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programs and ensure school assemblies and presentation nights can be accommodated on

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 been the method of 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 2017, fundraising initiatives included the College Fair, various school-based fundraising drives, special event catering, stalls for Mothers' and Fathers' day. The P&F chose to invest in:

- Our new school BBQ,
- Support for Band Camp,
- A new coffee machine for the PAC,
- A variety of educational support programs.

It has been highly rewarding to contribute both time and energy to improving facilities for students learning and we look forward to continuing to support the good work of Christadelphian Heritage College Sydney.

In both curricular and extracurricular areas, Heritage College is committed to encouraging and supporting students to achieve their best, regardless of academic ability. Education

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Reporting Area 3

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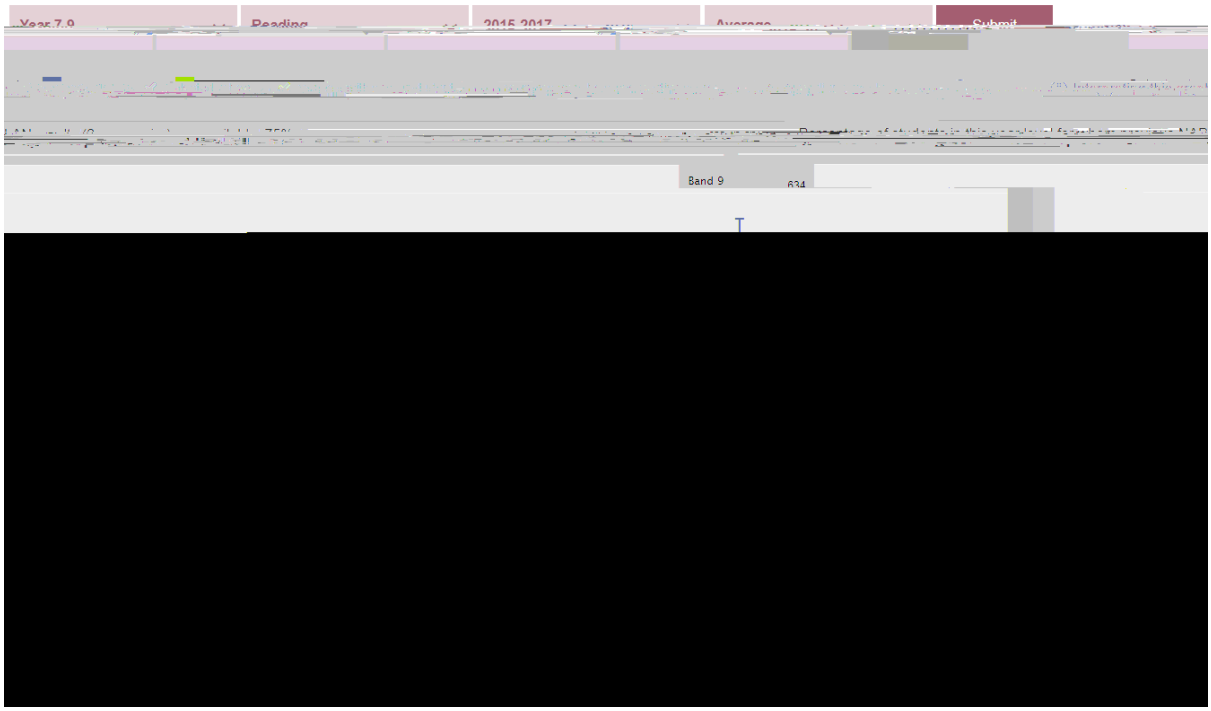

For more information on NAPLAN results, please visit http://www.myschool.edu.au

Reporting Area 4

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 units in their subsequent senior year. subjeHio0247-2(main)-6(

In 201

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presentations were: “Build, Share, Inspire”, “The critical thinking toolbox”, “Creating a culture of thinking in the classroom” and “Visible Learning”. There were also sharing workshops and variety sessions which gave teachers ample opportunities to present or learn strategies. This was the focus of professional development for 2017.

Beginning Teachers K-12:supporting a successful start	
Enhancing your child protection investigation skills	
Child protection investigation Course	
Finance for Non-finance managers	
The Business of Social media in schools	
Masters of Business Administration	
Schools of the future	
AIS governance for Board members Emerging issues and future challenges, Executive supervision, Strategic planning.	
Generation Next Mental Health & Wellbeing day	

ACHPER (

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

Reporting Area 6

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

	Male		Female		
	1	4%	5.73	22%	26%
	6.2	24%	5	20%	44%

Reporting Area 7

For information on student attendance, please visit http://www.myschool.edu.au

Student attendance was 94% on average based on an indicative figure of each student to attend school 200 days per year. This there was no drop on average than the previous year.

