	0
Music (200 hrs)	4	0	3	1	0	0
Music (100 hrs)	3	1	1	1	0	0
Visual Arts (200 hrs)	7	1	4	2	0	0
Visual Arts (100 hrs)	0	0	0	0	0	0
Physical Activity and Sports Studies (200 hrs)	5	1	2	2	0	0
Physical Activity and Sports Studies (100 hrs)	1	1	0	0	0	0
Personal Development Health and PE (200hrs)	24	0	5	18	1	0

Four students departed the college at the end of Year 10, one to college and three to other schools.

Reporting Area 5



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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	26
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

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

Professional Learning

The major sources of professional development for 2017 were staff meetings, external courses, personal goals and the Combined Heritages Conference. Staff meetings included Diabetes webinar, setting SMART goals with supervisors and following these up during the year, CPR refresher, use of electronic tracking for Learner profile – Class DoJo, Student awareness and accommodations, hints for programming, NCCD and Training on use of Performing Arts centre.

About 90 teachers from five Heritage Colleges around Australia gathered in Lake Macquarie and shared professional development during four days in August 2017. The accommodation was at the Myuna Bay Sport and Recreation Centre. The teachers visited the campuses of both Heritage College Sydney and Heritage College Lake Macquarie. The keynote



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presentations were: “Build, Share, Inspire”, “The critical thinking toolbox”, “Creating a culture of thinking in the classroom” and “Visible Learning”. There were also sharing workshops and variety sessions which gave teachers ample opportunities to present or learn strategies. This was the focus of professional development for 2017.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Beginning Teachers K-12:supporting a successful start	2
Enhancing your child protection investigation skills	1
Child protection investigation Course	1
Finance for Non-finance managers	1
The Business of Social media in schools	3
Masters of Business Administration	1
Schools of the future	2
AIS governance for Board members Emerging issues and future challenges, Executive supervision, Strategic planning.	10
Generation Next Mental Health & Wellbeing day	2
ACHPER (Australian Council For Health, Physical Education and Recreation) Conference	1
Beginning the Stage 6 PDHPE journey	1
PALS Disability provision workshop	1
Creativity and Creative writing in Years 7-10 English	1
Rocketing to new Horizons (English)	2
Art Gallery Educator’s conference	2
Enhancing the musical mindset	1
Working memory conference	1



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Reading to write – transition to Senior English course	2
Art appreciation and visual literacy	1
Work Health and Safety consultation	1
Governance workshop	1
Child Protection Legislation: Reportable Conduct and Allegations against Employees	50
Grammar online: Levels of delicacy	1
Familiarisation: NSW syllabus for the Australian Curriculum History K-6	1
Planning and Programming: NSW syllabus for the Australian Curriculum History K-6	1
Familiarisation: NSW syllabus for the Australian Curriculum Geography K-6	1
MEA Interpretation workshop	3
2017 BGA capital grant Application Briefing	2
2017 BGA capital grant Approved Project Briefing	2
Spring into Wellbeing	1

The average expenditure 'per teacher' on professional learning in 2017 was \$455.

This was an increase from last year as PD this has become a focus for Heritage College Sydney.

We are taking a proactive approach with the professional development of our teaching staff, through mentoring and SMART goals. These goals include PD and are developed in conjunction with their supervisors. Goals and courses are in line with the College's School Improvement Plan and the teacher's respective subjects. We continue to encourage each teacher to develop their skills and keep up to date with the latest teaching and learning strategies and trends to better educate the students in their care. All full-time NESA accredited teachers need to complete 100 hours of professional development over 5 years, with part-time teachers having 7 years to complete the required hours.

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



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

Reporting Area 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Data presented in the below table is the full time equivalent (or FTE) of staff. Bus drivers, Cleaners and Librarian not included.

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1	4%	5.73	22%	26%
Secondary Teaching	6.2	24%	5	20%	44%
Administration/Teaching Support	2.2	9%	5.43	21%	30%

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



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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 94% on average based on an indicative figure of each student to attend school 200 days per year. This there was no drop on average than the previous year.

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

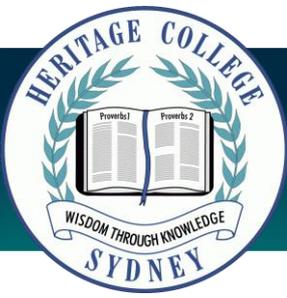
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	91%
Year 5	95%
Year 6	96%
Year 7	91%
Year 8	94%
Year 9	95%
Year 10	94%
Overall	94%

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. Being a small school, one or two students can also adversely affect numbers. Our high attendance is a credit to the dedicated staff on the welfare team who manage and support students and families.

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



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during their period of absence. Attendance plans are also implemented with families for students who have mental health issues.

Retention Rate

Years Compared	Yr 10 total enrolment on census date	Yr 12 total enrolment on census date	Yr 10 enrolment remaining in Yr 12	Apparent retention rate	Actual retention rate
2004/2006	13	16	15	80%	75%
2005/2007	21	13	13	61%	61%
2006/2008	13	12	8	92%	66%
2007/2009	21	14	14	67%	57%
2008/2010	20	19	19	95%	95%
2009/2011	19	14	13	74%	68%
2010/2012	25	16	15	64%	60%
2011/2013	14	10	9	71%	64%
2012/2014	24	21	21	88%	88%
2013/2015	26	22	21	85%	81%
2014/2016	21	16	15	76%	71%
2015/2017	20	17	17	85%	85%

85% retention rate is a high rate for a small school. Typically, the students who have left in Year 10 have taken up offers of apprenticeship, college or other employment.



