



Heritage College Lake Macquarie

"Working together for Good"

30 June 2015

A Note From The Principal

Here is the Annual Report for Heritage College Lake Macquarie for the year 2014, prepared in accordance with the Board of Studies NSW requirements for independent schools and the Commonwealth Government requirements for reporting. This report is available on the school's website (www.lakemac.heritage.edu.au) and available in electronic form by request from the school office.

Any correspondence about the contents of the report should be addressed to the Principal.

We trust the information gives a suitable summary of the excellent educational value provided by our school to the members of our school community.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'S. Dodson', with a horizontal line underneath.

Simon Dodson

Principal

Annual Report 2014

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Reporting Area 1: A message from key school bodies

Principal's Message

Heritage College completed its 18th year of operation in 2014. Heritage College has achieved a great deal throughout the year. The school continues to offer an excellent education in an environment that is built around Christadelphian beliefs and values.

The major achievement of the 2014 school year was the continued development of our new campus in Morisset. The school began operations at 85 Ironbark Road in March 2013. This has been a huge development project which has finally come to fruition. We are very thankful for the blessings the new site brings.

As the school enters 19th year of its operation we acknowledge the assistance of so many who have worked together for the establishment and consolidation of our school. We look forward to continued growth in the spirit of chorus of our school song, "Working Together for Good".

School Council Message

The School Council held regular meetings each term in 2014. It received, discussed and approved reports each meeting from the Principal and oversaw the ongoing financial status of the college.

During 2014 the School Council oversaw the development and ongoing development of the New School Site. The building phase of the project was completed at the conclusion of February 2014 and the school opened in early March 2013. We appreciate the considerable support for the project.

The Council Members during 2014 were: Garnet Alchin (Chairman), Darren Tappouras (Treasurer), Geoff Lynch, Julie Danks (Secretary), Luke Tappouras and Simon Dodson.

Parents & Friends Association (P&F) Message

The Parents and Friends Association of Heritage College warmly invite all parents and friends at Heritage College to participate in their children's education and the support of the school in its endeavour to accomplish its objective. The P&F have conducted a number of significance fund-raising initiatives through 2014 and have raised over \$20,000 for the school. These funds are spent on school resources to improve the facilities for the teachers and students. The P&F invest a lot of energy into organizing the Annual Fair in September. Members of the P&F are involved in organizing the funds to assist with the improvement of the school's resources. Thank you to everyone who has been involved in 2014.

Reporting Area 2: Value added information

Changes, progress and improvements took place in 2014 in the areas of student interaction and development, governance, cultural experiences, reporting achievement, grounds and facilities.

The School runs various ensembles and concerts for musicians who learn instruments and who are willing to take part. There are many opportunities for musical students to participate and perform in the school year.

Heritage College students participated various camps and excursions in 2014 for team building and to encourage citizenship.

The School's computer resources were further upgraded in 2014. The school benefitted from Federal Grants for the upgrade of computer facilities.

The Sport Program includes opportunities for students to participate in regional and state carnivals in athletics, swimming and Cross Country. The two school sports teams, Masada and Gamla, allow for healthy competition between students in school sporting activities.

Heritage College Perth hosted a Principals Conference in August 2014 for all the Principals of Heritage Colleges around Australia. It was a profitable weekend during which school leaders shared their experiences and challenges with each other.

The school provides opportunities for students to participate in Australia-wide academic competitions.

The infants and primary reading program expanded the number of reading resources available to students during 2014.

A Student Representative Council and School Captains were elected in 2014 and held regular meetings to add value to the students' experience at Heritage College.

Heritage College is a member of the AIS NSW and also of the Hunter Region Independent Schools group. We participate in a range of professional, cultural and sporting collaborations with both the AIS and the HRIS schools.

Heritage College students visit a local retirement home to entertain the elderly in order to perform a service to the community. Heritage College students also raise money for a number of charities throughout the year.

Reporting Area 3: School performance in state-wide tests and examinations

Higher School Certificate

In 2014 we had six students complete their HSC and seven more commence HSC studies as part of a two-year course of study. Our year 12 students gained pleasing results in their subjects and moved on to Tertiary study in the course of their choice, or into the work force.

Literacy & Numeracy Assessments in Years 3, 5, 7 & 9 (NAPLAN)

Heritage College students in year 3,5,7,9 participated in the NAPLAN tests in May. Heritage College was very pleased with students' results. None of our students failed to meet the minimum national benchmarks in literacy or numeracy. Heritage College compares favourably with the national and state averages.

