



Heritage Christian School

Educating...Nurturing...Empowering

ANNUAL REPORT
for
HERITAGE CHRISTIAN SCHOOL
for the
2010 SCHOOL YEAR

General Introduction

Heritage Christian School is a K-12, independent school. It is a member of Christian Education National and is operated by the Hastings Associations for Christian Education (HACE) Ltd.

It exists primarily to provide Christ-centred education to families from around the Hastings region who are associated with local Churches. In doing so it assists parents in the upbringing of their children in a way that is both honouring to God and effective in witness and ministry.

Mission Statement

Heritage Christian school – a vibrant, engaged community: educating – nurturing – empowering

THE STRATEGIC PILLARS:

To develop students as Christians who are prepared for life; motivated to make difference.

To provide high quality teaching and learning programs.

To provide a safe learning environment.

To increase resources to support staffing and have a strong physical, financial infrastructure.

To be the Christian school of choice in the district.

1. Message from Chairman of the Board

EXCITED AND PRIVILEGED...

Just two words that describe how I feel to be a part of Heritage Christian School, at this time in its history.

Heritage has always had a strong Biblical foundation, one which will continue into the future.

Our new principal for 2011, Mr Geoff Brisby, will be coming to us from Richmond Christian College in Ballina with a wealth of experience, from January 2011. He will take up the challenge of driving our school forward, building on the work that Ross Carlyon has done over the last two years to create a positive learning environment for our children.

As a school community we have faced numerous challenges over the last several years but with the assistance of our dedicated staff, our parents, our students, our supporters and most importantly the blessings of our great God, we have survived and look forward to a bright future for Heritage.

The Board is continuing to work towards a stronger governance model to run the school, and has been greatly assisted by the help of CEN (Christian Education National), Illawarra Christian School and Resolve Consultancy. They have been assisting with governance issues as well as the financial and educational areas of the school. It has been invaluable to be able to call on their experience and expertise.

We are developing a new draft Constitution for our association which is a result of working through our school policies, making changes where needed and creating new ones where required.

As a Board we are continually in need of your prayers and support and thank you sincerely for them. There are numerous people who need a pat on the back, many of them the quiet achievers - parents who cook, come to school and help at reading time, attend our working days to paint and garden...

SO, THANK YOU ALL!

Lastly, we need to continue to thank God for the privilege we have, of having a Christian School for our children to attend, for his continued blessings and guidance into the future.

Colin Lowe

Board Chairman

2. Message from the Principal

2010 has been a year of re-structure and challenge for our school community. Capturing the core vision of the school, that is to be a community that engages our students in learning that is challenging, exciting and enjoyable within a Christian context, has required asking some of the foundational questions.

Our passion is to equip students with the knowledge, the values and the experiences they need to get out into the world and have an impact upon it. It is the reason we constantly review our curriculum and delivery; and it is why we engage our students in experiences such as travelling to Cambodia to work in schools and orphanages. It is about creating opportunities for our kids to understand, engage with, and set out to change our world.

Whilst it is exciting to see the new Library, Senior Study Area and Reading Room built this year, they are simply tools that we as a school community use to continue equipping our students. Heritage is about the people; and our students are at the centre of this. It has been our goal to become increasingly effective at meeting their needs, and at building a strong sense of 'community' within the school.

As we move forward there will be continuing evaluation of our programmes and courses, and continuing commitment to the core values of Christian education.

Regards,

Geoff Brisby
Principal

3. Student Outcomes

The results achieved by Heritage Christian School students in external tests in 2010 were solid and tell part of the story. We aim for individual excellence in knowledge and skills, with all students being encouraged to do their best at all times, but we aim for this within the framework of the development of Christian character and godly relationships.

Student Outcomes in NAPLAN (2010)

The following table summarises results and compares them to state-wide scores. The number in brackets after the Year indicates the number of students in that year level. This is significant as a reminder that we are dealing with very small groups in our school results. For example, if one student in Year 5 does poorly in the writing test, as a result from misreading the question, that will have a dramatic negative impact on the average score of our Year 5 group. Of course, a similar factor can also work in reverse and skew results positively.

| Year 3 (11) | Reading | Writing | Spelling | Grammar & Punctuation | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Numeracy |
|----------------|---------|---------|----------|-----------------------|----------------------------|-------------------------------------|----------|
| Heritage | 390.7 | 377.1 | 367.9 | 408.3 | 374.4 | 394.2 | 385.6 |
| NSW | 422.6 | 429.4 | 413.7 | 424.8 | 404.4 | 399.9 | 402.3 |

| Year 5 (15) | Reading | Writing | Spelling | Grammar & Punctuation | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Numeracy |
|----------------|---------|---------|----------|-----------------------|----------------------------|-------------------------------------|----------|
| Heritage | 509.1 | 487.3 | 492.5 | 537.0 | 493.6 | 505.5 | 500.2 |
| NSW | 496.9 | 494.8 | 501.8 | 512.5 | 502.7 | 496.7 | 499.5 |

| Year 7 (28) | Reading | Writing | Spelling | Grammar & Punctuation | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Numeracy |
|----------------|---------|---------|----------|-----------------------|----------------------------|-------------------------------------|----------|
| Heritage | 529.4 | 503.9 | 505.2 | 497.5 | 508.5 | 516.9 | 513.4 |
| NSW | 549.3 | 533.1 | 554.7 | 539.9 | 552.6 | 551.1 | 551.9 |

| Year 9 (14) | Reading | Writing | Spelling | Grammar & Punctuation | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Numeracy |
|----------------|---------|---------|----------|-----------------------|----------------------------|-------------------------------------|----------|
| Heritage | 583.6 | 562.6 | 582.4 | 593.4 | 577.1 | 570.8 | 574.2 |
| NSW | 579.6 | 566.3 | 588.1 | 584.0 | 594.3 | 593.9 | 594.2 |

Student Outcomes in HSC (2010)

There were 17 students from Heritage Christian School who presented for the Higher School Certificate, which means considerable care must be taken when comparing results against state averages

| Subject | Heritage Average Score | NSW Average Score |
|---|------------------------|-------------------|
| Ancient History 2 unit | 69.44 | 73.11 |
| Biology 2 unit | 59.37 | 73.41 |
| Design & Technology 2 unit | 72.33 | 75.37 |
| English (Standard) 2 unit | 58.38 | 63.83 |
| English (Advanced) 2 unit | 68.33 | 80.57 |
| General Mathematics 2 unit | 70.85 | 71.33 |
| Mathematics 2 unit | 51.80 | 76.10 |
| Music 1 2 unit | 65.87 | 80.24 |
| Personal Development, Health and Phys Ed 2 unit | 70.43 | 75.07 |
| Visual Arts 2 unit | 74.00 | 78.87 |
| Hospitality Examination 2 unit | 73.83 | 75.55 |

Student Outcomes in the School Certificate (2010)

There were 20 students from Heritage Christian School who presented for the School Certificate, which means considerable care must be taken when comparing results against state averages.

| Subject | Heritage Average Score | NSW Average Score |
|--|------------------------|-------------------|
| Australian History, Civics and Citizenship | 69.05 | 70.16 |
| Australian Geography, Civics and Citizenship | 72.05 | 72.38 |
| English – literacy | 78.32 | 76.87 |
| Mathematics | 68.47 | 72.10 |
| Science | 76.21 | 76.67 |
| Computing Skills | 79.58 | 79.44 |

