

Area 6 : Workforce composition, including Indigenous

John Unwin (Business Manager)

Area 7 : Student attendance and retention rates in secondary schools and Post school destinations

John Unwin (Business Manager) and James McCann (Deputy Principal)

Area 8 : Enrolment policies

John Unwin (Business Manager)

Area 9 : School policies

Melissa Sharman (Principal)

Area 10 : School determined improvement targets

Melissa Sharman (Principal)

Area 11 : Initiatives promoting respect and responsibility

James McCann/Martin Russell (Deputy Principal/Primary Coordinator)

Area 12 : Parent, teacher and student satisfaction

Melissa Sharman (Principal)

Area 13 : Summary financial information

Rachael Davies/John Unwin (Accountant/Business Manager)

Area 14 : Distribution of Annual Report

John Unwin (Business Manager)

NESA

ACNC

Emailed to College Board

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MESSAGES FROM KEY SCHOOL BODIES

a) PRINCIPAL'S REPORT

It has been my pleasure to join the staff at Heritage College Sydney, and I officially began my role as Principal in January 2022. We also welcomed new staff into our Learning Enrichment, Primary and Secondary teams.

We welcomed 20 new Kindergarten students and their families who are beginning their journey at = students. Four new students started in Year 7 and while the start of 2022 saw minimal covid-19 restrictions, the Year 7 & 10 three-day camp at Teen Ranch in Cobbitty, was postponed to later in the year where they engaged in exciting activities and strengthened friendships within their peer group, as well as those in another year. The College faced challenges in the early part of the year with extreme weather conditions faced by Sydney, with some short-term closures due to flooding. Thankfully there was no damage to the College grounds, and student learning was not interrupted for long.

It was wonderful to once again be able to hold sports carnivals, and celebrate house spirit with friendly competition alive and well between our school house teams of Carmel, Hermon and Tabor. Particular highlights in the sporting arena included:

Cross Country:

34 primary students competed at ASISSA with 3 qualifying for CIS,

20 secondary students ran at the CDSSA carnival

Athletics:

During 2022, our bible themes have included:

Loyalty, Majesty, Obedience, Orderliness, Openness

Patience, Peacefulness, Perseverance, Prudence, Reliability

Respect, Responsibility, Responsiveness, Self-control

Sensitivity, Sincerity, Sobriety, Steadfastness, Strength

The Parents & Friends Association once again drew on the wonderful Heritage community to run the annual School Fair, this year with the t...y...
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food to eat and experiences to bid on. The highlight without doubt was seeing our community come out and spend time with each other. In doing so, everyone aided the P&F in raising much appreciated funds to continue supporting the learning at the College (a record amount of over \$30,000).

Opportunities for other communication with parents included extending invitations for them to join us at sporting carnivals, primary assemblies, Parent/teacher interviews in Term 1, various performance evenings and subject selection nights. Phone interviews were also offered in Term 2 as part of the formal reporting process. We value the links with parents, and class teachers and Year advisors keep parents/carers up to date with relevant information and support for their children.

The new primary wing, officially opened in 2021, has now been complemented by a new secondary block. The primary wing has been a successful home for Kindergarten and Year 1 in 2022, with the updated learning spaces also fostering learning enrichment and support programs and hosting playgroup on a regular basis. The secondary block houses 2 new science laboratories, with adjoining preparation room and chemical store, along with two general learning areas which are able to be opened up for more collaborative learning. The new block also houses new amenities and an upgraded sports storeroom, with

b) BOARD CHAIRMAN'S REPORT

Throughout 2022 the Board continued to oversee the policy and direction of the school, aligned to our values, mission and vision. The College management team ensured that Heritage College achieved great results in learning, personal achievement and spiritual development, reflecting Bible-based standards and values.

The College welcomed Mrs Melissa Sharman in the role of College Principal. She has received overwhelming support and has quickly become acquainted with personnel, policies, issues and current

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extremely useful in her continuing analysis and initial planning, directions.

2022 continued to be a productive year for the Board:

The building program of stage 4 Secondary was completed mid-year with the official opening early in 2023. It is another quality facility which will enhance learning and help to create a conducive