In 2014 all Year 3, 5, 7 & 9 students participated in the NAPLAN (National Assessment Program in Literacy and Numeracy).

The average results for the students of Heritage College were above the national average.

Heritage College congratulates all of its staff and students for an excellent year of pleasing academic achievements.

Reporting Area 4: Professional Learning and Teaching Standards

Category	Number of Teachers
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	17
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	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

Note: The teacher in the third category has been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teacher in the third category has almost completed his teaching degree, having gone back to Tertiary study as a mature-age student.

Professional Learning

Staff participated in weekly staff meetings in which Professional Development takes place. This included discussion of:

- curriculum, use of ICT
- resources,
- NSW Teacher Standards
- AntiBullying
- OH&S,
- Child Protection,
- Policy Development and Review,
- Program Preparation

Special meetings are held each week to provide staff with Professional Development in curriculum were provided by the school during 2014. The focus was on Differentiation and Quality Teaching.

HRIS Grade Days were attended by Primary Staff.

HRIS Heads events were attended by the Principal.

The average expenditure per staff member on Professional Development is \$510.

Reporting Area 5: Teacher Attendance and Retention Rates

Average Teacher Staff Attendance Rate: 92%

Staff are very committed to their work and staff attendance records are excellent.

Proportion of Teacher staff retained from the Previous Year: 85%

Reporting Area 6: Student Attendance and Retention Rates in Secondary Schools

The following table represents the apparent and actual retention rates of students at Heritage College over the periods specified.

Years compared	Year 10 total enrolment on census date 1	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2000/2002	1	0	0	0%	0%
2001/2003	6	3	3	50%	50%
2002/2004	2	2	1	100%	50%
2003/2005	5	7	5	140%	100%
2004/2006	No students in year 12, therefore retention rates do not apply.				
2005/2007	5	5	5	100%	100%
2006/2008	6	6	6	100%	100%
2007/2009	5	2	2	40%	40%
2008/2010	8	7	7	88%	100%
2009/2011	7	7	7	100%	100%
2010/2012	7	7	7	100%	100%
2011/2013	5	3	3	60%	100%

The number of students in our school has been so small that statistical analysis of the data is not really valid. We are pleased, however, that students are generally staying on to year 12.

There were no students in our school in year 12 in 2006, therefore retention rate calculation rates do not apply in that year of records.

Average School Attendance per day in 2014: 92%

The school has no truancy problems.

Reporting Area 7: Post-School Destinations

Six students left the school after graduating year 12 at the conclusion of 2014. Those students commenced Tertiary study or entered the work force.

Reporting Area 8: Enrolment Policies and Profiles

1. Educational and Financial Reporting Policy & Procedures Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Recommended Procedures

Annual Report

1. The Principal shall assume responsibility for co-ordinating the final preparation and distribution of the annual report to the School Council and other stakeholders as required.
2. The Principal shall, for each reporting area, assume responsibility for identification of the staff members responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
3. The Principal shall determine the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
4. The Principal shall ensure the report is submitted to the Board of Studies in an appropriate form and shall make the report available to stakeholders on the school's website.
5. The Principal shall ensure that the report is submitted to the School Council at the meeting prior to the due date of delivery to the Board of Studies to ensure its ratification by the School Council.

Requests for additional data from the NSW Minister for Education and Training

6. The Principal shall ensure that any requests from the Minister for additional data are dealt with appropriately, and shall be responsible for coordinating the school's response. The Principal is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

7. The Principal and the school's accountant will be responsible for completing the questionnaire. The Principal is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

This policy was reviewed in 2014.

2. Heritage College Enrolment policy

Heritage College is a co-educational K-12 Christadelphian school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

Recommended Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

This policy was reviewed in 2014.

Student population

Heritage College is a co-educational school with less than 200 students. The student population has remained reasonably stable with steady growth for a number of years. There are approximately equal numbers of boys and girls throughout the school.

3. Policies for Student Welfare

The school 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

The School has policies relating to the following areas:

- Student Welfare
- Supervision of students
- Child Protection
- Communication
- Privacy

These policies may be obtained through the school office or by referring to the Staff Handbook.

4. Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. 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.

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

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

- The Staff Handbook
- The Parent Information booklet

During 2014 the school's discipline policies and procedures were reviewed as part of the review of all policies and procedures. The discipline policy contains revised processes for disciplinary action that are based on procedural fairness.

