

2013

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man Marriage College Sydney

Annual Report

Financial  
Statement



## Policy

As Christadelphian Heritage College Sydney (CHCS) is a registered non-



Area 14: **Summary financial information**  
Rachael Davies (Accountant)

## Distribution of Annual Report

Board of Studies

Emailed to College Board

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

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

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The Year 9 and 10 students had the benefit of three additional elective choices (Visual Arts, Commerce and Textiles) the bringing their choice to eight. The senior students also had Business Studies added to their choice list for 2013.

The aims for 2013 from a staff point of view were to prepare for the introduction of the Australian

These became the focus of staff meetings and the Combined Heritage College 3 Day Conference. Staff members were well prepared for the writing of quality programs to be delivered in 2014.

*Stuart Gilmore  
Principal*

## **COLLEGE BOARD REPORT**

The role of the College Board is to set the overall policy and direction of the College and foster the



## **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



## Reporting Area 2

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 S



### *Reporting Area 3*

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

In 2013, sixteen Year 3, fourteen Year 5, twenty-one Year 7 and twenty-two Year 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These results are reported in a 10 band continuous scale from year 3 to year 9.

*For more*





Christadelphia Heritage College

Reporting Area 4





Textiles Technology	1		1			
Music	11	2	3	5	1	
Physical Activity and Sports Studies	17	3	6	8		
Visual Arts	11	1	4	2	4	

Four students departed at the end of Year 10; two enrolled at other schools, one enrolled in TAFE and one student was being followed up by the Department of Education.



*Reporting Area 5*

<b>Category</b>	<b>Number of Teachers</b>
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	21
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 Teachers who do not have qualifications as described in (a) and (b) but have	0



- Primary and KLA Committee meetings on the Australian Curriculum implementation, including use of program builder software.
- Software training on Read Write Gold for support students
- Presentations by various staff members about professional development courses attended
- 2014 Inspection requirements
- Welfare committee updates
- Visible thinking information

Throughout 2013, CHCS staff undertook the following external professional development activities



Reporting Area 6

Full Time Equivalent	Male		Female		
Primary Teaching	1.5	5%	6.0	21%	26%
Secondary Teaching	6.5	22%	8.0	28%	50%
Administration/Teaching/T(6					





### 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
2004/2006	13	16	15	80%	75%
2005/2007	21	13	13	61%	61%
2006/2008	13	12	8	92%	66%
2007/2009	21	14	14	67%	57%
2008/2010	20	19	19	95%	95%
2009/2011	19	14	13	74%	68%
2010/2012	25	16	15	64%	60%
2011/2013	14	10	9	71%	64%

Historically the students who have left in Year 10 have taken up offers of apprenticeship or other employment, a small number wished to access senior courses available at other schools.







## Reporting Area 9

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

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 non-Christadelphian families in accordance with 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)*.

Information on the College and the enrolment procedure is to be made available to the community.

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.

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

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 non-Christadelphian 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



Christadelphia Heritage College

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919.341.1800



Records and reports relating to an application may be requested by the College from previous



Christadelphia Heritage College

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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.

Enrolment of non-Christadelphian children is to be at the discretion of the College Principal. Caregivers and the applicant are to be interviewed by the College Principal or appointed officer to outline the ethos of the College and to ascertain their ability and willingness to support this ethos. The College Principal will seek a further interview to be conducted by representatives of the Board for those students seeking to enrol in Year 8 or above, and for students seeking to enrol in lower Years in some instances.

Applicants are placed on the waiting list in order, at the discretion of the College Principal.



The College will invoice caregivers for the year and full payment is expected for each term by the last day of that term.

Caregivers are required to immediately contact the College Principal if they are unable to pay the agreed fee by the due date.



*Reporting Area 10*

Christadelphian Heritage College Sydney seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development





Christadelphia Heritage College

**Policy**

**Policy changes in 2013**



Formal and informal



## **STUDENT DISCIPLINE**

other people with authority delegated by the College. Where disciplinary action is required penalties





## REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

in the Information Booklet on the College website.

This policy was reviewed in 2013.

Policy	Changes in 2013	Access to full text
Responding to Suggestions, Complaints and Allegations  Guidelines for Concerns or Complaints	The staff regularly reviewed policy and the procedures.  In 2013 there was one official concern lodged with the College Board. The policy and procedures were followed. The concern sparked adjustments to the existing practices. Those raising the concern were kept informed throughout the process and expressed satisfaction with process and the outcomes of the proceedings.	Full text:  College website  College Board Handbook  Intranet



## Reporting Area 11

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The following three were the focus areas for 2013 and comments on the achievements of these goals

1. - it was decided to focus on providing specific academic and emotional



**ACHIEVEMENT OF PRIORITIES FOR 2013**

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
<b>Teaching &amp; Learning</b>	On-going improvements re technology in primary rooms 18 laptops were purchased and accessible to all classes	Purchasing laptops permitted all students greater access to technology. Classes