PARENTS & FRIENDS ASSOCIATION (P&F) REPORT

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 communitylleETQ4(u)BT/F 24.26BTr.64 426ay5f th4thef6Tt09(th4)(t.lF141.92 reWñBT/F1 11.04 Tf1 0 0 1 145.46

c) STUDENT LEADERSHIP REPORT

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 mar

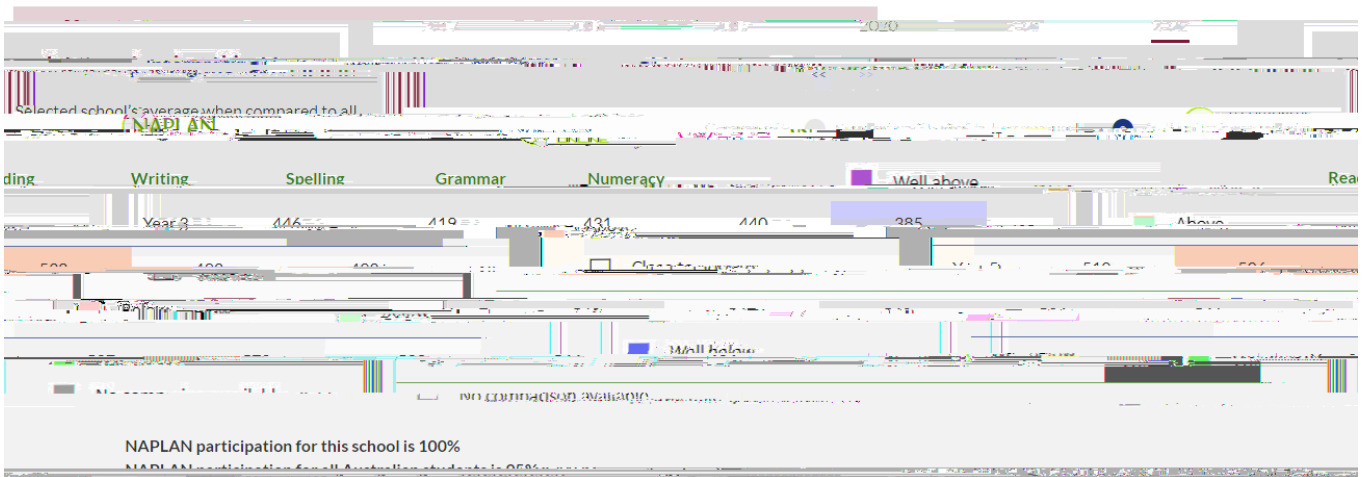
Reporting Area 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