5. Policies for Complaints and Grievances Resolution

The school'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 school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the Information Booklet for Parents. It is also posted on the school website.

This policy was reviewed in 2014.

6. A Safe and Supportive Environment Policy

General

Heritage College wishes to provide a safe and supportive environment for all staff and students. In order to achieve this, the school has in place the following policies and procedures:

Support

1. The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

Security

2. The School will implement measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and will include in its consideration such matters as:
 - a) appropriate levels of supervision;
 - b) security of buildings;
 - c) procedures in case of fire;
 - d) use of grounds and facilities;
 - e) travel on School-related activities; and
 - f) other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

Supervision

3. Appropriate measures will be taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

Conduct

4. The School will put in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct will include such matters as:
 - a) the rights and responsibilities of students and staff within the School community;
 - b) behaviour management;
 - c) the management and reporting of serious incidents.
5. The School will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.
6. The School will implement a student leadership system.

Complaints and Grievances

7. The School will have in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

Pastoral Care

8. Students will be made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the School.
9. The School will take reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
10. Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication

11. The School will provide both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; principal; representative of an appropriate government, welfare, health or other authority.
12. All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site or where the School has made alternative residential arrangements for the purposes of their schooling.

13. Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, or who are involved, at the request of the School, in the provision of accommodation for students for the purposes of their schooling, will be subject to the requirements of relevant child protection legislation.

All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

This policy was reviewed in 2014.

7. Student Attendance Policy

Policy Statement

Heritage College endeavours to collect and maintain accurate records of student attendance. Staff will encourage students to be punctual and work with students who have difficulties in attending school as the Education Act requires.

Procedures

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class, of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. The attendance registers will be entered into the school DATABASE for record-keeping purposes.
4. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian. A student for which absences fail to be explained in writing by their parent or guardian will be issued with a form by the Office Staff, requiring the parent or guardian to explain the absence. Further failure to provide written explanation of an absence will result in telephone contact with the parent or caregiver requesting written explanation.
5. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.
6. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.
7. If a student leaves the College and the destination of a student below fifteen (15) years of age is unknown, the Department of Education and Training Officer with home-school liaison responsibilities is to be notified and provided with details of the student's name, age and last known address.
8. The records of student attendance will be stored and kept for the time period required by legislation.
9. Students who arrive late at school, or who need to leave early, will need to sign in/out at the front office.

This policy was revised in 2014.

8. Discipline Policy

Introduction

Heritage College is committed to maintaining discipline among students and to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students. In dealing with such matters the principles of procedural fairness will be upheld.

General Policies

1. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School. Staff are encouraged to positively reinforce good behaviour as much as possible.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action. Disciplinary action may be minor, but may also involve suspension or expulsion.
3. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. If the allegation is serious enough to require communication with the parents, this will be done. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
 - informed of the alleged infringement;
 - informed as to who will make the decision on the penalty;

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- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

6. Review Procedures

The Principal will reach a decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then seek for the input of the School Council Chairman to the review process. The School Council Chairman may invite other School Council members to be part of the review process. The Principal and School Council Chairman will either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

This policy was reviewed in 2014.

9. Building and Premises Maintenance Policy and Procedures

A. Completion of new buildings:

On completion of each new building occupied after 2003 the Principal will lodge within the School's Building Register:

1. Copies of all Certificates of Occupancy;
2. Any relevant Engineers' Certificates, Fire Reports and related documentation;
3. Any other evidence to demonstrate that the building complies with all legislation relevant at the time of occupation; and
4. Work as executed drawings.

The School relies on advice from Lake Macquarie City Council, usually by way of Certificates of Occupancy, regarding compliance of new buildings with all legislation relevant at the time of occupation.

B. Assessment and monitoring of school premises:

In response to the school's call to stewardship of its resources and in recognition of, and compliance with, OHS and other statutory obligations the Principal will co-ordinate the following:

1. The school's OHS Safety Officer will report all concerns regarding the safety and repair of school plant to the School Principal. OHS concerns are part of the agenda for School Staff meetings and also School Council meetings.
2. In addition to the OHS provision listed above the Principal will monitor the standard and state of repair of the school's premises and buildings, in consultation with the School Council.
3. Quarterly inspections will be conducted by the Principal in consultation with the Safety Officer, in week two of each term, or as close to this as is practical; and
4. Annual inspections will be conducted by the Principal in consultation with the School Council and any other necessary building contractors. This may also involve obtaining the services of an independent professional OH&S inspector to perform a safety audit of the school's premises and buildings. This annual inspection should take place in week 2 of term 4 (or as close to this as possible) to inform planning and budgeting for the following year.
5. The School Principal, or delegate, will liaise with Lake Macquarie City Council on any new buildings proposed.
6. The annual fire safety assessment, including fire extinguisher checks, security lights and exit signs, will be conducted in term 4 by an accredited professional in compliance with Part 9 Division 5 of the *Environmental Planning Assessment Regulation 2000*.
7. Where the safety or condition of any item of school plant is such as to cause concern the Principal will engage the services of suitable contractors, including if necessary, members of the School Council and any other necessary building contractors.

8. This policy will be subject to review during term 4 of each year, or more often if required.

This policy was reviewed in 2014.

Reporting Area 10: School-determined improvement targets

The school staff set goals at the beginning of each year. These goals relate to areas that staff believe need particular attention, based on staff assessment and community feedback. The goals for 2014 were set in November 2013. They were as follows:

Heritage College

School Goals 2014

Purpose:

Set clear and specific objectives for the school community to focus on and work towards in 2014. They need to be achievable, few in number, address high priority issues and be measurable. The effectiveness of the progress towards meeting the goals will be evaluated.

Goals	Strategies	Indicators	Timeframe	Evaluation
1 To improve literacy outcomes for all individual students	Strengthen Reading Program in Primary Introduce take-home reading record book. Develop writing strategies/text-type focus. Daily or regular writing lessons. Handwriting focus in secondary as well as primary. Identify students who have poor handwriting and focus on them to improve. Focus on handwriting legibility in High School. Neat bookwork drive. Review spelling programs - implement consistent soundwaves K-6. Glossaries of terms in secondary subjects. Spelling Competition in the school. Employ remedial teacher to assist students who are assessed as needing support. Standardised Testing early in the year. Professional development in IPs. Purchase more readers in upper levels. School Writing Competition. Nevel study plan for years 7-10. SRA Reading Program implemented from 3-8. Minimum - Two cards per week. Implement Australian English curriculum.	Standardised Tests completed and results analysed. NAPLAN test results analysed. Quality of students writing. Remedial teacher feedback. Exam results. Class Reading Levels. Heritage Writing Competition Increased participation levels in Premier's Reading Challenge. Displays of student work and glossaries of words in classrooms. HCLM Spelling Bee. Nevel Study Plan written. SRA weekly results records kept. IPs Professional Development takes place. IPs are written and embedded in teacher programs. Teachers program for Australian Curriculum.		PM Reading Program needs auditing prior to commencement in 2015. Purchase novels for 3-6 Lit Units. We need more consistent daily volunteers for PM Reading - more effective administration to co-ordinate reading program. Take-home reading record books - were poorly managed this year. Plan to implement them more effectively in the 3-6years in 2015. Primary text-type scope and sequence was developed and has been followed to with satisfying results so far. Daily writing lessons being done from K-6. Handwriting requires more of a focus. Primary textbook work shows good results but often not translating into students other work. Neat bookwork drive did not happen. Term 1 2015? Spelling Programs - implementation of Soundwaves across primary - benefit of blackline master games. These need to be created (Wiki Schubert?) HCLM Spelling Bee was run successfully. Perhaps open up to lower primary and secondary. Remedial teacher - Ruth Lynch has established successful remedial program with the assistance of volunteers and the use of Manlit and Multilit programs.
2 To improve numeracy outcomes for all individual students	Implement LIEN/LIN in K-6 maths programs. K-6 Maths Plus program implemented. Utilize Maths Plus IWB Maths resources. Implement Australian curriculum for maths. New 7-10 textbooks. Maths excursions and activities to create interest in maths. Learning Times Tables in 3-6. Increase maths resources. Stocktake.	AIS Consultant Feedback NAPLAN Results Class tests Exam Results Remedial Teacher Feedback LIEN Testing Purchases of maths textbooks Students completion of workbooks Times Tables test results. Extra maths resources in classrooms.		LIEN/LIN - we want resources to be made, used and implementing K-4 Maths Plus implemented, from 2015 Maths Plus from K-6 Reminder to use IWB Maths Plus resources 7-8 have new textbooks, 9-10 are getting textbooks 2015 Maths Day? Primary Maths Whizz Competition?
3 TECHNOLOGY: New Technology is purchased and utilised in the school.	Purchase extra set of iPads. Purchase a digital camera. Staff training on iPads/IWB. Photoshop on 4-5 computers for art/design/computer lessons. Student emails from year 9-12? Review of technology implementation to ensure it is being used by staff and students. Online Sharing and content delivery - edmodo. Training for edmodo. IT Support on regular basis	Teacher Professional Development Logs Presentations by staff on Development Courses Learning evident in Programs Students are using photoshop on the computers. Students and teachers use edmodo. Teachers are supported in IT.		Extra iPads have been purchased School digital camera yet to be purchased Photoshop - Art to follow up, hasn't happened Primary computers - weren't being used effectively. Aim to purchase more iMacs for primary Edmodo has been implemented to a limited extent in High School. James and Scott continue to use edmodo. Daniel has been using edmodo for his senior classes and to a lesser extent for his junior classes. Implement an IT tip at the start of every staff meeting IT support given on a needs basis
4 To develop a caring and socially integrated school environment	Focus on improved playground behaviours. Improve social interaction between age groups. Teach responsibility. Anti-bullying focus. Focus on bus behaviour. Larger bus for Newcastle run. Bible program to assist in more respectful behaviours. Elect SRC in term 1 and school captains in term 4. Responsible wearing of uniform. Class prayers - thinking about what to pray for. Generate community awareness through Aged Care visits, etc. Class meetings. Visiting speakers to address life's issues - assemblies. Staff Training	Community feedback log Staff feedback log Parent Feedback log SRC feedback log Number of bullying incidents log Log of positive actions		Noticeable improvement in playground behaviour and social integration between age groups Improvement has occurred in all areas of social integration Community awareness - aged care visit occurred Class meetings happening regularly among primary, occurring sporadically in high school Possibly some more pastoral work within existing subject areas (e.g. PD/Health and Bible) could be useful Visiting speakers in assembly - line some up to speak on various topics
5 To implement the Professional Development Framework to ensure Quality Teaching	Professional Development on personal goal-setting Implement teacher questionnaire for early 2014 - evaluation, self assessment and goal-setting. Individual interviews with staff. Personal teacher plans.	Understand the Professional Development Framework and its implications for continuous improvement.		PD on SMART goals happened successfully Teacher questionnaire occurred Teacher reflection tool to occur late Term 4 2014 Personal teacher plans to be discussed in individual self-reflection interviews with Leah & Simce (to link with SMART goals)
6 Implement the Embedding Excellence Program for Strategic Planning	Organise visit with AIS consultant to discuss methodology. Staff meetings on the project Plan the project in term 1. Implement project in terms 2-3.	Organise strategic plan development in second semester.		Embedding Excellence Program was still in the development phase. This will be continued into 2015.

