



## PREFACE

Policy



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

John Unwin (Business Manager)

Area 8: Post school destinations

James McCann (Deputy Principal)/Fiona Jose (Senior Teacher)

Area 9: Enrolment policies

John Unwin (Business Manager)

Area 10: School policies

Felicity Shields (Principal)

Area 11: School determined improvement targets

Felicity Shields (Principal)

Area 12: Initiatives promoting respect and responsibility

James McCann/Martin Russell (Deputy Principal/Primary Coordinator)/Tom Russell/Fiona Jose (Senior Teacher)

Area 13: Parent, teacher and student satisfaction

Felicity Shields (Principal)

Area 14: Summary financial information

John Unwin (Business Manager)

Distribution of Annual Report

NSW Education Standards Authority (NESA)

Emailed to College Board

Posted on College website – [www.hcs.nsw.edu.au](http://www.hcs.nsw.edu.au)

Copies available from the College Office (and advertised through College newsletter).





## 1. MESSAGES FROM KEY SCHOOL BODIES

### PRINCIPAL'S REPORT

2019 was indeed a busy



the dedication and practice, resulting in their winning performances. Also thanks to the parents and grandparents who cheered them on.

Sporting carnivals for Swimming, Cross Country and Athletics were held and students had a wonderful time competing and encouraging each other. Achievements over these three disciplines have included a total of 64 Secondary students attending Zone Carnivals with 2 Age Champions, 23 attending Regionals and 2 attending the Athletics State carnival. Many secondary teams participated in Gala days against other schools which are always a highlight in our sporting calendar.

In Primary 55 students qualified for Zone carnivals in either swimming, cross country and athletics, with 3 students progressing to State in cross country and 5 in Athletics. Excellent achievements!

In September, the principals of the Heritage Colleges across Australia met at our college before travelling to Heritage Lake Macquarie to visit their campus. At our Principals' Conference, we discussed the achievements and challenges of each school, as well as ways to support each other.

During Term 4 we have secured the services of a counsellor who has attended the school one day a week to assist students. This valuable service is set to continue into next year so that we can support the needs of students and families.

Last term events included Work Experience for Year 10 students, the Gala Concert, Year 12 Dinner, Formal, and the Higher School Certificate exams. At the end of a busy term 3 we saw another group of young people depart to make their way in the world. We pray that the value and lessons learnt at Heritage go with them throughout their lives until the return of Jesus.

We also saw our nineteen new Kindergarten students for 2020 start Transition class one day a week in Term 4. This is to aid in preparation for school, God willing.

Our senior cohort completed their HSC exams and received the results in December. Eight students obtained Band 5 (80s) in four different subjects. A number of students performed better in the exams than assessment tasks. Results will be analysed by staff to determine areas for improvement.



One of the other wonderful things about Heritage is that a number of students, after completing their tertiary education, have returned to the school as staff members. Others are now parents enrolling their children because they love and believe in what Heritage is about and want the same for their own children.

This year we farewelled Mr Fenger and we thank him for his work and efforts at Heritage over a number of years. Mrs Brookes also departed to further her career in Welfare and we wished her all the best. We welcomed Mr Carmona (Secondary teacher) and Miss Stone (Administration), both of whom have settled in and are enjoying working at Heritage.

Thank you everyone for a very successful year. A hard working parents and Friends group have continued to plan and work at school events in order to fundraise for resources, plan special days



## BOARD CHAIRMAN'S REPORT

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

2019 has been both a challenging yet productive year for the Board.

A new College Executive structure with the appointment of two Assistant Principals was implemented.

The New South Wales Education Standards Authority (NESA) inspection resulted in the College being once again awarded ongoing accreditation for the maximum of 5 years. Enrolments have grown and now average 248 students, approximately 46% of whom are from families in our community.

Board sub committees with responsibility for building and maintenance, finance and audit and information technology development have provided guidance and expertise to the Board in its decisions.