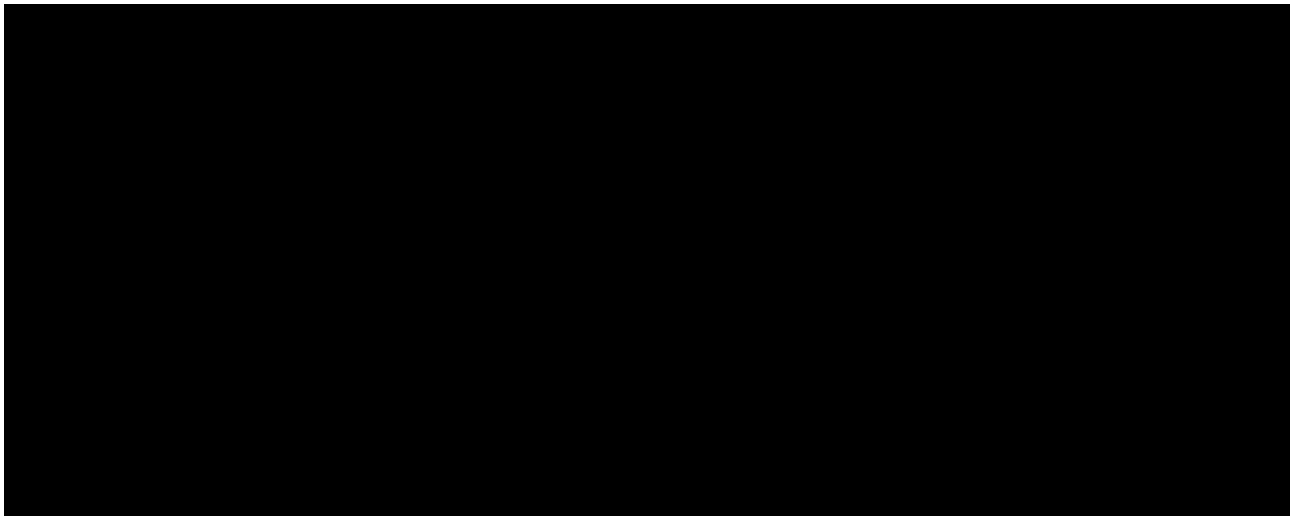
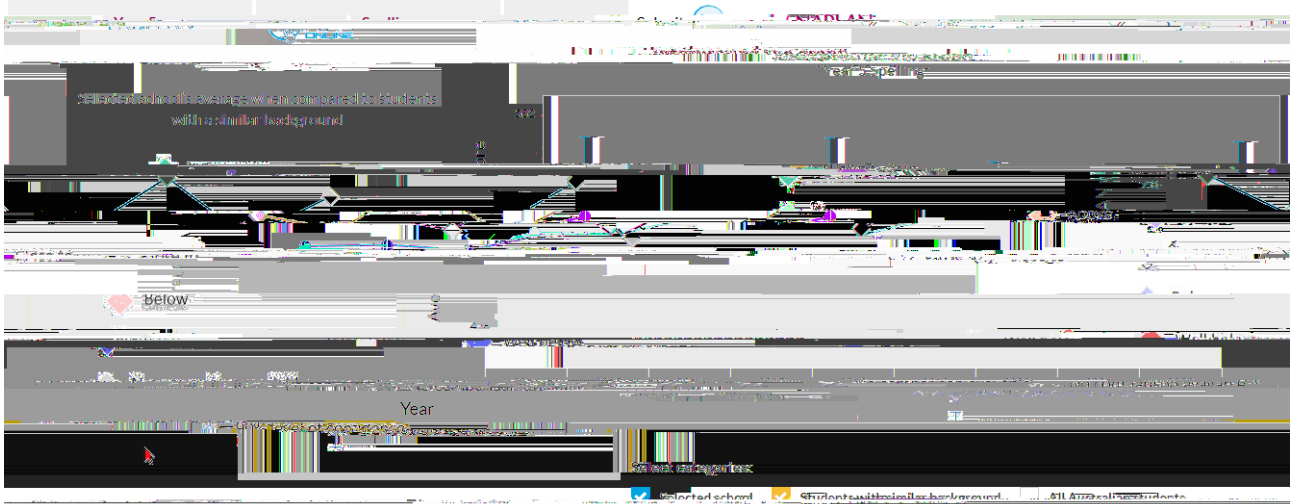
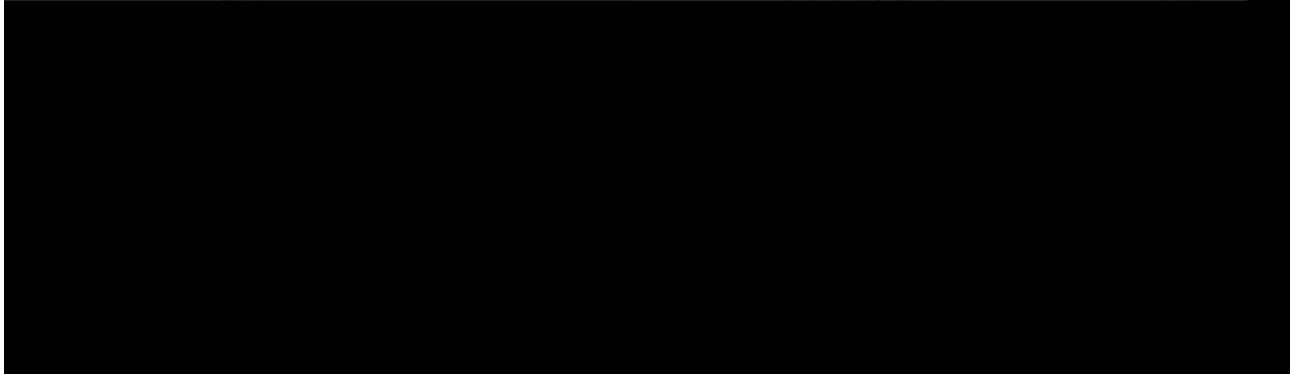
2022 saw the beginning of all schools Australia wide coming on board with NAPLAN online. Having been through the training and trials, where students completed the Writing and Omnibus tests, we had no glitches with the actual execution of Years 3, 5, 7 and 9 online. Year 3 still completes the Writing exam by hand with the rest online.

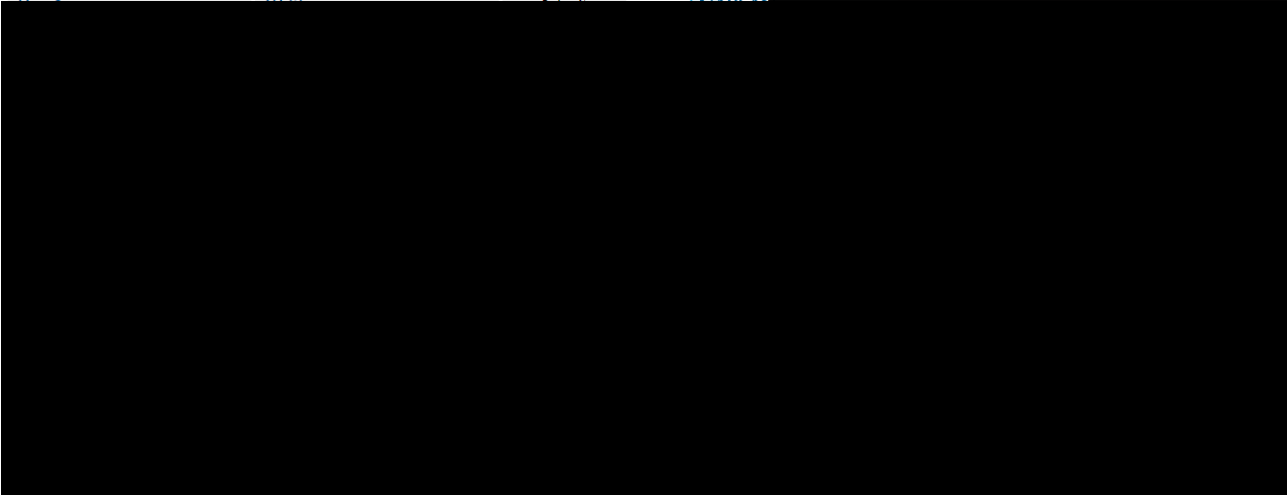
Our Years 3-5 Reading test results continue to rise and be above the average for students who have similar backgrounds. The Year 5 Spelling results have shown an improvement in 2022 and above the average.