The school is pleased to report that significant achievement on all the goals set for 2014 was achieved.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

Students at Heritage College are encouraged to embrace respect and responsibility on a daily basis. This is part of our spiritual values, which we encourage children to manifest. Mutual respect is a cornerstone of the Christ-like attitude of “loving another as yourself”.

During 2014 we had a focus on Values through a consideration of the importance of Character. Kindness, Acceptance, Generosity, Friendship, Resilience, Respect and Kindness were emphasised.

Each term a spiritual theme is discussed at each assembly. The main objective of this spiritual theme is to encourage children to espouse values such as respect and to accept responsibility for their own behaviour.

The Awards system also encourages responsibility.

The Student Representative Council provides students with an opportunity to accept responsibility within the school context. The SRC meets regularly and organises functions and initiatives at the instigation of the student body. The SRC has arranged for the student body to raise money for charitable causes, which shows responsibility.

Reporting Area 12: Parent, Student and Teacher Satisfaction

The parent body have an opportunity to provide feedback to the school through various means and this feedback is regularly received. The parents are keen to see the school move to the new site so that the school can grow and improve its resources over time.

Students have the opportunity to contribute feedback and constructive suggestions for school improvement through the Student Representative Council. This process reveals that there is a high level of satisfaction among the students. Areas which students recommend improvement include sporting facilities and subject selection.

The small size of the school means that staff have excellent opportunities to take part in collaborative decision making in the school community. Regular staff meetings provide staff with means of being an active partner in decision-making and strategic planning. These elements, along with the small class sizes, greatly lift the level of staff satisfaction.

Reporting Area 13: Summary financial information

Graphical representation of income and expenditure Jan – Dec 2014

