



2022 Annual Report



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PREFACE

Policy

As Christadelphian Heritage College Sydney (CHCS) is a registered non-government school, it undertakes to fulfil all requirements and responsibilities expected by governing authorities.

One of these mandatory requirements is for CHCS to publicly disclose by way of an annual report, the educational and financial performance measures and policies of the school.

Preparation of Annual Report

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

Staff members responsible for Annual Report content:-

- **Area 1** : A message from key school bodies
Melissa Sharman (Principal), Samuel Dando (Chairman of the Board), Jason Gilmore (Parents & Friends Association), James McCann (Deputy Principal) & Martin Russell (Primary Coordinator)
- **Area 2** : Contextual Information about the school and characteristics of the student body
Melissa Sharman (Principal)
- **Area 3** : Student outcomes in standardised national literacy and numeracy testing
Rebekah Wetherton (Assistant Principal)
- **Area 4** : Senior secondary outcomes
James McCann (Deputy Principal)
- **Area 5** : Professional learning and teacher standards
Rebekah Wetherton (Assistant Principal)

- **Area 6 :** Workforce composition, including Indigenous
John Unwin (Business Manager)
- **Area 7 :** Student attendance and retention rates in secondary schools and Post school destinations

John Unwin (Business Manager) and James McCann (Deputy Principal)
- **Area 8 :** Enrolment policies
John Unwin (Business Manager)
- **Area 9 :** School policies
Melissa Sharman (Principal)
- **Area 10 :** School determined improvement targets
Melissa Sharman (Principal)
- **Area 11 :** Initiatives promoting respect and responsibility
James McCann/Martin Russell (Deputy Principal/Primary Coordinator)
- **Area 12 :** Parent, teacher and student satisfaction

Melissa Sharman (Principal)
- **Area 13 :** Summary financial information
Rachael Davies/John Unwin (Accountant/Business Manager)
- **Area 14 :** Distribution of Annual Report

John Unwin (Business Manager)
 - NESA
 - ACNC
 - Emailed to College Board
 - Posted on College website – www.hcs.nsw.edu.au
 - Copies available from the College Office (and advertised through College newsletter)



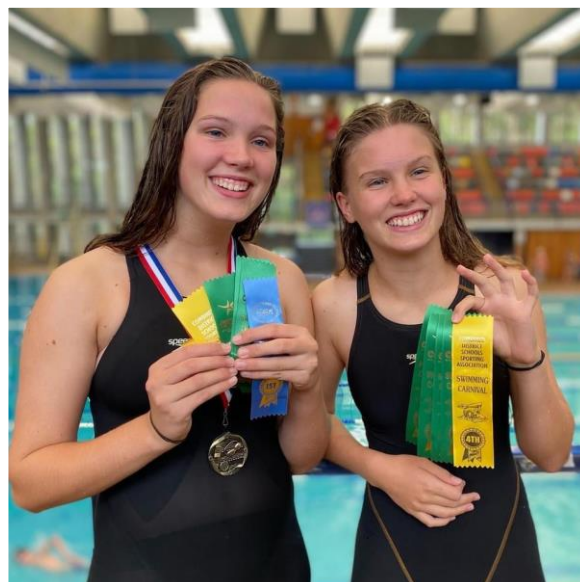
MESSAGES FROM KEY SCHOOL BODIES

a) PRINCIPAL'S REPORT

It has been my pleasure to join the staff at Heritage College Sydney, and I officially began my role as Principal in January 2022. We also welcomed new staff into our Learning Enrichment, Primary and Secondary teams.

We welcomed 20 new Kindergarten students and their families who are beginning their journey at Heritage, and enjoyed an online 'Meet the Teacher' event later in the term for all our parents of primary students. Four new students started in Year 7 and while the start of 2022 saw minimal covid-19 restrictions, the Year 7 & 10 three-day camp at Teen Ranch in Cobbitty, was postponed to later in the year where they engaged in exciting activities and strengthened friendships within their peer group, as well as those in another year. The College faced challenges in the early part of the year with extreme weather conditions faced by Sydney, with some short-term closures due to flooding. Thankfully there was no damage to the College grounds, and student learning was not interrupted for long.

It was wonderful to once again be able to hold sports carnivals, and celebrate house spirit with friendly competition alive and well between our school house teams of Carmel, Hermon and Tabor. Particular highlights in the sporting arena included:



- Swimming:
 - 3 primary students represented at the All Suburbs Independent Schools Sports Association (ASISSA) level, with one going on to compete at the Combined Independent Schools (CIS) carnival in 4 events.
 - 11 secondary students attended the CDSSA carnival in a variety of events, doing so well in their individual and relay events that CHCS won the aggregate shield. 4 students moved through to the AICES carnival.

- Cross Country:
 - 34 primary students competed at ASISSA with 3 qualifying for CIS,
 - 20 secondary students ran at the CDSSA carnival
- Athletics:
 - We had our own school records broken in 9 years boys discuss and the 5 years boys 70 m dash,
 - 12 primary students moved through to ASISSA, with students placing in high jump and shot put,
 - 30 secondary students qualified for CDSSA athletics where the Heritage team placed 5th overall, due to the great efforts of many of ours students who placed in the top 3 in their events, 9 students went onto the AICES carnival including 3 who placed as age champions at the CDSSA carnival

Back at the College, our senior students coordinated an inhouse Spikeball competition and once again shared their talents in running a 'Genius bar' to support others in completing their homework and engaging with their academic subjects. Our Year 12 students also ran an onsite cafe, keeping staff supplied with coffee and returning the profits to the College as a parting gift to purchase sporting equipment for the future. There have also been table tennis challenges and a host of basketball and volleyball games keeping us entertained and active!



Our seniors have also played an important role in coordinating our \$2 Tuesdays, supporting Agape in Action. Raising funds for a Christadelphian charity provides a great way for our students to put into practice the biblical principles of serving others and gaining an understanding of the blessings we have here in Australia. Our students and families have provided generous support for this program over the year, as well as contributing closer to home with a charity drive for those affected by the floods in Lismore.

During 2022, our bible themes have included:

- Loyalty, Majesty, Obedience, Orderliness, Openness
- Patience, Peacefulness, Perseverance, Prudence, Reliability
- Respect, Responsibility, Responsiveness, Self-control
- Sensitivity, Sincerity, Sobriety, Steadfastness, Strength



The Parents & Friends Association once again drew on the wonderful Heritage community to run the annual School Fair, this year with the theme 'Under the Sea'. There were so many items to buy, food to eat and experiences to bid on. The highlight without doubt was seeing our community come out and spend time with each other. In doing so, everyone aided the P&F in raising much appreciated funds to continue supporting the learning at the College (a record amount of over \$30,000).

Opportunities for other communication with parents included extending invitations for them to join us at sporting carnivals, primary assemblies, Parent/teacher interviews in Term 1, various performance evenings and subject selection nights. Phone interviews were also offered in Term 2 as part of the formal reporting process. We value the links with parents, and class teachers and Year advisors keep parents/carers up to date with relevant information and support for their children.

The new primary wing, officially opened in 2021, has now been complemented by a new secondary block. The primary wing has been a successful home for Kindergarten and Year 1 in 2022, with the updated learning spaces also fostering learning enrichment and support programs and hosting playgroup on a regular basis. The secondary block houses 2 new science laboratories, with adjoining preparation room and chemical store, along with two general learning areas which are able to be opened up for more collaborative learning. The new block also houses new amenities and an upgraded sports storeroom, with the lift and associated awnings making access easy for everyone. We were honoured to welcome Ms Anne Stanley, the local member for Warriwa, to speak at our Opening Ceremony for the Secondary Science block

in Term 3. The College community is thankful to the many people who have been involved over the years in bringing this major project to fruition, and to the Australian Government for the funding received under the Capital Grants Program.

In Term 4, 36 students in Years 11 and 12 sat the HSC examinations in Biology, Industrial Technology, Legal Studies, Mathematics (Standard, Advanced and Extension 1), Music 1, PDHPE and Studies of Religion 2. One student sat their subjects using the Life Skills stream. All of the Year 12 group were awarded the NSW Higher School Certificate, and it was pleasing to see six students gain a Band 6 result in their Mathematics course, with a further fifteen Band 5 results achieved across the range of HSC subjects studied.

19 of the 22 students who would be joining us in Kindergarten 2023 attended one day a week throughout Term 4 for our "School Readiness Program". This helps preschoolers to understand the routines and expectations of school life and enables them to become confident with the transition to 'Big' school.

