



Final Report

Report

Preface



Reporting Area 1

Introduction from key school bodies

PR

2012 was a remarkable year in the fifteen year history of Heritage College. The students themselves were the standouts in a year of peer support and tremendous results across the academic, sporting and music areas.

It was decided to focus exclusively on two student related areas during 2012 – personal responsibility and active listening. The students thoroughly committed themselves to these and helped develop individual and class programs to be able to demonstrate progress in them. This extended into the family sphere with parents invited to



COLLEGE BOARD REPORT



Reporting Area 4

Senior Secondary Outcomes

At Christadelphian Heritage College Sydney, all senior students complete their Stage 6 Preliminary and Higher School Certificate courses over one year in half the required subjects, completing the remaining required subjects in their subsequent senior year.

In 2012 27 students in Years 11 and 12 sat the HSC exam in Mathematics, General Mathematics and Extension 1 Mathematics, Biology, Music 1, Industrial Technology (Wood) and Information Processes and Technology. In addition, subjects completed by one or more Stage 6 students with providers other than Heritage College were ESL English (HSC Course), Tourism and Events (OTEN), Business Services (OTEN), Construction/Carpentry Specialisation (TAFE)

18% of the Year 12 cohort completed a TVET qualification and 100% of the Year 12 group were awarded the NSW Higher School Certificate.





Throughout 2012





Reporting Area 9

Enrolment policies and characteristics of student body

CHCS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW Board of Studies. Detailed below is the Enrolment Policy and Procedures of the College. The Christadelphian community of the wider Sydney area instituted the College to support its families. Children from families who are not members of the Christadelphian faith are welcome if they and their parents support the College's ethos and comply with the College's rules

ENROLMENT POLICY

Purpose

1. To operate the College in a manner that would make it accessible to as many Sydney Christadelphian children as possible.
2. To provide a school and classroom environment that allows the individual needs of students to be met academically, socially, emotionally and physically.
3. To provide access for non-Christadelphian families in accordance with requirements contained in this policy.

General Guidelines

- 1 Information on the College and the enrolment procedure will



ENROLMENT PROCEDURE

1. Publicity of enrolment procedure will be through Christadelphian publications, on the College website and through other College notices.
2. Enrolment enquiries will be recorded in order of receipt and grouped in class areas accordingly.
3. Parents/guardians and the applicant will be interviewed by the Principal. For non-Christadelphian families, the Principal will outline the ethos of the College as understood by the Christadelphian community and ascertain their ability and willingness to support this ethos. In certain instances the Principal may seek a further interview to be conducted by representatives of the College Board. Enrolment for non-Christadelphian children is to be at the discretion of the Principal.
4. Selection of students will be on the basis of spaces available at any year level.
5. Enrolments will be accumulated until sufficient numbers make the formation of a new class viable.
6. Written or verbal records and reports may be requested from previous schools, specialists or other sources to gain information on the child's needs.
7. The enrolment of special needs students will be considered on an individual case basis. The child's impact on teacher time, facilities, utilisation of resources and specialist staffing may require a reduction in class sizes from those set below.
8. Refusal or postponement of enrolment would be made where, in the Principal's estimation either the College could not currently meet the needs of the child or that the child's enrolment would adversely affect others in the College.
9. Class numbers will be limited to the following maximum:
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STUDENT DISCIPLINE

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. **Corporal punishment is not permitted under any circumstances and breaches would be investigated as potential allegations of reportable conduct.**

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The College's discipline policies and procedures were reviewed in 2012.

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Policy	Changes in 2012	Access to full text
<p>Principles and Rules encompassing</p> <ul style="list-style-type: none"> roles & responsibilities of students, staff, parents & visitors Code of Conduct rules & examples 	<p>The 5 broad rules were communicated and implemented:-</p> <ul style="list-style-type: none"> be kind to, cooperate with & respect others work, move & play safely care for the College environment attend school regularly & punctually wear the appropriate College uniform 	<p>Full text in</p> <ul style="list-style-type: none"> Parent information booklet Intranet On classroom walls

Discipline Policy

Although the Chaplaincy grant wasn't continued in 2012 all of the welfare programs commenced under the grant continued to be implemented by class teachers, year advisors and executive staff.

The staff maintained the mediating processes with families and CHCS.

The Wall of Honour concept was further developed – acknowledging students who have excelled in vocational education and group/instrumental/band achievements.

The Leadership Team promoted responsibility through acknowledgment.

Throughout 2012 the previous decline in students requiring detention or receiving incident reports (<5%) continued. By contrast students achieving gold certificates continued to increase (>35%)

Full text in

Information booklet



REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievance





ACHIEVEMENT OF PRIORITIES FOR 2012

Area	Priorities	Achievements
Teaching & Learning	On-going improvements re technology in primary rooms (computers and interactive whiteboards) and support rooms	Greater student access to technology
	Pathways approach to Preliminary and HSC courses continued. Board of Studies approved commencement of Stage 6 courses early November. This permitted students to commence preliminary work and assessment tasks as well as involve themselves in sporting and cultural College experiences throughout the year	Students well prepared for HSC demonstrated by excellent results in each of the subjects.



Student Welfare	Pastoral Care, Welfare, Leadership and Resilience Programs	Rising Generations worked with Year 7 and 8 building leadership skills
	Developed concept of Senior and Junior Leadership Teams where a larger body of students have direct say in developing welfare programs and support captains through student initiatives	Leadership Teams met and proposed positive measures for student welfare. Results were very pleasing with fewer students requiring discipline and intervention measures but more students achieving positive acknowledgment
	Team building through performance of	



Reporting Area 12

Initiatives promoting respect & responsibility

Christadelphian Heritage College Sydney was established in 1998 so as to help families in the areas of promoting respect & responsibility.