The following graphs indicate a summary of our 2022 NAPLAN results:



Year	Spelling	Grammar	Numeracy	Reading	Writing
19	431	440	385	Year 3	446
06	538	493	493	Year 5	510
47	560	536	561	Year 7	542
72	588	566	606	Year 9	587





The focus area for 2022 remained Literacy. Kindergarten, Year 1 and Year 2 continued implementing the InitialLit Program at a classroom level (Tier 1 in the Response to Intervention Model). Students who do not attain benchmarks for Literacy and Numeracy, are given access to programs (Tier 2 and 3 interventions in

remediation. These include: MiniLt, MacqLit, MultiLit, MultiLit Extension, Language Lift, Quicksmart Maths and COGMED Working Memory Program. It is the belief that the delivery of such programs will narrow the gaps that would otherwise occur in classes. Students who do not make the necessary gains in these programs are then referred to external professionals for further assessment and diagnosis.

Due to COVID interruptions, we were granted Intensive Learning Support funding (ISLP). Extra staff were employed and additional programs such as Visualising and Verbalising (Language Comprehension) have been delivered to a wider range of students than we would normally be able to provide. Funding has not been used, so this will continue into 2023.

All students were assessed annually using the Australian Council of Educational Research (ACER) tests at the end of 2022 in order to determine progress compared to 2021, as well as to prepare for 2023 classes and groupings. Writing skills development was further developed in 2022 by a learning partnership with the AIS and integrated into all Primary classrooms.

student sat their subjects using the Life Skills stream. These subjects represent the courses offered in our
- " according to our compressed curriculum method.

100% (18 students) of the Year 12 group were awarded the NSW Higher School Certificate.

Of the 36 students who sat for the HSC, six students gained a Band 6 (90-100%) and fifteen students gained Band 5s (80-89%) across their HSC subjects. Continued analysis of data and development of action plans by teachers will take place in 2023 to help students to maximise results. With small candidatures, percentages need to be interpreted with care.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Stage 5 Grading for RoSA 2022

The image shows a screenshot of a spreadsheet with a header row containing the text 'School State School State School State School State School State School State School State School State'. Below the header, there are several rows of data, but the bottom half of the spreadsheet is obscured by a large black redaction box.

One student transferred to another school to complete senior studies.

Subject	No. of Students	Performance Band achievement by number	
		Band 4-6	Band 1-3
		School 	

Reporting Area 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

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

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1	3.6%	6.4	22.9%	26.5%
Secondary Teaching	7.3	26.1%	4.5	16.4%	