After the end of year exams and reporting period, we were very pleased to be able to hold Presentation Night in person once again, and celebrate the wonderful achievements of our school community. Our outgoing Captains (both senior College Captains and our Primary Captains) were thanked for their contributions, and the new leadership teams introduced. We said goodbye to Mr Ng and Mrs Wassell who have retired after making significant contributions to the work of the College. We also said farewell to Mrs Hunter (Primary), Mr Chow and Mr Boyd (Secondary) after their work with us this year.

We would like to thank the staff for all their dedication and hard work, showing their commitment to the ethos and values of the College in their work for our students and families. Personally, I would like to thank the College Board, staff, students and community here for their welcome and encouragement which has helped me to quickly feel like a part of the Heritage family.

All staff and students would like to thank the College Board and the school community for the support provided over the year, and we also thank our Heavenly Father for His continued guidance and care.

Melissa Sharman

Principal



b) BOARD CHAIRMAN'S REPORT

Throughout 2022 the Board continued to oversee the policy and direction of the school, aligned to our values, mission and vision. The College management team ensured that Heritage College achieved great results in learning, personal achievement and spiritual development, reflecting Bible-based standards and values.

The College welcomed Mrs Melissa Sharman in the role of College Principal. She has received overwhelming support and has quickly become acquainted with personnel, policies, issues and current programmes in the college. Mrs Sharman's knowledge of educational philosophy and practice has been extremely useful in her continuing analysis and initial planning, with consultation, of the college's future directions.

2022 continued to be a productive year for the Board:

The building program of stage 4 Secondary was completed mid-year with the official opening early in 2023. It is another quality facility which will enhance learning and help to create a conducive learning environment.

Staff continued to be professional and dedicated, supporting the policy directions from the Board. This has resulted in a cohesive, pleasant atmosphere for learning within the College.

The fee structure has been maintained and supported by parents, again with minimal change. We appreciate government assistance which allowed the College to continue its operations effectively in 2022.

Board subcommittees with responsibilities for building and maintenance, finance and audit, and information and technology development have provided guidance and expertise to the Board.

Our auditors KLM Accountants once again confirmed that the College is in a healthy position and financially well-managed.

The Board would particularly like to thank the College Executive team, teaching and ancillary staff and

volunteers for their enthusiastic dedication to the students, all under the effective leadership of Melissa Sharman, and John Unwin, our hard-working, efficient Business Manager who has led a reliable and efficient administration team, with sensible advice to the Board.

We also appreciate the support and dedicated assistance of the Christadelphian community and the local community, as well as those who have offered financial support through loans and donations.

We are indeed grateful for all who assist the school in its endeavour to develop our young people in their personal growth to adulthood and maturity as members of the community. Above all, we thank the Lord for His superintending care during the year. All that we do, say and think are to give Him all the glory and praise.

Sam Dando

Chairman, Board of Directors



PARENTS & FRIENDS ASSOCIATION (P&F) REPORT

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

The P&F office bearers (Chairman, Secretary, Treasurer, Parent Representative on the Board) are elected annually. The Chairman and Parent Representative become members of the College Board, ensuring that there is effective communication between the Board and the P&F. A member of the College staff attends each P&F meeting to answer questions and provide visibility of College activities.

The P&F is an effective and practical way in which the College community can volunteer to assist the College.



We were very blessed during 2022 to be able to run our Annual Fair with little impact from Covid, although the La Nina rain played a part making the grounds too wet for the larger rides to be set up. Thanks go to the many, many people who gave their time to assist, and to the individuals and companies who sponsored parts of the event. With funds from the fair, and various other fundraising activities during the year we have been able to help fund tangible improvements like providing AV equipment to new classrooms, refreshing the primary laptops, gifting bibles to new students, as well as supporting study tools with yearly subscriptions.

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

Jason Gilmore

Chairman Parents and Friends Association

c) STUDENT LEADERSHIP REPORT

Leadership is an important area for student learning and can assist in a child's spiritual, academic, mental, physical, social and emotional growth. Leadership is not a responsibility confined to the 'badge wearers' and is shared by all students and staff.

Students in Year 5 are interviewed by the Primary Coordinator, and are encouraged to present speeches to the Primary to become Year 6 Student Leaders. From this, male and female captains are elected by vote from the Primary students. Year 11 students present a Leadership portfolio and are interviewed by the Principal and Deputy Principal in order to stand for the Senior Leadership Team. From a vote of the student body (3-11), the College Captains and Vice-Captains are elected. Other areas of leadership include the Music Captain, Sports Captains (of each team) and sporting day teams leadership.

All Year levels were encouraged to develop leadership skills through their Year Advisor Programs. This included organising fundraising events and running lunchtime activities as a way of developing their HeLP Portfolios.

2022 saw the Year 12 cohort continuing to run a coffee and cake stall one lunch each week for staff and senior students.

With the end of a few tumultuous years, the leadership opportunities for the primary team returned to more regular tasks. This included assisting younger students find their buses in the afternoons, presenting awards and maintaining calm behaviour at the end of breaks. They also participated in the running of a fundraiser and setting up for assemblies. Both primary captains specifically returned from family holidays to make announcements at the final presentation evening, which demonstrated their commitment to the role of college captain.

James McCann, Deputy Principal & Martin Russell, Primary Coordinator



CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

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

Mission: Heritage College Sydney strives for:

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

Values: The Bible and its principles form the basis of life at the College, with a focus on respect for and responsibility to God, the community and others. Courtesy, good manners and positive behaviour are celebrated, and students are encouraged to care for one another, seeing themselves as part of a 'family' working in harmony together.

Focus: A foundation of the College's operations is daily consideration of relevant principles from the Bible, including thankfulness, respect and praise. Students consider a range of Bible themes and values pertinent to life and their stage of development and the positive lessons for developing life-skills.

In both curricular and extracurricular areas, Heritage College is committed to encouraging and supporting students to achieve their best. Educational programs at the College follow the syllabus outcomes set by the NSW Education Standards Authority (NESA). However, it is the approach and environment in teaching these courses that reflects the philosophy and aims of the College. The College offers excellent opportunities for students to advance their interests in music, sport and art. Students have consistently demonstrated outstanding ability in all these areas. The senior courses are delivered using the compressed model. The

Year 11 and 12 students are one in cohort and complete half their subjects for both Preliminary and HSC in one year sitting for the HSC exams in those subjects. The following year they choose from a different set of courses and repeat the process. The senior students acknowledge the benefit to them of concentrating on only three subjects and then receiving their marks back before commencing another three. Their results have supported this method.

Facilities: The College is located on two hectares of land in a rural setting and adjacent to Council sporting fields. Recently upgraded facilities include a 500 seat Performing Arts Centre, completed in 2017, new Primary teaching rooms and a Learning Support area, completed in 2020 and a new double storey Science and Mathematics block. God willing we now move to Stage 5 of our Master Plan which is a Gymnasium. This will supplement our sports program and providing much needed additional undercover play and learning areas.

