



Area 5: Professional learning and teacher standards
Rebekah Wetherton (Assistant Principal)

Area 6:



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Our Support team transferred to Google Classroom and Zoom, delivering personalised lessons with immediate feedback so that students who needed extra support could continue with their improvement in literacy and numeracy. Our music tutors and ensembles moved to Zoom, with students accessing sound files and practising at home.

We secured the services of two counsellors who each worked one day a week to assist students and families. Some of the sessions continued over Zoom during the year. Reconnect Service (Yr 7-12) saw 15 students with an average of 5.6 visits per student in 2020. The Child Counsellor (K-12) helped 24 students with an average of 4.6 visits per student in 2020. Reconnect is no longer available at school due to Anglicare recruitment issues but it is available off site upon request.

During the holidays a detailed risk assessment and a phased plan to implement face to face teaching was drawn up and approved by the College Board. During Week 3 of Term 2 the first phase of students returned to school, with feelings of relief and anxiety expressed by families. Yr 11 and 12 students returned five days a week and Kindergarten three days a week, with all other grades two days a week. On the other days, remote learning continued.

Each week saw the return of more students until 1st June when all students returned to full time learning onsite, in line with the NSW Health guidelines. Everyone was so excited to be able to learn altogether in the classroom with their peers every day.

National Smultaneous Storytime was a colourful and vibrant event to promote literacy and reading. Training band, jazz band and strings commenced playing together. Sport became a fun group time with teams instead of a solitary fitness regime.

Events such as assemblies, concerts, subject selection night, needed to be over Zoom as parents/carers were not allowed to attend during Term 2. Even formal reports to parents about student progress were in a simplified format with no A-E grades, due to the remote learning that had occurred.

Exciting events happened in the classroom such as robotics for Year 6, online maths competitions for some of the primary classes, morning fitness, performances for elective music and HSC music, a Shakespeare Showdown for Yr 9 & 10, as well as HSC major works in Industrial technology.

Term 3 commenced with Primary classes beginning a Friendology program led by Year 5 & 6 student leaders. The program explicitly teaches children how to develop healthy friendships and manage conflict in a positive way. Year 5 also took part in the World Peace Game which develops skills in problem solving and critical thinking. All students continued to experience interesting learning activities in National Science Week, Technology, Mathematics and English. Our usual Gala concert was filmed in sections over a couple of days, and uploaded to our social media channels so that parents could see the individual performances.

performances and compositions by students from the HSC Music examinations. There were 13 students who achieved over 80 (Band 5) in a variety of subjects, including Music, Economics, Mathematics Standard and Advanced, as well as Personal Development Health Physical Education (PDHPE). In Band 4s (marks over 70) there were 19 students. 60% of students improved on their assessment mark, with extra effort demonstrated in the actual examinations.

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HERITAGE COLLEGE PARENTS & FRIENDS ASSOCIATION (P&F)

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

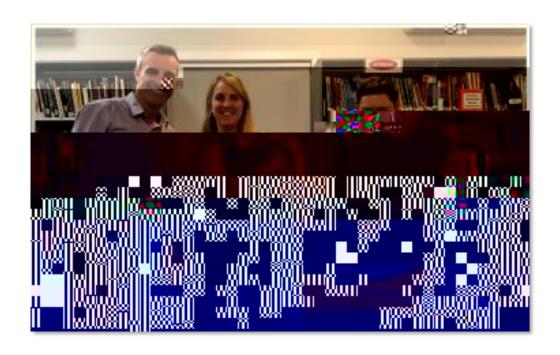
The P&F office bearers (Chairman, Secretary, Treasurer, Parent Representative on the Board) are elected annually. The Chairman and Parent Representative become members of the College Board, ensuring that there is effective communication between the Board and the P&F. A member of the College staff attends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

In 2020, the pandemic effectively put our fundraising efforts on hold for a year. We were still able to support the College with funding for a number of teaching and support programs, but we are looking forward to a little more freedom in 2021 which will help with our volunteering and fundraising events.