Our Building program has met a number of challenges during the year and resulted in tortuous negotiations with Liverpool Council. However we have finally received construction approval for





On behalf of the College Board I would like to take this opportunity to express sincere thanks to all our staff and volunteers for their commitment to the College during the year. I would like to particularly



## HERITAGE COLLEGE PARENTS & FRIENDS ASSOCIATION (P&F)

The main role of the P&F is to provide a forum for planning and implementing fund raising





As per usual, the Junior Leadership Team assisted with behaviour resolutions on the playground, and helped organise primary students before class time. They also recommended younger students for awards in assembly.



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





### 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

In May 2019, 18 Year 3 students, 16 Year 5 students, 25 Year 7 students and 19 Year 9 students sat the 'National Assessment Program - Literacy and Numeracy' (NAPLAN) exams for Reading, Language Conventions, Writing and Numeracy. Of the above mentioned cohort, 4 Year 5 students, 6 Year 7 students and 5 Year 9 students applied for Disability Provisions.

After the August 2018, Years 3 and 5 Australian Curriculum Assessment and Reporting Authority (ACARA) Trial for NAPLAN, it became clearly evident that the online NAPLAN writing test was now adding another skill set to the exam process. No longer were we assessing the writing ability, but also the typing and computer ability for our younger students, hence a need for more computer time and a greater access for lower Primary for computer access and typing tutors at a younger age.

Professor Bill Loudon in his visit to Heritage College highlighted the benefits of our strong Support Programs ('Meeting Initial Needs in Literacy' (Minilit), 'Making Up Lost Time in Literacy' (MultiLit), MultiLit Extension, Quicksmart Maths: a middle school intervention program ) that have all led to a strengthening of our Literacy and Numeracy results in Primary. Noteworthy is the new students that enrol in Year 7 that have not come through our programs or our safety net (Response to Intervention Model) and there is a need for support programs to strengthen their Literacy and Numeracy. 'Macquarie Literacy Program' (MacqLit) training and preparation has begun and we will be implementing this into Year 7 and 8 in 2020 to lift the Literacy of students in 2020.

Our results also reflect a need for further development of Comprehension strategies through the school. Also a consistency of programs that flow through the Primary school. As a result K/1/2 have begun preparations for the delivery of whole-class initial instruction in literacy (InitialLit) by Professor Whelldell, Macquarie University, as well as Visualising and Verbalising for Language Comprehension (Lindamood Bell).

