



Heritage College Lake Macquarie

"Working together for Good"

30 June 2017

A Note From The Principal

Here is the Annual Report for Heritage College Lake Macquarie for the year 2016, 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 blue 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 2016

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Reporting Area 1: A message from key school bodies

Principal's Message

Heritage College completed its 20th year of operation in 2016. 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 2016 school year was the continued development of 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 three years on the new site. This has been a huge development project. We are very thankful for the blessings the new site brings.

As the school enters 21st 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 2016. It received, discussed and approved reports each meeting from the Principal and oversaw the ongoing financial status of the college.

During 2016 the School Council oversaw the development and ongoing development of the New School Site. We appreciate the considerable support by the community for the project.

The Council Members during 2016 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 2016 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 2016.

Reporting Area 2: Value added information

Changes, progress and improvements took place in 2016 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 2016 for team building and to encourage citizenship.

The School's computer resources were further upgraded in 2016. The school benefitted from Federal Grants for the upgrade of its facilities.

The Sport Program includes opportunities for students to participate in regional and state carnivals in athletics, swimming and Cross Country. The four school sports teams (Paterson, Williams, Hunter, Macquarie) allow for healthy competition between students in school sporting activities.

Heritage College Melbourne hosted a Principals Conference in August 2016 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 2016.

A Student Representative Council and School Captains were elected in 2016 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 2016 we had 14 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.

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 2016 all eligible 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	21
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
- Inclusivity

Special meetings are held each week to provide staff with Professional Development in curriculum were provided by the school during 2016. The focus was on Differentiation and Inclusivity.

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 \$550.

Reporting Area 5: Teacher Attendance and Retention Rates

Average Teacher Staff Attendance Rate: 93%

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

Proportion of Teacher staff retained from the Previous Year: 92%

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%
2012/2014	15	6	6	40%	100%
2013/2015	12	6	6	50%	100%
2014/2016	13	12	10	92%	83%

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 2015: 91%

The school has very few truancy problems.

Reporting Area 7: Post-School Destinations

Fourteen 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 2016.

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 2016.

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 2015 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 2016.

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 2016.

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 2016.

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;
 - 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 2016.

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 2016.

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 2016 were set in November 2015.

The school is pleased to report that significant achievement on all the goals set for 2016 was achieved. The goals appear in the pages that follow.



Heritage College Lake Macquarie

“Working together for Good”

2016 SCHOOL GOALS

Purpose: To set clear and specific objectives for the school community to focus on and work towards in 2016. 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	Time	Evaluation
1	<p>Strengthen reading program in Primary by:</p> <ul style="list-style-type: none"> Introducing take-home reading record book Use of Support teacher to assist students assessed as needing support Continue the implementation of SRA reading program from years 3 – 8 Employ teacher’s aid to facilitate reading program in years K - 3 Implement buddy reading program between K – 2 and 5 – 6 to augment teacher’s aid program Implement novel study program for years 3 – 10 Implementation of School Magazine Program for years 3 – 6 Employment of library manager to implement and encourage a book borrowing program including purchase of latest release series 	<ul style="list-style-type: none"> Standardised test completed and results analysed NAPLAN test results analysed Support teacher feedback Exam results Class reading levels HCLM Writing Comp Increased participation in PRC Display of work and glossaries in classrooms HCLM Spelling Bee Novel Study Plan embedded into teacher program 	<p>Term 1</p> <p>Term 2</p> <p>Ongoing during 2016</p>	<p>Standardised tests completed and analysed by support staff. Programs modified to reflect student need. The Primary PM Reading Program is now facilitated by qualified teacher increasing the programs effectiveness. Parent help increased to service a more students. Approx. 50% of children enrolled in PRC challenge finished well ahead of the closing date. Writing Competition was successfully implemented and</p>