4. Professional Learning and Teacher Standards

Heritage Christian School - Professional Learning Undertaken by Teaching Staff in 2010

| Teacher's Name | Professional Learning Undertaken in 2010 |
|----------------|--|
| R Carlyon | 16-18/11/10 – Strengths Finder 2.0 Workshop |
| D McDermott | 26/3/10 – CSA-Interact Curriculum Workshop |
| M Hazelgrove | 9/11/10 – Autism & Aspergers Workshop (How individuals with Autism learn, relationships, the Autism Spectrum and Social Demand) |
| C Hindley | N/A |
| L Lenord | 26/3/10 – CSA-Interact Curriculum Workshop 10-11/5/10 – AIS-Supporting Teachers through accreditation (Professional Accomplishment and Professional Leadership) 16-18/11/10 - |
| N McGrath | N/A |
| M Deutschbein | 17-19/5/10 – Christian Schools Teacher Librarians Conference (Library Design, Cyberbullying, IWB's, Copyright, Web 2.0, Technology, Literature) |
| L Martin | N/A |
| C Baldwin | N/A |
| P Beaver | N/A |
| A Blackmore | 27-28/5/10 – Herroch Events (Dr Bill Rogers-Managing Challenging Behaviour in Primary and Secondary Schools) |
| J English | 1-8/11/10 – HSC Marking |
| J Hopkins | N/A |
| R Kew | N/A |
| C Pattinson | 10/3/10 – AIS-Keep Them Safe Seminar 22-23/3/10 – AIS-Hospitality Orientation 23-24/8/10 – AIS-Hospitality Orientation (Sydney delivery of training) & Maximum Potential Showcase (showcase of student projects) |
| Y Sakamoto | 7/6/10 – AIS-New Directions for Japanese (teaching approach, promoting LOTE, ICT, IWB, Programming) |
| S Tafai | 5/11/10 - |
| M Vanderzee | N/A |
| D Walker | N/A |
| B Weatherstone | 10-11/8/10 – AIS-Supervising New Teachers Scheme (Professional Competence, accreditation process-roles & responsibilities) |

Heritage Christian School - Teaching Staff Details - 2010

| Teacher Name | Inst. Of Teach. Category | Institute Level & Reg No | Qualifications | No Years Primary | No Years Second. | Load | Classes/Areas of Responsibility |
|---------------|--------------------------|-----------------------------------|---|---------------------|------------------|------|--|
| D McDermott | I | n/a | B.Health Serv Mgmt (Charles Sturt Uni 1996) Grad.Cert. Bus Admin (Uni of Newc 2001) B.Ed Early Childhood (QUT 2002) | 9 | 0 | 1.0 | Kindergarten |
| M Hazelgrove | I | n/a | Dip.Teach Primary (Uni of Syd 1987), Cert. Gifted Ed (UNSW 2006) | 12 | 0 | 1.0 | Year 2/1 |
| C Hindley | I | n/a | B.Teach (Christian Heritage Col 1998) | 13 | 0 | 1.0 | Year 6/5 |
| L Lenord | I | n/a | Dip.Teach (Nepean Col of Ad Ed 1988), B.Ed Gen Prim (Uni of West.Syd 1990) | 19 | 2 | 0.84 | K-7 Co-ordinator, Yr 7 English & Core, Yr 8 English, Primary Release |
| N McGrath | I | n/a | Dip.Teach (Newc College of Ad Ed 1980) | 21 | 0 | 0.4 | Special Education/Primary Release |
| M Deutschbein | I | n/a | Teach Cert. (NSW Dep.ofEd, 1968), Prof. Dev Course for Prim & Central School Teacher-Librarians (1986) | 46 | 0 | 0.3 | Librarian |
| L Martin | I | n/a | Tech Cert (Dep of Ed – NZ 1965), Dep of Ed NSW accept to teach - 1981 | 14 (NZ) 30 (Aus) | 0 | 0.8 | Year 4/3 |
| C Baldwin | i | n/a | B.AppSc (Enviro Studies) (CSU, 1996) Grad.Dip.Edu (Uni of Wollongong, 1999) Teacher's Cert (NSW DET, 2000) | 0 | 10 | 0.34 | Food Technology, Science |
| P Beaver | i | Professional Competence 214150 | B.Arts Maths Major (Macq Uni, 2005) | 0 | 6 | 0.76 | Mathematics |
| A Blackmore | i | | Grad. Dip. Ed.(QUT, 2007) | 2 | 4 | 0.56 | Music |
| J English | i | n/a | B.Teach. & B.Health & Phys Ed (U Newc, 2003) | 0 | 8 | 0.84 | PDHPE, PASS, Duke of Edinburgh |

| | | | | | | | |
|----------------|----|--------------------------------------|---|---|----|------|--|
| J Hopkins | i | n/a | Dip. AppSc (Ag) (Hawksbury Ag College, 1981), Teach. Cert (Dep.ofEd, 1985) | 0 | 27 | 0.72 | Science, Biology, Physics, DE Chemistry |
| R Kew | i | n/a | B.Art (Macq Uni, 1990), Grad.Dip.Ed (Uni of Melb 1992), M Ed. (Uni of Melb 1995), B Theo (NTM College, 1995) | 0 | 21 | 0.8 | Yrs 9-12 English |
| C Pattinson | i | n/a | Grad. Dip Design (UTS 1995), Teach. Cert (Dep of Ed 1981) | 0 | 14 | 0.88 | 8-12 Coordinator, Food Technology, Hospitality |
| Y Sakamoto | i | Provisional 222245 | B.Arts (Pool Gakuin Uni, Japan 2000) B.Arts (Tabor Adel 2005), Grad Dip in Learn & Teach. Secondary (USQ 2006) | 2 | 7 | 0.12 | LOTE (Japanese) |
| S Tafai | i | n/a | B.Graph Des (Auck Inst of Tech 1995), Dip.Teach Secondary (Auck Col of Ed 1998) | 0 | 12 | 0.72 | Visual Arts/Visual Design, Chaplain |
| M Vanderzee | i | Professional Competence 224807 | B.Ed Des & Tech (Uni of Newc 2002) | 0 | 8 | 0.84 | D&T, PDHPE, Yr 8 Service |
| D Walker | ii | Provisional 776904 | B.Arts Lib Arts (Uni of Arkansas, Little Rock US 1992), Juris.Doc - Law (Lewis & Clark School of Law 1995) | 0 | 3 | 0.82 | Mathematics, Ancient History |
| B Weatherstone | i | n/a | Dip.Teach (Syd Teachers Col 1977), B.Ed (Col of Christian High Ed Inc 2009) | 0 | 34 | 0.9 | K-12 Administration Coordinator, Core/History/Geography, Textiles, KYB |

These details are current as at December 2010.

5. Workforce Composition

General Statements

- All staff at Heritage are committed Christians equipped to design curricula, programs and lessons that substantially reflect the aims, philosophy and policies of the school.
- Staff church affiliation is multi-denominational.
- Staff are employed in accord with applicable Awards and Government requirements.
- All new staff are required to undertake professional development and appraisal using the NSW Teacher's Institute Competency Statements as applicable. Staff employed prior to the establishment of the Institute, utilize these same competencies as a voluntary code of professional development and appraisal.
- All teaching staff take part in professional development programs during the January and July Professional Development weeks. It is estimated that all staff participated in a minimum of 50 hours professional training and development, including: First Aid; Child Protection; Occupational Health and Safety; Programming; Curriculum Development; Assessment and Reporting; and Duty of Care issues.

Full Time / Part Time Staffing:

| Teaching Staff | Support Staff | Totals |
|------------------------|-------------------------------------|---------------------|
| • 4.0 x FTE Teaching | • 1.0 x FTE Receptionist | Teaching: 15.93 FTE |
| • 11.93 x PTE Teaching | • 3.6 x FTE Administration | |
| | • 1.0 x FTE Teachers' Aides | Support: 6.87 FTE |
| | • 0.7 x FTE Maintenance | |
| | • 0.37 x FTE Information Technology | |
| | • 0.2 x FTE Chaplain | |

Note: All teaching staff are qualified/registered as per the Institute of Teachers Act 2004. There was one (1) Indigenous staff member (support staff) employed during 2010. These figures are current as at December 2010.

Staff Gender Balance:

| Gender | Teaching | Non-Teaching | Totals |
|---------------|-----------|--------------|-----------|
| Male | 12 | 3 | 15 |
| Female | 8 | 7 | 15 |
| Totals | 20 | 10 | 30 |

Staff Qualifications:

| Teaching Qualifications | Number of Staff |
|---|-----------------|
| Degree | 21 |
| Masters, Honours or other Post Graduate | 0 |

Staff Retention

The following teaching staff were added to Heritage Christian School during 2010: C Baldwin, R Kew, K Younghusband. The following teaching staff departed Heritage Christian School during 2010: C Paterson, R Carlyon, S Mantle, K Younghusband

Staff Attendance

There were approximately 3043 FTE teaching days, with a 2% (approximately 70 days) sick leave loss.

6. Senior Secondary Outcomes

At Heritage we aim to equip and encourage our senior students to reach their full potential. We aim towards students reaching an ATAR score equivalent or higher to what is required for them to progress to University in the course that they desire. For those students who are wanting to head towards trades and other Tertiary Education, we endeavour to support them along the way towards their goals also.