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

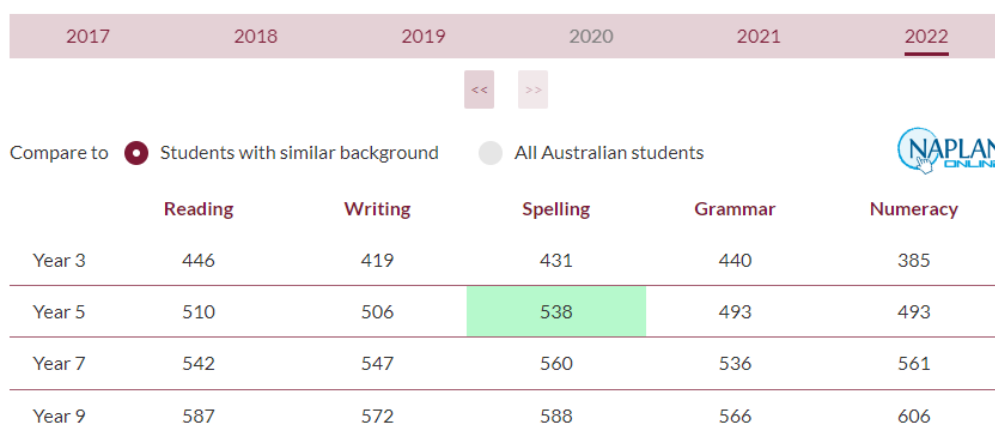
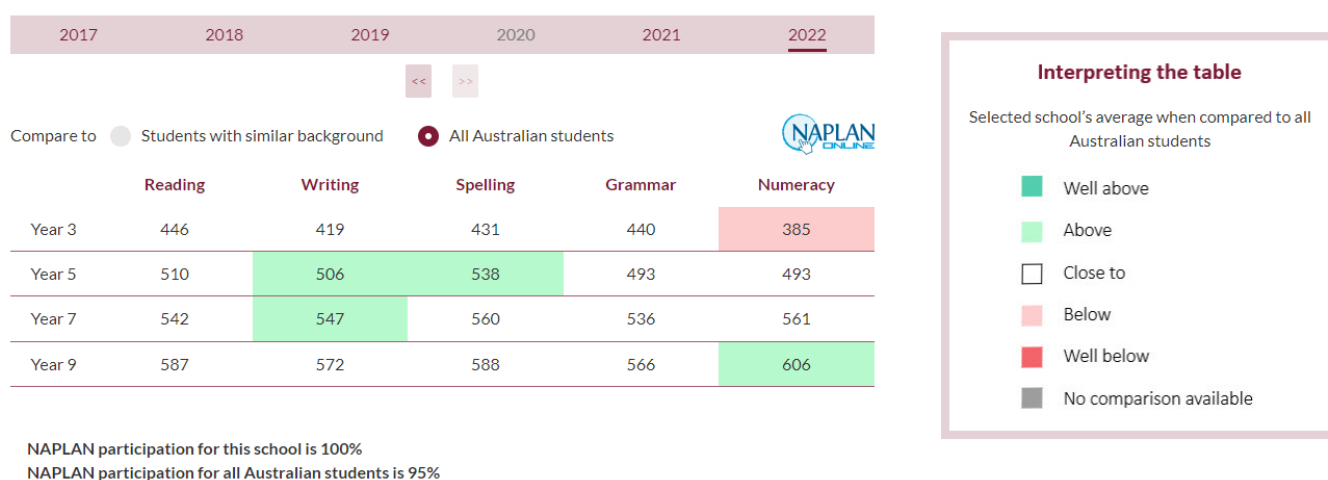


STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

2022 saw the beginning of all schools Australia wide coming on board with NAPLAN online. Having been through the training and trials, where students completed the Writing and Omnibus tests, we had no glitches with the actual execution of Years 3, 5, 7 and 9 online. Year 3 still completes the Writing exam by hand with the rest online.

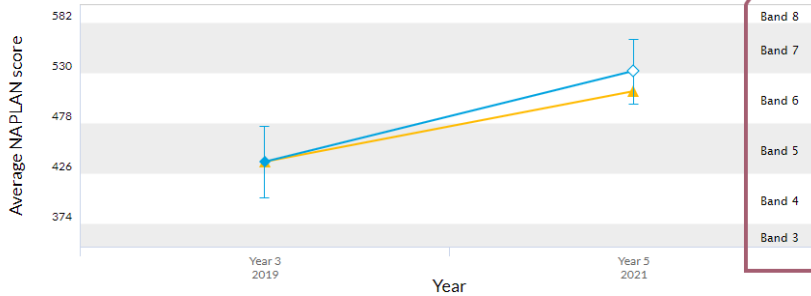
Our Years 3-5 Reading test results continue to rise and be above the average for students who have similar backgrounds. The Year 5 Spelling results have shown an improvement in 2022 and above the average.

The following graphs indicate a summary of our 2022 NAPLAN results:



Year 3-5 ▼ Reading ▼ 2019-2021 ▼ Submit

Year 3-5 Reading 2019-2021



Select categories:

- ☒ Selected school
 ☒ Students with the same starting score and similar background
 ☐ All Australian students

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

^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no 2018-2020 and 2020-2022 student progress available.

Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

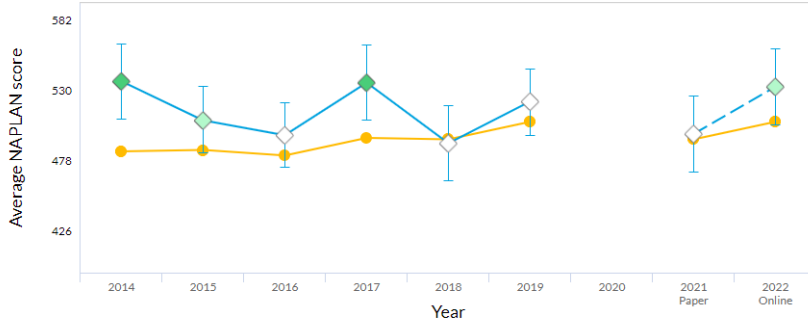
- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◇ 90% level of confidence

Time Series

Year 5 ▼ Spelling ▼ Submit



Year 5 Spelling



Select categories:

- ☒ Selected school
 ☒ Students with similar background
 ☐ All Australian students

Interpreting the graph

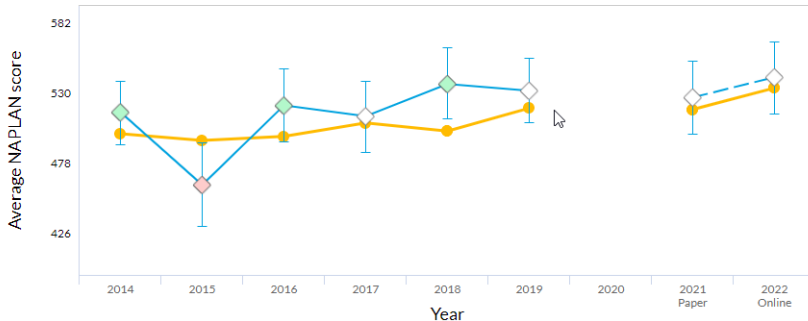
Selected school's average when compared to students with a similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◇ 90% level of confidence

Year 7 ▼ Writing ▼ Submit



Year 7 Writing



Select categories:

- ☒ Selected school
 ☒ Students with similar background
 ☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◇ 90% level of confidence



The focus area for 2022 remained Literacy. Kindergarten, Year 1 and Year 2 continued implementing the InitialLit Program at a classroom level (Tier 1 in the Response to Intervention Model). Students who do not attain benchmarks for Literacy and Numeracy, are given access to programs (Tier 2 and 3 interventions in the Response to Intervention Model) that aim to develop their skills and “catch them up”. We have built up a repertoire of research endorsed programs that teach the skills that have been “missed” or require remediation. These include: MiniLit, MacqLit, MultiLit, MultiLit Extension, Language Lift, Quicksmart Maths and COGMED Working Memory Program. It is the belief that the delivery of such programs will narrow the gaps that would otherwise occur in classes. Students who do not make the necessary gains in these programs are then referred to external professionals for further assessment and diagnosis.

Due to COVID interruptions, we were granted Intensive Learning Support funding (ISLP). Extra staff were employed and additional programs such as Visualising and Verbalising (Language Comprehension) have been delivered to a wider range of students than we would normally be able to provide. Funding has not been used, so this will continue into 2023.

All students were assessed annually using the Australian Council of Educational Research (ACER) tests at the end of 2022 in order to determine progress compared to 2021, as well as to prepare for 2023 classes and groupings. Writing skills development was further developed in 2022 by a learning partnership with the AIS and integrated into all Primary classrooms.



Reporting Area 4

SECONDARY OUTCOMES

Heritage College provides a range of educational opportunities while delivering the NESA determined requirements and hours. All follow NESA standards of curriculum and assessment at the stage appropriate level.

Stage 4 (Years 7 & 8) students commence High School by stepping up to new methods of curriculum delivery and a more specialised range of subjects. Year 7-10 students have separate subject areas that include Bible, English, Mathematics, Science, Geography, History & PDHPE.

Year 7 & 8 have further individualised subjects of Music, Language (Year 7 only), Visual Arts, and Mandatory Technology.

Stage 5 students have a choice that is more individual in their subjects. Mathematics is streamed into 5.3 and 5.2 classes, which is based on student results from Stage 4. There are two elective lines, allowing for a

choice from the 7 (possibly 8) elective subjects: Commerce, Food Technology, Music, Industrial Technology (Wood), Information and Software Technology (IST), Visual Arts and Physical Activity and Sports Studies (PASS). These are taught to a combined Stage 5 group, made of Year 9 and Year 10 students.

Each subject prepares for the further specialisation and choices of subjects in Stage 6. Heritage aims to make a strong continuum of knowledge and skill development to enhance the expectations and achievement of our students in Senior courses.



