HERITAGE COLLEGE SYDNEY

WISDOM THROUGH KNOWLEDGE

2020-2021 SCHOOL IMPROVEMENT PLAN

College Context

Christadelphian Heritage College Sydney is a co-educational Kindergarten - Year 12 school located at Kemps Creek, a semi-rural area of South West Sydney. The College was established in 1998 to provide an opportunity for children to receive high quality education in an environment that respects and promotes Bible-based values and where children feel safe, nurtured, valued and respected. The current enrolment for 2020 is 124 K-6 students and 126 Year 7-12 students. Students are provided with many opportunities to develop in learning, character and teamwork in order to demonstrate excellence in academic, physical, creative and performance pursuits.

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AREAS OF IMPROVEMENT for 2020-2021

The following areas of College focus for improvement have been decided upon by the College executive and staff. Thorough investigation and evaluation of current practices and trends provide evidence to inform the school improvement initiatives. This data includes the student attendance, school reports, well-being, observations, teacher reviews, NAPLAN, HSC and AIS Perspectives surveys. The School Improvement Plan is a biennial plan for 2020-2021, to be in line with the AIS surveys.

1. Leadership & Management

- Ongoing professional development for leadership and executive career planning
- Professional development for all staff in line with personal and school goals, in compliance with NESA accreditation
- Major review of IT security, system design, hardware and software
- Development of strategic plan for improved educational outcomes, upgrade and efficiencies
- Continue roll out and training of Sentral platform.

2. Student Engagement & Attainment

- Professional development for teachers through use of CHCS Handbook
- Encourage student achievement of higher levels in HeLP to demonstrate engagement
- Maintain the high attendance rates of students in all year groups

3. Curriculum & Assessment

- Improvement of Writing skills in K-12
- Extend support for Year 7 & 8 students in Literacy
- Evaluation of Year 5-12 Excel sport program
- Explore further areas for enrichment for identified students
- Implementation of new KLA syllabuses

4. Safe College Environment

- Identify, intervene and track students with emotional, educational and social challenges
- Implementation of friendship and social skills programs with K-6 year groups
- Year advisors programs updated to include more relevant well-being resources
- Maintain and improve safe systems through regular WHS inspections of facilities and procedures.

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.

1. Leadership & Management

Rationale

The 2019 AIS Perspectives Survey revealed that Leadership Practices, engaging with the community, growing leaders were areas of high achievement. Professional development in leadership and mentorship are areas which the Board have identified, as necessary for the College succession plan. Teachers need to attain proficiency or maintain their accreditation to be employed, according to NESA requirements.

In the 2019 surveys, opportunities to use digital technologies to support learning was a consistent theme. This, together with staff changes, called for the major review of IT in the College.

Plan	Measurement of success
Ongoing professional development for leadership and executive career planning	PD attendance, update staff at staff meetings, increased responsibilities of executive team including senior teachers. Identify future executive potential. Succession plan implemented. 2020:Three Senior teachers appointed 2020. One in Primary and two in Secondary, who were mentored by Executive staff. One secondary senior teacher relinquished his position at the end of 2020. Discussion with Board Chair regarding mentoring for leadership. 2021: Increased mentoring by principal with Executive team due to retirement of principal at the end at Term 3. Staff reviews include discussions about leadership goals in the future for succession plan. Suitable staff assigned tasks regarding whole school/department involvement, with mentoring in place. e.g. organisation of exam schedules.
Professional development for all staff in line with personal and school goals, in compliance with NESA accreditation	100% of teaching staff complete and show improvement in practices through SMART goals. Ancillary staff to complete KPIs and professional development training. Key personnel complete training necessary for succession plan.