In 2012 the students had daily discussions on the following fortnightly themes: - - curiosity, determination, devotion, diligence, discipline, discretion, esteem, faithfulness, focus, forgiveness, friendship, generosity, gentleness, goodness, gratitude, honesty, humility, humour, impartiality and industry. Classes looked at Biblical references on these subjects in their daily Bible session and discussed ways that these virtues and characteristics could be developed in an individual's life.

Years 7 to 10 classes have a 60-minute Bible lesson each week to explore various aspects of Christian living. Respect and responsibility feature strongly in these. Year 7 considered the Old Testament. Year 8 discussed the life of Jesus in a chronological manner referring to all four gospel records. Year 9 investigated the Acts of the Apostles and overviewed the themes of the New Testament epistles as well as when, to whom and where they were written. Year 10 investigated the evidence for accepting the Bible as a true document and God's revealed word.

In addition to these specific Bible investigations all secondary classes have a 30-minute Year Advisor session each week. Much of this time is focused around peer support with both primary and secondary students.

The K-6 students led by their class teachers were involved in programs focused on the promotion of respect and responsibility. All lessons were designed to promote respect for self and others, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. These programs included: supporting school rules, social skills training, anti-bullying, drug education and self-assessment.

The primary students participated enthusiastically in a musical, 'Good Kings Come in Small Packages'. The students investigated the difference between poor choices and wise decisions in a person's life and the effect these have on others. The lessons were reinforced through the use of drama, song and music.

All students were encouraged to show what they learnt through raising money for charities. In 2012 the stu1 0 0 1iHP0@HG*



Christadelphian Heritage College Sydney Inc.



STUDENT SATISFACTION

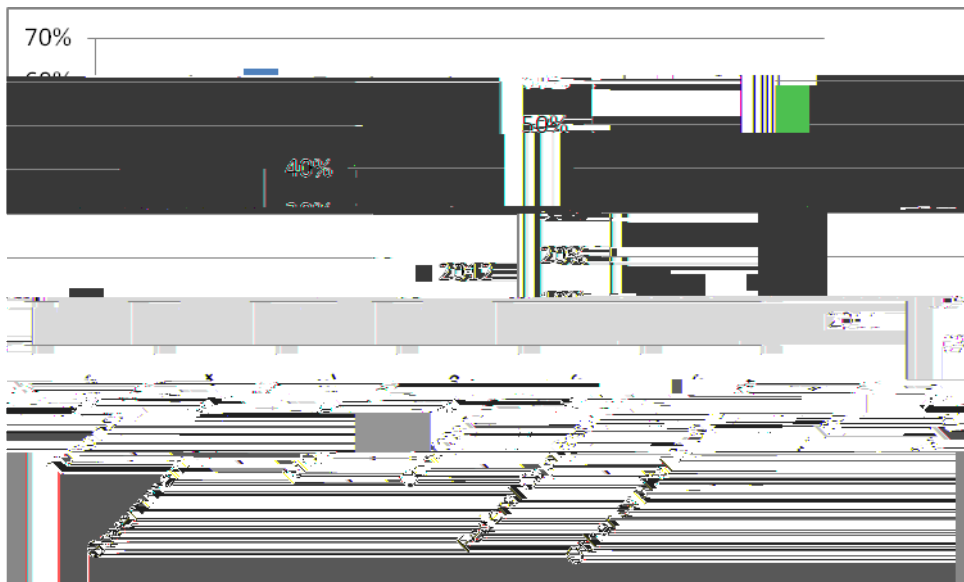
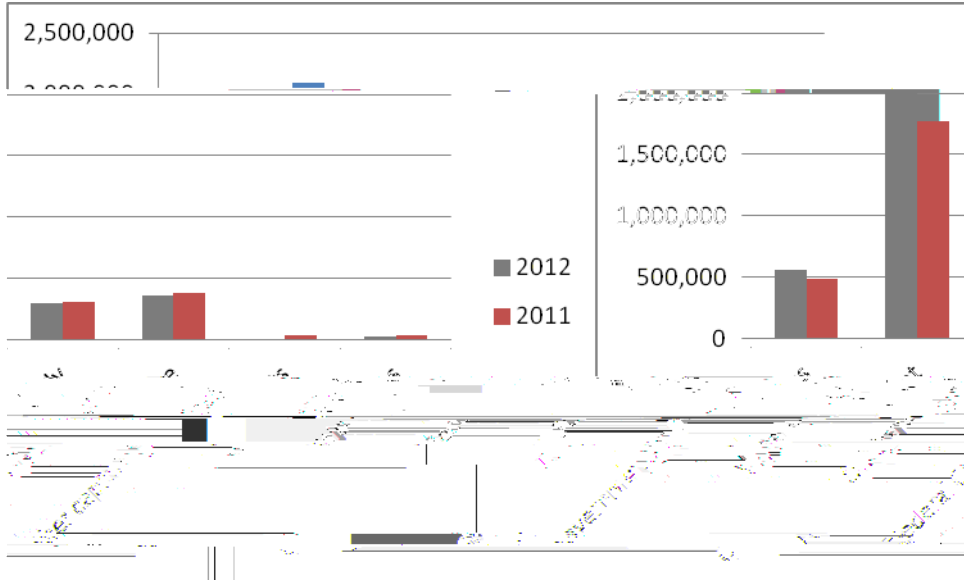
Student surveys were conducted in Years K-11 during Term 4 of 2012 and 3 were received from students in Year



Reporting Area 14

Summary financial information

RECURRENT/CAPITAL INCOME





RECURRENT/CAPITAL EXPENDITURE

