

A photograph of three students from Heritage College Lake Macquarie. They are wearing dark blue long-sleeved shirts and blue and white plaid skirts. They are standing on a grassy area with some yellow flowers. In front of them is a black letterboard sign with a white border. The sign has the text "HERITAGE COLLEGE" on the top line and "LAKE MACQUARIE" on the bottom line, both in white capital letters.

HERITAGE COLLEGE
LAKE MACQUARIE

School Improvement Plan





The History of Heritage

Heritage College began in 1997 as a small junior school located on leased facilities in Cooranbong, NSW. As the school began to grow in size and reputation, the School Council looked for a site to purchase to build a new school campus. In 2007 the site at Ironbark Road, Morisset was identified as an ideal place for our new campus. In December 2007 the School Council decided to purchase 85 Ironbark Road.

In 2008 the Development Application for the new school campus was submitted to Lake Macquarie City Council. The approval process took some time. The DA was approved on 20 July 2011.

The building of our new school campus took most of 2012. It required not only the construction of classrooms and grounds, but also major upgrades to Ironbark Road. The new school campus opened its doors to students early in 2013. The campus expanded in 2015 when the School Council decided to purchase the neighbouring property to provide additional facilities for the students.

Since opening the new campus in 2013, the school has grown from 77 students to nearly 200. Heritage College Lake Macquarie has not only grown in size but also in reputation for excellence in education.

Heritage College Lake Macquarie provides education for an increasing number of students. The school supports local families in raising children who are prepared to contribute to society in a meaningful and constructive way.

Heritage College Lake Macquarie appreciates the positive contributions of many parents and friends from the school community who have provided support in many different ways.



College Objectives

- To provide a safe and happy environment which encourages Godly values and morality and which supports the work of parents in developing a love of God in their children.
- To provide an environment where students feel loved, valued and respected and where their individual needs are addressed.
- To promote respect for authority and reflect Godly standards of behaviour, dress and general appearance.
- To provide quality education within a Biblical context.
- To prepare students for the challenges of this modern age by developing in them the basic skills and competencies necessary to earn a living.

Core Values

Heritage College strives to

- be conducted in a manner that reflects responsibility to God and to others.
- actively encourage and foster respect for authority and polite behaviour towards others.
- assist students to work as a family together in harmony and having love for each other.
- promote fair play, honesty, discipline and respect for others, the environment and property.
- involve students in daily classroom worship and weekly combined worship to lay a spiritual foundation for their education.
- help students communicate with others in a courteous manner.
- encourage positive role models through acknowledging and rewarding good behaviour, effort, academic and sporting success, achievement, improvement, spiritual development and voluntary community service.
- follow scriptural guidelines to govern student activities both in and out of the classroom.
- assist students to accept responsibility for their actions.

Mission Statement

Heritage College is committed to prepare every child to meet the challenges of a changing world with courage and confidence through a program of holistic education focused on developing the spiritual, physical, mental and social dimensions that characterise a balanced and purpose-driven life.

Vision Statement

- Transformational Learning - Heritage College will continue to provide a Godly environment whereby students will engage in a high level of intellectual activities in a quality learning environment that develops and makes explicit to students the significance of their work.
- Individual Care - Heritage College desires to value every child's individual potential and encourage students to achieve their best in a safe and secure school. We aim to build resilience and self-esteem in all students and reinforce Christadelphian values to enable students to become contributing members of our community.
- Community Connectedness – Heritage College intends to build a culture of cooperation between the school and both the Christadelphian and Local Community to maximise participation and effectiveness. We aim to ensure the Christadelphian ethos of the school is maintained and projected in the broader community.
- Professional Development - Heritage College intends to recruit quality staff and to train staff to ensure continual improvement and quality teaching practices are implemented.
- Dynamic Leadership – Heritage College intends to secure the long-term security and stability of the school by improving the school campus to facilitate growth in enrolments to ensure the school's continued prosperity.



1) Leadership and Management

Rationale -

- The 2014 staff survey highlighted the need for a more rigorous approach to the professional development/appraisal process. Staff expressed a need for a clearer agreement between themselves and College Management to develop their teaching and leadership skills.

Plan -

- Implement the SWARM Inclusivity Program for improved peer coaching, goal setting, appraisal process and professional development.
- Implement Embedding Excellence Program, focusing on the improved teaching of writing through the Seven Steps to Writing Success.
- Enhanced delivery of pedagogy through improved evaluation on accountability processes.
- Delivery of targeted, quality professional learning in identified priority areas, to underpin improvement of student learning outcomes.
- Increased numbers of our 'Graduate' teachers gaining accreditation at 'Proficient' standard and 'Proficient' teachers gaining 'Highly Accomplished' standard.