7. Student Attendance and Management of Non-Attendance

Attendance Procedures

Purpose:

- a) Maintain an accurate register of enrolment
- b) Ensure that students enrolled at CCS (both compulsory school-aged children and post-compulsory school aged children) attend CCS as they are able
- c) Record attendance and absence accurately, efficiently and effectively
- d) Comply with all legal requirements

We believe:

1. School is an extension of the home and staff members act "in loco parentis" during school hours
2. Monitoring of enrolment and attendance is part of the school's duty of care

Therefore we will:

1. Encourage and expect all students to attend school where at all possible unless sickness, injury, appointment or a family matter prevails.
2. Maintain a register of enrolments that includes for each student:
 - a. Name, age and address
 - b. Name and contact telephone number of parent(s)/guardian(s)
 - c. Date of enrolment and, where appropriate, the date of leaving the school and the student's destination school.
 - d. For students older than 6 years of age, previous school or pre-enrolment situation
 - e. Where the destination school of a student below 15 years of age is unknown, a record that a Department of Education and Training Officer with home school liaison responsibilities was notified of the student's name, age and last known address.
3. Retain the register of enrolments for a minimum period of 5 years before archiving

4. Monitor the daily attendance/absence of students by:
 - a. maintaining electronic class rolls which contain:
 - i. noting of only absences in accordance with the directions outlined in the roll
 - ii. reason for absence in accordance with the directions outlined in the roll
 - iii. documentation from parent/guardian to substantiate reason for absence from school or class. This documentation will include:
 1. child's name and class
 2. date of absence
 3. reason for absence
 4. signature of parent/carer
 - b. Marking the class rolls each day for K to 6 and for each lesson for Years 7-12
 - c. Marking class lists at special events such as sporting carnivals, excursions and off-site activities and transcribing information into rolls
 - d. Maintaining a partial absence note system administered by Office personnel
 - e. Maintaining the privacy of information in the rolls in accordance with the Heritage Privacy Policy
 - f. Retaining the class rolls and documentation for 7 years after the last entry was made
 - g. Follow up unexplained absences by:
 - i. sending home an "Absence Note Reminder" form if a written reason from the parent/ guardian is not received on the day of return from the absence
 - ii. alternatively phoning the parent/caregiver
 - iii. absences remaining unexplained toward the end of a reporting period are followed up by letter home
 - h. Follow up Partial Absence notes as needed
 - i. Providing parents and carers with pro forma absence notes for their use
5. Contact parents/guardians regarding poor school and/or class attendance. (Team Leader)
6. Transfer unsatisfactory attendance information to students' files

Student Attendance Rates

| Year | Number of Students | Total Days Absent | Attendance Percentage | Average Days Absent/ student |
|---------------------|--------------------|-------------------|-----------------------|------------------------------|
| Kindergarten | 8 | 85 | 94.44% | 10.6 |
| 1 | 11 | 92 | 95.62% | 8.4 |
| 2 | 14 | 169 | 93.68% | 12.1 |
| 3 | 10 | 93 | 95.13% | 9.3 |
| 4 | 15 | 121 | 95.78% | 8.1 |
| 5 | 12 | 180 | 92.15% | 15.0 |
| 6 | 13 | 131 | 94.72% | 10.1 |
| 7 | 31 | 573 | 90.32% | 18.5 |
| 8 | 16 | 226 | 92.60% | 14.1 |
| 9 | 18 | 294 | 91.45% | 16.3 |
| 10 | 20 | 233 | 93.90% | 11.6 |
| 11 | 9 | 202 | 88.25% | 22.4 |
| 12 | 17 | 229 | 90.58% | 13.5 |

In 2010 the average student attendance is as follows:

Secondary campus

91.2%

Primary campus

94.5%

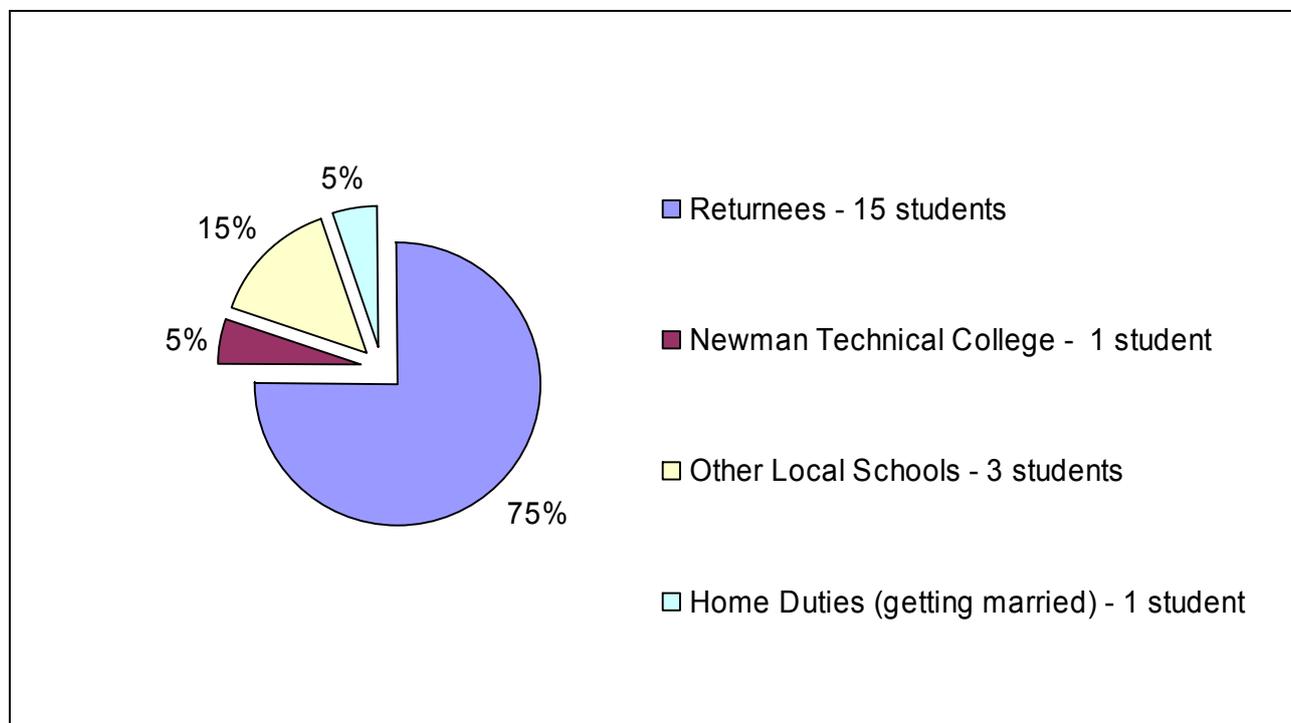
8. Retention of Year 10 to Year 12

| Year | Numbers in 2009 | Numbers in 2010 | Retention Rate % |
|--|-----------------|-----------------|------------------|
| 9 | 18 | n/a | n/a |
| 10 | 16 | 20 | 111.1% |
| 11 | 19 | 9 | 56.3% |
| 12 | 8 | 17 | 89.5% |
| TOTAL NUMBER OF STUDENTS (Yr 10-12) | 43 | 46 | 85.63% |