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Reporting Area 8

POST SCHOOL DESTINATIONS

Destination	Year 10	Year 12
University	-	7
University / College	-	-
TAFE / Tertiary College	1	4
Apprenticeship	-	-
Traineeship	-	-
Employment	-	5
Unemployed	-	1
Professional Sportsman	-	-
Unknown	-	-
Transferred to another school	3	-
Total	4	17



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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.



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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.



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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:

- The impact on the student's access to educational opportunities;
- The views of the student and their family (this includes caregivers);

The effect of the proposed adjustment on the student's:

- ability to achieve learning outcomes;
- ability to participate in the curriculum; and
- independence;

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

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.



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

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

Previous school or preschool reports, noting current achievements and areas of need;

A psychologist's report documenting functional skills and recommended strategies for working with the student;

A speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;

Occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;

Medical specialist reports identifying issues which need to be considered by the College;

Vision and hearing reports documenting level of functioning and recommended strategies.

Financial information i.e. income bracket and financial status

In considering an enrolment application, the College will:

invite relevant parties to visit the College to discuss the needs of the student, relevant issues and participate in potential adjustments to address these;

assess, with contributions by relevant parties, the College's physical environment to identify issues and potential solutions;



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- Past payment history/track record and use this information to evaluate succeeding enrolments of siblings
- seek feedback and suggestions from relevant College staff and other external special educators about the possible impact of the adjustments required by the College if the student was enrolled;
- seek information about potential government funding assistance and access to other services;
- contact the Association of Independent Schools of NSW (AIS) about funding application requirements;
- keep the applicant's nominated 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



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future years. Consideration of the impact of the student's enrolment on other students currently enrolled in the class would also be part of the decision process, which will involve the College, nominated caregiver and relevant experts working collaboratively to jointly seek solutions that are most likely to produce positive results for all parties. Records will be kept of the process and related decisions.

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

Class sizes

Class numbers are limited to the following maximum numbers:

K to Year 2 - 24 students if composite to a max of 22 per straight class

Years 3 to 6 - 30 students if composite to a max of 24 per straight class

Years 7 to 10 - 26 students

Year 11 to 12 - 26 students

Changes to these class sizes must receive Board approval.

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

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

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

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



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

Adjustments

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

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

PAYMENTS

The College will require payment of:

A 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
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.



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Reporting Area 10

SCHOOL POLICIES

STUDENT WELFARE

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

- minimises 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 2017	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Investigation processes • Documentation 	<p>Policy & procedures were reviewed in 2017 so as to ensure that they reflected the current NSW legislation</p> <p>The Policy was endorsed by the College Board</p> <p>Staff were in-serviced or new employees inducted on the policy reflecting sound practice and current legislation</p>	<p>College website</p>



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<p>WHS Policy encompassing</p> <ul style="list-style-type: none"> ● WHS procedures ● Reacting to Critical Incidents ● Student Car Policy ● Water Activities Policy 	<p>According to CHCS WHS policy emergency evacuation and lockdown practices were held each term. The Board evaluated WHS policy and practices and Management’s recommendations at each of its monthly meetings. Management implemented WHS policy and practices as approved by the Board. CHCS installed additional security cameras, digital locks and gates, fences according to the risk management plan. No major WHS incidents or near misses that took place in the year. All water activities followed College policy.</p>	<p>Some on College website, full text on intranet, summary on laminated signs in classrooms & other workspaces Parents may request a copy by contacting Office</p>
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> ● Excursion Risk Management ● Education Outside the Classroom ● Accidents, First Aid and management of medical conditions 	<p>Policy & procedures were regularly reviewed by staff and minor adjustments made to improve level of care. Playground access was reduced during building works so practices were revised & implemented for adequate supervision. Procedures around the locking of rooms were tightened after a single incident occurred that permitted access to an unsupervised area by two students. Specific staff maintained their first aid accreditation</p>	<p>Full text on intranet Parents invited to request copies of all risk assessments and policy available if required</p>



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<p>Codes of Conduct Policy encompassing</p> <p>Code of conduct - staff & students</p>	<p>National Safe Schools Framework and Values Education issues were 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. Staff members annually committed to abiding by Code of Conduct.</p> <p>Staff informed and new staff inducted according to Code of Conduct including areas of sensitivity.</p>	<p>Full text on intranet</p>
	<p>Heritage Genius Bar innovation continued – senior students assisting others in their area of expertise</p> <p>Welfare Committee met weekly reviewed 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 implemented individual education plans for specific students and program adjustments. Executive monitored and evaluated success of intervention.</p> <p>Continued development of a K-12 Learner Profile approach</p> <p>Continued 7 and 10 Mentoring Camp</p> <p>Developed position descriptions for executive roles.</p> <p>Students completed resilience courses delivered by CHCS staff</p>	<p>Full texts</p> <ul style="list-style-type: none"> ● Intranet ● Parent Information Booklet



