



Heritage College Lake Macquarie

"Working together for Good"

30 June 2023

A Note From The Principal

Attached is the Annual Report for Heritage College Lake Macquarie for the year 2022, prepared in accordance with the NESA 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.

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

Heritage College Lake Macquarie 85 Ironbark Road, Morisset NSW 2264

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Annual Report 2022

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Reporting Area 1: A message from key school bodies

Principal's Message

Heritage College completed its 26th year of operation in 2022. 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.

It is of significance that 2022 marks the tenth year of operations at our new campus in Morisset. The school began operations at 85 Ironbark Road in March 2013 and it has grown from strength to strength in the first ten years on the new site. This has been a huge educational development project. We are very thankful for the blessings the new site brings.

As the school enters 26th year of its operation in 2023, 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 Governance Message

The School Board held regular meetings each term in 2022. It received, discussed and approved reports each meeting from the Principal and oversaw the ongoing financial status of the College.

During 2022 the School Board oversaw the development and ongoing development of the School Site. We appreciate the considerable support by the community for the campus improvements. The School Board is keen to see the school continue to grow and provide quality education in the Lake Macquarie region.

The Board Members during 2022 were: Garnet Alchin (Chairman), Darren Tappouras (Treasurer), Julie Danks (Secretary), Geoff Lynch, Luke Tappouras and Simon Dodson.

Student Representative Council

The Student Representative Council (SRC) is the group of students who are elected each year to form a group of student leaders who are responsible for taking the lead in organizing student activities and representation. The SRC discusses issues of interest and concern for the student body. The SRC meets regularly to discuss the matters of significance for the student body and organise fund-raising initiatives for the students to raise money for good causes. The SRC includes the school captains and representatives of each year level in secondary school.

Reporting Area 2: Contextual Information

Heritage College Lake Macquarie (“HCLM”) is a K-12 independent co-educational school located in Morisset, NSW. Enrolments numbers in 2022 were about 400 students K-12. HCLM is a Christadelphian school which places emphasis on Christian values as a foundation for the development of positive character and conduct in every child.

Heritage College intentionally centres our school mission around a set of eight guiding values that offer a point of difference. These guiding values are like points on a compass by which we navigate through each school day, each term, each academic year. These guiding values are embedded in the work of teachers, students, administration and leadership. These values are: Faith, Wisdom, Integrity, Compassion, Courage, Excellence, Respect and Community. Alongside these values, there are weekly themes that concentrate on other character traits which focus students attention on who they strive to become.

Heritage College added to its infrastructure during 2022 with the addition of three projects. A COLA over the basketball court, a stage adjacent to the COLA, and a large two-storey building containing four learning areas for the secondary school. These projects were welcome additions to the school, providing additional resources for students and teachers.

Music continues to be a focus of our school, with tuition provided in a wide variety of instruments. All students in grade 3 learn a stringed instrument, and all students in years 5 and 7 learn a concert band instrument. There are also a range of choirs and ensembles that music students can be involved in.

Heritage College is part of the Hunter Region Independent Schools Association which provides regional sports carnivals and gala days in a variety of sports. HCLM sends individuals and teams to many HRIS events, and students can gain representation at AICES and CIS sporting events if they qualify for these higher levels of competition.

Drama is a new subject offered at years 7-10, as well as at HSC level. The school drama program is growing and students are able to participate in plays and musical productions.

Heritage College has a boost class for high potential learners. There is also a learning support program provided for students who have additional learning needs.

The school provides opportunities for students to participate in Australia-wide academic competitions. Particularly students who have high potential are encourage to take part in challenging academic programs.

The primary literacy program expanded the number of reading resources available to students during 2022. The students were encouraged to participate in the Premier’s Reading Challenge.

A Student Representative Council and School Captains were elected in 2022 and held regular meetings to add value to the students’ experience at Heritage College.

Heritage College is a member of the AIS NSW and participates in a range of professional, cultural and sporting collaborations with other schools.