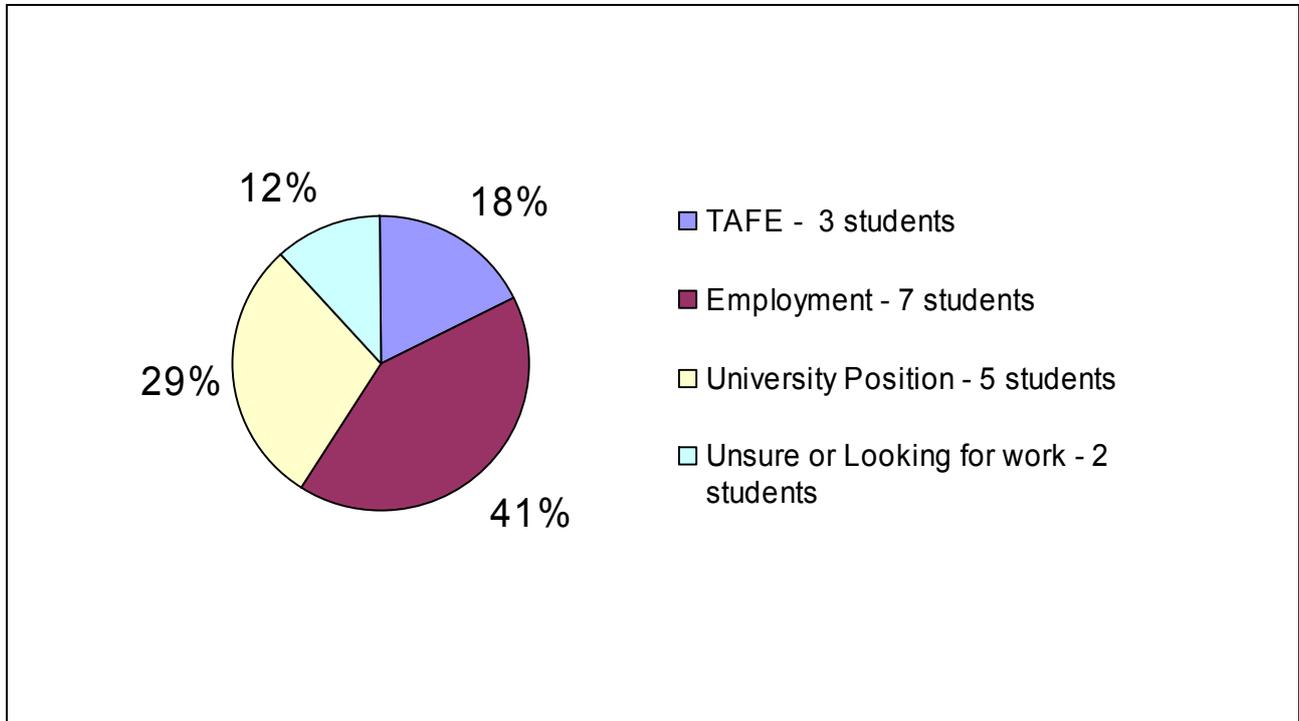
Overall student retention rate from 2009 to 2010 was 85.63%.

9. Post-School Destinations

2010 (SC) School Certificate Post-School Destinations



2010 (HSC) Higher School Certificate Post-School Destinations



10. Enrolment Policies and Characteristics of the School Body

RATIONALE

Heritage Christian School is based on the commitment to God by the members of the Hastings Association for Christian Education to build a school where Christian values form the basis of education.

While all people are created in the image of God, children do not possess the necessary skills, wisdom, knowledge or understanding to be self-sufficient in the world. They are to be educated, and true education can only be carried out through the illumination of the Holy Spirit and the truths of the Bible.

In partnership with families it is the mission of Heritage Christian School to develop in our students abilities, talents and values that will enable and empower them to fulfil their role in the world as the children of God.

The particular purpose of this policy is to:

- Provide a consistent and transparent process for enrolment at the college;
- Ensure that all parents and carers seeking enrolment are aware of and supportive of the Biblical foundation and teachings of the School;
- Comply with legal obligations and provide legal protection where policy and procedures are challenged.

BIBLICAL PERSPECTIVE

In considering the beginning of the process of the association of a family with the School it is appropriate to heed the words of Jesus in Luke 14:28-30.

“Which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it – lest, after he has laid the foundation, and is not able to finish, all who see it begin to mock him, saying, ‘This man began to build and was not able to finish’”.

POLICY STATEMENT

Introduction

Heritage Christian School has designed and adopted the Enrolment Policy to:

- Be transparent, fair and based on selection criteria informed by the Biblical foundations of the School;
- Ensure a just and equitable use of resources for the best interests of its current and future community, always conscious of the wider community within which it is situated, and in the context of meeting funding and legislative requirements;
- Promote partnership between the School and families and other entities in the best interests of the students;
- Develop a school community whose student population reflects the diversity of the social and financial circumstance and academic ability of the wider community.

Definitions

Parent, Guardian, Carer

The person/s charged with legal responsibility for the long term interests of the student until the student is 18.

Expression of Interest

The enquiry made by parents/guardians and carers expressing an interest in enrolling their student at some time in the future. If placed on the waiting list there is often the requirement of an administrative fee. An expression of interest is not a guarantee of enrolment.

Enrolment Application Form

The form is to be completed close to the time the parents/guardian or carers seek to have their child commence at the School. It provides the basis of the interview process which may lead to an offer being made to the parents/guardians of the applicant. All information sought must be provided prior to any offer being made. Filling in an application form does not guarantee an offer of enrolment.

Statement of Faith

As a condition of enrolment the parents/carers must be able sign the Statement of Faith in good faith.

Interview

This is a meeting of parents/guardians, the applicant student and a school officer. It is a step in the enrolment process and does not constitute an offer.

Offer

This refers to an offer of a place which may or may not be made to the parents after the interview. All offers are dependant on the conditions expressed in the Enrolment Contract being accepted by the parents/carers and are at the sole discretion of the Principal.

Enrolment Process

This process includes three steps that are usually taken to enrol a student in the School. The three steps are:

- The enrolment application form is completed and all information provided;
- The Interview stage, which may or may not lead to an offer;
- The offer and contract stage.

Parent/School Enrolment Agreement

This is a legally binding contract between the parents/carers and the School, signed by both parties.

Special Circumstances

Special circumstances are circumstances that may influence the decision of the School to make an offer to the student. They may include things like interstate or overseas transfer.

Full & Frank Disclosure

The enrolment interview is structured around the enrolment form and attached reports which must be complete. The enrolment form is checked to ensure all relevant information and required documentation has been submitted.

It is the responsibility of the School to ensure that parents/carers are made aware of the meaning of full & frank disclosure

Parents/carers will be required to discuss their financial capacity to pay fees and the options that are open to them.

The enrolment Form and other necessary documentation is required to be returned by a specific date.

Responsibilities

The Board is responsible for:

- Ensuring that this policy is developed, complied with and reviewed as appropriate;
- Approving School fee structures.

The Principal has delegated responsibility for:

- Ensuring that the annual intake of new students reflects the diversity of the wider community;
- Ensuring that the enrolment process is documented and published to the School community;
- Ensuring that all persons involved in the enrolment process are conversant and compliant with the Enrolment Policy and required documentation;
- Making all offers.

Priority

Priority will be given to:

- Children of staff members;
- Brother or sister of a student already enrolled;
- Children from Christian families who have already been sending their child/children to a school with a similar ethos / constitution to Heritage Christian School, or had children enrolled at Heritage prior to moving away from the district;
- Children from homes where one or both parents are Christians;
- Children from non-Christian homes where parents nevertheless keenly support the School's aims.

Fees

Fees are set by the Board with a view to affordability for families who are expected to honour their financial obligations under the contract of Enrolment.

There is in place a hardship discount facility. The Business Manager and the Principal are authorised to reduce fees at their discretion in cases where a family has demonstrated that payment of full fees is likely to cause financial hardship.

Uniform

The designated school uniform that reflects the standards of the School and identifies students as a member of Heritage Christian School must be worn appropriately at school and school associated functions. Implementation is under the Principal's control.

Offer & Contract of Enrolment

An offer of placement will be communicated in writing. The offer of placement needs to include a Parent/School Contract of Enrolment.

The parent/carer must sign the Parent/School Contract of Enrolment indicating their acceptance of the offer on the conditions on which it has been made. This is to be returned to the School by the specified date.

The signed Parent/School Contract Agreement is retained by the School and a copy is available to the parent/carer.

History

Developed by: Policy Development Committee

Date established: 18 November 2009 endorsed by Board minute

Date of planned review: May 2012

11. School Policies

- **Complaints and Grievance Policy**

Prior to May 2010, we had a **Dispute Resolution Plan**, which states that “the school will endeavour to handle all aspects of an inquiry or complaint in a manner that reflects Biblical principles and God’s love.”

The broad principles of the policy are contained within Annexure 1 of the plan:

- 1) Talk first with the person with whom you have a problem;
- 2) If you can't resolve the problem take a wiser person with you;
- 3) Only refer matters to the Board when the prior steps have been tried;
- 4) Preserve unity as much as you on your part can do.

The school has appointed officers whose role will include managing the response to any complaint and ensuring that all complaints are dealt with in accordance with the policy/ plan. The School Complaints Officers is the Principal. (The Principal will generally be the “wiser person” referred to in 2 above.)