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<p>Communication & Consultation Policy encompassing</p> <p>Formal and informal communication mechanisms between the school and those with an interest in the student's education & well-being</p>	<p>Phone system maintained with office staff provided hands free option to permit ease of action and movement.</p> <p>Maintained SkoolBag app for communication to parent mobiles.</p> <p>A student and parent group email approach greatly assisted communication.</p> <p>Weekly newsletters emailed to parent/community email group (paper copies were replaced).</p> <p>Communicated changes via FaceBook and Instagram.</p>	<p>Full text contained in</p> <ul style="list-style-type: none"> ● Intranet ● Information booklet on website ● Facebook ● Instagram
<p>Student Technology Policy</p>	<p>Technology policy maintained.</p> <p>Trial of senior student BYODD and use of HAPARA LMS continued throughout 2017.</p> <p>Students with disabilities were provided with access to technology that met their needs.</p> <p>Upgrade of technology across College – according to the 5 year ICT Plan.</p>	<p>Full text contained</p> <ul style="list-style-type: none"> ● Intranet ● Information booklet and newsletter



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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 2017 there were no recorded incidents of bullying. A senior student was given a long suspension and loss of end of school privileges due to a serious misjudgement that was considered a single, out of character, action. The student and family accepted the justice of the investigation and decision for action.

The College's discipline policies and procedures were reviewed in 2017.

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 2017.



Policy	Changes in 2017	Access to full text
<ul style="list-style-type: none"> Responding to Suggestions, Complaints and Allegations Guidelines for Concerns or Complaints 	<p>Management annually reviews policy and procedures.</p> <p>In 2017 there was 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"> College website College Board Handbook Intranet

Reporting Area 11

SCHOOL-DETERMINED IMPROVEMENT TARGETS

The following were the focus areas for 2017 and comments on the achievements of these goals

CHCS implemented the federal government's School Improvement Plan in January 2017. The School Improvement Plan reflected the five focus areas that had originally been set by the federal government: - Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education.

The School Improvement Plan (SIP) was evaluated during Term 4, 2017 using the same kinds of data that created the Plan. The survey response was 67% of staff and 16% of community. Every student from Year 6 to 12 submitted a response.



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Leadership & Management Goals

Increase opportunities for staff to demonstrate professional growth and leadership skills through establishing clear criteria for career development

Staff SMART goals tied to professional development opportunities

Staff further trained in using RAP Analysis (HSC), SMART data (NAPLAN) and adjustments for students with disabilities.

Evaluative summary of goal attainment:

The Principal and Deputy Principal produced position descriptions for all executive roles in the College. These descriptions were aligned with the relevant NESA and AITSL documents. The College Board accepted and endorsed these role descriptions. They were provided to staff and were used, during the year, in the process of appointing a new principal and two assistant principals for 2018. Some staff in the survey wished that, in 2018, their professional development and career pathway could be tied to these so that they were working towards the demonstration of the criteria.

All teaching staff set and maintained their SMART goals. Their goals were tracked and evaluated in consultation with their supervisor. Non-teaching staff's KPIs were established, monitored and evaluated by their supervisor. All who responded to the survey indicated that they had completed the SIPs requirements in this area. They did however wish for their goals be even more closely linked to specific professional development in 2018.

One major component of the teachers' professional development was the attendance at and participation in, a four-day residential teachers' conference. All teaching staff attended this event and expressed satisfaction at the ideas presented and shared.

100% of teachers who responded produced teaching learning programs with adjustments for students with a disability. A few staff admitted that their intervention programs could



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have been more detailed and a number wished that more intervention was provided for students who demonstrated higher ability.

A number of parent survey respondents highlighted their appreciation of the College's spiritual focus and wanted this given even more emphasis in 2018. Although 95% of the parents indicated appreciation with the care of the staff, a number wanted even more emphasis on the development of resilience. One comment expressed a desire for further College assistance with transitioning the Year 6 students into their secondary studies and courses.

Student Engagement & Attainment Goals

In the second year of the implementation of the Heritage Learner Profile, students will, through specific encouragement and enrichment programs, be encouraged to achieve personal goals and demonstrate a commitment to growth in: -

personal character traits

teamwork including interpersonal relationships

personal learning

Maintain the high attendance rates of students in all year groups

Even greater cultural and sporting opportunities to demonstrate excellence.

Evaluative summary of goal attainment:

The Heritage Learner Profile (HeLP) continued to be rolled out in 2017. 92% of staff saw the benefit of the program to students. 53% of parents also agreed with this with 43% still undecided as to the success. The comments were mainly directed at the management of the system and the need to electronically track the program. Staff trialed different methods but these were not yet universally implemented. This is therefore to become part of the 2018 SIP as there needs to be an easy electronic method of capturing the information, managing and monitoring the results. More students achieved higher levels than in the first year. The



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students in their surveys also highlighted the need for a greater choice of reward to further entice the students to fully engage as well as for the staff to be more generous in handing out cards/rewards. There is still a need to evaluate whether the reward system is actually improving student behaviour.