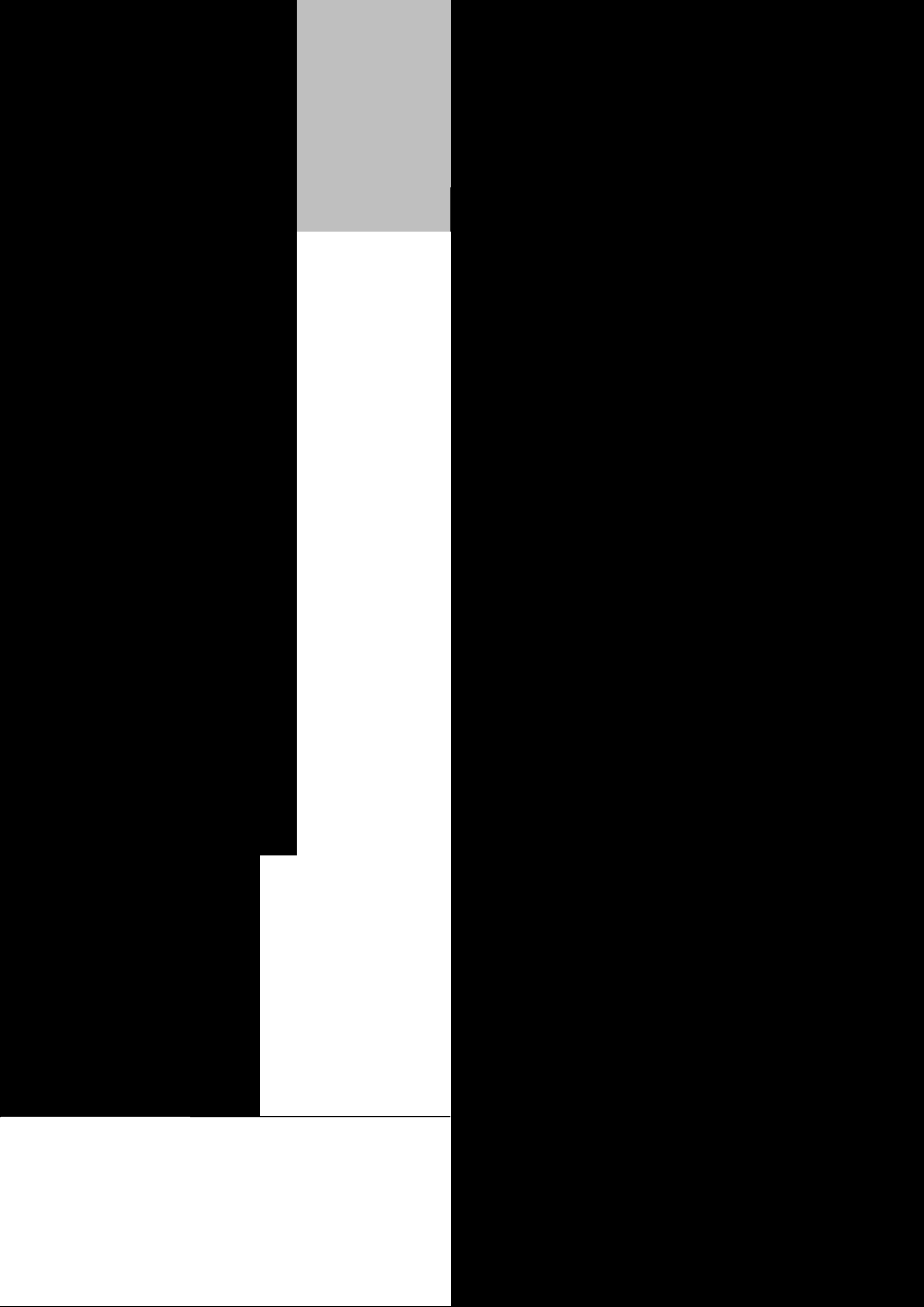
Reporting Area 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

For information on student attendance, please visit

Management of Non-attendance

Heritage College traditionally has a relatively low rate of absence, with non



Reporting Area 8

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.

ENROLMENT POLICY

PURPOSES

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 local community families in accordance with the 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).

GENERAL GUIDELINES

PUBLICITY

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

ENROLMENT

Parents/carers and the applicant are to be interviewed by the Principal or the Assistant Principal to outline the ethos of the College and to ascertain their ability and willingness to support this ethos. Enrolment will be offered at the discretion of the Principal and is not guaranteed for every application. Recognition needs may be involved in enrolments at the discretion of the Principal.

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 local community families are to be considered on an individual basis. Considerations would include the relationship of the family to the Christadelphian community, 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-

ADJUSTMENTS

An adjustment is a measure or action that identifies the type and level of support required by any enrolled student to allow them to access and participate in all aspects of College life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues which are relevant to the adjustment process include:

- a) u
- b) The views of the student and their family (this includes carers);
- c)

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 schools, universities, and other educational institutions. The College will only request information that has been 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.

Enrolment applications from students seeking placement in 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;

- NAPLAN reports

- ...
the student;

- ...
enting receptive and expressive language skills and any
recommendations for programs or technology in the classroom;

- Occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;

- Medical specialist reports identifying issues which need to be considered by the College;

- Vision and hearing reports documenting level of functioning and recommended strategies.

experts working collaboratively to jointly seek solutions that are most likely to produce positive results for all parties. Records will be kept of the process and related decisions.

Following an unfavourable enrolment decision, the nominated carer is able to make representation using

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CLASS SIZES

Class numbers are limited to the following maximum numbers:

K to 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

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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 College staff. Advice may also be sought from other external sources including special education professionals.

Where the College agrees to enrolment adjustment, a practical collaborative process will be established

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reasonable adjustments that may arise in the future to achieve mutually agreed outcomes. The College will also establish a review mechanism to deal with any issues or disputes that may occur between the nominated carer and the College about decisions made in relation to the enrolment adjustment.