This policy was changed during 2005 in order to widen the scope of the policy to assist in dealing with the complaints of non-members of HACE who are nonetheless part of the HCS community. Where the new policy differs from the old is that there are now opportunities to make **formal inquiries** as well as **complaints**. A register is kept in the Secondary Principal's office which details each formal inquiry and each complaint. There are also parts of the policy that deal with minimising disputes, timeliness, remedies, analysing of complaints data, school board review, and visibility of procedures.

Important understandings that relate to how this policy is acted upon at HCS are:

- Complaints, compliments and suggestions are part of the life of an educational community.
- Encouragement and discouragement are integral parts of building up one another.
- Self-sacrificial love, as evidenced in Jesus life and death, should be a vital foundation to how we seek to build up one another.
- Confidentiality, respect for privacy, peace-making and right scriptural motives are all vital aspects of dealing with complaints in Christian community.
- Problems should be dealt with in humility, openness and a desire to live in harmony.
- Anonymous complaints should not be dealt with, unless of an important nature and supported by evidence that has been established by the Complaints Officers.

The school's policy on grievance resolution is based on mutual respect, fair and open process for all stakeholders, and the desire to see relationships restored and built upon. All stakeholders are encouraged to raise grievances with the person concerned, and in the event that this does not lead to a satisfactory resolution, to take the matter up with the Principal.

All stakeholders have the right of appeal to the School Board. All stakeholders may seek mediation through Christian Education National in the event of other internal processes not leading to an acceptable resolution. Staff may, in the event these processes do not lead to a mutually acceptable outcome, avail themselves of appropriate industrial processes in accord with their respective awards and agreements.

Any stakeholder wishing to view the full Heritage Christian School Grievance Policy may do so by contacting the School's office on (02) 6583 8277. **The school's Grievance Policy was established in May 2010, endorsed via Board Minute, with a planned review date of May 2013.**

- **Discipline Policy**
Encouragement

There is a vast array of strategies for encouragement, and teachers are advised to use a broad spectrum of strategies.

1. Everyday Teacher/Classroom Use

Some strategies found to be fruitful in recognition and encouragement in both Primary and Secondary include:

- A smile, a look, a wink
- Words/phrases such as "well done", (avoid "good girl/boy"), "congratulations", etc
- Display of work, either temporary (holding up at classroom front), or semi-permanent, eg. on a board (labelled "Top Work of the Day" or similar). Take care with "Top Student" labels as some are bound to miss out despite your best efforts. Sending children to another class, to a Team Leader or the Principal is very positive reinforcement.
- Inclusion of work in Competitions (Maths, English, local Show) is great encouragement, albeit usually for a small number of students.
- The marking of books is an important form of recognition. Marks, grades and especially comments are personal and supportive.

- Stamps or stickers are a colourful encouragement and can be used for a great variety of aspects of work.
- Various types of cards (certificates) can be used as a permanent record for students, eg. Achievement; Merit; Pleasing Jesus; Bible Verses.
- Special privileges are appropriate reinforcement for some children and some circumstances. Time-out for a personal project, time in the Library or similar are excellent encouragements.

Care should be taken to ensure that no system compares students with each other. This would contradict our pledge to develop each child according to his/her abilities.

2. School/Department Use

At these levels of the school it is possible to recognise the efforts of teams as well as of individuals. As for everyday encouragement, students should be recognised because of their commitment, their application, their discipline, their teamwork, not because they perhaps won. Commendations for display of virtues like sportsmanship are of more significance than winning.

Recognition can be for achievement and/or effort in academic, sporting, cultural or service areas.

Awards can be any of the following:

1. Verbal praise and commendation
2. Presentation of tangible awards such as certificates or special cards
3. Ribbons or medals may be presented for particular occasions, eg. traditionally for sporting events though they need not be limited to these
4. Flowers can, on occasions, be appropriate tokens of recognition
5. In general, trophies should be avoided though it is recognised that sometimes such trophies might be awarded by an outside organization and be presented at school
6. The recognition of effort and achievement through such things as book awards is a sensitive issue. Any such awards can be for academic or service achievements but should not be purely for the 'best' student, rather commend a student for continually doing the very best of which he/she is capable. The number of each award should be limited.

These awards may be presented at any time of the year and at any department or whole school gathering. The final category would normally occur at the end of the school year (but does not have to do so) and might constitute part of some special activity, eg. Thanksgiving Service, School Assembly.

Selection of recipients for these awards would normally be by a particular teacher (eg. coach of a team, sports teacher) though a panel of relevant people should be involved in the awards of category 6 outlined above.

Pastoral Care

1. Whole School Gatherings.

The nurturing of our students will involve teaching about Christ and the modelling of Christ-like behaviour. This can be done at Whole School Church services, at Whole School Assemblies, at separate Primary and Secondary Assemblies or even at small group gatherings which might meet informally at school, eg. Prayer groups, SRC meetings or at formal meetings at which students might be present, eg. special committees of the school.

At all of these gatherings some, or all, of the following would be expected to be observed:

- The Bible would be present and be seen to be important through reading from it or deliberating on words from it.
- Meetings would be opened and closed with prayer giving thanks and glory to God.
- Speech and behaviour would be of the highest standard [Col 4:6] with no use of derogatory or offensive language [Eph 5:4].

- Judgmental language should be avoided [James 3:9,10]
- Students and staff should be commended for setting good examples in service of others or other appropriate behaviours

2. Classroom Activities.

It would be expected that all staff, whether a permanent teacher of a class or simply filling in as a relief teacher or even just visiting a class, would exhibit those qualities which would be attractive to the listener. The Fruits of the Spirit should show forth in our language and behaviour.

The most powerful witness that we can have as teachers is that of showing at all times that Christ is relevant in all circumstances and is the vital driving force, and sovereign in, our lives. We should not be fearful of openly giving credit to God for things that happen within the classroom or in individual lives. Teachers should, by their actions and words, encourage children to be forthright and open in their confidence in the Lord.

Strategies which will be of help include:

- Beginning the day with a devotional time which might include songs of praise, either listened to or sung, Bible stories, prayer [shared by children], and reading of biographies of famous Christians
- Praying for individual children and for aspects of our school help forge a bond between teacher and students and develop a love for, and loyalty to, the school
- Bible verses can be used as teaching texts, eg. poems from Psalms, and as memory verses, wall decorations, themes for artwork, creative writing, etc.
- Teams or work groups within the class can use names of Bible characters or books, names of famous Christians, etc.
- It is recommended that each day's work be concluded with a brief time of thanksgiving for the blessings of the day as a prayer or special thought from the Scriptures
- Teachers sharing their own personal life experiences are very meaningful for children and can have a strong effect in reinforcing Scriptural teaching
- It can be appropriate to use Scriptures in disciplinary measures where meditation on particular verses, eg. on use of the tongue, can reinforce the importance of our values being based on Biblical teaching
- Teaching programs should reflect our commitment to teaching from a Biblical perspective through the development of Rationales, Outcomes, Resources, etc, which express openly our Christian faith.

3. Individual Pastoring Strategies.

While all of the above can be instrumental in leading a child to the Lord or helping them grow in faith, we acknowledge that often the most powerful teaching moments are when we are talking with single students or when, in sensitively responding to the Spirit of God, we pause informally to speak to a child who appears to be in need.

Teachers are encouraged to seek opportunities to have contact with children outside the classroom where a genuine concern for children can be expressed as a natural part of their lives.

This may involve some of the following:

- Asking children if they would like you to pray for something particular, eg. a family member who is sick or travelling
- Remembering children's special days, eg. birthdays, in some tangible way
- Praying for each of the children in their care
- Arranging visits to children at home sick or in hospital

- Offering to play games or to do something with children who are on their own in the playground
- Stopping to speak with the family when seen in shops, at sports meetings, church, etc.
- Following up on incidents in students' lives, eg. accidents, holiday trips, etc.

While encouraging such contact with children we all need to be mindful of the prevailing climate in society which can see, in such contacts, sinister connotations and hence need to exercise the greatest care in openly demonstrating our natural, God-given affection for our children.