95% of parents and 85% of students said that the enrichment opportunities across literacy, numeracy, science, music and the arts really assisted with student achievements, learning and a desire to attend regularly. The comments were more directed for the need for more of these programs in the future.

95% of staff saw that the support programs such as MiniLit, MultiLit, Cogmed, Quicksmart and Visualising/Verbalising had a significant effect on students' learning.

Parents, students and staff praised the EXCEL sports program that was available to all students from Year 5 to Year 12. The year's achievements added weight to this approval. There was greater participation in carnivals and team trials, more records broken and greater representation at higher levels of competition than the previous 19 years of the College.

The College average attendance was 92%. This met the desired improvement. To achieve this goal the Welfare Team had instigated a lower threshold of intervention and increased parental contact as well as close monitoring of student attendance and progress. Special measure have been put in place for specific students who are repeat offenders and letters of warning are sent out at crucial milestones to remind parents of the importance of their child's attendance.

Heritage Genius Bar continued strongly - provided opportunities for 14 senior students to demonstrate leadership whilst recognising their hard work. Junior students benefit from the



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extra support, especially when from older students. The student and staff surveys however reflected a desire that more students accessed this program in 2018.

Various Mathematics and English classes were split to enable smaller groups of similar ability students to target both enrichment of students and extra support for other students. The Year 8 Maths class split saw the “advanced” class progress through all content at a higher standard and completed the extension and enrichment sections in Stage 4 whilst maintaining strong results. The Year 7 class enjoyed the services of two teachers in Maths to meet the range of abilities. English in Years 7-10 were also split providing similar extra guided assistance and differentiated lessons.

Various ongoing enrichment programs included Mathematics and Science lessons for Primary Stage 3 from High School teachers. Other programs included table tennis, jazz band (12 students) and senior band (35 students). These students are selected to extend their skills. It was commented that, in future years, various lunchtime activities could be offered for a set time e.g. half the term (5 weeks) to provide more variety.

Greater cultural and sporting activities were implemented with encouraging results. An Attack Ball Championship was run for both Primary and Secondary. This involved most students at the College and created a great deal of excitement and team spirit.

Through the introduction of a variety of positive programs carried out and the Learner Profile, there has been a notable decrease in the number of detentions.

Curriculum & Assessment Goals

Place the Heritage Learner Profile outcomes into the assessment tasks and reports

Further improve reading, written and oral communication results

Further improve numeracy results

Australian Curriculum successfully implemented in all relevant subjects.



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Evaluative summary of goal attainment:

The HeLP outcomes were put onto most assessment tasks and were reported on in written and verbal reports. This assisted the students and teachers to focus on what could be done to increase their progress. Senior students (from Year 12) continued and completed a HeLP registration document to aid their personal goal setting, self-monitoring and record achievements through the various stages of HeLP. Regular contribution gave them a portfolio of their development of the characteristics and evidence to share with peers, parents and teachers.

For the second year in a row the College received from the ACARA President (they run the NAPLAN testing) commendation for outstanding student improvement in both numeracy and literacy. Few schools across Australia received such recognition. Only 10% of students felt that more could be done to improve their literacy and numeracy results. The comments reflected that the students knew that they had many opportunities to improve if they made the most of what was on offer.

Staff continued their training and use of RAP (Results Analysis Package) data. This assists teachers in identifying areas of student improvement from their subject areas. Staff can gain access to student's responses in exams to refine their lesson delivery and target key areas.

Presentation Night awards reassessed and aligned to the Learner Profile in order to recognise attainment of the characteristics, made them relevant to the College's direction and lift awareness for the future.

Programs continued to be modified and updated, resources developed and added in order to continue the Australian Curriculum implementation across relevant subjects.



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Safe College Environment Goals

Enhanced student well-being through quality welfare and resilience programs

Maintain system for identifying, intervening and tracking students with emotional, educational and social challenges

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

Further improvement of grounds in both presentation and effectiveness.

Evaluative summary of goal attainment:

91% of parents agreed or strongly agreed with the high level of care of the staff. They praised the programs run by the staff and the only recommendations were improvements that had been already implemented as a result of the slightly earlier staff survey. 75% of students also gave the College a high rating in the area of care and well-being programs with few expressing the need for even greater intervention programs, more evacuation drills and more teachers on playground duty. Staff all felt that this is an area that the College does well but they also would like more resources on building resilience for the emotionally vulnerable.

Student Welfare Referral Forms were utilised by staff. All surveys received high praise for proactive and reactive work by Welfare Committee. The Welfare Committee records indicated only a slight reduction of students in the 'at risk' category. The reputation of the College's positive approach to students at risk has spread through parents pleased with the supportive nature of the organisation.

All parents agreed that the Skoolbag app had been a tremendous innovation.

The WHS action plan with set priorities, responsibilities and completion dates was followed and documented.



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All staff and 90% of students felt that the College had made safety improvements as the needs arose with more cameras in areas where individual or small groups may need tuition or enrichment, a pin-coded gate, increased vigilance around visitors to the school and increased maintenance budget.

100% of parents and the large majority of staff and students either agreed or strongly agreed that the College had made improvements to the College's appearance and facilities. The College completed a 520 seat Performing Arts Centre and this enabled the students to regain some much needed playground space in the middle of the school. New gardens, covered eating and working areas and synthetic turf in high traffic areas, made the environment look attractive as well as practical.