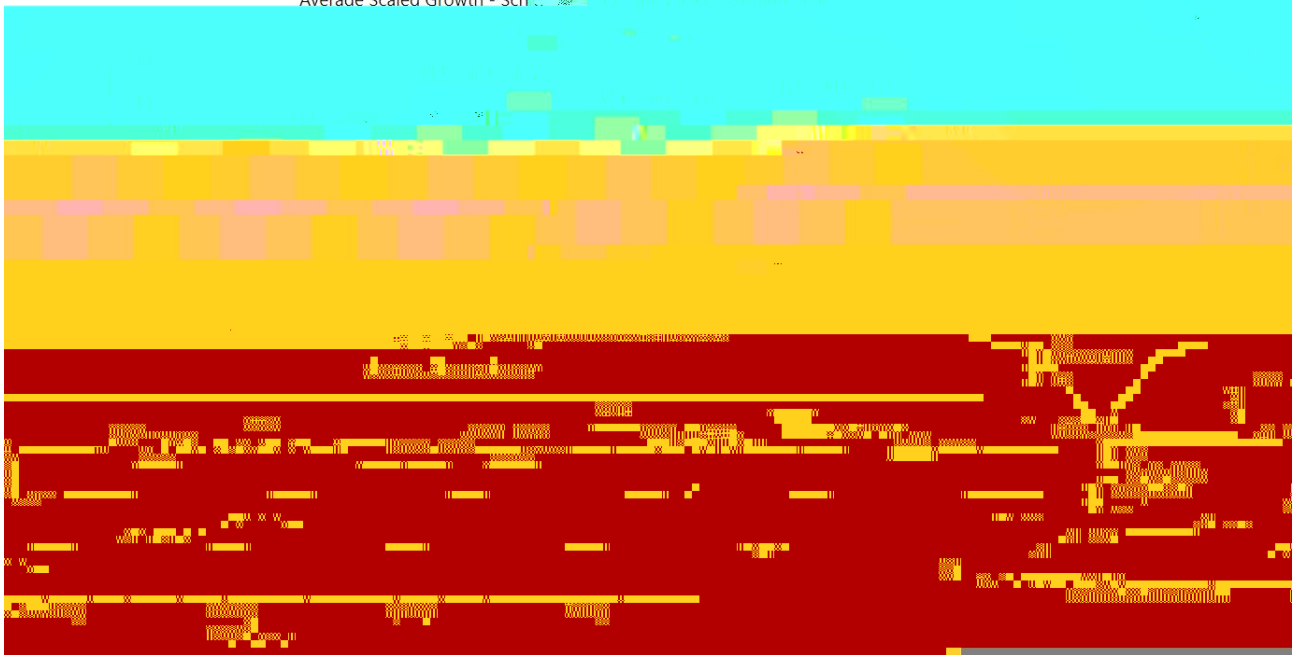






### Average Scaled Growth - School Group

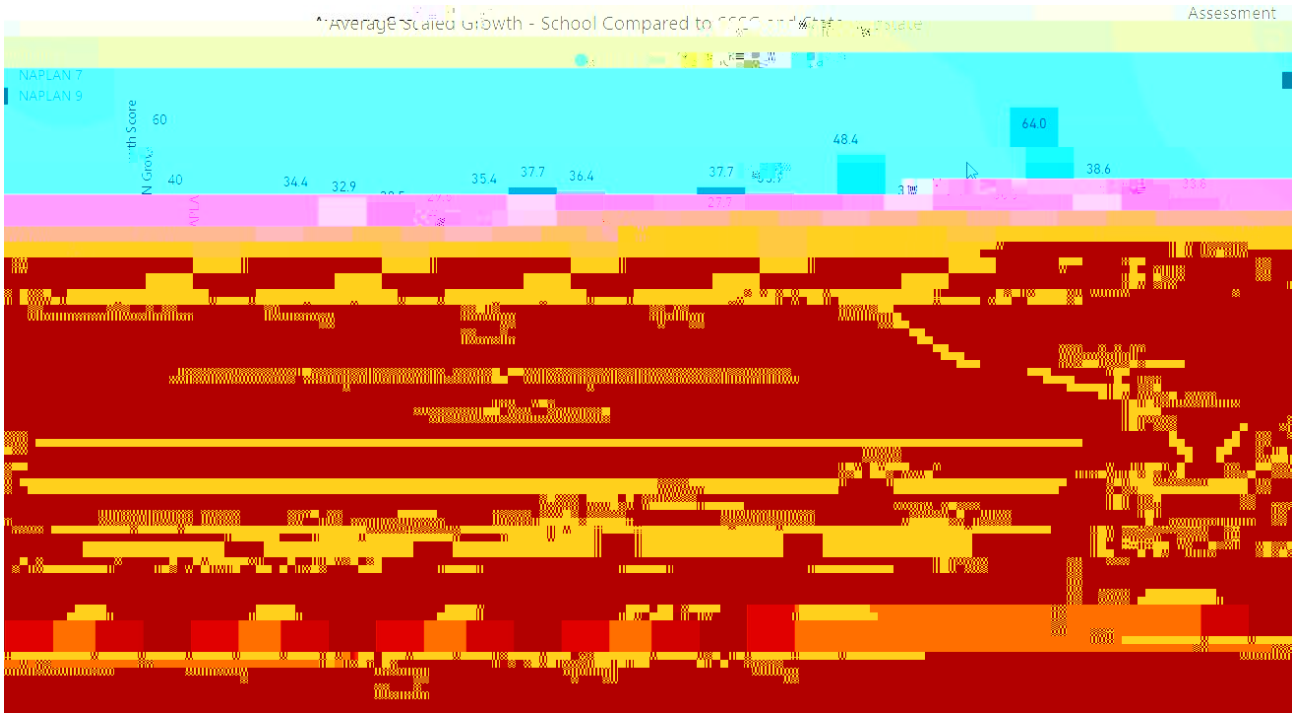
Assessment



### Average Scaled Growth - School Group

Assessment





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





## 2019 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band achievement by number			
		Band 4-6		Band 1-3	
		School	State	School	State
Ancient History	10	8 (80%)	65%	2 (20%)	35%
Business Studies	11	5 (45%)	61%	6 (55%)	39%
Chemistry	8	4 (50%)	67%	4 (50%)	33%
Design and Technology	11	6 (55%)	82%	5 (45%)	18%
English (Advanced)	13	10 (77%)	92%	3 (23%)	8%
English (Standard)	20	6 (30%)	52%	14 (70%)	48%
Physics	4	2 (50%)	64%	2 (50%)	36%
Visual Arts	16	14 (88%)	90%	2 (12%)	10%

2019 HSC - COMPARIS200



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA

Student ID	Students	School Pattern	Commerce 100 hours	Commerce 200 hours	Geography 100 hours	History 100 hours	Technology 100 hours	Food Technology 200 hours	Industrial Technology (Timber) 100 hours	Visual Arts 100 hours	Visual Arts 200 hours	Personal Development, Health and P.E. 200 hours
18 86261	17	39	33	11	13	25	36	19	6			
2 497	100	19	32	33	12	5						
4 1980	25	25	25	34	30	8	2					
17 86165	18	35	29	12	6	14	36	1				
18 86185	28	61	11	17								
2 5440	100	16	28	34	16	6						
3 15291	33	67	18	29	32	14	5	1				
3044	50	18	27	22	15	7						
33 67	26	33	28	10	4							
100	17	33	33	12	5	1						
75 25	27	33	28	8	3	1						
17 864	13	34	36	12	4	1						

Three students departed the college at the end of Year 10, one to a job and TAFE. The other two went to other High Schools

## 5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

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

