

PRFFACE

Policy

As Christadelphian Heritage College Sydney (CHCS) is a registered non-government school, it undertakes to fulfil all requirements and responsibilities expected by governing authorities.

One of these mandatory requirements is for CHCS to publicly disclose by way of an annual report, the educational and financial performance measures and policies of the school.

Preparation of Annual Report

Overall Information Coordinator John Unwin (Business Manager)

Administration John Unwin (Business Manager)

Title page Cathy Peden (Librarian)

Annual Financial Return Rachael Davies/John Unwin (Accountant & Business Manager)

Staff members responsible for Annual Report content:-

- Area 1: A message from key school bodies

 John Unwin (Business Manager)
- Area 2: Contextual Information about the school and characteristics of the student body Felicity Shields (Principal)
- Area 3: Student outcomes in standardised national literacy and numeracy testing Rebekah Wetherton (Support Coordinator)
- Area 4: Senior secondary outcomes

 James McCann (Assistant Principal)
- Area 5: Professional learning and teacher standards
 Kevin Fenger (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 (Assistant Principal)

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 (Assistant Principal/Primary Coordinator)

Area 13 Parent, teacher and student satisfaction

Felicity Shields (Principal)

Area 14: Summary financial information

Rachael Davies/John Unwin (Accountant/Business Manager)

Distribution of Annual Report

NESA

Emailed to College Board

Posted on College website www.hcs.nsw.edu.au

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

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Students from Years 5 and 6, together with students from Heritage College The Basin (Melbourne) visited the national capital Canberra for an educational tour. This excursion was a great success and we hope to join with the other Heritage Colleges in different states for more joint ventures.

STUDENT LEADERSHIP REPORT

The 2018 Senior Leadership Team was comprised of the nominees for College captains. The College Captains and Senior Leadership Team were involved each day in the running of the College. The captains take turns to lead the assembly and the Senior Leadership Team met regularly with executive staff to discuss ways to implement student ideas. A criteria for applying for the Leadership team/Captains has been set down do 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. This included organising fundraising events and running lunchtime activities as a way of developing their HeLP Portfolios.

Students from Years 11 and 12 again volunteered to be part of the Heritage Genius Bar, giving up part of a lunch time each week to assist other students with their studies.

2018 saw a minority of seniors in the Band. Here and in other ensembles they led as Music Captains or Section Leaders. Their participation in sport was very high, with many showing great leadership by their organising of team chants and personal involvement.

Reporting Area 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

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 Sydney strives for:

Wisdom, reflecting Christian values in its organisation, teaching and practices, to provide a caring and safe environment

Knowledge, developing life skills in children and building strong partnerships with our families

compressed model. The Year 11 and 12 students are one in cohort and complete half their subjects for both Preliminary and HSC in one year sitting for the HSC exams in those subjects. The following year they choose from a different set of courses and repeat the process. The senior students acknowledge the benefit to them of concentrating on only three subjects and then receiving their marks back before commencing another three. Their results have supported this method.

Facilities: The College is located on two hectares of land in a rural setting and adjacent to Council sporting fields. Recently upgraded facilities include a 500 seat Performing Arts Centre, completed in 2017. The building of two new Primary teaching rooms and a Learning Support area was anticipated to be completed in 2018 but is likely to be completed in 2019, God willing.

For more information please visit http://www.myschool.edu.au

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

In May 2018, 17 Year 3 students, 16 Year 5 students, 24 Year 7 students and 17 Year 9 students sat the NAPLAN exams for Reading, Language Conventions, Writing and Numeracy.

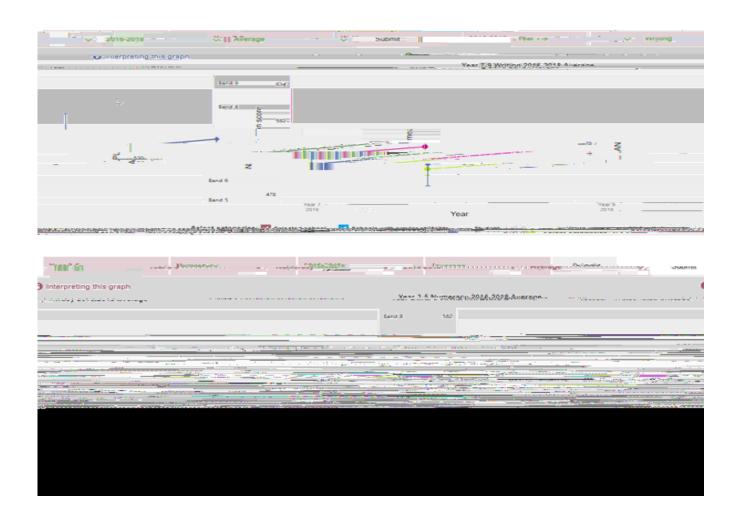
In August 2018, Years 3 and 5 completed the online ACARA Trial for NAPLAN Writing. The Pearson platform was used to compare data for online writing as opposed to handwritten tests. It was very worthwhile for Heritage College as it highlighted that we need more equipment to run NAPLAN online. It was interesting to note that we will need to teach typing skills at an earlier stage for students, so that they can complete the writing to the same standard as hand written. This will commence 2019.

