

Heritage Christian School



2009 Annual Report Part 2

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School Performance in External Testing & Examinations

The results achieved by Heritage Christian School students in external tests in 2009 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.

Higher School Certificate Results 2009

There were 7 candidates from Heritage Christian School who presented for the HSC, which means considerable care must be taken when comparing results against state averages. Due to the small number of students in this cohort it is not possible to provide more specific results without breaching privacy requirements.

School Certificate Results 2009

There were 14 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 | 66.50 | 71.56 |
| Australian Geography, Civics and Citizenship | 70.43 | 72.36 |
| English – literacy | 74.29 | 77.43 |
| Mathematics | 67.21 | 70.61 |
| Science | 72.07 | 75.00 |
| Computing Skills | 83.50 | 81.67 |

National Assessment Plan – Literacy & Numeracy

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.

| Year 3 (13) | Reading | Writing | Spelling | Grammar & Punctuation | Overall Literacy | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Overall Numeracy |
|-------------|---------|---------|----------|-----------------------|------------------|----------------------------|-------------------------------------|------------------|
| Heritage | 421.0 | 435.6 | 422.6 | 408.1 | 424.0 | 446.5 | 436.8 | 442.0 |
| NSW | 423.8 | 423.4 | 424.0 | 426.8 | 424.6 | 405.6 | 405.7 | 406.0 |

| Year 5 (10) | Reading | Writing | Spelling | Grammar & Punctuation | Overall Literacy | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Overall Numeracy |
|-------------|---------|---------|----------|-----------------------|------------------|----------------------------|-------------------------------------|------------------|
| Heritage | 503.5 | 492.5 | 468.1 | 481.4 | 490.3 | 519.1 | 480.4 | 496.7 |
| NSW | 503.1 | 491.4 | 503.0 | 507.9 | 500.4 | 500.8 | 503.5 | 502.8 |

| Year 7 (19) | Reading | Writing | Spelling | Grammar & Punctuation | Overall Literacy | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Overall Numeracy |
|-------------|---------|---------|----------|-----------------------|------------------|----------------------------|-------------------------------------|------------------|
| Heritage | 532.1 | 522.0 | 525.6 | 529.9 | 527.3 | 514.4 | 509.6 | 512.0 |
| NSW | 546.3 | 531.6 | 551.3 | 543.0 | 542.2 | 549.8 | 551.5 | 550.7 |

| Year 9 (19) | Reading | Writing | Spelling | Grammar & Punctuation | Overall Literacy | Number, Patterns & Algebra | Measurement, Data, Space & Geometry | Overall Numeracy |
|-------------|---------|---------|----------|-----------------------|------------------|----------------------------|-------------------------------------|------------------|
| Heritage | 589.2 | 579.7 | 603.4 | 598.6 | 601.3 | 579.7 | 582.6 | 580.9 |
| NSW | 586.1 | 566.2 | 586.4 | 577.9 | 578.9 | 599.0 | 597.1 | 598.5 |

Professional Learning and Teaching Standards

Staff were involved in the following professional training: Teaching Strategies & Behaviour Support – Autism/Aspergers' Syndrome; English Teachers Association NSW – Accomplishing Leadership; Teacher Training Australia – QT100 Quality Teaching in PDHPE and the new HSC syllabus; Professional Training Day – Science Assistant; BOS - Deputy & Year Advisers' Workshop; Teaching Australia – The Futures Focused School; Christian Librarians' Conference; AIS Secondary Mathematics: Assessment for Learning – Designing Teaching Units for Mathematics 7-10; CEN Mathematics Professional Development Conference 2009; AIS Participate in Environmentally Sustainable Practices.

In addition to the above, Heritage Christian School held a professional development week for staff in July 2009.

The total cost of professional development at Heritage Christian School in 2009 was \$7,675.59.

Teacher Attendance & Retention

| <i>Total number of Teachers at HCS at end of 2009 (FTE)</i> | <i>Total Days Attended</i> | <i>Total Days Absent</i> | <i>Attendance Rate</i> | <i>Average Days Absent per Teacher</i> | <i>Number of Staff who left during the year (FTE)</i> | <i>Retention Rate From End of 2008 to beginning 2009</i> |
|---|----------------------------|--------------------------|------------------------|--|---|--|
| 17.91 | 4272 | 97 | 98% | 4.54 | 3.45 | 75% |

New Staff in 2009

New teaching staff employed at Heritage Christian School during 2009 included: H Denegris, D Walker, S Pitcher.

Teaching Staff Departed in 2009

The following staff departed Heritage Christian School during 2009: H Massey, R Kew, N Jackson, C Baldwin, S Pitcher.

Teaching Qualifications

22 teachers in total on staff throughout 2009.