Heritage College provides for a large range of electives in year 9-10, and a wide selection of subjects in the HSC. Students can also access TVET and SBATs as part of their senior studies.

Reporting Area 3: Student Outcomes in NAPLAN

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 pleased with students' results. Very few of our students failed to meet the minimum national benchmarks in literacy or numeracy.

In 2022 all eligible Year 3, 5, 7 & 9 students participated in the NAPLAN (National Assessment Program in Literacy and Numeracy). The students all completed the test online.

The average results for the students of Heritage College were above the national average in most areas. The full school results of NAPLAN can be accessed at myschool.com.au.

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

Reporting Area 4: Senior Secondary Outcomes

Higher School Certificate

In 2022 we had 17 students complete their HSC and a new cohort 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.

The year 12 cohort is rather small, and many students attained results above the state average, and a few students attained results well above the state average.

100% of year 12 students successfully completed their Higher School Certificate in 2022.

Reporting Areas 5: Teacher Professional Learning, Accreditation and 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	37
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

Professional Learning

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

- Explicit Instruction Pedagogy for classroom teachers
- curriculum, use of ICT, Distance Learning, Learning Management System
- Utilising online resources,
- NSW Teacher Standards
- AntiBullying
- Safe Supervision of Students
- Child Protection, Code of Conduct
- Policy Development and Review,
- Program Preparation
- Inclusivity

Special meetings are held each week to provide staff with Professional Development in curriculum were provided by the school during 2022. The focus was on Explicit Instruction and Student Wellbeing.

HRIS Heads events were attended by the Principal. HRIS planning meetings were attended by a range of staff to plan sport, cultural events and professional development.

The average expenditure per staff member on Professional Development is \$430.

Reporting Area 6: Workforce Composition

School Staff 2022	
Teaching Staff	37
Full-time equivalent teaching staff	31
Non-teaching staff	15
Full-time equivalent non-teaching staff	11.3

Number of Aboriginal and Torres Strait Islander Staff

There are privacy issues which prevent this information from being made public.

Reporting Area 7: Student Attendance, and Retention Rates and Post-school Destinations in Secondary School

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%
2012/2014	15	6	6	40%	100%
2013/2015	12	6	6	50%	100%
2014/2016	13	12	10	92%	83%
2015/2017	22	8	7	40%	90%
2016/2018	12	19	10	100%	100%
2017/2019	14	11	10	80%	90%
2018/2020	18	11	10	60%	55%
2019/2021	21	10	10	50%	60%
2020/2022	23	17	17	74%	74%

The number of year 11-12 students in our school has been so small that statistical analysis of the data is of limited value. 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.

Student Attendance Rates

Year Level	Attendance Rate	Year Level	Attendance Rate	Year Level	Attendance Rate
K	88%	5	84%	10	84%
1	88%	6	90%	11	86%
2	89%	7	88%	12	88%
3	90%	8	83%		
4	86%	9	81%		

Average School Attendance per day in 2022: 86%

The school has very few serious truancy problems.

Management of Non-attendance

The school rolls are marked each day using the school's data management system. The school follows up non-attendance by email, sms or phone calls to parents. Parents must provide a reason for each non-attendance. Students who are poor attenders are assisted by the student wellbeing team to improve their attendance record using a number of strategies including working directly with students, parents and carers.

Post School Destinations

17 students left school after graduating year 12 at the conclusion of 2022. All those students successfully gained their HSC and commenced Tertiary study or entered the work force. All students desiring entry into a tertiary institution were successful in gaining entry.

Reporting Area 8: Enrolment Policy

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 for enrolment 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.

Students will be allowed to enter the Kindergarten class if they are turning five by 30 June. Students who are younger will be required to wait until the following year, unless special circumstances lead the Principal to make an exception.