	<p>Strengthen whole school Writing Program by:</p> <ul style="list-style-type: none"> • Text Type focus beginning with 7 Steps for Writing Success Professional Development of all primary staff and a number of high school staff. • Daily or regular writing lessons <p>Strengthen whole school handwriting by:</p> <ul style="list-style-type: none"> • Identify poor hand writers and focus on improvement • Increase the expectation in the standard of bookwork by focusing on legibility of writing <p>Strengthen Spelling programs by:</p> <ul style="list-style-type: none"> • Implementation of consistent spelling textbook publisher throughout K – 6 • Subject specific glossaries in Primary and Secondary subjects • Increase student numbers participating in HCLM Spelling Bee to K – 10 <p>General strategies in improving literacy:</p> <ul style="list-style-type: none"> • Continued PD on differentiation to “teach to the edges” • Standardised testing conducted at the beginning of the year and then again in September. Results evaluated and plans made for the following year • Review the function of the library in the school. 	<ul style="list-style-type: none"> ✓ SRA weekly records kept ✓ IP Professional Development takes place ✓ Teacher’s program for the New Australian Curriculum ✓ Neater bookwork seen across the grades ✓ Word Banks displayed in classrooms ✓ Inclusive Teaching PD continuing during term 1 ✓ Teachers given release for professional conversations ✓ Differentiation teaching strategies happening more often in the classroom 	<p>Ongoing during 2016</p> <p>Term 1</p>	<p>students awarded for their achievement. Novel study successfully implemented into English programs. Will look at programming a Shakespeare text from Year 7 – 10 in preparation for HSC English. Bookwork checked at various intervals. Included with program inspection is viewing a range of student workbooks. This has helped emphasise the expectation of neater bookwork. Teachers unfamiliar with 7 steps given release time to attend PD. Spelling program builds upon each other from year to year giving a consistent approach in Primary. Teachers participated in Educator Impact (EI) PD to understand their pedagogical strengths and areas for improvement. Successful employment of Library attendant two days a week to augment the library and necessary.</p>
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2	<p>To improve numeracy outcomes for all individual students.</p>	<p>Strengthen High School Mathematics Program by:</p> <ul style="list-style-type: none"> • Organisation of AIS Mathematics consultant (Peter Tomkin) to conduct PD with HS Mathematics staff • PD for Primary on facilitating New Australian Maths Syllabus • Increase resource stock • Continued PD on differentiation to “teach to the edges” • Continued focus on times tables • Renewed subscription of Maths Online for Primary and Maths Online and other online tools for Secondary 	<ul style="list-style-type: none"> ✓ AIS Consultant training ✓ NAPLAN Results ✓ Class tests ✓ Use of differentiation strategies in teaching ✓ Support Teacher feedback ✓ Improvement in automatic recall of times tables ✓ Extra resources in classrooms 	<p>Term 1</p> <p>Ongoing during 2016</p>	<p>Maths Online subscription renewed and students that are poor in times table have specific learning time with support staff to assist. EI PD assisting teachers to teach to the edges.</p>
3	<p>Technology</p>	<p>Improve technology in HCLM by:</p> <ul style="list-style-type: none"> • Purchasing another class set of iPads • Purchase of a digital camera • Staff training of iPads and IWB's • Photoshop installed on 5 computers for CAPA • Training and use of Edmodo as online content sharing portal • IT support provided as necessary (Daniel/James) • Continually reviewing the implementation of technology to ensure correct use by staff and students <p>Using technology to improve HCLM image by:</p> <ul style="list-style-type: none"> • Implementation of an HCLM Facebook page • Improved HCLM web design 	<ul style="list-style-type: none"> ✓ Teacher PD ✓ Staff presentations ✓ Employment of staff member once a week to maintain and develop HCLM Facebook and website ✓ Students using Photoshop ✓ Teachers and Students successfully using Edmodo to facilitate learning ✓ Teachers have immediate support with IT issues 	<p>Ongoing during 2016</p>	<p>Successful employment of Staff member x 2 days per week to maintain website and Facebook. Number of followers growing strongly. Edmodo continues to be used as a learning platform for students. Looking into CANVAS as an alternative. Decreased workload of IT teacher to be available to support teachers with IT issues.</p>