	2020: Original SMART goals replaced as all staff had the task of rapidly preparing for Remote learning due to COVID 19 lockdowns. Staff collaborated and mentored each other to enable use of Zoom meetings, Google classroom and online procedures for continued quality learning. Executive staff ensured that procedures were written and communicated for all remote learning, including cyber safety for staff, students and families. 2021: AIS Creating Safer Independent Schools Session 2 and Child Protection and Code of conduct PD signed off as per NESA requirements. Analysis of Data, including ACER and RAP, especially in Literacy. HSC Minimum standards training, IEP planning and learning accommodations, COVID Intensive Learning Support Grant and discussion and organisation, NCCD information. Well-being for staff - the Lift Project, First Aid Training, Presentation on Vaping Professional learning teams were formed across the whole school to enable collaborative PD work on CHCS Handbook on the topic of assessment. Feedback on external PD courses: Discursive writing (Stage 6) presentation, Science (Primary and Secondary)"Thinking critically and creatively". Once more COVID lockdown and restrictions from Term 2, led to revisions of PD plans and focused on Zoom meetings to check in and to implement remote learning for an extended period of time. Regular COVID updates for implementation. Well-being of all was a priority.
Major review of IT security, system design, hardware and software. Development of strategic plan for improved educational outcomes, upgrade and efficiencies	Review by IT company and presentation of findings and action plan for immediate implementation for support. Strategic plan discussed with all stakeholders and implementation commenced 2020: Audit, security, backup, documentation and then strategic plan done by Williams Tech, discussed by College Board IT committee. Work commenced in 2020 with upgrade of main server, switches, routers and cabling. Fibre optic into new Stage 3 and future proofing for further stages. 2021 plan approved by IT committee. 2021: All of the secondary home classroom Desktop computers as well as the secondary staff room desktop computers with brand-new laptops. Docking stations installed in the home classrooms and the secondary staffroom thus reducing the overall number of end user devices that we manage. This also gave teaching staff the option to use their laptops at home for programming and remote learning.

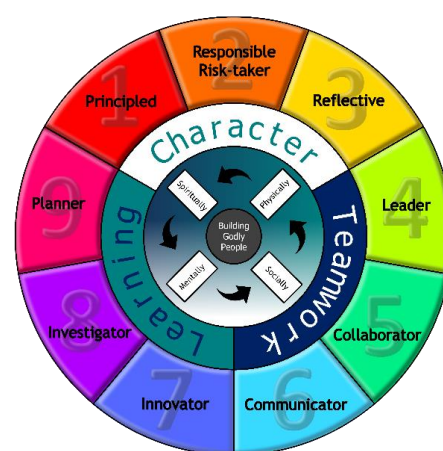|	
	The phone system upgraded allowing for easy deployment and adjustments to phone numbers etc. Also old handset devices upgraded . A feasibility test for NBN was conducted, which is currently not available on our site. We then upgraded our Telstra plan doubling it from 100 Mbs per second to 200 MBS per second. Approved purchase set up and implementation of 30 iPads covers keyboards and a charging trolley for lower primary and use in support. These devices can be utilised by K-2, support and will help with conducting NAPLAN online.
Continue roll out and training of Sentral platform to improve efficiencies in all data.	Roll out of Parent portal and use for reports and other notifications. Staff trained in modules and in use. Successful rollout of Parent Portal for online reports for K-12 completed. Newsletter and notifications through Parent Portal trialled and in use. Further use of modules for excursions to be investigated in 2021. 2021:Sentral rollout continues with the standardisation of primary and secondary reporting. We are currently working with another program called snap forms which enables us to push out more efficient style permission slips and letters to parents, through the parent portal. Almost 100% of our parents are now set up with the parent portal through which we can push permission notes, letters, emergency notices and school reports. An online uniform shop was designed and successfully implemented through the website. This has lifted the professional look of the school, made purchasing of uniforms more efficient for the parent, as well as saved administration time. There have been other benefits to implementing this such as improving the stock take process and has been advantageous during lockdown and Covid restriction periods.