PAYMENTS

The College will require payment of:

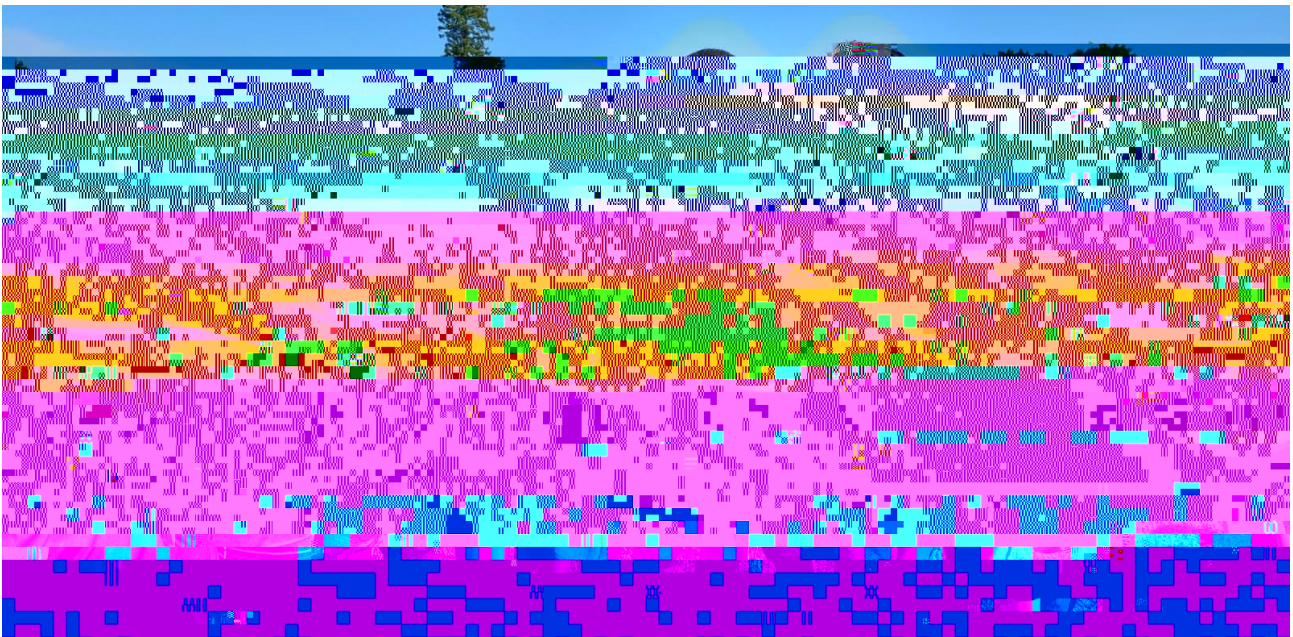
- a) A non-refundable application fee. The application fee will be deducted from the first College fee

POLICY

CHANGES IN
2022

PUBLIC
DISCLOSURE

POLICY	CHANGES IN 2022	PUBLIC DISCLOSURE
<p>CHILD PROTECTION POLICY</p> <p>This policy:</p> <ul style="list-style-type: none"> 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. 	<p>Updated reference to the Mandatory Reporters Guide. Other minor changes to formatting only.</p>	<p>College Website, internal shared drive, distributed to staff and contractors via email</p>



SCHOOL-DETERMINED IMPROVEMENT TARGETS

SCHOOL IMPROVEMENT PLAN 2022 - 2023

The School Improvement Plan is a biennial plan for 2022-2023, to be in line with the AIS perspective surveys. Building upon the 2020-2021 plan, school improvement continues to be considered under the 5 focus areas of Leadership & Management; Student Engagement & Attainment; Curriculum & Assessment; Safe College Environment and Aboriginal Education. Collaborative investigation and evaluation of current practices and trends provided evidence to inform the 2022 school improvement projects and initiatives which are summarised below.

1) LEADERSHIP & MANAGEMENT

Review whole school approach to professional development and support staff in line with NESAs teacher accreditation

During 2022, staff were able to set and reflect on their SMART goals, aligned with school professional development goals. The executive team refined processes for planning and tracking agenda items for staff meetings and professional development, including providing more explicit guidance for maintaining accreditation and logging professional learning hours with NESAs. As well as dedicating time to their own learning, the Executive team reflected on their role in leading and managing the College utilising different techniques and research perspectives on leadership.

Evaluate use of Sentral platform and areas for future use

The parent portal is working to distribute permission notes, letters, emergency notices and school reports effectively. Use of the Wellbeing module was considered, with respect to tracking information considered to be required for a student profile, and/or data to inform College planning and programs. Current electronic filing systems were identified by the executive team in order to consider possible relocation to Sentral.