Tracking testing at the beginning of 2017 (ACER/Peabody/PM testing/ Best Start/School reports/NAPLAN 2016) identified more students than in previous years that have required support intervention. Many students have attended Learning Support Programs. This correlates to the increase in student disability rates. One senior student accessed Life Skills Stage 6 courses in 2017.

Aboriginal Education Goal

Increase Aboriginal content and perspectives in teaching and learning programs.

Evaluative summary of goal attainment:

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

A draft Aboriginal Education plan and an action plan template for Personalised Learning Plans (PLPs) for Indigenous students at Heritage College were prepared.



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Overall evaluation

The School Improvement Plan had been further simplified from the previous year but it was decided that the 2018 Plan should focus on even less major areas.

ACHIEVEMENT OF PRIORITIES FOR 2017

Area	Priorities	Achievements
Teaching & Learning	Trial BYODD and HAPARA LMS with the senior Business Studies class continued throughout the year	Wi-Fi access, consistency and speed continued to be improved across site
	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 some of the strongest results in each of the subjects in the College's history. A satisfactory percentage of students gained entry to their post-school courses or employment of choice.
	Mathematics continued to be split into two ability groups in Years 8-10 with Year 7 having two teachers in the room	ACARA CEO (for the third year in a row) commended CHCS for their excellent improvement in Maths across the grades
	Quicksmart Maths	Primary and secondary students improved dramatically in mathematics due to this University of New England program
	Enrichment courses for Primary literacy, numeracy, Visual Arts and Science.	Students' interest and exam results reflected this intensified assistance



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	Enrichment courses in secondary English, Maths and Science	
	Completion of the Performing Arts Centre	Students had opportunities to rehearse and perform confidently in music, drama, dance and public speaking
	Primary musical	All primary students performed in the musical, "You Gotta Be Joshin' Us" – July 2017
	Continuation of a Transition Class for 2017 Kindergarten enrollees	Successfully held one day per week in Term 4 (all but one of the Kindy class for 2018 attended). 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
Student Success	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	Second placing for Band in Penrith Eisteddfod by 1 point. First place for the Jazz ensemble. Successful public performances and Gala Concert, String and Jazz performances
	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



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Sporting excellence – introduced the EXCEL Sports Program. Students from Yr 5-12 received opportunities for high quality fitness and skills coaching in a number of disciplines

CHCS Secondary Swimming, Cross Country & Athletics teams again performed well at Zone level and claimed the Aggregate Shield in the CDSSA Swimming carnival. Individual students representing at zone, regional and state levels in both individual and team sports. Overall best results in sport in the College's 20 year history.

Student achievement acknowledgement

Added 2 more students to the Roll of Honour who have represented with distinction in sport, music or achieved honours in academic courses. Presentation night awards and scholarships tied to demonstration of the Learner Profiles.

Student Welfare Pastoral Care, Welfare, Leadership and Resilience Programs

The Year 7 and 10 classes worked well together at the Year 7/10 Camp. Resilience lessons completed. Society of Strength (SOS) commenced with secondary students forming a group to assist students facing emotional or social challenges.

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.



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		A Genius Bar (student volunteers) provided one-on-one academic support at lunchtimes. This was monitored by staff.
	Year 3 and 4 students were invited to participate in a junior strings program	The program had 14 students involved (18 in the full strings ensemble)
	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.
	A 2 day Band Camp held for students involved in music programs	Focus on accuracy and teamwork – benefit demonstrated in strong results at the Penrith Eisteddfod as well as individual achievements in their AMEB exams
	Development of the Learner Profile	Students more involved in both their own learning as well as character development
	Further playground developments after building works completed	Reclaimed playing areas created more space for large ball games
	MiniLit, MultiLit and Cogmed programs	Students made significant progress
Staff Development	Executive position descriptors prepared, shared and implemented	Principal and Deputy Principal researched available descriptions for executive roles, approved by Board, shared with staff and used when appointing new principal and two assistant principals



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	First Aid training for specific staff	Staff trained
	Child Protection, Code of Conduct, Student Welfare and other Policies adjusted to align with current 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 included community sensitivities
	Supported rollout of Australian Curriculum	Implemented in all relevant learning programs
	Instructed and implemented SMART goals	All staff tied goals with personal professional development and College SIP
Facilities & Resources	Installed additional security cameras	Music tutorial and other areas used for individual or small group work
	Tree planting	Trees planted for shade and presentation (replaced dangerous eucalypts in public areas)
	Completed work on 520 seat Performing Arts Centre	Completed July 2017 – used for musical, concerts, assemblies, conferences, Presentation Night
	Pin-coded entry gate installed	Better protects student from entering a carpark
	Recording booth	Assist music students with composition and performance



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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 2017 the students had daily discussions on the following fortnightly themes: - responsibility, responsiveness, self-control, sensitivity, sobriety, steadfastness, strength, transcendence, transparency, trustworthiness, wisdom, accountability, approachability, authenticity, belief, bravery, compassion, courage and creativity. Classes looked at Biblical references on these subjects in their daily Bible session and discussed ways that these virtues and characteristics could be developed in an individual's life.