2. Student Engagement & Attainment
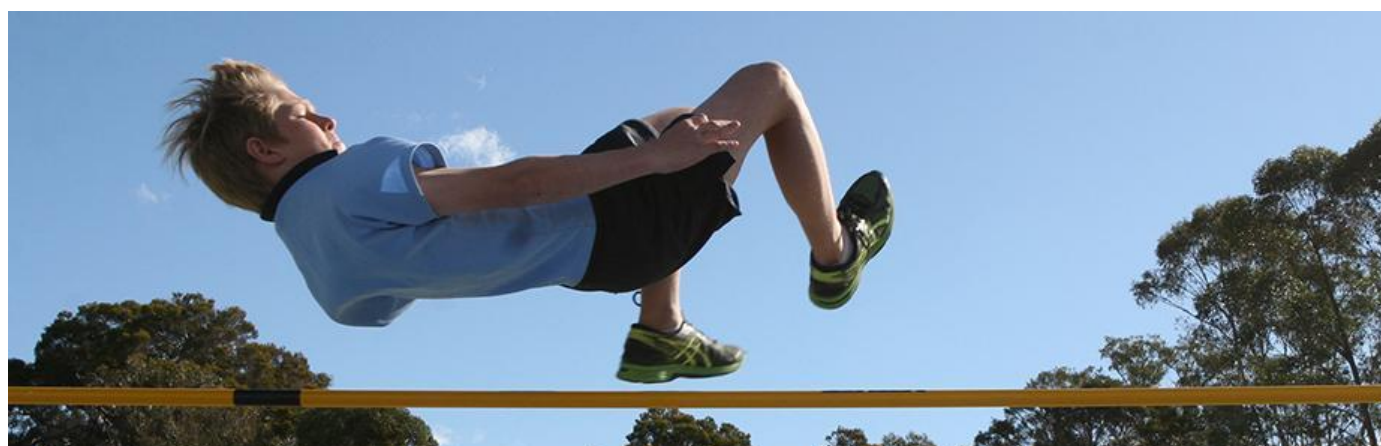
Rationale

Focus themes from surveys from 2019 include knowledge of students' lives and interests outside school, as well respect for all. Professional development for teachers will include positive classroom communities. This will included encouraging students in their learning, character and teamwork.

Attendance rates need to be constantly monitored and action taken where necessary to ensure students are at school and learning.

Plan	Measurement of success
Professional development for teachers through use of CHCS Handbook featuring Knowing our impact, Content planning, Assessment, Effective instruction and Building positive classroom communities.	100% of teachers developing and using strategies for high impact, evidenced through observation, sharing at staff meetings, discussions with colleagues and supervisors, improved teaching programs and feedback from students and families. 2020: The use of CHCS Handbook as a shared document was commenced in 2020 and will continue in 2021. Due to PD required for COVID this was on hold for some time in 2020. Topics such as Scope and Sequence and Content were completed and actioned in teachers' programs. 2021: Establishment of Professional Learning Teams to enable collaboration and discussion with colleagues. Plans for Term 3 needed to be deferred.
Encourage student achievement of higher levels in HeLP to demonstrate engagement	Senior teacher to manage Year advisors programs and to encourage teachers to maintain students' HeLP achievements. Students Years 7-12 maintain personal profile of HeLP achievements during Year advisor time. Students' achievement of higher levels in HeLP (goal – 2% increase)

	Continue and extend use of ClassDoJo for K-12.
	2020: Year advisor programs were updated at the beginning of 2020 following collaboration meeting.
	Goal for 2021 is the personal profiles Yr 7-12.
	Use of ClassDojo continues with some teachers extending this to parent communication in 2020.
	2021: Primary continued the extensive use of Class DoJo and set up a class competition with a mural tracing progress in the Atrium.
Maintain the high attendance rates of students in all year groups through monitoring by welfare team	Review Attendance policy. Attendance rates maintained at a minimum of 92%. Certificates for exemplary attendance given at assemblies and publish in newsletter. Welfare team monitors attendance and seek appropriate AIS advice where necessary. 2020: This was an area which due to COVID was problematic, as we moved to essential workers children on site only. A spreadsheet was shared in which teachers could mark the attendance of students in online lessons and completing activities as home. Attendance policy was updated to align with DET policy of more than three days absent before needing medical certificate. Continual updates from AIS and DET regarding attendance were shared with parents and staff via email. Any staff and children with symptoms needed to have a negative test sighted before returning on site. Moving forward to 2021, the welfare team will check attendance and resume sending out letters and work with families on attendance plans where required. 2021:HCS welfare team regularly checked attendance and sent out letters to families. From Term 3 attendance on Zoom and work completion was maintained by teachers. Any students of concern were referred to Year advisors and then, if needed, the executive team to follow up. students with significant issues are followed up by Welfare Coordinator and team.

3. Curriculum & Assessment

Rationale

Despite substantial above average growth in NAPLAN results over the past four years, data analysis reveals emphasis needs to be on improving writing results and literacy for Year 7&8, particularly new students who have not benefited from support programs at previous schools.

A review of Sport practices in the school is advised with the increase of legal and risk management procedures in schools.