2) STUDENT ENGAGEMENT & ATTAINMENT

Professional development for teachers around engagement and differentiation

Review opportunities for identification and support of high potential and gifted students

Staff meeting time throughout 2022 was used to deepen staff awareness of current research into best practice in differentiation, with specific reference to High Potential and Gifted Education, as well as catering to students with disability. Existing enrichment opportunities were mapped, and the College worked in partnership with the Association for Independent Schools on tiered intervention and on developing student writing in Primary.

The College investigated potential opportunities for building talent development programs relating to the Physical domain of High Potential and Gifted Education, determining the integrating sport in 7-12 will remain and be further strengthened with additional time release for Gala day team preparation.

Developing physical skills from K-12 was identified as a key aim, with the intention to have secondary PDHPE staff utilised in Primary in 2023.

All staff engaged in discussions and data collection relating to reasonable adjustments being made to cater for specific learning needs. Nationally Consistent Collection of Data processes were effectively completed for 2022, and reviewed with some modifications to be made for 2023 (this is an annual collection of data on students with disability).

Encourage student achievement of higher levels in HeLP to demonstrate engagement

Expressions of interest were received in the second semester 2022, to review HeLP and reward levels. The team had representatives from both primary and secondary staff, and developed a student survey which was conducted at the end of the year. Information gathered will inform initiatives for 2023.

3) CURRICULUM & ASSESSMENT

informing decision making processes for subject selection. A small change was made to the curriculum offerings for 2023, with Modern History to replace Ancient History. In general current student choices reinforced the organisation of subjects along the current line structure.

Towards the end of 2022, the College Management team set about to discuss educational philosophies, and the best use of our human resources. Consultation meetings were held term 4 week 6 with Secondary, Primary, and Student Learning and Support staff (3 separate group discussions) around student growth, the tiered intervention model and considerations for supporting student needs in 2023, with the focus to remain on small group withdrawal in response to student need. A team of staff also conducted investigations into different Stage 3 programming options, undertaking a visit to Homebush West Public School, followed by conversations of the strengths and limitations of collaborative planning and co-teaching vs composite class structures in our context. This informed the staffing model for 2023, with a combined 6/5/4 grouping to be worked on.

It is envisioned that the following year will extend the evaluation of the current College structures, focusing on the upper primary and lower secondary grades.

Improvement of Writing skills in K-12

All primary staff worked in partnership with the Association for Independent Schools on tiered intervention and on developing student writing. The registered professional development course included 5 modules, with lesson observations and feedback in staff implementation also provided: An Overview of Writing, Sentences are the Key to Writing, Building Up Text, Enriching Writing, Assessment of Writing.

Next steps will need to include how to extend this learning to the relevant applications in secondary teaching and learning programs.

Implementation of new KLA syllabuses

Planning time provided for implementation of new syllabuses in K-2. Executive discussions continued in order to prepare for the increased number of syllabus changes to be drafted by NESAs and implemented over the coming years.

4) SAFE COLLEGE ENVIRONMENT

Review welfare system and processes

College executives conducted a reflection/evaluation of the Welfare Team and overall approach to wellbeing initiatives (both proactive and reactive), with the result that weaknesses in some systems were

identified. To address these, it was proposed that we look to create some separation of the current responsibilities of the Welfare team and instead create a secondary Year Advisor team in 2023 to expand their collaborative work. Initial load implications for having both working teams were built into the 2023 budget and discussions held about Senior Teacher leadership of the team. Preliminary outlining of the concept was well received by the current Year Advisors.

Maintain and improve safe systems through regular WHS inspections of facilities and procedures.

During 2022 the College formalised a WHS committee including a staff representative, who met at least once a term to review health and safety issues.

An Employee Assistance Program was established with Anglicare to support staff who may wish to access counselling services (contract entered into for the remainder of 2022 and 2023, then to be reviewed).

5) ABORIGINAL EDUCATION

Extend Aboriginal content and perspectives in teaching and learning programs

Establish and maintain Personalised Learning Pathways for all students identifying as indigenous.

Currently two students identify as First Nation and the Assistant Principal oversaw consultation and documentation for their individualised learning plans. In addition to the embedding of an indigenous perspective within curriculum programs, Reconciliation week mentioned at assembly, 31 May 2022 and discussions were held around future possibilities of acknowledging/supporting Harmony Day (March), Reconciliation week (May) and NAIDOC week (July) in 2023.