Discipline

Acceptable Disciplinary Action

A Encouragement to Good Discipline

1. A well-organised school, where procedures, routines and rules are published among the members of the school community and both children and teachers know what is expected of them
2. Actively teaching and training children in good behaviour
3. Modelling of exemplary behaviour by teachers:
 - a) Adequate preparation for day's work;
 - b) Understanding of immediate and long-term causes of misbehaviour;
 - c) Absence of eccentric mannerisms, annoying habits, moodiness, excessive use of negative comments;
 - d) Interesting lessons, well-modulated voice, enough variety and challenge in the days work to give both the teacher and the children a sense of achievement;
 - e) Consistent behaviour, attitudes and values;
 - f) Expecting and insisting on obedience;
 - g) Frequent use of genuine praise for a task well done;
 - h) Ability to accept and seek advice;
 - i) Close liaison with parents.

B Low-grade Discipline

A spoken word of admonition to the child: a warning

1. Deprivation of a well-liked subject: eg. art, craft, music, etc, in order to complete the unfinished work
2. Deprivation of up to half of designated breaks in order to compensate for time lost by teacher in having to interrogate or punish child. Child must work alone with minimal help from the teacher. (The attention-seeking child should not be allowed to deprive the teacher of lunch or preparation time!)
3. Community Service around the school
4. Teachers are encouraged to note these measures in the student's diary. Parents are required to sign and sign the diary as an acknowledgement of the issue's occurrence (Secondary Department only)
5. Afternoon detention: 3.00 pm – 4.30 pm.

C More Serious Discipline

Suspension – In-School

This may occur for serious misdemeanours or persistent offending. Students may be withdrawn from class for a lesson, a series of lessons or for a day or more. Such students will do supervised class work without contact with fellow students.

An extra-ordinary detention may be held on an arranged Saturday or during school holidays, in consultation with parents of the student concerned.

Suspension – Out-of-School

First Suspension:

Suspension is a disciplinary measure for very serious misdemeanours. Suspended pupils will not be re-admitted to the school until they have been interviewed, with their parents, by the relevant Team Leader. Co-operation with the aims of the school will be sought at the interview, and expectations of appropriate behaviour discussed. Notice of suspension may be given as the first warning for less serious misdemeanours, but does not have to precede suspension.

Second Suspension:

If a second suspension is necessary then the pupil and his/her parents will meet with the Principal. The family will be asked to re-affirm their agreement with the aims, philosophy and standards of conduct of the school.

The pupil will then be re-admitted on Notice of Expulsion.

Third Suspension:

If a third suspension is necessary, a Board member will conduct it in the presence of the Principal. This may result in expulsion or probation. The period of probation (if granted) will be initiated by the Board member. This is subject to demonstration of an attitude of true repentance being displayed by the student.

This interview shall be undertaken at the discretion of the Principal, who will be brought into the process by the relevant Team Leader at this point. (See Expulsion below)

Probation (Student Behaviour Contract)

Probation is a monitoring system of pupils who consistently fail to meet the school's requirements in work, attitude or behaviour. The parents will be notified by the classroom teacher in a letter endorsed by the Principal. A contract will be used to outline the targeted behaviour for each period.

This is formalized with the student being placed onto monitoring sheets. The probation period will be terminated by consultation between the child's parents and the Principal. If no progress has been made after a reasonable time, or there are further problem(s), the pupil will be expelled from the school by the Principal.

Expulsion

As a consequence of a history of prolonged and serious misconduct a recommendation will go to the Board from the Principal, that a child be expelled. The parents will be notified and the child placed under immediate suspension until the matter has been dealt with by the Board. The Board will act quickly, and ask to interview the child, parents and Principal.

This extreme form of action will only be undertaken where it is the opinion of the Board and Staff that the welfare of the school is placed at risk by the continued presence of the child in the school. (See Third Suspension above)

D Monitoring Students in Class

As part of the procedures outlined above, students are sometimes put on a monitoring sheet (Secondary Department only). Students are to deliver the respective sheet to each teacher they have a class for each day - the teachers comment on the student's behaviour, goal achievements, etc, for each lesson - the student takes the sheet home for the parents sighting and signature, then returns it to the relevant co-ordinator the next day. Students are usually monitored in this way over a minimum period of a week at least.

These sheets are in three levels:

Level 1: Green Sheet - repeated low-level behavioural issues and may be administered by class/roll teachers, in consultation with the appropriate Team Leader.

Level 2: Yellow Sheet - is for behavioural issues and is administered by the appropriate Team Leader.

Level 3: Pink Sheet - is for serious behavioural issues and is administered by the appropriate co-ordinator. The Principal is notified of this action taken.

Consultation with parents is held at each stage of the level administration by the appropriate Team Leader.

Tuition fees remain payable during periods of Suspension.

Unacceptable Disciplinary Action

1. Physical, emotional or psychological cruelty

Examples: Shaking, poking or pulling the child or deprivation of break-time or more than half of lunch time; ridicule aimed at the person of the child; using threats which cannot be carried out.

2. Throwing things at the child (eg. chalk)
3. Striking the desk or table with rulers, pointers, etc.
4. Retaliatory or revengeful actions
5. Any form of behaviour modification which ignores or condones bad behaviour
6. The use of rewards when promised beforehand.

Procedure for Disciplinary Action

1. A child must have had at least one prior explanation of why the current misdemeanour or behaviour is unacceptable
2. The child must understand why he is to be disciplined
3. Disciplinary action must be administered respectfully and without anger
4. An explanation of the misdemeanour and the consequences it attracted may be given to the class only if it is thought prudent to do so. It should serve as a warning to others
5. After the action, if genuine repentance is shown, some tangible demonstration of forgiveness should also be evident, eg. restoration of privileges to the student.
6. Parents should be notified of all disciplinary action taken by the staff with the exception of low grade discipline. Parents should also be notified if low grade discipline is needed frequently for their child, eg. by phone, word of mouth, written note, etc.

History

Developed by: T Nott – 15 October 1998
Date established: 1998
Reviewed: 23 March 2001 – R Kew and others
June 2003
March 2006 – R Kew & B Weatherstone
February 2007 – R Kew (Discipline Charts)
16 March 2007 – P Johnson
October 2010 – R Carlyon
Date of planned review: October 2011