- 9 had a B. Ed
- 6 had a Grad Dip. Ed
- 3 had a Dip. of Teaching
- 2 had Teaching Cert
- 1 had B. Teaching
- 7 had additional degrees in various fields (Health and PE, App Sc in Ag, Ed Studies, Health and Sc Mgmt, Design and Tech, Graphic Design, BA majoring in Japanese, Liberal Arts)
- 3 had additional Masters Degrees

Student Attendance & Retention Rates, Post-School Destination

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 | 7 | 156.0 | 88.5 | 22.2 |
| 1 | 13 | 189.0 | 95.5 | 14.5 |
| 2 | 11 | 154.0 | 92.8 | 14.0 |
| 3 | 14 | 180.1 | 93.4 | 12.8 |
| 4 | 13 | 236.8 | 90.6 | 18.2 |
| 5 | 10 | 174.3 | 91.0 | 17.4 |
| 6 | 28 | 610.0 | 88.8 | 21.7 |
| 7 | 22 | 273.0 | 93.6 | 12.4 |
| 8 | 20 | 295.6 | 92.4 | 14.7 |
| 9 | 18 | 463.4 | 86.7 | 15.6 |
| 10 | 16 | 249.8 | 92.0 | 15.6 |
| 11 | 19 | 540.2 | 85.4 | 28.4 |
| 12 | 8 | 229.1 | 85.4 | 28.6 |

In 2009 the average student attendance is as follows:

Secondary campus 89.8% Primary campus 90.9%

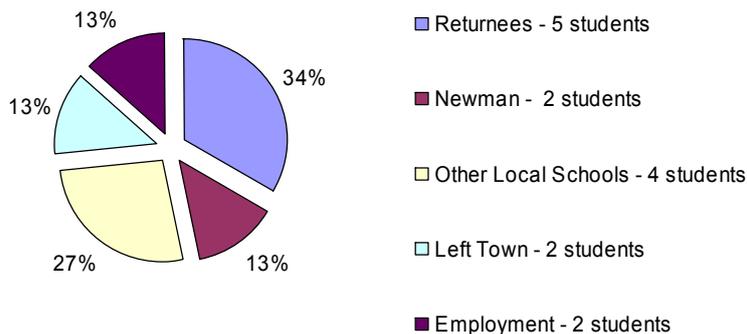
Student Retention Rates

| Year | Numbers in 2008 | Numbers in 2009 | Retention Rate % |
|---------------------------------|-----------------|-----------------|------------------|
| Kindergarten | 17 | 7 | n/a |
| 1 | 21 | 13 | 76.5 |
| 2 | 18 | 11 | 52.4 |
| 3 | 20 | 14 | 77.7 |
| 4 | 18 | 13 | 65.0 |
| 5 | 31 | 10 | 55.5 |
| 6 | 31 | 28 | 90.3 |
| 7 | 24 | 22 | 71.0 |
| 8 | 24 | 20 | 83.3 |
| 9 | 27 | 18 | 75.0 |
| 10 | 39 | 16 | 59.2 |
| 11 | 14 | 19 | 48.7 |
| 12 | 12 | 8 | 57.1 |
| TOTAL NUMBER OF STUDENTS | 296 | 199 | 67.2 |

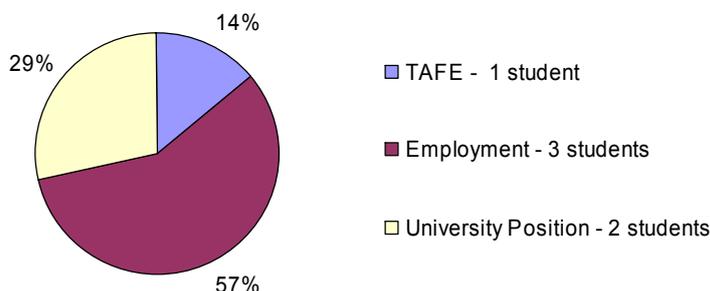
Overall student retention rate from 2008 to 2009 was 67.2%.

Year 10 Post School Destinations

There was the expected drop from Year 10 to Year 11 with some students pursuing vocational studies, full-time work or apprenticeships. The actual retention rate of Year 10 students was 34%.



Year 12 Post School Destinations



Year 12 students undertaking vocational or trade training, attaining HSC and/or VET qualification

The Year 12 cohort for 2009 was a small group of 7 students. All students attained their HSC, one student completed a school-based traineeship and attained VET qualifications in Hospitality and a further 2 students also attained VET qualifications in Hospitality.

Enrolment Policies Characteristics of the Student Body

Heritage Christian School has an open enrolment policy, and serves Christian and other interested families in the Hastings Valley. The school was founded to enable Christian families to have access to Christian education, taught by Christian teachers in partnership with the parents of children. These parents, who are the primary educators of their children, are keen to have their children taught at school the biblical values that they are teaching at home. The school has a mandated ratio of 60% Christian families.