HIGHER SCHOOL CERTIFICATE (HSC)

In Stage 6, Heritage provides the NESA approved 'Compressed Curriculum Method' model of study for delivering the HSC. This means Year 11 and Year 12 students combine as one Senior cohort. They study both the Preliminary and HSC course requirements for 3 (or 4) subjects in Year 11 and complete their HSC exam in those subjects at the end of Year 11. The following year, in Year 12, the students then undertake another 3 (or 4) subjects to study both Preliminary and HSC course requirements to finish their Higher School Certificate (HSC) and receive their ATAR (if they so choose).

In 2022, 36 students in Years 11 and 12 sat the HSC examinations in Biology, Industrial Technology, Legal Studies, Mathematics (Standard, Advanced and Extension 1), Music 1, PDHPE and Studies of Religion 2. One

student sat their subjects using the Life Skills stream. These subjects represent the courses offered in our 'Even Year' according to our compressed curriculum method.

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

Of the 36 students who sat for the HSC, six students gained a Band 6 (90-100%) and fifteen students gained Band 5s (80-89%) across their HSC subjects. Continued analysis of data and development of action plans by teachers will take place in 2023 to help students to maximise results. With small candidatures, percentages need to be interpreted with care.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA 2022

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English 200 hours (300)	21	91623	19.05	23.81	42.86	14.29			12.28	28.80	36.16	15.86	5.88	1.02
Mathematics 200 hours (323)	21	91969	9.52	19.05	42.86	28.57			14.54	21.99	32.19	23.62	6.76	.89
Science 200 hours (350)	21	91711	19.05	33.33	38.10	9.52			12.59	23.94	36.73	19.38	6.41	.95
Commerce 200 hours (430)	8	22183	12.50	75.00	12.50				24.52	34.89	29.54	8.51	2.26	.28
Geography 100 hours (4015)	21	91590	4.76	57.14	23.81	14.29			15.04	27.91	34.73	15.57	5.92	.82
History 100 hours (4007)	21	91615	23.81	61.90	14.29				14.75	27.70	34.46	15.90	6.31	.87
Food Technology 100 hours (1626)	1	6551			100.00				17.07	27.75	32.01	14.91	7.82	.44
Food Technology 200 hours (1625)	2	17466	50.00	50.00					19.30	29.03	31.40	13.79	5.58	.89
Graphics Technology 100 hours (1701)	1	607					100.00		28.17	29.32	24.22	10.87	6.59	.82
Industrial Technology (Timber) 200 hours (1820)	8	11083	12.50	75.00	12.50				12.07	27.93	37.18	15.73	6.30	.78
Information and Software Technology 200 hours (1830)	8	5946	25.00	62.50		12.50			27.36	31.16	27.63	9.65	3.65	.54
Music 200 hours (2050)	2	8855	50.00		50.00				26.96	31.89	25.06	11.08	4.26	.76
Visual Arts 100 hours (2061)	1	4210			100.00				19.41	31.57	30.26	12.66	5.27	.83
Visual Arts 200 hours (2060)	5	11993	40.00	60.00					28.37	33.32	25.22	8.31	4.14	.63
Personal Development, Health and P.E. 200 hours (2420)	21	71122	23.81	61.90	14.29				12.49	33.17	37.19	12.15	4.13	.87

One student transferred to another school to complete senior studies.

2022 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	15	5 (33%)	53%	10 (67%)	47%
Legal Studies	10	3 (30%)	65%	7 (70%)	35%
Industrial Technology	19	4 (21%)	51%	15 (79%)	49%
Mathematics Standard 2	28	14 (50%)	53%	14 (50%)	47%
Mathematics Advanced	7	4 (57%)	76%	3 (43%)	24%
Mathematics Extension 1	2	2 (100%)	73%	0 (0%)	27%
Music 1	3	3 (100%)	87%	0 (0%)	13%
Personal Development, Health and Physical Education	11	6 (54%)	50%	5 (46%)	50%
Studies of Religion 2	4	2 (50%)	79%	2 (50%)	21%

COMPARISON TO 2020 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	4	0 (0%)	62%	4 (100%)	38%
Economics	13	6 (46%)	77%	7 (54%)	23%
Industrial Technology	10	3 (30%)	52%	7 (70%)	48%
Mathematics Standard 2	14	6 (43%)	47%	8 (57%)	53%
Mathematics Advanced	8	7 (88%)	80%	1 (12%)	20%
Mathematics Extension 1	2	0 (0%)	75%	2 (100%)	25%
Music 1	5	5 (100%)	89%	0 (0%)	11%
Personal Development, Health and Physical Education	9	3 (33%)	60%	6 (67%)	40%
Studies of Religion 2	8	2 (25%)	74%	6 (75%)	26%

COMPARISON TO 2018

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	9	6 (67%)	69%	3 (33%)	31%
Industrial Technology	11	5 (45%)	48%	6 (55%)	42%
Information Processes and Technology	10	4 (40%)	67%	6 (60%)	33%
Mathematics General	27	15 (55%)	53%	12 (45%)	47%
Mathematics	9	7 (78%)	78%	2 (22%)	22%
Mathematics Extension	3	0 (0%)	78%	3 (100%)	22%
Music 1	6	6 (100%)	90%	0 (0%)	10%
Personal Development, Health and Physical Education	19	8 (42%)	60%	11 (58%)	40%
Studies of Religion 2	8	5 (63%)	71%	3 (37%)	29%

COMPARISON TO 2016

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Biology	18	12 (67%)	65%	6 (33%)	35%
Industrial technology	4	1 (25%)	55%	3 (75%)	45%
Information Processes and Technology	4	3 (75%)	63%	1 (25%)	37%
Mathematics General 2	21	12 (57%)	52%	9 (43%)	48%
Mathematics 2 unit	8	6 (75%)	76%	2 (25%)	24%
Music 1	4	4 (100%)	89%		11%
Mathematics Extension 1	3	3(100%)	80%		20%
Personal Development, Health and Physical Education	22	8 (36%)	62%	14 (64%)	38%
Studies of Religion 2	9	1 (11%)	71%	8 (89%)	29%

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Teacher Standards and Qualifications	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	23
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0
Teacher Accreditation Status	Number of Teachers
Lead Teacher - They are skilled in mentoring teachers and teacher education students (pre- service teachers), using activities that develop knowledge, practice and professional engagement in others (voluntary professional development only).	1
Highly Accomplished - They have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning (voluntary professional development only).	0
Proficient - Completed all of the requirements as prescribed by NESA to obtain Proficient status	22
Provisional - has completed an approved teaching degree but has not yet completed the process of applying for Proficient status (to be achieved in the first 3 years of full-time teaching)	1
Conditional - has almost finished their degree, has completed their practicum and NESA has granted them provisional authority to teach	0

Note: [Provisionally and conditionally accredited](#) teachers work towards Proficient Teacher accreditation when they start teaching in a NSW school or an approved centre-based early childhood service. Total teacher numbers are listed on the My School website <http://www.myschool.edu.au>

PROFESSIONAL LEARNING

The major sources of professional development for 2022 were staff meetings, external courses and personal goals. Staff meetings included AIS presentation on 'Creating Safer Independent Schools' (compliance training as well as Asthma and Anaphylaxis Training), CHCS Handbook, setting SMART goals with supervisors and following these up during the year, interview techniques, student awareness and accommodations, Nationally Consistent Collection of Data, data analysis of NAPLAN and HSC and sharing from PD courses and Training. Onsite external PDs were halted during the extended lockdown, with courses returning at a very slow rate or many not being offered or only via zoom (if they could be). Accreditation of new PD courses has had new regulations.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Creating Safer Independent Schools – AIS Session 2	23
Asthma Training	23
Anaphylaxis Training	23
The Basics of Social and Emotional Learning	1
Anti- Discrimination Masterclass	2
Autism Spectrum Disorder- Sue Larkey	2
Accidental Counsellor	1
Stage 6 Design and Technology	1
Maths problems- Neurodiversity	1
InitialLit	1
Language Lift	2

The average expenditure 'per teacher' on professional learning in 2022 was \$709 (23 teachers). This was a significant increase on last year's values which were impacted by COVID restrictions when many PD courses were cancelled.

We are continuing to take a proactive approach with the professional development of our teaching staff, through mentoring and SMART goals. These goals include PD and are developed in conjunction with their supervisors. Goals and courses are in line with the College's School Improvement Plan and the teacher's respective subjects. We continue to encourage each teacher to develop their skills and keep up to date with the latest teaching and learning strategies and trends to better educate the students in their care. All full-time NESA accredited teachers need to complete 100 hours of professional development over 5 years, with part-time teachers having 7 years to complete the required hours. Extension of time has been granted due to COVID interruptions and Remote Learning during 2019 and 2020 to Teachers whose accreditation was due in 2022.