4	<p>To create a cohesive, caring Christian environment</p>	<p>Strengthen caring school environment by:</p> <ul style="list-style-type: none"> Facilitating a dedicated weekly bible program that introduces a valuable theme Class prayers during the HS bible lesson and before lunch in all classes Year Advisors meet daily to develop a positive and trusting relationship Employment of Year Advisor assistants to complete daily uniform checks and mark the roll freeing up the Year Advisor to spend more time on the bible lesson “Help Desk” facilitation during lunch time to assist student behaviour and responsible choice management Elect School Captains, elect SRC mid term 1 and create two meetings per term Implement an “ideas” box for any student to make requests or state concerns. Log is kept by the school captain to address during SRC meetings Implementation of chaplaincy program Generate community awareness through aged care visits Facilitation of regular class meetings in Primary School Purchase of new outdoor fitness equipment to encourage healthy lifestyles and building positive relationships through exercise Increase level of supervising teachers on duty during recess and lunch Facilitation of parent, teacher and student surveys 	<ul style="list-style-type: none"> ✓ Bible more prominent in HCLM curriculum ✓ Students exposed to public prayer sessions ✓ Year Advisors with assistants timetabled and implemented ✓ Ideas box located in library, captain keeping a log ✓ Staff member selected to participate in chaplaincy project ✓ Aged care visits ✓ Outdoor fitness equipment installed and utilised ✓ 3 teachers supervising during lunch ✓ Creation and implementation of teacher, parent and student surveys 	<p>Ongoing during 2016</p>	<p>Successful employment of a School Chaplain 1 day per week to increase prominence of Bible teaching in HCLM curriculum. Year advisors given assistants so focus can be more on Bible teaching rather than marking the roll. Outdoor fitness equipment is being used successfully in HS play and structured lesson times. Installation of new primary playground to aid in student fitness and agility. Successful implementation of 3 playground zones and 3 supervising teachers on playground duty during recess and lunch times.</p>
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5	<p>Improve the engagement of all students through improved skills in differentiation</p>	<p>Strengthen student engagement by:</p> <ul style="list-style-type: none"> Participating in PD on Inclusive Education in partnership with AIS Creating “coaching pairs” to meet with and discuss strategies on how to meet the needs of a particular student in their class Planning, researching and implementing differentiating activities to meet the needs of all students Staff participating in professional conversations about their ideas and giving feedback to their coaching partner Observation of teaching and formal feedback from specialised member of AIS 	<ul style="list-style-type: none"> ✓ AIS visit from Sue Cairns and Sarah Humphrey’s ✓ Professional conversations happening during and outside scheduled timeslots ✓ Observations and formal feedback conducted during term 1 and 2 	<p>Term 1 and 2 2016 Term 4 2016</p>	<p>Observation of teaching and the giving of formal feedback was part of the Educator Impact Program for Teachers. Staff were given time for professional conversations in coaching pairs about their teaching.</p>
6	<p>Implementation of the Embedding Excellence Program for Strategic Planning</p>	<p>HCLM is committed to preparing every child to meet their challenges through a program of holistic education characterised by:</p> <ul style="list-style-type: none"> Data driven practice Professional collaboration Affirming and supportive human relationships A culture of learning excellence <p>The three strategies HCLM will utilise to achieve this include:</p> <ul style="list-style-type: none"> The analysis and Discussion of Data Enhancing staff well being Adjusting teaching to meet the needs of all learners 	<ul style="list-style-type: none"> ✓ Staff PD on Data Analysis ✓ Analysis of NAPLAN data ✓ Staff surveys taken into consideration when planning ✓ Increased level of differentiation strategies in teaching and learning 	<p>Ongoing during 2016</p>	<p>Staff successfully completed PD on NAPLAN data. Staff surveys discussed at the end of term 4. Used information and feedback to plan for 2017. Interviews with staff once a term to review their programs and PD needs.</p>

7	<p>BOSTES Inspection 13 May 2016</p>	<p>Prepare for inspection by:</p> <ul style="list-style-type: none"> • Reviewing and uploading programs and policies by the end of March • Preview of programs prior to BOSTES inspection submission • Review and complete all Material Safety Data Sheets (MSDS) for chemicals stored on site • Complete preparation for inspection 	<ul style="list-style-type: none"> ✓ Programs uploaded by end of March ✓ Garnet to preview programs ✓ Staff member to complete MSDS forms 	<p>March, May 2016</p> <p>Successful uploading of programs for BOSTES review. Programs reviewed by experienced teacher/leader prior to submission. Successful completion of all MSDS for chemical storage.</p>
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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 2015 we had a focus on Values through a consideration of the importance of Character. Empathy, 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 2016