Years 7 to 10 classes have a 60-minute Bible lesson each week to explore various aspects of Christian living. Respect and responsibility feature strongly in these. Year 7 considered the Old Testament. Year 8 discussed the life of Jesus 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 and resilience programs.

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



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personal goals, build self-esteem and resilience. These programs included: supporting school rules, social skills training, anti-bullying, drug education and self-assessment. Junior and Senior Leadership Teams worked with their respective captains to assist students and staff. A secondary volunteer group was formed to provide peer to peer emotional and social support.

All students were encouraged to show what they learnt through raising money for charities. In 2017 the students raised almost \$3000 for the sponsorship of students in Kenya through the Agape in Action organisation. They also raised funds for medical research.

An initiative was introduced in 2016 to promote an attitude of respect and responsibility. The Heritage Learner Profile (HeLP) covers 9 personal qualities in three general areas of Character, Teamwork and Learning. The nine are: - Disciplined, Responsible Risk Taker, Reflective, Leader, Collaborator, Communicator, Innovator, Investigator and Planner. Students were invited to become more active in their own character development and learning. They reported achievement of a measure of a profile and these were recorded, tracked, acknowledged and rewarded. Various electronic forms of tracking student achievement were investigated.

During 2017 the Roll of Honour displayed on the walls at the entrances of the College was added to acknowledging the successes over the College's history of high level of student achievement. An additional two names of those students who represented at state level in sport were added as well as those who had excelled in music.



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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. The survey results were shared with the College Board and staff and formed part of the evaluation of the 2017 School Improvement Plan as well as the focus points for the 2018 School Improvement Plan. The Board approved both of these documents. They were posted on the College website by 31 December 2017.

PARENT SATISFACTION

NB approximately 16% of parents replied to the survey

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

Leadership & Management

College Management, Executive, Welfare & Leadership Teams provide guidance that help students to feel safe at school	91% of the parents agreed or strongly agreed with the statement 9% were undecided as to the improvement
The College leaders manage the finances of the school in a way that provides suitable facilities and programs for students to learn effectively	91% of the parents agreed or strongly agreed with the statement 9% were undecided as to the improvement
The College leaders provide opportunities for students to grow academically, physically, socially and emotionally	95% of the parents agreed or strongly agreed with the statement 5% were undecided as to the improvement



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The College leaders provide suitable guidance to teaching, admin, transport and maintenance staff so as to provide quality communication and service to parents and community members	92% of the parents agreed or strongly agreed with the statement 8% were undecided as to the improvement
The College staff are perceived as role models, mirroring the Mission, vision and values of the College	76% of the parents agreed or strongly agreed with the statement 19% were undecided as to the improvement
The teachers are well qualified and committed to the spiritual and academic development of the children	91% of the parents agreed or strongly agreed with the statement 4% were undecided as to the improvement

Student Engagement & Attainment

Students' achievement of higher levels in HeLP	53% of the parents agreed or strongly agreed with the statement 43% were undecided as to the improvement
Enrichment programs such as Sport (EXCEL), English (split English in Years 7-10), Maths (split Maths in Years 8-10), Primary Science, English and Maths enrichment groups, Junior Strings group and Visual Arts (specialized lessons in primary with Mrs Muir) helped successes and achievements	95% of the parents agreed or strongly agreed with the statement 5% were undecided as to the improvement
These programs have encouraged students to attend school regularly	67% of parents agreed or strongly agreed with 33% undecided



Curriculum & Assessment

Student ASSESSMENT TASKS have had the HeLP outcomes listed on them to assist with student outcome achievement	62% of parents agreed or strongly agreed with 38% undecided
The College's programs assisted with the improved NAPLAN literacy results.	67% of parents agreed or strongly agreed with 33% undecided
The College's programs assisted with the improved NAPLAN numeracy results.	67% of parents agreed or strongly agreed with 33% undecided
The College provided adequate opportunity for parents and students to receive feedback on progress (reports, email contact, phone or face-to-face interviews)	91% of parents agreed or strongly agreed with 9% undecided

Safe College Environment

The school has looked after the students' well-being by having special programs, safe rooms and caring staff	91% of parents agreed or strongly agreed with 9% undecided
The College has looked after the students' learning by having additional assistance such as the Genius Bar and Homework Help with encouraging senior students and staff	76% of parents agreed or strongly agreed with 24% undecided
In 2017, the College has improved safety aspects with more cameras in areas where individual or small groups may need instruction, a pin code back gate, increased vigilance around visitors to the school and increased maintenance budget	81% of parents agreed or strongly agreed with 19% undecided
In 2017, the College has improved its physical appearance and play spaces	100% of parents agreed or strongly agreed



STUDENT SATISFACTION

NB approximately 45% of students replied to the survey (all of Year 5-12)

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

Student Engagement & Attainment

Students' achievement of higher levels in HeLP	Although 50% of the students agreed or strongly agreed with the statement 30% were undecided as to the improvement
Enrichment programs such as Sport (EXCEL), English (split English in Years 7-10), Maths (split Maths in Years 8-10), Primary Science, English and Maths enrichment groups, Junior Strings group and Visual Arts (specialized lessons in primary with Mrs Muir) helped successes and achievements	85% of students agreed or strongly agreed with 12% undecided
These programs have encouraged students to attend school regularly	51% of students agreed or strongly agreed with 33% undecided