An area for improvement and highlighted in surveys was co-curricular activities, so an investigation of this as well as enrichment opportunities will be conducted during the next two years.

NESA continues to release new KLA syllabus documents for implementation and compliance.

Plan	Measurement of success
Improve Writing skills K-12	100% of teachers have a writing related SMART goal for 2020, attend PD and collaborate at staff meetings to increase effective instruction. Improvement students' skills demonstrated when analysing Writing in NAPLAN, ACER tests and HSC results. 2020: Due to the requirements of COVID, this goal has been moved to 2021. Priorities changed with remote learning, compliance requirements in all areas of the school and staff /student well-being prioritised. 2021: Due to the requirements of COVID, this goal has been moved to 2021. Priorities changed with remote learning, compliance requirements in all areas of the school and staff /student well-being prioritised. Investigations into AIS support in Writing for Primary for 2022.
Extend support for Year 7 & 8 students in Literacy	Learning Support Team to implement MacqLit for identified students. Results in subsequent testing analysed for improvement and trends 2020: This goal will continue in 2021 2021: Year 7 and 8 English had ⅔ periods with extra in-class support. individual programs also run for 7 & 8.
Evaluation of Yr 5-12 Excel sport program	Input from all stakeholders Implementation of improvements 2020: Change to Yr 5 & 6 sport changed due to year groups not mixing and the risk assessments following School Law PD undertaken by the PE staff. Secondary sport Yr 7-12 is now separate to Yr 5-6 sport. Parents and students were notified of changes. Programs developed for Primary classes. 2021:Phil Deb martin. Sport run for secondary students, COVID limited this especially in Term 3 & 4
Explore further areas for enrichment for identified students	Methods of identification in place Ongoing programs in place and improved student results and engagement

	2020:This goal for 2021. ACER data is used to identify students, support in Yr 7&8 English and Maths classes so teachers can spend more time enriching students and helping those others with support. Music and sporting opportunities provided. Upper primary enrichment groups continue. 2021: As above. Teachers make accommodations in T/L programs for students of high potential. Small class sizes assist in individual needs being met.
Implementation of new KLA syllabuses	Executive staff supervises staff to ensure teaching/learning programs, scope and sequence, assessment schedules and tasks in K-12 in relevant KLAs comply with NESA NSW Curriculum KLAs. 2020:Executive staff meet with staff to discuss and mentor. Spreadsheet indicates compliance. PD available for those with new syllabus familiarisation. 2021: as above

4. Safe College Environment

Rationale

Identified areas for improvement from the 2019 AIS surveys included: students feeling a sense of belonging, feeling valued and accepted; students needing trusted adults to talk about personal issues; and development of social and emotional skills.

Another highlighted focus was looking at learning spaces and flexibility of furniture to meet student needs. This will be considered especially in new building projects as well as upgrades.

Plan	Measurement of success
Continue implementing and improving system for identifying, intervening and tracking students with emotional, educational and social challenges	All relevant information in use on Sentral Anglicare counsellors on site two days a week to assist with students with challenges, referred by self, family or staff through welfare team. Feedback from students and families accessing this service. 2020: Excellent feedback from families regarding one of the Counsellors. Continue this service in 2021. Tracking continues to improve with relevant documents loaded to Sentral. 2021: More extensive use of Sentral by teachers to document and upload information on students. Welfare team meetings to discuss students who have been identified by teachers. Sentral utilised for tracking incidents and advising parents which is followed up by Year advisors and executive team and welfare team. One Anglicare counsellor on site and then Zoom this year. Excellent feedback and the service is well-utilised. Accommodations/provisions in place. More emphasis on well-being of students during lockdown.
Year advisors programs updated to include more relevant well-being resources	100% student participation in programs Decline in reported incidents in Sentral Positive student surveys