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



Reporting Area 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

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

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1	3.6%	6.4	22.9%	26.5%
Secondary Teaching	7.3	26.1%	4.5	16.4%	42.2%
Administration/Teaching Support	2.16	7.7%	6.57	23.5%	31.2%

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



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 89% on average based on an indicative figure of each student to attend school 200 days per year. This is a drop from the results in 2021 as students get used to coming back to school from a year or more of remote learning. This is a credit to the adaptability of our staff and the resilience of both our students and parents during this difficult time.

These figures were taken from Term 3 STATS reporting.

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

Year 1	89%
Year 2	93%
Year 3	86%
Year 4	91%
Year 5	88%
Year 6	92%
Year 7	91%
Year 8	85%
Year 9	88%
Year 10	89%
Overall	89%

Management of Non-attendance

Heritage College traditionally has a relatively low rate of absence, with non-attendance of students mainly due to illness or holidays. Being a small school, one or two students can also adversely affect numbers. Our high attendance is a credit to the dedicated staff and the school environment, which encourages students to attend school.

All parents/guardians are required to provide a written explanation for all student absences. For absences of extended periods such as chronic illnesses, students are supported and encouraged to continue as far as possible with the academic work covered by their class during their period of absence. Families that want to take extended leave, must make an application in advance to the Principal for approval. Attendance plans are also implemented with families for students who struggle with being at school, so we have a plan in place to remove any barriers that they or their family might have that hinders them from regular attendance. We work closely with the AIS for such students.

RETENTION RATE

Years Compared	Yr 10 total enrolment on census date	Yr 12 total enrolment on census date	Yr 10 enrolment remaining in Yr 12	Apparent retention rate	Actual retention rate
2015/2017	20	17	17	85%	85%
2016/2018	23	18	18	78%	78%
2017/2019	24	20	20	83%	83%
2018/2020	20	13	12	65%	60%
2019/2021	18	12	12	67%	67%
2020/2022	21	18	18	86%	86%

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

POST SCHOOL DESTINATIONS

Destination	Year 10 (21)	Year 12 (18)
Went onto 11/12 @ CHCS	19	
University	-	9
University / College	-	-
TAFE / Tertiary College	-	2
Apprenticeship	1	4
Traineeship	-	-
Employment	-	1
Unemployed	-	-
Professional Sportsman	-	-
Unknown	-	2
Transferred to another school	1	-
Total	21	18



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 Education Standards Authority (NESA). 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/carers support the ethos of the College and comply with the 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 local community families in accordance with the 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

Parents/carers and the applicant are to be interviewed by the Principal or the Assistant Principal to outline the ethos of the College and to ascertain their ability and willingness to support this ethos. Enrolment will be offered at the discretion of the Principal and is not guaranteed for every application. 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 parent/carer's agreement and compliance with the ethos of the College. The College Board may be involved in enrolments at the discretion of the Principal.

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 local community 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 support the College's ethos. These are factors which may contribute to the acceptance of the enrolment application.

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

Applicants are placed on the waiting list, at the discretion of the College Principal. Priority will be given to children of Christadelphian families if vacancies become available in classes.

Parents/Carers of local community children are to be made aware of the close relationships and level of co-operation between those within the Christadelphian Community.

CLASS SIZES

Class numbers are to be at a level that promotes sound teaching practices and permits a safe, practicable working environment. If inquiries exceed class sizes, waiting lists will be formed.

FEES

The fee structure is to be determined annually by the College Board. The Board may reduce the fees for Christadelphian families to reflect the ongoing 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 carers);
- 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 carer 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;
- NAPLAN reports
- 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;
- Past payment history/track record and use this information to evaluate new 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 carer 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 does 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 carer, 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 carer 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 carer 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 26 per straight class

Years 7 to 12 - 28 students

Changes to these class sizes must receive Board approval.

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

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

ADJUSTMENTS

The adjustment determination is made upon the basis of what is a reasonable adjustment after input from all parties including the student, nominated carer, 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 parent/carers 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 carer 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

Tuition fees are invoiced to families at the start of each school year, or on enrolment if your child starts part way through a school year. Invoices are issued and school fee payments are made via FACTS Management Australia. Using the FACTS portal, families are able to either pay their fees in full or set up a fee payment instalment plan. You will receive an email from FACTS Management inviting you to click on the link in the email and make a payment or set up your instalment plan.

More information about FACTS is found here: <https://factsmgt.com.au/>

Most years Heritage College offers an Early Bird Discount to families who pay their fees in full by the date specified (usually early in February). Some T&C's apply to the Early Bird Discount. Alternatively, parents may pay by the quarter, month or fortnight, with payments finalized by October of the school year to which they relate. The payment due dates will appear when you log in to FACTS. Families are encouraged to contact the College if they need to discuss fee payments at any time.

Fees include tuition, weekly sport, secondary lifesaving, primary swimming, carnival and gala days, Y5 compulsory training band tuition, textbooks and most primary stationary needs. At the moment, transport to and from school and to most sports events on college-owned or chartered buses is also included in tuition fees. Fees do not include uniform requirements, excursion costs, camps, private music tuition, and hire of a musical instrument (required for all students in Year 5, unless the student provides their own instrument) or other discretionary purchases.

All fees and charges are subject to review by the College Board and are likely to change annually. The College Board may alter these conditions at any time by notifying parents/guardians in writing. Ongoing enrolment is subject to tuition fees being up to date and may be withdrawn in writing at any time by the Principal or their delegate.

SCHOOL POLICIES

POLICY	CHANGES IN 2022	PUBLIC DISCLOSURE
<p>STUDENT WELFARE POLICY</p> <p>CHCS is committed to providing inclusive education for all children wherever possible and undertakes to establish identification procedures, implementation programs and methods of communication in order to provide for the academic, mental, physical, social, spiritual and emotional well-being of all students.</p> <p>CHCS will:</p> <ul style="list-style-type: none"> • ensure that children, regardless of ability or disability, are given the opportunity to enrol at CHCS and to provide services to meet the academic, mental, physical, social, spiritual and emotional needs of all students • provide adequate funding to supply staffing and resources so as strive to meet student needs • ensure an ongoing method of assessment and communication with relevant stakeholders • coordinate specialist services and funding from outside sources. 	<p>No changes.</p> <p>Review process started in Nov 2022 for completion Feb 2023.</p>	<p>College Website, internal shared drive, and available on request.</p> <p>Policy listed in the School Information Booklet.</p>
<p>ANTI-BULLYING POLICY</p> <p>The vision of CHCS is to honour God by working together as a community to provide a quality education within a safe and Christ-centred environment. Bullying in any form is contrary to this vision and is therefore not acceptable. CHCS will strive to take steps to minimise such behaviour and ensure bullying is reported and dealt with promptly and appropriately. The entire College community has a role to play in preventing bullying and maintaining a safe and harmonious environment.</p>	<p>No changes.</p>	<p>College Website, internal shared drive, and available on request.</p> <p>Policy listed in the School</p>

POLICY	CHANGES IN 2022	PUBLIC DISCLOSURE
<p>ANTI-BULLYING POLICY (cont'd)</p> <p>CHCS will:</p> <ul style="list-style-type: none"> reinforce within the College community that bullying is unacceptable plan and implement positive prevention strategies to reduce the incidence of bullying educate staff and students of the signs of bullying and their responsibility to report suspicions or incidents of bullying implement intervention strategies so that reported incidents of bullying are followed up and appropriately actioned provide support to students, families and staff. 		<p>Information Booklet.</p>
<p>DISCIPLINE POLICY</p> <p>CHCS strives to educate students in a safe, respectful and happy environment, reflecting Bible values and ethics, as outlined in our Mission Statement.</p> <p>The College has established rules and encourages children to develop self-discipline, accepting responsibility for their own behaviour. Procedures are in place to promote positive student behaviour, to recognise and reinforce student achievement and to manage inappropriate behaviour.</p> <p>The discipline policy and procedures are based on principles of procedural fairness.</p> <p>The College will actively seek to involve and inform parents of any interventions or disciplinary measures at all levels, especially in</p>	<p>No changes</p>	<p>Available on internal shared drive, and on request.</p>