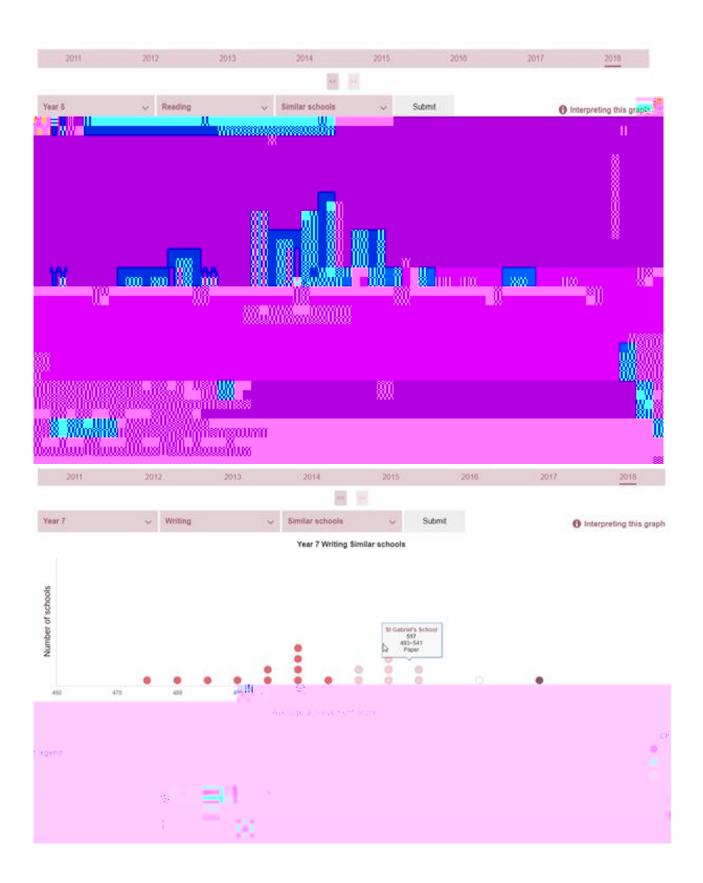
In November 2018, we took part in the NAPLAN Data Presentation Review commissioned by the Education Council of COAG. This was undertaken by Professor Bill Louden from Perth. He was visiting schools who have made substantial improvements in NAPLAN over the 3 years. Professor Louden met with students, teachers, parents and Executive staff. He was particularly interested in the Support programs that we offer and how we have used the data that is provided (Scout data) to continually improve our NAPLAN scores. His insights and knowledge were a positive affirmation that what we are currently doing is rks very

effectively.

After analysis of our Data, despite above average gains in some areas of NAPLAN, our 2020 focus for improvement will be in the area of writing. We have undertaken professional development Seven Steps to Writing and will continue to professionally develop staff who will, in turn, focus on student improvement in this area.

Please note the letter from ACARA. This is the third year consecutively that we have received this accolade.









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

2018 HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS

Subject	No. of Students	Performance Band a numb	,
		Band 4-6	Band 1-3

School

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA



Three students departed the college at the end of Year 10, one interstate and two to jobs/TAFE Another repeated Year 10.

Coding and Game development with Unity Game Training Pty Ltd	1
Royal Life Saver Facilitator application Royal Lifesaving NSW	1

Unlocking Musical Potential	1
Creating Safer Independent Schools AIS	46
The Memory Miracle - TTA	46

The average expenditure 'per teacher' on professional learning in 2018 was \$352.

This was a slight decrease on last year only because there were more part time teachers in 2018.

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

Reporting Area 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

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

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

A minority of students in one year affected figures as it is a small class.

These figures were taken from Semester 1 STATS reporting.

Attendance Rate by Year Group (excluding upper and lower years)

Year 1	96%
Year 2	95%
Year 3	96%
Year 4	96%
Year 5	95%
Year 6	96%
Year 7	94%
Year 8	91%
Year 9	94%
Year 10	88%
Overall	94%

Management of Non-attendance

Heritage College traditionally has a relatively low rate of absence, with non-attendance of students mainly due to illness or holidays. Being a small school, one or two students can also adversely affect numbers. Our high attendance is a credit to the dedicated staff on the welfare team who manage and support students and families.

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

Reporting Are
POST SCHOOL

	Year 10	Year 12
	-	11
	-	-
	1	
	1	3
	-	1
	-	2
Unemployed	-	1

Professional Sportsman

Reporting Area 9

ENROLMENT POLICIES

CHCS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW Education Standards Authority (NESA). 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/carers support the ethos of the College and comply with the rules.