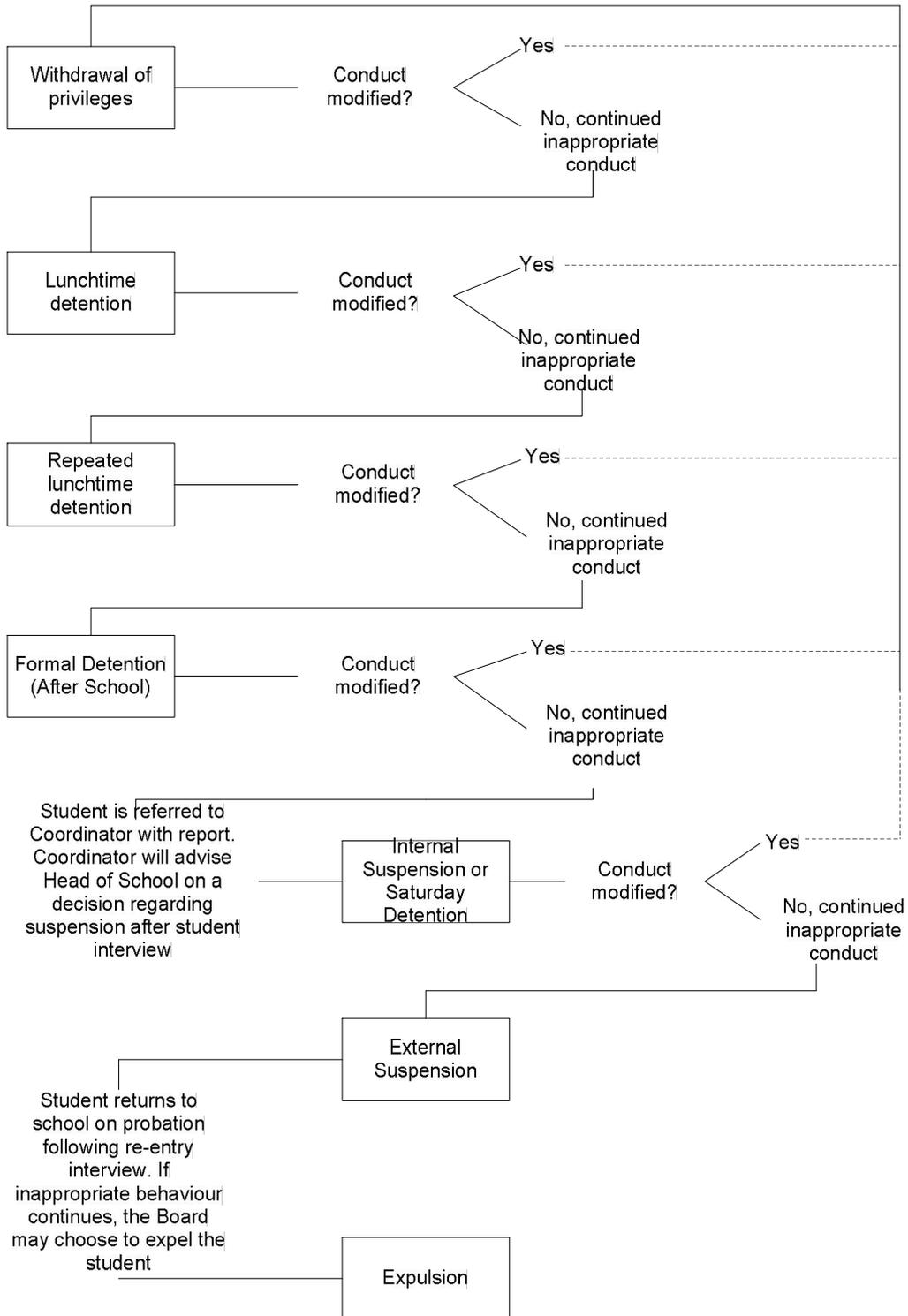
Discipline Process Chart

Port Secondary

| Behaviour | Action | Responsibility |
|---|---|---------------------------------------|
| Talking, minor disobedience, failure to complete tasks | Withdrawal of privileges, lunchtime detention or other appropriate action | Classroom Teacher |
| Pastoral care issues, uniform infringements | Provide pastoral care and guidance | Class Roll Teacher (Pastoral Care) |
| Uniform infringements, rudeness, minor harassment, pastoral care issues | Undertake pastoral care responsibility, counsel with student, lunchtime detention (Parents notified if repeated) | Stage Adviser |
| Persistent offences (continued problems with above behaviours), stealing, serious rudeness, harassment, defying authority, property damage | Referral to Coordinator. After an Interview a Behaviour Sheet may be issued and/or an afternoon detention, in-school suspension or Saturday detention given. Parents and Head of School notified. | Coordinator |
| Repeated examples of above, verbal or physical or published abuse of a member of the school community, fighting and other serious offences (for example, truancy, smoking, possession of alcohol at school, school functions or camps, etc) | Referral to Head of School. Out of school suspension. (Principal and Parents notified, re-entry interview required) | Head of Secondary School |
| Gross or repeated above offences, refusal to accept school authority, possession of illicit substances or weapons | Referral to Principal. Expulsion (Parent interview) | Principal School Board |

Amended 5/2/07

Discipline Flowchart - Consequences for Inappropriate Behaviour



Procedural Fairness

In all discipline proceedings the underpinning principle is that the stakeholders should have the opportunity to participate in a fair, open and procedurally consistent process that affords all stakeholders the opportunity to put their case in an environment that is impartial.

Corporal Punishment

Heritage Christian School does not support, encourage or allow any form of corporal punishment to be implemented during the course of any disciplining procedures.

- **Student Welfare Policy**

Heritage Christian School has also developed policies which relate to student welfare. Disciplining and welfare are very similar ideas at Heritage Christian School, so much of what is contained in the discipline policies above could easily be interpreted as being important for student welfare too.

The main policies we have that relate to student welfare include the **Child Protection Policy**, the **Sexual Harassment Policy**, and the **Critical Incident Policy**.

- **The Child Protection Policy**

The Child Protection Policy recognises that scripture indicates the nurture of children is a great responsibility given to the community, with specific responsibility given to parents, and that it is the staff's responsibility to love the children in their care. This love should guide the staff's actions and direction as they stand in the place of parents during school time.

When a child is enrolled at Heritage Christian School, the school enters a contract with the parents to assist them with the God-given responsibility of the nurture of their children. The school focuses on the education of the child in order to support the parents, who are the main educators of their children. This school education is not to be to the detriment of the welfare of children. In every action related to reportable conduct (child abuse), the best interest of the child is of paramount consideration.

Accordingly, Heritage Christian School is committed to:

- Providing a safe environment for students;
- Preventing harm to a student in any form within the school;
- Dealing with any reports that a student is at risk of harm in a prompt and appropriate way;
- Educating students about their rights, and equipping them with appropriate skills for avoiding and reporting uncomfortable and abusive situations.

Specific requirements and procedures are set out in the Child Protection Policy, the Sexual Harassment Policy, and the Statement on Bullying. These include:

- Ensuring that staff appointed are fit and proper people to occupy positions through interviews and employment screening;
- Requiring staff to abide by a Code of Conduct, which is actively monitored;
- Training staff;
- Procedures to identify when a child is at risk of harm, and to notify the proper authorities;
- Procedures to notify and investigate complaints of improper conduct by staff, and report to appropriate authorities.

Of course, HCS is required by law to develop and maintain a safe environment for its students, so many of these requirements and procedures are mandatory.

- **The Sexual Harassment Policy**

Any abuse of or attack on any other person, whether it be physical or verbal is an affront to God who calls upon us to honour all men (and women) since we are all created in His image.

Harassment or abuse of others assumes that the person doing the abuse is in some way superior to others and is entitled to exert power over them. Neither of these are true. We are all created and stand before God as equals; different yes, but nevertheless, equal. Heritage Christian School seeks to have all members of its community honour God through the application of these Biblical principles.

In addition, sexual harassment is unlawful under both Federal and State legislation and we need to be seen to be upholding the law.

Policy

Heritage Christian School is committed to providing all staff, students and parents with a working and learning environment free from sexual harassment. Sexual harassment is unacceptable and will not be tolerated at Heritage Christian School. All staff, students and parents are required to honour and support this commitment.

Appropriate action will be taken in any proven instance of harassment, including the dismissal or expulsion of proven offenders.

Definitions

Sexual harassment is any unwelcome conduct, including comments, attention or contact of a sexual nature that a reasonable person would have anticipated would cause the person subjected to that conduct offence, humiliation or intimidation. It can be verbal, physical, written or visual.

Activities conducted in the context of mutual attention or consenting friendship do not constitute sexual harassment.

Examples of sexual harassment may include:

- ◆ The distribution or display of offensive pictures or written material;
- ◆ Repeated unwelcome requests for social outings or dates;
- ◆ Offensive comments about a person's physical appearance, dress or private life; excepting constructive or correctional comments by Board or Principal with regard to appearance, dress or life style;
- ◆ Jokes, intrusive questioning, messages or telephone calls of a sexual nature;
- ◆ Direct propositioning or subtle pressure for sexual favours;
- ◆ Leering or unnecessary familiarity;
- ◆ Unwanted physical conduct, such as patting, pinching or touching; or
- ◆ Sexual assault.

In relation to sexual harassment it is against the law to victimise a person who:

- ◆ Has made a complaint;
- ◆ Intends to make a complaint;
- ◆ Acts as a witness;
- ◆ Intends to act as a witness;
- ◆ Supports a victim or;
- ◆ Intends to support a victim.

A person is victimised if threatened, harassed, harmed or subjected to any form of detrimental action.

Difficulties can arise in determining what behaviour goes beyond the boundaries for what is “welcome”. Staff should be careful not risk being misunderstood and thus becoming the subject of complaint. Some people find particular types of behaviour offensive when others would not. The behaviour must always be considered from the point of view of the person receiving it. Innocent intention is no defence to sexual harassment.

Procedures

All staff have a duty to ensure that any sexual harassment brought to the attention or witnessed by them is addressed as soon as possible in accordance with the procedures set out below.

It is the legal responsibility of the School and all employees to take all reasonable steps to prevent sexual harassment and victimisation by enforcing this policy and through pro-active education.

Staff members or students who believe that they are being or have been sexually harassed should tell the offending person that their comments, attention, contact or behaviour is unwelcome and offensive. If the sexual harassment continues, or if the staff member or student is unable or unwilling to handle the matter themselves they should contact staff as follows for information, advice or to make a formal complaint.