<b>Student Welfare</b>	Pastoral Care, Welfare, Leadership and Resilience Programs	Rising Generations worked with Year 9 on peer support and building leadership skills to use in the Year 7/10 Camp. Some pastoral care sessions are devoted to fostering the relationships begun.
	Senior and Junior Leadership Teams supported captains and developed student initiatives	Leadership Teams met and proposed positive measures such as mentoring and supporting students who were isolated or





# Christadelphia Heritage College

	Combined Conference with other Heritage Colleges from across Australia	Focus on Australian Curriculum and creating quality teaching/learning programs
<b>Facilities &amp; Resources</b>	Improved technology in Visual Arts Room	Greater access to online programs and presentation of such through improved projection
	Improved work space for secondary staff	New work areas and lunch facilities



## *Reporting Area 12*

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

In 2013 the students had daily discussions on the following fortnightly themes: - initiative, innocence, integrity, joyfulness, justice, kindness, leadership, love, loyalty, majesty, mercy, obedience, orderliness, openness, patience, peacefulness, perseverance, prudence, responsibility and respect. Classes looked at Biblical references on these subjects in their daily Bible session and discussed

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

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.



leadership. They specifically assisted students to prepare for the Year 7 and 10 Peer Support camp at the beginning of the year.





Christadelphia Heritage College

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Christadelphia Heritage College

1880



# Christadelphia Heritage College Survey

*Strongly Agree*      60%

*Slightly Agree*      33%





<i>Very happy</i>	60%	<i>Unhappy</i>	0%
<i>Happy</i>	40%	<i>Very unhappy</i>	0%
<i>Indifferent</i>	0%		
<i>Unhappy</i>	0%	<i>Very happy</i>	40%
<i>Very unhappy</i>	0%	<i>Happy</i>	47%
		<i>Indifferent</i>	13%
		<i>Unhappy</i>	0%
<i>Very happy</i>	40%	<i>Very unhappy</i>	0%
<i>Happy</i>	40%		
<i>Indifferent</i>	13%		
<i>Unhappy</i>	7%	<i>Very happy</i>	20%
<i>Very unhappy</i>	0%	<i>Happy</i>	47%
		<i>Indifferent</i>	27%
		<i>Unhappy</i>	7%
<i>Very happy</i>	27%	<i>Very unhappy</i>	0%
<i>Happy</i>	53%		
<i>Indifferent</i>	20%		
<i>Unhappy</i>	0%	<i>Very happy</i>	47%
<i>Very unhappy</i>	0%	<i>Happy</i>	47%
		<i>Indifferent</i>	7%
		<i>Unhappy</i>	0%
<i>Very happy</i>	40%	<i>Very unhappy</i>	0%
<i>Happy</i>	40%		
<i>Indifferent</i>	20%		
<i>Unhappy</i>	0%		
<i>Very unhappy</i>	0%		
<i>Very happy</i>	53%		
<i>Happy</i>	27%		
<i>Indifferent</i>	20%		



- A focus on education with more specialised teachers brought in
- Clearer sizing information on school uniform forms Online ordering and payment for uniform
- More fun days like crazy hat days Involvement in book week e.g. dress up days during book week
- Continuing to provide and expand the variety of subjects offered in high school
- More varied sports activities for primary children inter-school sport, gala days



## STUDENT SATISFACTION

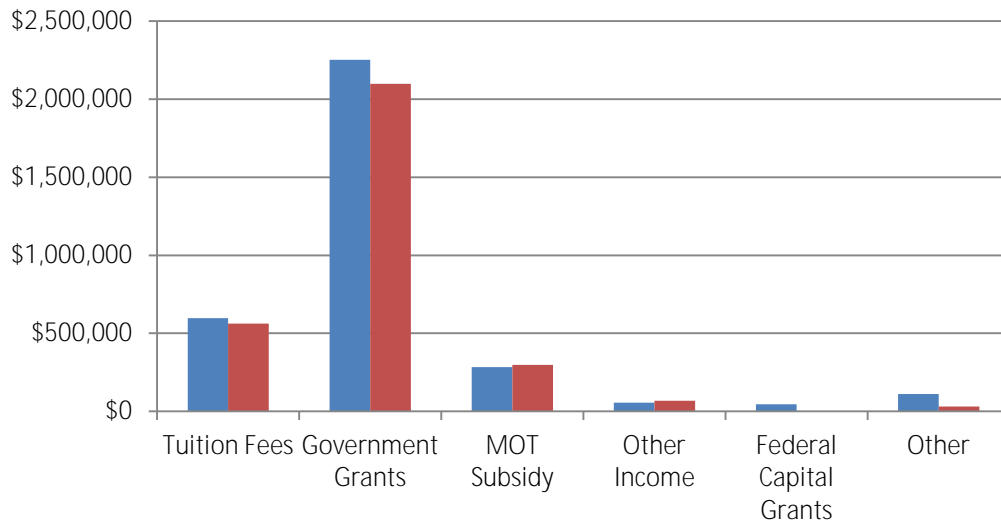
In 2013 the student were surveyed online. This had advantages but meant all submissions were anonymous, preventing the ability to address individual concerns or perceived misunderstandings.

There was an overwhelming record of satisfacti



Reporting Area 14

RECURRENT/CAPITAL INCOME





RECURRENT/CAPITAL EXPENDITURE