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 commitment of th

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.

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

carer will be gained prior to the request, and the College will abide by its Privacy Policy and the Privacy Act throughout the enrolment process.

Selection of students will be on the basis of spaces available in the relevant year or class.

Enfrormmental () Policia io Osulino and iset wellow (abs) - Selection (n) pate () protection, just classes that are already at their maximum size will be accumulated until sufficient numbers make the formation of a new class viable. The decision to establish a new class will be made by the College Board, following a recommendation from the College Principal.

Information that the caregiver may be required to provide as part of an enrolment application may include:

Previous school or preschool reports, noting current achievements and areas of need;

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Class sizes

Class numbers are limited to the following maximum numbers:

Kto 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 26 per straight class

Years 7 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

staffing may require an adjustment to the class sizes from those set in this Policy.

Adjustments

The adjustment determination is made upon the basis of what is a reasonable adjustment after input from all parties including the student, nominated carer, relevant specialists, and relevant

PAYMENTS

camps, private music tuition, hire of a musical instrument (required for all	students in Year 5,

Reporting Area 10

SCHOOL POLICIES

Policy	\/ \	Changes in	Public
		2018	Disclosure

Student Welfare Policy

CHCSis committed to providing inclusive education for all children wherever possible and undertakes to establish identification procedures, implementation programs and methods of communication in order to provide for the academic, mental, physical, social, spiritual and emotional well-being of all students.

CHCSwill:

ensure that children, regardless of ability or disability, are given the opportunity to enrol at CHCS and to provide ser G(S)6(W es2 45.8)g

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 in place to promote positive student behaviour, to recognise and reinforce student achievement and to manage inappropriate behaviour.

Inappropriate physical 7.2 ace oapognhme3(f)9(o)-5m troo

The following were the focus areas for 2018 and comments on the achievements of these goals.

CHCSimplemented the School Improvement Plan in January 2018. The School Improvement Plan reflected the five focus areas that had originally been set by the Federal Government: - Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education.

This Plan was evaluated during Term 4 2018 using the data that created the Plan. There were 36 staff responses, 116 Year 5-12 student responses and 26 community responses to the surveys.

Leadership & Management Goals

Increase opportunities for staff to demonstrate professional growth and leadership skills, Further staff training in using data and making appropriate adjustments for students with disabilities.

Evaluative summary of goal attainment

Position descriptions were produced for all executive roles in the College. These descriptions were aligned with the relevant NESA and AITSL documents. The College Board accepted and endorsed these role descriptions. Supervisors were able to use these with staff who had demonstrated an interest in furthering their career pathways and discussed ways of demonstrating their criteria.

All teaching staff set and worked towards their SMART goals which have been linked to the Australian Professional teaching Standards. Their goals were tracked and evaluated in consultation with their supervisor. Non-

introduction of using documented observations by supervisors and peers in order to provide feedback on classroom practices was implemented. This was a positive experience for teachers who valued the feedback and will be continued.

100% of teachers produced teaching learning programs with adjustments for students with a disability. Staff surveys revealed that the academic support for students with learning needs was excellent.

Resources were developed for Year advisors to use to encourage more spiritual inputs during roll call and Year advisor time. These have been used this year in Year 7-12 classes. 89% of students noted in the survey that there was an excellent/good, Godly focus at the College. Parents/carers were invited to a number of pres

Correct wording for Acknowledgement of Country was researched and forwarded to teachers and implemented in assemblies and special events.						
Implemented in assembles and special events.						

Reporting Area 12

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

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

In 2018 the students had daily discussions, in their Bible Roll Call time each morning, on the following fortnightly themes: - determination, devotion, diligence, discipline, discretion, esteem, faithfulness, focus, forgiveness, friendship, generosity, gentleness, goodness, gratitude, honesty, humility, humour and impartiality. 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

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 2018 the students raised almost \$3005 in a program called \$2 Tuesday for the sponsorship of students in Kenya through the Agape in Action organisation.

An initiative was introduced in 2016 to promote an attitude of respect and responsibility. 18 t()-3(ret71 0 595.

Reporting Area 13

PARENT, STUDENT AND TEACHER SATISFACTION

Principal and Executive Staff coordinated online surveys of three main stakeholders parents/carers, students and staff. The survey results were shared and discussed with the College Board and staff. 2018 School Improvement Plan was evaluated and results taken into consideration for the 2019 School Improvement Plan. The Board approved these documents and they were posted on the College website.

PARENT/CARER SATISFACTION – 26 responses out of 150 families – 17% (1% increase on 2017)

The survey asked parents to rate the performance of the College in the areas of spiritual focus, well-being of children, the quality of teaching, academic progress, support, reports, handling of discipline, communication, speedy and satisfactory resolution of enquiries, quality of facilities and physical security of premises. Responses were overwhelmingly excellent or good. 77% were very likely to recommend Heritage College to a friend.

SUMMARY FINANCIAL INFORMATION 2018