Recommended Procedures

- All applications should be processed within the school's enrolment policy.
- Parents seeking enrolment should complete an enrolment application form and submit it to the office with payment of the application fee.
- The Principal, or delegate, shall consider each applicant's application and interview responses regarding their ability and willingness to support the school's ethos. Consideration shall be given to 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. The applicant will be requested to submit documentation to support their application.
- The Principal, or delegate, should identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- The Principal, or delegate, shall make the final decision about whether an offer of an enrolment place will be made to a particular family. In particular cases, the Principal, or delegate, may consult the Chairman on an enrolment matter.

The maximum enrolment numbers to be accepted at Heritage College Lake Macquarie will be determined by the School Board based on the constraints of the school, influenced by a range of factors, including the number and capacity of classrooms available. Within these limits, the Principal, or delegate, will determine which students should be offered enrolment places, taking account of the various class numbers and any other relevant factors.

- Priority is to be given to Christadelphian enrolments. An enrolment is to be considered to be a Christadelphian enrolment if their parents, grandparents, guardians or extended family are Christadelphians. A student is also to be considered a Christadelphian enrolment if they attend a Christadelphian Sunday School or their parents are attending Christadelphian activities. A letter from a Christadelphian ecclesia may be requested to support their application.

- The Principal will make enrolment offers to families in writing. Families will be given the conditions of enrolment, a schedule of fees and an enrolment contract.
- An enrolment will only be considered to have been effected when the signed enrolment form and contract is returned to the office and the enrolment fee is paid by the due date nominated in the letter of offer.
- If the signed enrolment form or the fee is not received by the school office by the due date nominated in the letter of offer, the offer will be deemed to be rejected and the enrolment vacancy may be offered to another applicant.

Maximum Numbers

- The maximum enrolments to be accepted at Heritage College shall be limited by the capacity of the school.

This policy was reviewed in 2022.

Reporting Area 9: Other School Policies

1. 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.

2. Policies for Anti-Bullying

The school's anti-bullying policy outlines the nature of bullying, processes for reporting, managing and minimising bullying in the school context. The Antibullying Policy is regularly reviewed and re-issued as required. The last review was in 2021. The full text of the policy is available to all staff in their staff resources and it is available from the office by request.

3. 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 2022 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.

4. 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.

This policy was reviewed in 2021.

Reporting Area 10: Self-determined priority areas for improvement

The school staff set priorities for improvement at the beginning of each year. Some of the key areas for improvement set for 2022 appear below:

Area	Priorities	Achievement
Literacy	To improve literacy resources for phonics instruction	The school purchased a full set of decodable readers to ensure that students were able to learn phonics effectively. Teachers also received professional development in the use of decodable reading resources.
Pedagogy	To improve student outcomes by implementing explicit instruction pedagogy in classrooms	Teachers received regular professional development in Explicit Instruction and were supported in the development of resources to ensure delivery of curriculum is clear and effective. All teachers demonstrated improvement in delivery of curriculum through EI. Student outcomes were more effectively measured on a more regular basis utilizing formative assessment strategies, and student outcomes improved as a result.
Technology	To increase the effectiveness and number of IT resources available to teachers and students/	The IT wireless infrastructure was assessed and completely overhauled during 2022, which led to a much more effective utilisation of online resources. There were also a significant number of student IT devices so students could engage with IT learning more effectively.
Facilities	To add to the facilities in the school to ensure the momentum for improvement continues.	The school built a new building in 2022 which included four new secondary classroom spaces. The school also built a COLA and a stage for outdoor sporting and cultural activities.
Increase the number of HSC subjects offered	To add Drama and Design and Technology to the range of subjects offered at stage 6.	The first cohort of students to study Drama and Design and Technology at HSC level commenced their studies in 2022.

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 2022 we reiterated our School’s Guiding Values. These are: Faith Wisdom, Integrity, Compassion, Courage, Excellence, Respect, Community.

Each week 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 progress on 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 and there were improvements in both these areas in 2022.

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 2022