Curriculum & Assessment

Student ASSESSMENT TASKS have had the HeLP outcomes listed on them to assist with student outcome achievement	41% of students agreed or strongly agreed with 34% undecided
Student REPORTS have had the HeLP outcomes listed on them to assist with student outcome achievement	50% of students agreed or strongly agreed with 40% undecided
The College's programs assisted with the improved NAPLAN literacy results.	54% of students agreed or strongly agreed with 35% undecided
The College's programs assisted with the improved NAPLAN numeracy results.	54% of students agreed or strongly agreed with 35% undecided



Safe College Environment

The school has looked after the students' well-being by having special programs, safe rooms and caring staff	75% of students agreed or strongly agreed with 10% undecided
The College has looked after the students' learning by having additional assistance such as the Genius Bar and Homework Help with encouraging senior students and staff	78% of students agreed or strongly agreed with 17% undecided
In 2017, the College has improved safety aspects (<i>Note: some responders focused on the building work in the middle of the school split the playground</i>)	62% of students agreed or strongly agreed with 28% undecided
In 2017, the College has improved its physical appearance and play spaces	76% of students agreed or strongly agreed with 16% undecided

STAFF SATISFACTION

21 (out of 33) staff responded to the anonymous survey. Note: that the relative high undecided or no opinion vote was mainly because many of the non-teaching staff did not feel the question was relevant to them.

Leadership & Management

Management to finalise position descriptors for management positions in line with the AITSL leadership profiles	100% agree or strongly agree or had no opinion
100% of teaching staff complete SMART goals with an aim to progress their professional development. Ancillary staff to complete Key Performance Indicators and professional development training.	100% agree or strongly agree (<i>although some wanted even tighter connection between goals and PD</i>)
Progress of staff towards achievement of higher accreditation with the NSW Institute of Teachers	100% approved of aim



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Attendance at and involvement in the Combined Teacher Conference in August 2017	100% participation and expressed positivity towards the event
Adjustment of teaching programs according to identified areas of improvement and individual student needs	90% of teachers had their programs fully adjusted with the others felt more detail was required

Student Engagement & Attainment

Students achieved of higher levels in HeLP	91.5% of teachers agreed or strongly agreed with only 9.5% of all staff disagreed
teaching/learning programs helped students' learning	93% of staff agreed or strongly agreed
Enrichment programs such as Sport (EXCEL), English (split English in Years 7-10), Maths (split Maths in Years 8-10), Primary Science, English and Maths enrichment groups, Junior Strings group and Visual Arts (specialized lessons in primary with Mrs Muir) helped successes and achievements	43% strongly agree and another 24% agree only 9.5% of all staff disagreed
These programs have encouraged students to attend school regularly	60% agreed or strongly agreed but 30% either didn't know or were undecided

Curriculum & Assessment

Student ASSESSMENT TASKS have had the HeLP outcomes listed on them to assist with student outcome achievement	70% agree or strongly agree – no disagreed
The College's programs assisted with the improved NAPLAN literacy results.	93% agree or strongly agree or no opinion



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The College's programs assisted with the improved NAPLAN numeracy results.	93% agree or strongly agree or no opinion
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Safe College Environment

The school has looked after the students' well-being by having special programs, safe rooms and caring staff	100% agree or strongly agree or had no opinion
The College has looked after the students' learning by having additional assistance such as the Genius Bar and Homework Help with encouraging senior students and staff	100% agree or strongly agree or had no opinion
In 2017, the College has improved safety aspects with more cameras in areas where individual or small groups may need instruction, a pin-coded back gate, increased vigilance around visitors to the school and increased maintenance budget	100% agree or strongly agree or had no opinion
In 2017, the College has improved its physical appearance and play spaces	53% of staff strongly agreed and 40% agreed