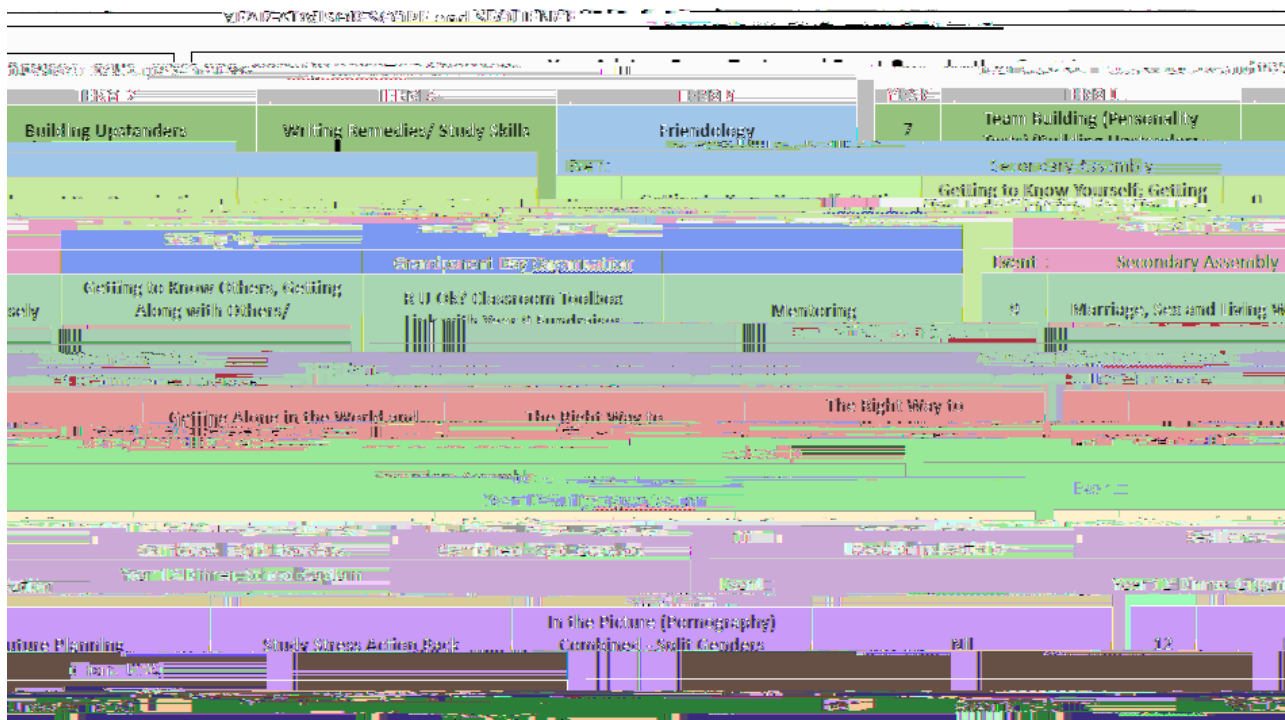
INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

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a safe and caring environment. Christadelphian families were seeking a school that supported excellence in education while promoting the same values they embraced, such as godliness, integrity, responsibility, respect and care.

In 2022, students had daily discussions on the following fortnightly themes: Love, Loyalty, Mercy, Obedience, Orderliness, Openness, Patience, Peacefulness, Perseverance, Prudence, Reliability, Respect, Responsibility, Responsiveness, Self-Control, Sensitivity, Sincerity, Sobriety, Steadfastness and Strength.

Secondary classes looked at Biblical references 68(o)-5(n)3(t)-3(h)3(e)9rse

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, resilience programs and promoting respect or responsibility. See the following overview:



As part of the PDHPE Key Learning Area, some primary classes were involved in lessons and programs on building friendships using respect and responsibility. All lessons were designed to promote relationships with each other, developing individual responsibility for actions as well as helping to achieve personal goals, build self-esteem and resilience. This is in addition to regular programs covered, including: supporting school rules, social skills training, anti-bullying, drug education and self-assessment.

Our school-wide initiatives, including the 7 Habits of Mind program, and resources, partnering with URSTRONG. The Friendology program empowers students to develop their social and emotional skills, identifying how they can make their friendships stronger and closer, how they can stand up for themselves in a kind and respectful manner.

All students were encouraged to raise money for charities as a demonstration of their care for others. In 2022 the students raised \$3,400 in a program called \$2 Tuesday as a donation to students through the Agape in Action organisation. This was up significantly from the previous year.

Our school-wide rewards and behaviour management initiative continues to promote attitudes 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. An online platform is used to track student progress (see #)

Students are also given opportunities to develop responsibility through various leadership initiatives. This includes Year 6 Leaders, Senior Leadership Team and the Heritage Genius Bar.



Reporting Area 12

PARENT, STUDEN

Reporting Area 13

SUMMARY FINANCIAL INFORMATION 2022