Jason Gilmore

Chairman Parents and Friends Association





STUDENIEADERSHREPORT

The 2020 Senior Leadership Team comprised the College Captains and Vice Captains. They were involved each day in the running of the College. The captains and vice-captains took turns to lead the assembly and met regularly with executive staff to discuss ways to implement student ideas. A criteria for applying for the College Captains or Leadership has been set down so that students can begin to display and demonstrate readiness for such roles.

All Year levels were encouraged to develop leadership skills through their Year Advisor Programs.





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



STUDENT OUTOOMES IN STANDARDISMEATIONAL LITERACTYDANUMERACY TESTING

NAPLAN tests were cancelled in 2020 due to COVID-19.

After analysis of 2019 Data, despite above average gains in some areas of NAPLAN, a plan for 2020 was to focus on the area of writing. This



2020 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance a nd achievement by number				
		Ban	d 46	Band	Band 13	
		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



RECORDFSCHOOACHIEVEMENTROSA)



PROFESSIONAL LEARNAING TEACHER STANDSR

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



PM Reading testing	5
Asthma Training	14
How to deliver online learning with Google Classrooms-Level 1, level 2	15

The average expenditure 'per teacher' on professional learning in 2020 was \$534.

This was an increase on last year despite many courses being cancelled due to COVID. Teachers were able to attend online courses and training.

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-



Workforce compositions Ludin Andigenous

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 to	% of total staff
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Reporting Area 7
STUDENT ATTENDANCE



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. Attendance plans are also implemented with families for students who have mental health issues.

Retention Rate

Years Yr 10 total Compared enrolment on

POST SCHOOL DESTINATE

Destination	Year 10	Year 12
University	-	11
University / College	-	-
TAFE/ Tertiary College	-	-
Apprenticeship	-	2
Traineeship	-	-
Employment	-	-
Unemployed	-	-
Professional Sportsman	-	-
Unknown	-	-
Transferred to another school	1	-
Total	1	13



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 commitmen § } (§ Z (u] o Ç § } • µ ‰ % } CE § 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



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.



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

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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 FACTSManagement Australia. Using the FACTSportal, families are able to either pay their fees in full or set up a fee payment instalment plan. You will receive an email from FACTSManagement inviting you to click on the link in the email and make a payment or set up your instalment plan.

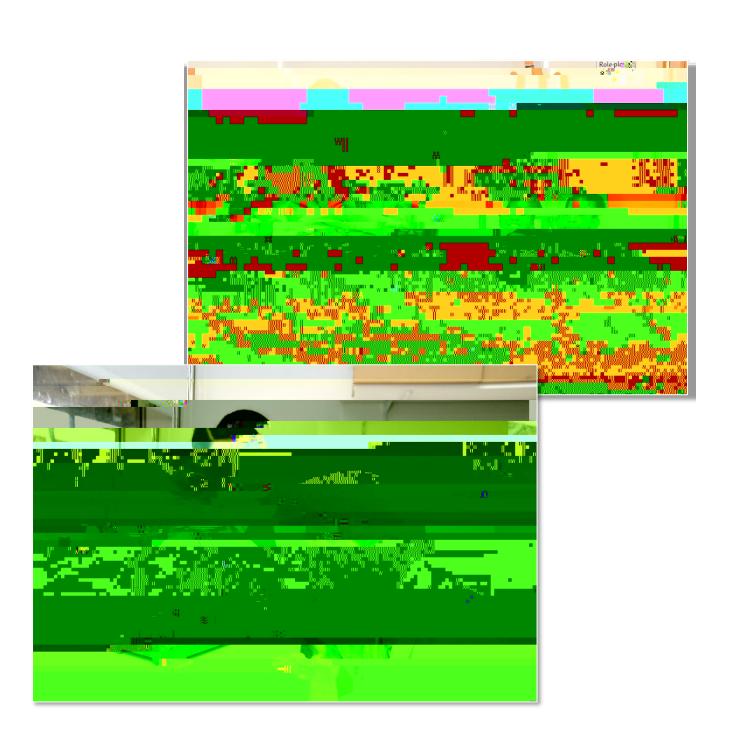
More information about FACTS is found here: https://factsmgt.com.au/

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&Cs 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,



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.