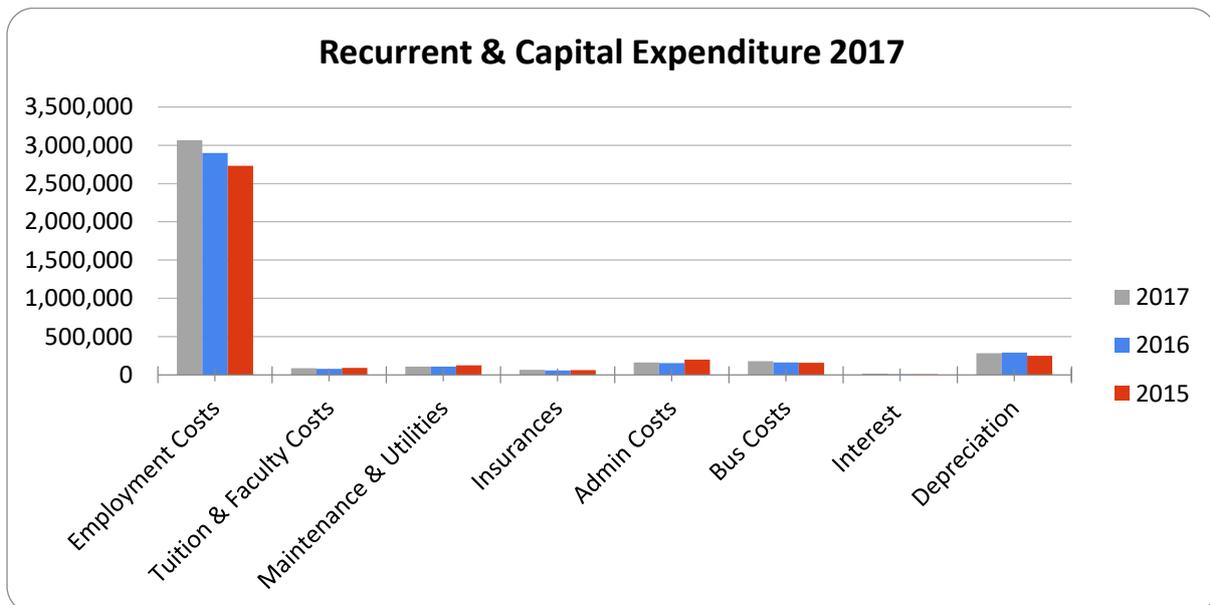
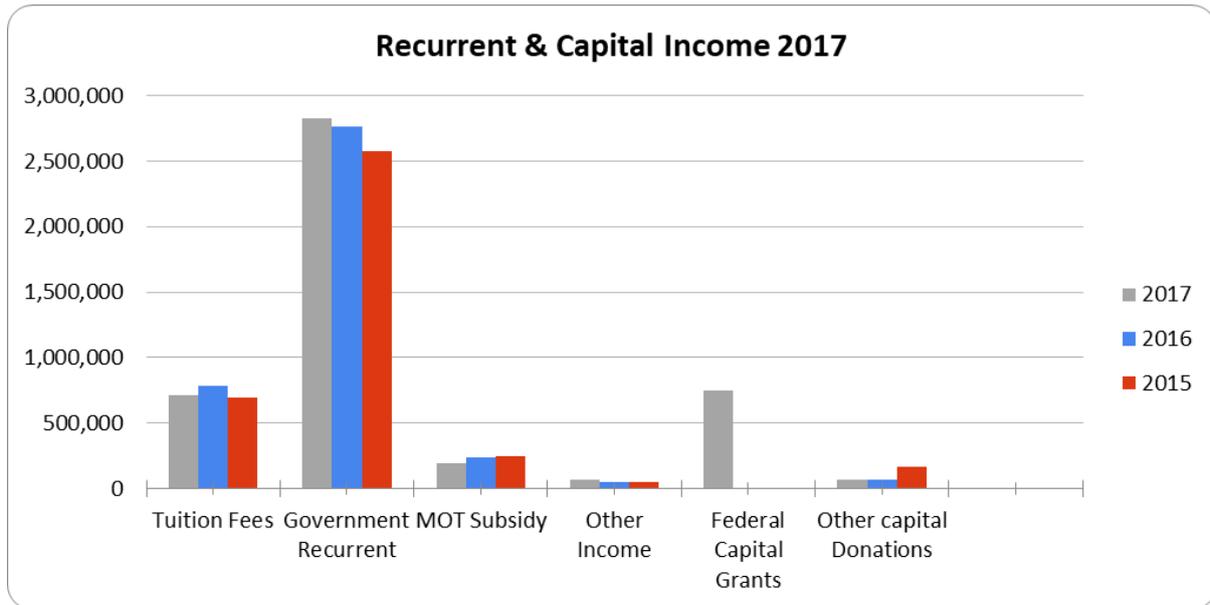


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Reporting Area 14

SUMMARY FINANCIAL INFORMATION 2017

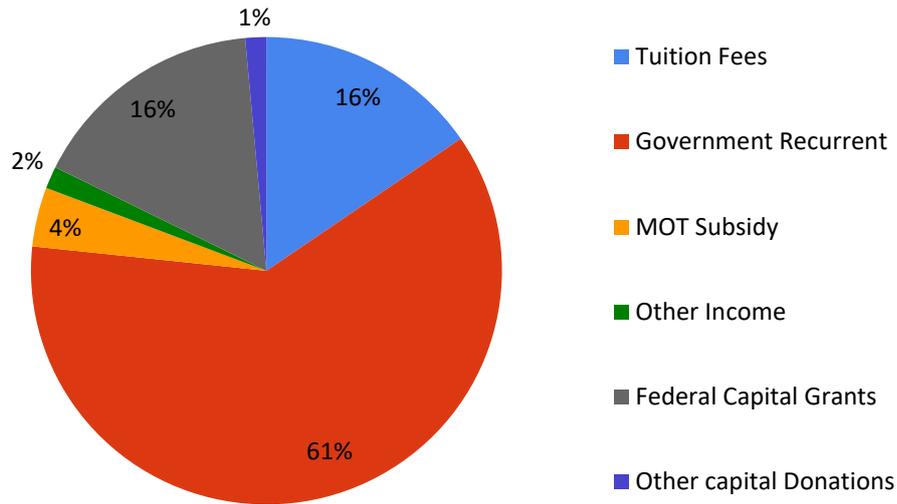




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Source of Total Income 2017



Break up of Total Expenses 2017