### Professional Learning

The major sources of professional development for 2019 were staff meetings, external courses, Teacher Training Australia (TTA) platform and online courses. Staff meetings included Association of Independent Schools (AIS) presentation on 'Creating Safer Independent Schools', Class DoJo (online class management system), setting 'Specific, Measurable, Achievable, Relevant, Time bound' (SMART) goals with supervisors and following these up during the year, Interview techniques, Student awareness and accommodations, Nationally Consistent Collection of Data information, data analysis of NAPLAN and HSC, sharing from professional development courses and training on Sentral (school administration and student data software).



DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF PARTICIPANTS
Reportable Conduct and Allegations	13
Reader Tutor Program Course - MiniLit	1
Word Attack Skills Extension Course - MacqLit	2
InitialLit	2
School Law - LawSense	3
First Aid – Royal Life Saving	11
Australian Council for Health, Physical Education and Recreation (ACHPER) Conference	1
Languages K-6 Programming	1
Growing Early Teachers	2
Discursive Writing	2
AIS Geography Conference	1
CPR (cardiopulmonary resuscitation) Assessor course	2
Traditional Indigeneous Games	2
Excel spreadsheet course	3



Finance for Non-Finance Managers	3
Beyond the Keys Conference	1
Tony Attwood and Sue Larkey Webinar on students with Autism Spectrum Disorder	13
Law School	2
TTA- The path to Peak Performance	13
TTA- The Memory Miracle Masterclass	10
The Accidental Counsellor	2
Peace Games	2
How to Teach Number Sense	2
Conversations that work	1
HSC Personal Development, Health and Physical Education Workshop	1
Valuing Educator Experience	





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.