Discipline Policy CHCS strives to educate students in a safe, respectful and happy environment, reflecting Bible values and ethics, as outlined in our Mission Statement. 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. Inappropriate physical force or corporal punishment forms no part of the discipline policy of CHCS	No changes	College Website Intranet
Responding to Complaints and Grievances 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.	No changes	College Website Intranet

Child Protection Policy

This policy:

- " 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.

Dept of Communities and Justice (DCJ) formerly Family and Community services (FACS)



Reporting Area 11
SCHOOLDETERMINED IMPROVEMETARGEST

School Improvement Plan 2022021

The following were the focus areas for 2020-2021 with comments on the ongoing achievements of these goals. In 2021 these goals will continue to be our focus with extended time for attainment.

CHCSimplemented the School Improvement Plan in January 2020. The School Improvement Plan reflected the five focus areas that had originally been set by the Federal Government: - Leadership & Management; Student Engagement & Attainment; Ourriculum & Assessment; Safe College Environment and Aboriginal Education.

Leadership anagement Goals

- On professional development for leadership executive career planning
- Proponal development for all staff in line with

 NESA accre
- Majer iew of IT security, system hardward nd software
- Development of strategic plan for ved education all outcomes, upgrade a diciencies
- Continue and training and platform

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Student Engagement & Attainment Goals

- 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

Evaluative summary of goal attainment to date:

Use of ClassDojo continues with some teachers extending this to parent communication in 2020. Attendance was an area which due to COVID-19 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 AlSand 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. Even with all the challenges our attendance rate was on average 93% which is a remarkable achievement for students, families and staff.



implemented for K-7 students. This explicitly taught children how to develop healthy friendships and manage conflict in a positive way. These important social skills are the key to bullying prevention, creating safe, caring learning environments, resulting in kinder, happier children. Year 7-12 completed various programs in Year Advisor time relating to social and emotional skills, they also participated in team building with various events to plan such as Year 12 dinner, assemblies, fundraisers and Yr 7 & 10 camp activities. Safe systems were maintained and improved with maintenance logs showing regular checks, lockdown and evacuation procedures. The continued rollout of security cameras was implemented. Facilities were upgraded with completion of Stage 3 Primary wing, approval of Stage 4 secondary labs and classrooms with estimated completion in January 2022. The secondary Art room, storerooms and offices were upgraded. A refurbished secondary staff room was established in a previous classroom and a temporary laboratory set up. All areas of the college underwent a massive clean-up with old and obsolete items discarded or recycled.

Aboriginal Education Goal

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

Evaluative summary of goal attainment to date:

Primary and secondary courses implemented mandatory syllabus material that included an Aboriginal perspective. There were no opportunities for local engagement during 2020.

One student identifies as First Nation and the Assistant Principal is responsible for consultation and documentation.



PARENTSTUDENT AND TEACHER IS FACTION

In September 2019 the school community took part in the AIS Perspective surveys, which was a pilot program for schools to identify significant findings from the data and develop recommendations for future school planning. It was determined that HCS School Improvement Plan would now be a two year plan and that in September 2021 the biennial AIS perspective surveys would take place to gain information on the level of satisfaction from all the relevant stakeholders.

A number of surveys relating to COVID 19 were conducted.

Parents were surveyed as to their capability and access to devices when we were moving to remote learning in order to give support to families, including lending of laptops etc.

Teachers were surveyed regarding support they needed for implementing remote learning, including ability to use and manage Google classroom and Zoom meetings. This resulted in a mentoring scheme whereby teachers were able to develop skills and information from an experienced colleague.

There was also anecdotal evidence in the form of email from parents, thanking the staff for all the work that they had done in providing support for students during and after remote learning. This extended to the Principal who was commended for the communication and leadership shown in a difficult time.

Detailed information will be available after the biennial 2021 surveys are completed.



SUMMARY FINANCIAL MRMATION 2020