POLICY	CHANGES IN 2022	PUBLIC DISCLOSURE
<p>DISCIPLINE POLICY (cont'd)</p> <p>relation to processes of procedural fairness for suspension and expulsion.</p> <p>Inappropriate physical force or corporal punishment forms no part of the discipline policy of CHCS. The policy further establishes that the school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.</p>		
<p>RESPONDING TO COMPLAINTS AND GRIEVANCES</p> <p>Christadelphian Heritage College Sydney will strive to respond professionally to suggestions, complaints and allegations, knowing that they will lead to improvement in the way the College offers its services, keeps safe all who attend the college and promotes confidence and fairness. To this end the college will strive to encourage its members, as well as those of the wider community, to offer feedback on its policies, practices and procedures.</p> <p>Parents or members of the community who wish to raise a matter with the College are encouraged to use established communication channels such as email or calling the school office to arrange an appointment. It is hoped that an appointment would be made to see the relevant member of staff and discuss any concerns prior to lodging a complaint. Procedures for these discussions are based on the principles of procedural fairness and aim to promote a spirit of conciliation and positive resolution.</p>	No changes	<p>College Website, internal shared drive, and available on request. Policy listed in the School Information Booklet.</p>

POLICY	CHANGES IN 2022	PUBLIC DISCLOSURE
<p>CHILD PROTECTION POLICY</p> <p>This policy:</p> <ul style="list-style-type: none"> summarise the duties and obligations under relevant child protection legislation in NSW for staff (including employees and volunteers) and contractors of Christadelphian Heritage College Sydney (CHCS) during their employment or engagement at the College outlines key requirements and definitions under the relevant legislation, including mandatory reporters, reportable conduct and risk management summarises expected standards of behaviour in relation to staff and contractors and their relationships with students provides a guide as to how CHCS will deal with certain matters relating to child protection. 	<p>Updated reference to the Mandatory Reporters Guide. Other minor changes to formatting only.</p>	<p>College Website, internal shared drive, distributed to staff and contractors via email</p>



SCHOOL-DETERMINED IMPROVEMENT TARGETS

SCHOOL IMPROVEMENT PLAN 2022 - 2023

The School Improvement Plan is a biennial plan for 2022-2023, to be in line with the AIS perspective surveys. Building upon the 2020-2021 plan, school improvement continues to be considered under the 5 focus areas of Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education. Collaborative investigation and evaluation of current practices and trends provided evidence to inform the 2022 school improvement projects and initiatives which are summarised below.

1) LEADERSHIP & MANAGEMENT

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

During 2022, staff were able to set and reflect on their SMART goals, aligned with school professional development goals. The executive team refined processes for planning and tracking agenda items for staff meetings and professional development, including providing more explicit guidance for maintaining accreditation and logging professional learning hours with NESA. As well as dedicating time to their own learning, the Executive team reflected on their role in leading and managing the College utilising different techniques and research perspectives on leadership.

- Evaluate use of Sentral platform and areas for future use

The parent portal is working to distribute permission notes, letters, emergency notices and school reports effectively. Use of the Wellbeing module was considered, with respect to tracking information considered to be required for a student profile, and/or data to inform College planning and programs. Current electronic filing systems were identified by the executive team in order to consider possible relocation to Sentral.

2) STUDENT ENGAGEMENT & ATTAINMENT

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

Staff meeting time throughout 2022 was used to deepen staff awareness of current research into best practice in differentiation, with specific reference to High Potential and Gifted Education, as well as catering to students with disability. Existing enrichment opportunities were mapped, and the College worked in partnership with the Association for Independent Schools on tiered intervention and on developing student writing in Primary.

The College investigated potential opportunities for building talent development programs relating to the Physical domain of High Potential and Gifted Education, determining the integrating sport in 7-12 will remain and be further strengthened with additional time release for Gala day team preparation.

Developing physical skills from K-12 was identified as a key aim, with the intention to have secondary PDHPE staff utilised in Primary in 2023.

All staff engaged in discussions and data collection relating to reasonable adjustments being made to cater for specific learning needs. Nationally Consistent Collection of Data processes were effectively completed for 2022, and reviewed with some modifications to be made for 2023 (this is an annual collection of data on students with disability).

- Encourage student achievement of higher levels in HeLP to demonstrate engagement

Expressions of interest were received in the second semester 2022, to review HeLP and reward levels. The team had representatives from both primary and secondary staff, and developed a student survey which was conducted at the end of the year. Information gathered will inform initiatives for 2023.



3) CURRICULUM & ASSESSMENT

- Set frames of reference for curriculum evaluation
 - Considerations of student choice in curriculum lines

The College management team considered ways to give more effective student choice in the determination of subjects and line structures for stage 6, by checking staff interest in different stage 6 subjects being offered / able to teach. Student and parent views were also captured via survey in term 2 with the results

informing decision making processes for subject selection. A small change was made to the curriculum offerings for 2023, with Modern History to replace Ancient History. In general current student choices reinforced the organisation of subjects along the current line structure.

Towards the end of 2022, the College Management team set about to discuss educational philosophies, and the best use of our human resources. Consultation meetings were held term 4 week 6 with Secondary, Primary, and Student Learning and Support staff (3 separate group discussions) around student growth, the tiered intervention model and considerations for supporting student needs in 2023, with the focus to remain on small group withdrawal in response to student need. A team of staff also conducted investigations into different Stage 3 programming options, undertaking a visit to Homebush West Public School, followed by conversations of the strengths and limitations of collaborative planning and co-teaching vs composite class structures in our context. This informed the staffing model for 2023, with a combined 6/5/4 grouping to be worked on.

It is envisioned that the following year will extend the evaluation of the current College structures, focusing on the upper primary and lower secondary grades.

- Improvement of Writing skills in K-12

All primary staff worked in partnership with the Association for Independent Schools on tiered intervention and on developing student writing. The registered professional development course included 5 modules, with lesson observations and feedback in staff implementation also provided: An Overview of Writing, Sentences are the Key to Writing, Building Up Text, Enriching Writing, Assessment of Writing.

Next steps will need to include how to extend this learning to the relevant applications in secondary teaching and learning programs.

- Implementation of new KLA syllabuses

Planning time provided for implementation of new syllabuses in K-2. Executive discussions continued in order to prepare for the increased number of syllabus changes to be drafted by NESA and implemented over the coming years.

4) SAFE COLLEGE ENVIRONMENT

- Review welfare system and processes

College executives conducted a reflection/evaluation of the Welfare Team and overall approach to wellbeing initiatives (both proactive and reactive), with the result that weaknesses in some systems were

identified. To address these, it was proposed that we look to create some separation of the current responsibilities of the Welfare team and instead create a secondary Year Advisor team in 2023 to expand their collaborative work. Initial load implications for having both working teams were built into the 2023 budget and discussions held about Senior Teacher leadership of the team. Preliminary outlining of the concept was well received by the current Year Advisors.

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

During 2022 the College formalised a WHS committee including a staff representative, who met at least once a term to review health and safety issues.

An Employee Assistance Program was established with Anglicare to support staff who may wish to access counselling services (contract entered into for the remainder of 2022 and 2023, then to be reviewed).

5) ABORIGINAL EDUCATION

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

Currently two students identify as First Nation and the Assistant Principal oversaw consultation and documentation for their individualised learning plans. In addition to the embedding of an indigenous perspective within curriculum programs, Reconciliation week mentioned at assembly, 31 May 2022 and discussions were held around future possibilities of acknowledging/supporting Harmony Day (March), Reconciliation week (May) and NAIDOC week (July) in 2023.



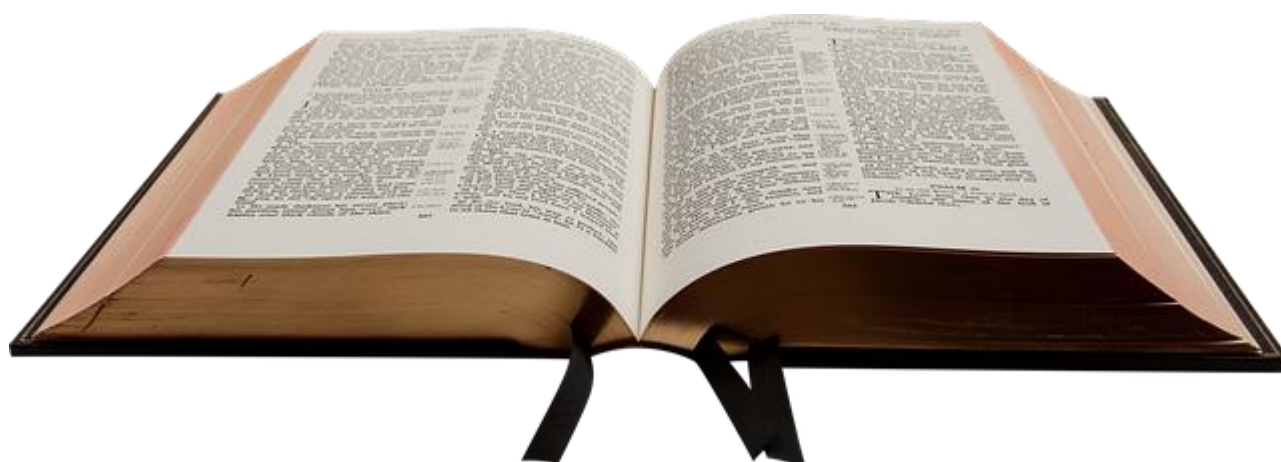
INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Christadelphian Heritage College Sydney (“CHCS”) commenced in 1998 to provide quality education within a safe and caring environment. Christadelphian families were seeking a school that supported excellence in education while promoting the same values they embraced, such as godliness, integrity, responsibility, respect and care.