	94%
	95%
	95%
	91%
	95%
	96%
	91%
	94%
	95%

during their period of absence. Attendance plans are also implemented with families for students who have mental health issues.

2004/2006	13	16	15	80%	75%
2005/2007	21	13	13	61%	61%
2006/2008					

Reporting Area 8

University	-	7
University / College	-	-

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Reporting Area 9

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 c

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Enrolment applications from students seeking placement in classes that are already at their

Past payment history/track record and use this information to evaluate succeeding enrolments of siblings

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

future years. Consideration of the impact of the student's enrolment on other students

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WHS procedures Reacting to Critical Incidents Student Car Policy Water Activities Policy	According to CHCS WHS policy emergency evacuation and lockdown practices were held each term. The Board evaluated WHS policy and practices and Management's recommendations at each of its monthly meetings. Management implemented WHS policy and practices as approved by the Board. CHCS installed additional security cameras, digital locks and gates, fences according to the risk management plan. No ma

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students in their surveys also highlighted the need for a greater choice of reward to further entice the students to fully engage as well as for the staff to be more generous in handing out cards/rewards. There is still a need to evaluate whether the reward system is actually improving student behaviour.

95% of parents and 85% of students said that the enrichment opportunities across literacy, numeracy, science, music and the arts really assisted with student achievements, learning and a desire to attend regularly. The comments were more directed for the need for more of these programs in the future.

95% of staff saw that the support programs such as MiniLit, MultiLit, Cogmed, Quicksmart and Visualising/Verbalising had a significant effect on students' learning.

Parents, students and staff praised the EXCEL sports program that was available to all students from Year 5 to Year 12. The year's achievements added weight to this approval. There was greater participation in carnivals and team trials, more records broken and greater representation at higher levels of competition than the previous 19 years of the College.

The College average attendance was 92%. This met the desired improvement. To achieve this goal the Welfare Team had instigated a lower threshold of intervention and increased parental contact as well as close monitoring of student attendance and progress. Special measure have been put in place for specific students who are repeat offenders and letters of warning are sent out at crucial milestones to remind parents of the importance of their child's attendance.

Heritage Genius Bar continued strongly - provided opportunities for 14 senior students to demonstrate leadership whilst recognising their hard work. Junior students benefit from the

extra support, especially when from older students. The student and staff surveys however reflected a desire that more students accessed this program in 2018.

Various Mathematics and English classes were split to enable smaller groups of similar ability students to target both enrichment of students and extra support for other students. The Year 8 Maths class split saw the “advanced” class progress through all content at a higher standard and completed the extension and enrichment sections in Stage 4 whilst maintaining strong results. The Year 7 class enjoyed the services of two teachers in Maths to meet the range of abilities. English in Years 7-10 were also split providing similar extra guided assistance and differentiated lessons.

Various ongoing enrichment programs included Mathematics and Science lessons for Primary Stage 3 from High School teachers. Other programs included table tennis, jazz band (12 students) and senior band (35 students). These students are selected to extend their

The HeLP outcomes were put onto most assessment tasks and were reported on in written and verbal reports. This assisted the students and teachers to focus on what could be done to increase their progress. Senior students (from Year 12) continued and completed a HeLP registration document to aid their personal goal setting, self-monitoring and record achievements through the various stages of HeLP. Regular contribution gave them a portfolio of their development of the characteristics and evidence to share with peers, parents and teachers.

For the second year in a row the College received from the ACARA President (they run the NAPLAN testing) commendation for outstanding student improvement in both numeracy and literacy. Few schools across Australia received such recognition. Only 10% of students felt that more could be done to improve their literacy and numeracy results. The comments reflected that the students knew that they had many opportunities to improve if they made the most of what was on offer.

Staff continued their training and usi9oFCb25ued>.024 31R3(om)-2(r)9(uln)3(t)-4(s A(t)-4(h)( )-3(t)-4(ra)8(i)

All staff and 90% of students felt that the College had made safety improvements as the needs arose with more cameras in areas where individual or small groups may need tuition or enrichment, a pin-coded gate, increased vigilance around visitors to the school and increased maintenance budget.

100% of parents and the large majority of staff and students either agreed or strongly agreed that the College had made improvements to the College's appearance and facilities. The College completed a 520 seat Performing Arts Centre and this enabled the students to regain some much needed playground space in the middle of the school. Ne2P1rdens, covered eating and working areas and synthetic turf in high traffic areas, made the environment look attractive as well as practical.

Tracking testing at the beginning of 2017 (ACER/Peabody/PM testing/ Best Start/School reports/NAPLAN 2016) identified more students than in previous years that have required support intervention. Many students have attended Learning Support Programs. This correlates to the increase in student disability rates. One senior student accessed Life Skills Stage 6 courses in 2017.

Increase Aboriginal content and perspectives in teaching and learning programs.