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

## 6. WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

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

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	2	7%	5.03	18%	26%
Secondary Teaching	7.3	27%	4.19	16%	43%
Administration/Teaching Support	3.02	11%	5.4	20%	31%

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











## Enrolment

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









seek feedback and suggestions from relevant College staff and other external special educators about the possible impact of the adjustments required by the College if the student was enrolled;

seek information about potential government funding assistance and access to other services;

contact the Association of Independent Schools of NSW (AIS) about funding application requirements;

keep the applicant's nominated caregiver informed as to the progress of the application;

prior to acceptance of enrolment, communicate clearly any strategies necessary to meet the student's needs;

provide professional development for staff to permit positive educational, social and psychological outcomes and the elimination of any discriminatory actions or language;

provide a member of staff to monitor the ongoing enrolment of any student requiring enrolment adjustment, and report on this to the College Principal.

Refusal or postponement of enrolment will be made where, in the College Principal's estimation, either the College did not have the capacity to address the student's individual needs or that the student's enrolment is considered, after the consultative process, to be an unjustifiable hardship (see Adjustments). The College Principal will meet with the applicant's nominated caregiver, along with specialist and AIS involvement if required to inform them of this decision. This determination would be made only after consultation with the College Principal. This decision will be made only after consultation with the College Principal.



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

### Class sizes

Class numbers are limited to the following maximum numbers:

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

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

Years 7 to 10 - 28 students

Year 11 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.

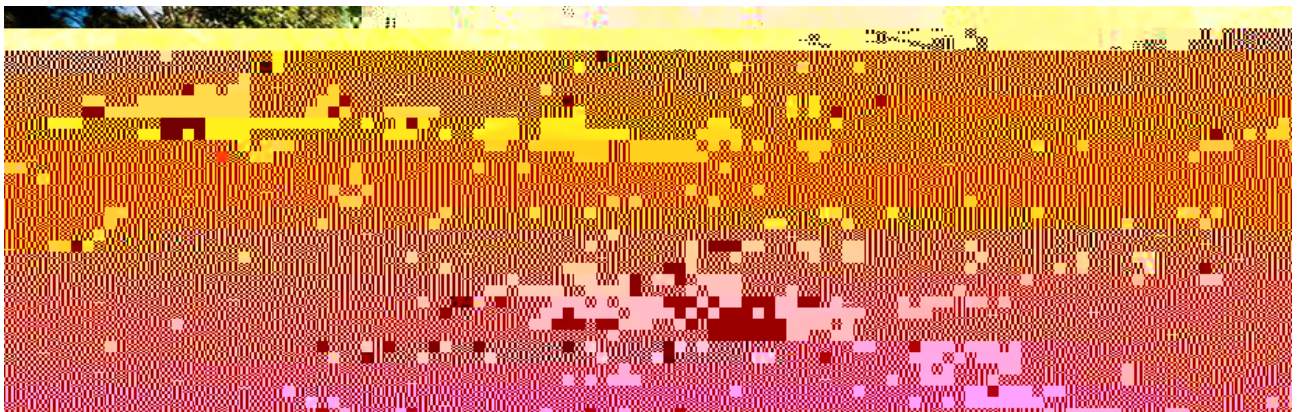
The enrolment of students requiring an adjustment is considered on an individual case basis (see Adjustments). The student's impact on teacher time, facilities, utilisation of resources and



## Adjustments

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

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





## PAYMENTS

The College will require payment of:

a)



10. SCHOOL POLICIES

POLICY	CHANGES IN 2019	PUBLIC DISCLOSURE





<p><b>DISCIPLINE POLICY</b></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.</p> <p>Procedures are in place to promote positive student behaviour, to recognise and reinforce student achievement and to manage inappropriate behaviour.</p> <p>Inappropriate physical force or corporal punishment forms no part of the discipline policy of CHCS.</p>	<p>No changes</p>	<p>College Website Intranet</p>
<p><b>COMPLAINTS AND ALLEGATIONS POLICY</b></p> <p>CHCS is committed to resolving complaints, grievances and allegations in a way which reflects Godly principles, respects the dignity of each individual, promotes harmonious relationships with all members of the community and complies with relevant legislation. CHCS will respond promptly and professionally to all complaints and allegations ensuring procedural fairness.</p>	<p>Changes to title, rationale and aim</p>	<p>h!</p>