In 2022, students had daily discussions on the following fortnightly themes: Love, Loyalty, Mercy, Obedience, Orderliness, Openness, Patience, Peacefulness, Perseverance, Prudence, Reliability, Respect, Responsibility, Responsiveness, Self-Control, Sensitivity, Sincerity, Sobriety, Steadfastness and Strength.

Secondary classes looked at Biblical references on these subjects in their daily Bible session and discussed ways that these virtues and characteristics could be developed in an individual’s life. There were also investigations into first principles of the Bible to promote Christadelphian beliefs.

Years 7 to 10 classes have a 60-minute Bible lesson each week to explore various aspects of Christian living. Respect and responsibility feature strongly in these. Year 7 considered the Old Testament. Year 8 discussed the life of Jesus in a chronological manner referring to all four gospel records. Year 9 investigated the Epistle of James and “faith in action”. Year 10 investigated the Epistle of 1 Timothy and “training in Godliness”



In addition to these specific Bible investigations all secondary classes have a 30-minute Year Advisor session each week. Much of this time is focused around peer support, resilience programs and promoting respect or responsibility. See the following overview:

YEAR ADVISOR SCOPE and SEQUENCE

Year Advisor Focus Topics and Event Organisation Overview				
YEAR	TERM 1	TERM 2	TERM 3	TERM 4
7	Team Building (Personality Tests)/Building Upstanders	Building Upstanders	Writing Remedies/ Study Skills	Friendology
Event		Secondary Assembly		
8	Getting to Know Yourself; Getting Along with Yourself.	Getting to Know Yourself; Getting Along with Yourself cont/ Sexting Play	Grandparent Day Organisation Table Etiquette/Waiting	Friendology
Event	Secondary Assembly		Grandparent Day Organisation	
9	Marriage, Sex and Living Wisely	Getting to Know Others, Getting Along with Others/ Be Positive, Be Happier	R U Ok? Classroom Toolbox Link with Year 9 Fundraiser	Mentoring
Event			7/10 Camp Organisation (At end) R U OK? Fundraiser	Secondary Assembly 9/10 Commerce Fundraiser
10	Teen Unit	Getting Along in the World and Planning for the Future	The Right Way to Research and Reference	The Right Way to Research and Reference cont/ Leadership
Event			Secondary Assembly Year 10 Outing Organisation	
11	What is a Leader? Leadership Portfolio	Resilience	In the Picture (Pornography) Combined - Split Genders	In the Picture (Pornography) Combined - Split Genders
Event		Year 12 Dinner Organisation	Year 12 Dinner, School Captain Speeches	
12	Future Planning	Study Stress Action Pack	In the Picture (Pornography) Combined - Split Genders (Fiona Jose)	Nil
Event	Organising Formal	Year 12 Fundraiser for Gift	Speeches - Year 12 Dinner Yearbook Entries	

As part of the PDHPE Key Learning Area, some primary classes were involved in lessons and programs on building friendships using respect and responsibility. All lessons were designed to promote relationships with each other, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. This is in addition to regular programs covered, including: supporting school rules, social skills training, anti-bullying, drug education and self-assessment.

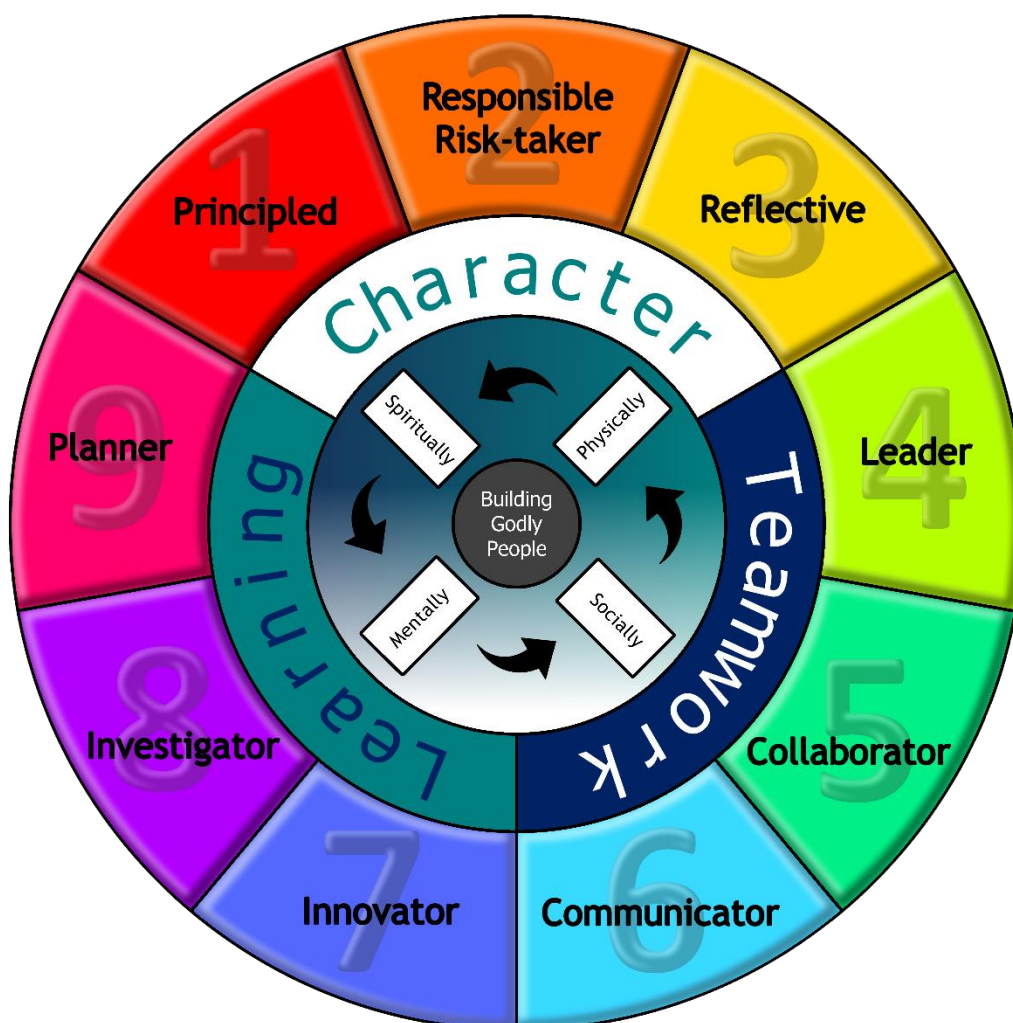
Students in Primary engaged with the “Friendology” program and resources, partnering with URSTRONG. The Friendology program empowers students to develop their social and emotional skills, identifying how they can make their friendships stronger and closer, how they can stand up for themselves in a kind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

All students were encouraged to raise money for charities as a demonstration of their care for others. In 2022 the students raised \$3,400 in a program called \$2 Tuesday as a donation to students through the Agape in Action organisation. This was up significantly from the previous year.

Our school-wide rewards and behaviour management initiative continues to promote attitudes of respect and responsibility. The Heritage Learner Profile (HeLP) covers 9 personal qualities in three general areas of

Character, Teamwork and Learning. The nine are: Disciplined, Responsible Risk Taker, Reflective, Leader, Collaborator, Communicator, Innovator, Investigator and Planner. Students were invited to become more active in their own character development and learning. They reported achievement of a measure of a profile and these were recorded, tracked, acknowledged and rewarded. An online platform is used to track student progress, called “Class Dojo”.

Students are also given opportunities to develop responsibility through various leadership initiatives. This includes Year 6 Leaders, Senior Leadership Team and the Heritage Genius Bar.