	2020: Due to COVID there was a decline in incidents as students were not onsite for some time in the year. Biennial surveys from AIS will be completed in term 3 2021 2021: Limited students on site Term 3, less than 20 each day. Well-being resources sent to students online as well as activities promoting well-being on Zoom. AIS Perspective surveys for Yr 5-12 students conducted in the last 2 weeks of Term 3 to assist in ongoing improvement plans for 2022-2023.
Implement friendship and social skills programs with K-6 year groups	100% student participation in programs Decline in reported incidents in Sentral Positive student surveys 2020: Friendology program implemented Due to COVID there was a decline in incidents as students were not onsite for some time in the year. Biennial surveys from AIS will be completed in term 3 2021 2021: Need to adapt and implement programs especially for return to school in Term 4 after extended lockdown
Maintain and improve safe systems through regular WHS inspections of facilities and procedures	Maintenance logs of safe practices including regular facility checks, emergency evacuation and lockdown practices Security cameras continued roll out Upgraded facilities Stage 3 & 4 of master plan including labs, classrooms and support rooms. 2020: Actions completed. Stage 3 completed, Stage 4 building to be commenced 2021 2021: This year we have done a complete review of our fire evacuation and lockdown systems. This included a full upgrade to our fire and evacuation panel. We now not only have a main evacuation and lockdown panel but we have a second panel under the receptionist desk and one panel in the admin block outside of the principal's and business manager's offices. We have installed a new fire hydrant for the stage 4 building (in progress), and installed a fire gate near our new Stage 3 building. The evacuation and lockdown procedures were reviewed, updated and installed in all necessary classrooms and buildings etc. With the many changes that have happened in regards to facilities across the site we have also engaged a professional company to update all of our evacuation maps. These have been installed across the site replacing our old outdated ones. We have also updated and replaced our aluminium outdoor fire hydrant block plans. One is located near the Devonshire Road entrance near the booster valve. The other is located near our library behind the newly installed fire hydrant.

<table>
<tr><td></td><td>An independent fire inspector has attended our site and confirmed he is happy with all of our upgrades as well as our ongoing fire maintenance activities.

Risk assessments and safety audits across the site have largely been focused on new buildings stage 3 and stage 4, upgrades to rooms such as the secondary staffroom and the new temporary science lab, as well as risk assessments conducted around Covid site plans with respect to changing restrictions. Of course even during these restrictions we have conducted ongoing maintenance and emergency repairs to ensure a safe working site. In addition we have increased our cleaning and disinfecting activities across the site, as well as with our bus fleet to assist in mitigating risk of the spread of Covid.</td></tr>
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5. Aboriginal Education

Rationale

A consistent theme from the 2019 AIS surveys was further development and understanding of other faiths, religions and cultures including Aboriginal or Torres Strait Island (ATSI), as well as respect for all.

The staff need to ensure that teaching/learning programs are continually updated with relevant resources and information.

The staff will, in consultation with family members, devise and maintain Personalised Learning Pathways for students enrolled at the school who identify as Aboriginal or Torres Strait Island

Plan	Measurement of success
Continue to improve Aboriginal content and perspectives in teaching and learning programs	Implemented in programs and checked by supervisors Encourage opportunities for engagement with local indigenous people, cultural experiences and awareness of sensitivities to first people 2020:Curriculum implemented. No opportunities for engagement in 2020 2021: as above
In consultation with family members, devise and maintain Personalised Learning Pathways (PLP) for students who identify as indigenous	Meetings with parents/carers held and PLPs implemented and evaluated for 100% of students that identify as indigenous 2020: One student identified. Assistant Principal responsible for documentation and meeting. 2021: As above

College Self-Assessment

Step 1 – Gather Evidence

Step 2 – Analyse Evidence

Step 3 – Make Judgements

Step 4 – School Self-evaluation

Step 5 – School Improvement Plan

Step 6 – Monitor & Implement

Definitions

ACER	Australian Council for Educational Research
AIS	Association of Independent Schools for NSW
ASPT	Australian Professional Standards for Teachers
ATSI	Aboriginal or Torres Strait Islander

CHCS	Christadelphian Heritage College Sydney
ClassDojo	Classroom Behaviour Management and Communication Platform
HeLP	Heritage Learner Profile
HSC	Higher School Certificate
IEP	Individual Education Plan
IT	Information Technology
KPI	Key Performance Indicator
KLAs	Key Learning Areas (primary and secondary courses of study)
Macqlit	Macquarie Literature Program
Minilit	Meeting Initial Needs in Literacy
MultiLit	Making up Lost Time in Literacy Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NESA	NSW Education Standards Authority
PD	Personal Development
PLP	Personalised Learning Pathway
RAP	Results Analysis Package
SENTRAL	School Administration Management System
SIP	School Improvement Plan
SMART	Specific, Measurable, Attainable, Realistic and Timely
WHS	Workplace Health and Safety