All primary and most secondary courses had implemented syllabus material that included an Aboriginal perspective.
A draft Aboriginal Education plan and an action plan template for Personalised Learning Plans (PLPs) for Indigenous students at Heritage College were prepared.

The School Improvement Plan had been further simplified from the previous year but it was decided that the 2018 Plan should focus on even less major areas.

Trial BYODD and HAPARA LMS with the senior Business Studies class

	Enrichment courses in secondary English, Maths and Science	
	Completion of the Performing Arts Centre	Students had opportunities to rehearse and perform confidently in music, drama, dance and public speaking
	Primary musical	All primary students performed in the musical, “You Gotta Be Joshin’ Us” – July 2017

	Sporting excellence – introduced the EXCEL Sports Program. Students from Yr 5-12 received opportunities for high quality fitness and skills coaching in a number of disciplines	CHCS Secondary Swimming, Cross Country & Athletics teams again performed well at Zone level and claimed the Aggregate Shield in the CDSSA Swimming carnival. Individual students representing at zone, regional and state levels in both individual and team sports. Overall best results in sport in the College's 20 year history.
	Student achievement acknowledgement	Added 2 more students the Roll of Honour who have represented with distinction in sport music or achieved honours in academic courses. Presentation night awards and scholarships tied to demonstration of the Learner Profiles.

	First Aid training for specific staff	Staff trained

ReportingArea 12

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

In 2017 the students had daily discussions on the following fortnightly themes: - responsibility, responsiveness, self-control, sensitivity, sobriety, steadfastness, strength, transcendence, transparency, trustworthiness, wisdom, accountability, approachability, authenticity, belief, bravery, compassion, courage and creativity. 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 we(r)v2wr tof nad t8(l)-f tney 11(d)-4(er5(h)-4(e)]TJETQq0.00000

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. A secondary volunteer group was formed to provide peer to peer emotional and social support.

All students were encouraged to show what they learnt through raising money for charities. In 2017 the students raised almost $3000 for the sponsorship of students in Kenya through the Agape in Action organisation. They also raised funds for medical research.

An initiative was introduced in 2016 to promote an attitude of respect and responsibility. 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.

During 2017 the Roll of Honour displayed on the walls at the entrances of the Colleges of the Colld8.8 0 1

Reporting Area 13

So as to ascertain an accurate and current grasp of levels of community satisfaction the Principal and Executive Staff co-ordinated a survey of three main stakeholders - parents, students and staff. The survey results were shared with the College Board and staff and formed part of the evaluation of the 2017 School Improvement Plan as well as the focus points for the 2018 School Improvement Plan. The Board approved both of these documents. They were posted on the College website by 31 December 2017.

NB approximately 16% of parents replied to the survey

They were asked to rank their views - strongly disagree, disagree, no opinion, agree or strongly agree

The College leaders provide suitable guidance to teaching, admin, transport and maintenance staff so as to provide quality communication and service to parents and community members	92% of the parents agreed or strongly agreed with the statement 8% were undecided as to the improvement
The College staff are perceived as role models, mirroring the Mission, vision and values of the College	76% of the parents agreed or strongly agreed with the statement 19% were undecided as to the improvement
The teachers are well qualified and committed to the spiritual and academic development of the children	91% of the parents agreed or strongly agreed with the statement 4% were undecided as to the improvement

Student Engagement & Attainment

Students' achievement of higher levels in HeLP	53% of the parents agreed or strongly agreed with the statement 43% were undecided as to the improvement

Enrichment programs such as Sport (EXCEL), English (split English in Years 7-10), Maths (splTfSscTI(g)-3thers

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Safe College Environment

The school has looked after the stud

Attendance at and involvement in the Combined Teacher Conference in August 2017	100% participation and expressed positivity towards the event
Adjustment of teaching programs according to identified areas of improvement and individual student needs	90% of teachers had their programs fully adjusted with the others felt more detail was required

Student Engagement & Attainment

Students achieved of higher levels in HeLP	91.5% of teachers agreed or strongly agreed with only 9.5% of all staff disagreed
teaching/learning programs helped students' learning	93% of staff agreed or strongly agreed
Enrichment programs such as Sport (EXCEL), English (split English in Years 7-10), Maths (split Maths in Years 8-10), Primary Science, English and Maths enrichment groups, Junior Strings group and Visual Arts (specialized lessons in primary with Mrs Muir) helped successes and achievements	43% strongly agree and another 24% agree only 9.5% of all staff disagreed
These programs have encouraged students to attend school regularly	60% agreed or strongly agreed but 30% either didn't know or were undecided

Curriculum & Assessment

Student ASSESSMENT TASKS have had the HeLP outcomes listed on them to assist with student outcome achievement	70% agree or strongly agree – no disagreed
The College's programs assisted with the improved NAPLAN literacy results.	93% agree or strongly agree or no opinion

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Reporting Area 14