PARENT, STUDENT AND TEACHER SATISFACTION

Parents, students and staff were surveyed at the end of 2022 to gain insights into their views of the College, its work and environment.

The parent survey had 29 respondents, representing views from all age groups within the College's K-12 cohorts. Over 90% of respondents agree teachers know their child's strengths and challenges, and that teachers use a wide variety of activities to help learning. The survey indicated there is more work to be done to ensure that expectations for academic tasks are clear, and that feedback is given regularly. There were inconsistencies within parent experiences of response times to email communication, availability and responsiveness, with the potential for the College to also share more tips/insights with parents on supporting their children's learning outside of school. 100% of parent responses to the survey agreed with the statements that teaching staff care about their child's success and over 95% also agreed that their child feels safe at school and that staff support students with social issues. There was strong agreement that the College provides suitable play spaces and an environment conducive to learning, with potentially more work to be done ensuring all spaces are always clean and tidy. The speedy resolution of enquiries and consistent handling of discipline were areas where more diverse feedback was received, and this could be an area for further consideration.



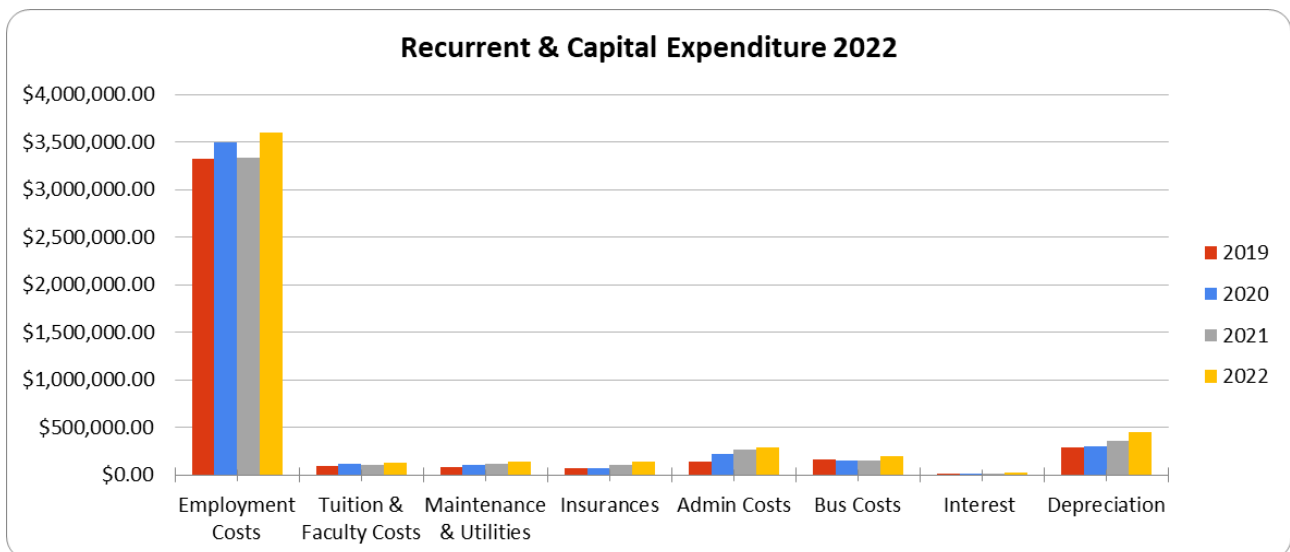
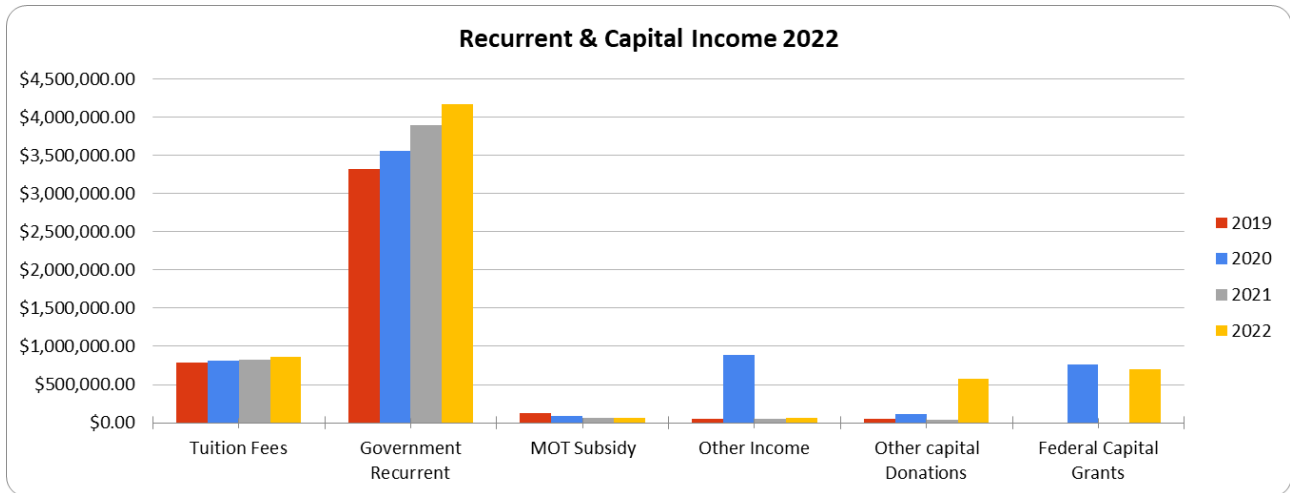
Students responded positively to the opportunity to express their views about the College, with the majority of students from year 3-12 reporting they enjoy coming to school. Across the College, students indicated that they feel teachers know their strengths and challenges, although there is more work to be done to ensure that students of all ages feel that they have supportive adults at the College to be able to talk to. In terms of feedback on learning, more secondary students felt they received regular feedback on their learning, and similarly the students ability to talk to teachers about their learning was more positively reported for the higher grades. Over 85% of students reported feeling that they can succeed if they work hard, and 92% agreed that the physical environment of the College is conducive to learning. Student suggestions for improvement centred on the variety of teaching methods and learning activities, as well as expressing a desire for more sporting opportunities and things to do during their break times.

Responses to the staff survey indicated a reasonable degree of correlation with the parent and student responses. The areas of highest satisfaction with College performance were in the areas of: wellbeing of the students, academic support for students with additional needs, and that staff support students in resolving social/friendship issues and with personal challenges/issues which arise. Staff also reported feeling that the school's values and expectations are clear and easy to understand, however, the survey indicated there is more work to be done to ensure that expectations for academic tasks are clear, and that feedback is given regularly. Staff identified that workload and professional expectations, managing complex student needs and changing syllabus demands are the factors which concern them most about their work at the College. This will inform planning in the future, particularly in relation to supporting staff professional development and the use of staff meeting time in 2023.

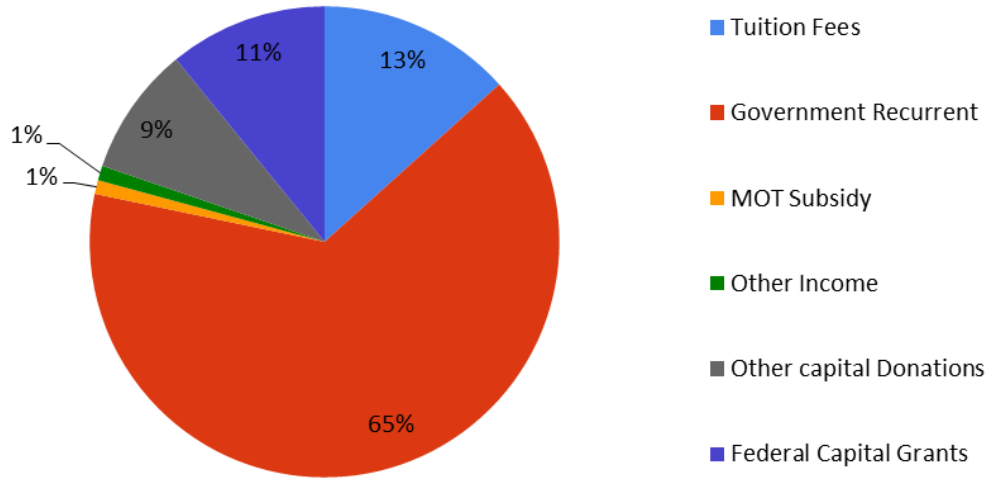


Reporting Area 13

SUMMARY FINANCIAL INFORMATION 2022



Source of Total Income 2022



Break up of Total Expenses 2022