- ◆ For Primary students, see their class teacher or Primary Coordinator
- ◆ For Secondary students, see their Roll Call teacher or the relevant Secondary Coordinator
- ◆ For Staff members or parents, see the Principal

Investigations of complaints will be conducted by the Principal in a prompt and fair manner and as confidentially as possible. The only staff member and students who will be made aware of a complaint will be those people whose involvement is necessary to resolve the problem.

No staff member or student will be disadvantaged as a result of making a complaint.

The Principal, on receipt of a formal complaint, will prepare a report for the Board Chairman who will determine whether Board members should be involved in the investigation of allegations.

The School will take appropriate action if allegations are proven as a result of an investigation. Depending on the circumstances, it may necessary to involve relevant authorities – such as the Department of Community Services or the police – in the investigation.

Revised 9/7/99; TN

- **The Critical Incident Policy**

RATIONALE

The Critical Incident Policy seeks to assist the school community to manage a critical incident and cope with any trauma associated with it.

BIBLICAL PERSPECTIVE

“Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God which transcends all understanding, will guard your hearts and your minds in Christ Jesus.” Philippians 4:6-7

POLICY STATEMENT

Whilst it is our hope that such incidents might never occur, we have a responsibility to ensure that our response assists and supports those affected. Staff are to be aware of the plan and know and understand the role they are to play in the event of a critical incident.

DEFINITIONS:

Critical Incident: A serious occurrence that may include a natural disaster destroying all or part of the school buildings; an accident on a school excursion involving death or injury to school students or personnel; a suicide; a pandemic; an on-site threat; or a serious threat to the well-being of the school.

Critical Incident Management Plan: The strategy and means by which a (school) community may feel supported and more secure as the implications of a critical incident are dealt with.

OVERVIEW OF PROCEDURES

Implementation of a Critical Incident Management Plan will be at the Principal's discretion in collaboration with the Board Chairman or their delegates and/or representatives. They will determine whether or not a critical incident is taking/has taken place and whether or not to implement a Critical Incident Management Plan.

A Critical Management Plan would include:

- Community safety being established.
- A Critical Incident Coordinator being appointed.
- An Intervention Team being formed if necessary and being briefed by the Principal or their delegate and/or representative.
- The Coordinator obtaining factual information from the relevant sources (eg. next of kin, police etc.) and determining which details are to be made public.
- Staff being made aware of the Critical Incident Management Plan.
- Relevant school community members being informed.
- Students being informed of the Critical Incident Management Plan.
- Staff being debriefed.
- The school reverting to regular timetable and routines as soon as practicable.
- The Management Plan being evaluated and appraised.

The Principal, Executive, Critical Incident Coordinator and Intervention Team report to the Board.

History

| | |
|-------------------------|-----------------------------------|
| Developed by: | Principal |
| Date established: | May 2010 endorsed by Board minute |
| Date of planned review: | May 2013 |

12. School-Determined Improvement Targets

Developing a Strengths-Based School

See 2009 Annual Report Part 1.

Growing Enrolments

Major efforts were made during 2010 to turn around the enrolment decline experienced previously. These included a concerted effort to 'tell our story' and also to improve facilities, especially in the primary section.

Building Financial Stability

After a downturn in student numbers in both 2008 and 2009, the school needed to balance the budget for 2010. Steps were taken to improve student-teacher ratios, to further develop the school's capacity to deliver a high quality curriculum.

Policy for Reporting to Board of Studies

This policy states that "we will provide Heritage Christian School parents, the NSW Board of Studies, and the public clear, truthful and relevant information regarding the education at the School". It also states that "we will fully comply with statutory requirements outlined in the Registered and Accredited Individual Non-government Schools (NSW) manual".

Heritage Christian School will, within the school's distinctively Christ-centred framework, prepare an annual report on the school's performance measures and policies which will be made available online to the NSW Board of Studies by 1 July in the year following the reporting year.

13. Initiatives Promoting Respect and Responsibility

During the year the school has further developed its Pastoral support program via its two Chaplains, including a closer working relationship with students, Department Heads and others within the school community, and the development of a student leader's pathway where senior students have the opportunity to participate in leadership and peer focused programs.

14. Parent, Student and Teacher Satisfaction

Community satisfaction is a priority issue with the Board. In 2009, a school survey revealed that there is a high level of satisfaction with the school, once again identifying; the caring and nurturing environment; professionalism and dedication of staff; the re-development of significant infrastructure projects such as the new Library and the refurbishment of the Creative Arts Centre (previously known as the Woolshed); the further development of gardens and landscaping around the school grounds; and the high standard of academic outcomes for students. Surveys of parents, students and teachers regarding the continued development of the Chaplaincy Program revealed strong support for its continuation and a high level of satisfaction with the levels of communication and services provided.

During 2010, feedback has been sought through formal meetings at Association (parent) level, Board, staff meetings and student conference levels. Overwhelmingly, the feedback is supportive of the school, with particular positive feedback in the areas of hospitality, technology and Pastoral Care.

15. Summary Financial Information

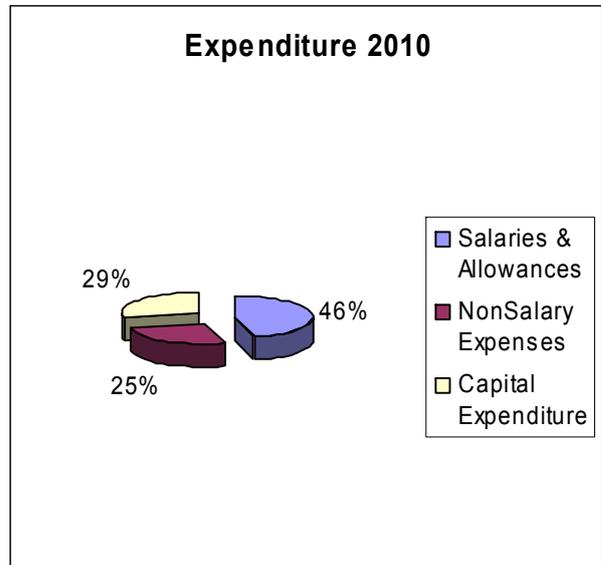
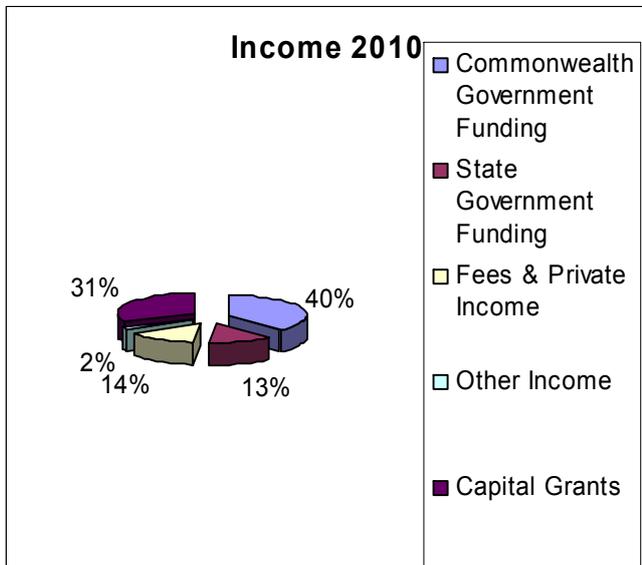
2010 Income

Income

| | | |
|---------------------------------|-------|----------------|
| Commonwealth Government Funding | 38.7% | 1301988 |
| State Government Funding | 13.3% | 446907 |
| Fees & Private Income | 14.2% | 479031 |
| Other Income | 2.3% | 77427 |
| Capital Grants | 31.4% | <u>1056794</u> |
| | | 3362147 |

Expenditure

| | | |
|-----------------------|-------|----------------|
| Salaries & Allowances | 46.2% | 1651858 |
| NonSalary Expenses | 24.6% | 880945 |
| Capital Expenditure | 29.2% | <u>1043700</u> |
| | | 3576503 |



Note: the above graph details Commonwealth and State Recurrent Funding, income received from Student Fees, other sources of income such as donations and interest on accounts, and Government Capital Grants in dollar terms. In this case the Government Capital Grant was \$850,000 under the Commonwealth BER program for the school's new Library.