Measure of success-

- Development of individual professional learning plans using the SMART Goals process.
- Improved NAPLAN results in writing
- Improved tracking of professional development courses and other learning opportunities tied to individual plans .
- More staff applying for higher accreditation through BOSTES.

2) Student Engagement and Attainment

Rationale

- 2014 survey results from parents, students and staff highlighted a need for teachers to adapt their teaching and learning programs to include more varied opportunities for students with differing needs.
- Although the external and internal examination results indicate that the College provides extensive support for the students' literacy and numeracy needs in the primary, more focus is required in the secondary especially in the numeracy area.
- Springing from the data of previous HSC and NAPLAN results there is a need for increased attention on to providing opportunities for students to achieve outcomes at the highest levels (e.g. Band 5 and 6 in the HSC or above their grade level in the NAPLAN tests).

Plan

- Implement the SWARM Inclusivity Project - staff coaching model implemented so as to improve more inclusive policies and teaching/learning programs, activities and opportunities
- Maintain the high attendance rates of students in all year groups.
- Improve secondary student engagement through quality transition programs using buddy system.
- Enhance secondary student interest through increased elective course choices.
- Increase levels of literacy achievement for all students through quality assessment tools and intervention and enrichment programs.
- Increase levels of numeracy achievement for all students through quality assessment tools and intervention and enrichment programs.
- Split the Year 8 Mathematics class to allow more individual attention on thus increasing the outcomes for the students leading into Stage 5 5.2 and 5.3 courses
- Introduce more elective choices in Stage 6 so as to maintain the small teacher/student ratios and thus allow students to excel academically in these courses.

Measure of Success

- Implement the SWARM Inclusivity Project
- Adaptions to teaching and learning programs that address student individual needs
- Maintain an attendance average above 90%
- Increase secondary subject choices for Stage 5 and 6 students that then is reflected in positive student survey responses and a 90% student retention in Years 11 and 12
- Introduce more extra-curricular programs as well as academic courses.

3) Curriculum and Assessment

Rationale

- Implement programs in Years 8 and 10 that fulfil the outcomes of the Australian Curriculum in English, Mathematics, Science and History as well as Mathematics and Science in K-6.
- The community and staff surveys both highlighted the need to focus on measures to assist with increasing the ability of all students to fully participate in all activities and investigation by adjusting the teaching/learning programs to reflect the individuals' needs.
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Plan

- Improved learning outcomes for all students through enhanced assessment for learning practices. Using the coaching model and program development via SWARM Inclusivity Project and SMART data, develop teaching/learning strategies that meet the academic needs of each student
- Australian Curriculum successfully implemented in all relevant subjects
- Introduce a new reporting process and format for student progress using PCSchools.

Measure of Success

- Implement the SWARM Inclusivity Project
- Adaptations to teaching and learning programs that address student individual needs
- Executive staff supervise teaching/learning programs, scope and sequence, assessment schedules and tasks in K-10 in relevant KLAs to ensure that they comply with the Australian Curriculum.

4) Safe College Environment

Rationale

- Implement programs in Years 8 and 10 that fulfil the outcomes of the Australian Curriculum in English, Mathematics, Science and History as well as Mathematics and Science in K-6.
- The community and staff surveys both highlighted the need to focus on measures to assist with increasing the ability of all students to fully participate in all activities and investigation by adjusting the teaching/learning programs to reflect the individuals' needs.

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Plan

- Improved learning outcomes for all students through enhanced assessment for learning practices. Using the coaching model and program development via SWARM Inclusivity Project and SMART data, develop teaching/learning strategies that meet the academic needs of each student
- Australian Curriculum successfully implemented in all relevant subjects
- Review Reporting to Parents

Measure of Success

- Implement the SWARM Inclusivity Project
- Adaptions to teaching and learning programs that address student individual needs
- Executive staff supervise teaching/learning programs, scope and sequence, assessment schedules and tasks in K-10 in relevant KLAs to ensure that they comply with the Australian Curriculum.

5) Inclusive Education

Rationale

The staff survey identified the need for College staff to ensure that teaching/learning programs include material that instructs students on aboriginal issues and relevant cultural issues. The survey also identified the need to ensure that individual learning programs are being developed for all students of an Aboriginal or Torres Strait Islander heritage.

Plan

- Aboriginal students supported by all teachers to become successful learners, and confident and creative individuals who are active and informed citizens,
- Aboriginal students' learning outcomes improved, particularly in areas of literacy and numeracy.
- Increased implementation of Aboriginal content and perspectives in all teaching and learning programs.
- Support teachers in the development of differentiation techniques in the classroom.

Measurement of Success

- Executive staff supervise teaching/learning programs to ensure compliance with inclusion of indigenous texts, resources and experiences.
- College to encourage opportunities for engagement with local indigenous people, cultural experiences and awareness of sensitivities to first people.
- Development of individual learning programs for students with indigenous backgrounds.