<p><b>CHILD PROTECTION POLICY</b></p> <p>This policy:</p> <ul style="list-style-type: none"> <li>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</li> <li>outlines key requirements and definitions under the relevant legislation, including mandatory reporters, reportable conduct and risk management</li> <li>summarises expected standards of behaviour in relation to staff and contractors and their relationships with students</li> <li>provides a guide as to how CHCS will deal with certain matters relating to child protection.</li> </ul>	<p>Changes were made regarding the Professional development of staff</p>	<p>College Website Intranet Distributed to staff and contractors</p>
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## 11. SCHOOL-DETERMINED IMPROVEMENT TARGETS

CHCS implemented the School Improvement Plan in January 2019. The School Improvement Plan incorporated five focus areas: Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education.

Christadelphian Heritage College Sydney's School Improvement Plan Evaluation Term 4 2019 was based on the new



#### Evaluative summary of goal attainment:

Necessary documentation for the NESAs Registration and Accreditation inspection was required in March, with the inspectors' visit in June. Following the inspection a further five years was granted until 2024. Slight modifications to our Child Protection Policy regarding professional development were added.

100% of teaching staff completed SMART goals, ensuring that they continued their professional development to comply with NESAs requirements. These were reviewed by supervisors during Term 4.

Non-teaching staff's Key performance Indicators (KPIs) were established, monitored and evaluated by their supervisor. Documented observations by supervisors and peers in order to provide feedback on classroom practices continued with positive results noted during reviews. Targeted professional development for executive staff was implemented in order to progress with the College Succession plan. This included courses such as school law, disability legislation and Finance for non-financial managers.

The continued roll out of the Sentral platform included staff training in modules such as Academic reports and Well-being. All academic reports K-12 were completed using Sentral during 2019.

#### Student Engagement & Attainment Goals

Increase student achievement of higher levels in HeLP to demonstrate engagement

Maintain the high attendance rates of students in all year groups

#### Evaluative summary of goal attainment:

Data at the conclusion of 2019 reveal that Primary staff are using ClassDojo very successfully. Consistent rewards for character, learning and teamwork reveal students reaching high levels in Primary. This is not consistently happening in Secondary, so this will be a focus in 2020 with Senior teacher input into the process. HeLP characteristics are included on assessment tasks more regularly and this needs to be expanded to other activities.





## Safe College Environment Goals

All Year advisors and primary teachers conduct resilience and anti-bullying programs with year group

Maintain system for identifying, intervening and tracking students with emotional, educaq



### Evaluative summary of goal attainment:

Primary and secondary courses implemented mandatory syllabus material with Aboriginal content and perspectives. This has included K-6 visits to participate in Art Gallery workshops with an Aboriginal focus.

Welfare and educational achievements of indigenous students regularly reviewed by Support team.







As part of the PDHPE Key Learning Area, the K-6 students were involved in lessons and programs focused on the promotion of respect and responsibility. All lessons were designed to promote respect for self and others, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. These programs included: supporting school rules, social skills training, anti-bullying, drug education and self-assessment. Junior and Senior Leadership Teams worked with their respective captains to assist students and staff.

All students were encouraged to show what they learnt through raising money for charities. In 2019 the students raised \$2,428.50 in a program called \$2 Tuesday for the sponsorship of students in Kenya through the Agape in Action organisation.

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





### 13. PARENT, STUDENT AND STAFF SATISFACTION

In order to gauge the level of satisfaction from our stakeholders, CHCS decided to implement the Association of Independent Schools (AIS) Perspectives Surveys for students, teachers, parents/guardians, non-teaching staff, Board and leaders. The availability of the online surveys is a new initiative from the AIS. This range of surveys is available every two years for member schools. Our surveys took place in the last two weeks of Term 3 2019, after initial planning and advice from AIS. Each item on the surveys used a Likert scale (strongly disagree, disagree, slightly disagree,