Heritage Christian School welcomes enrolment applications for children with a broad range of learning abilities, physical development and social backgrounds. Individual excellence in academic, sporting, cultural and technological areas is pursued. Students are encouraged at all times to do their best, which is all that God requires of them in relation to the use of their gifts and talents.

Heritage Christian School values all children regardless of merit in any field of endeavour. The interaction of children with exceptional talent and those with learning difficulties is a feature of the school.

The school's enrolment guidelines are available from the school, or at www.heritage.nsw.edu.au.

Important aspects of these guidelines are:

- Serving local Christian families
- Compassion and justice
- Procedural fairness
- Expeditious enrolment procedures

Heritage Christian School Enrolment Procedures

Overview

The three steps that are usually taken to enrol a student in HCS are:

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

The Process

1. Inquiries are directed to the Registrar who gathers initial information, sends out an information pack and invites parents to tour the School.
2. If there is no vacancy or if the proposed date of enrolment is distant the child may be put on an inquiry list.
3. During the year prior to the proposed enrolment, parents may complete an Enrolment Application Form for each child in the family - including all information and reports and documents as requested. (Applications where significant reports and assessments are required usually take longer to process.)
4. Parents return the completed application form to the School Registrar with a copy of the appropriate:
 - Birth Certificate
 - Latest school report;
 - Year 3, 5, 7 or 9 benchmark test results (where applicable);
 - Signed Statement of Beliefs;
 - Other necessary documents or reports; (includes any Court Orders)
 - Non-refundable registration fee of \$50 per family.
5. Receipt of the application is acknowledged by letter.
6. Further information may be sought if required or if the application information is incomplete.
7. The child's name will be placed on the waiting list for the class and entry year requested.
8. The Registrar will invite the parents, along with their child/ren to attend an interview if a position is or becomes available.
9. Interviews for future years are conducted around July/August of the previous year. The interview will be conducted by the Principal or a delegate.

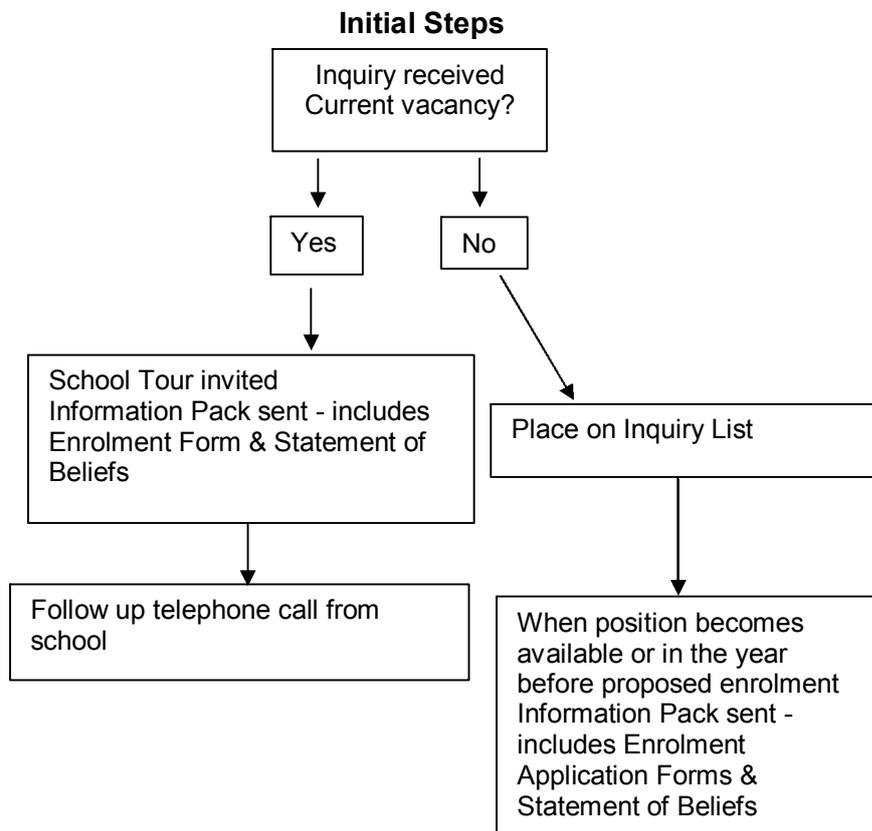
An interview does not mean that a place will be offered.

Applicant children are required to attend the interview.

10. If places are not available the child's name will be held on the waiting list unless the School is notified otherwise.
11. If the application for enrolment is unsuccessful, parents will be notified by mail.
12. Offers of places will be forwarded by post as soon after the interview as is practicable. Acceptance of the offer is required within 21 days by the signing of the Enrolment Contract which sets out the conditions and expectations of both parties and by payment of the enrolment bond of \$340 per family. This bond will be returned when the student leaves the School provided it is not within 12 months of the enrolment date and all items on loan from the School are returned at that time in good order.

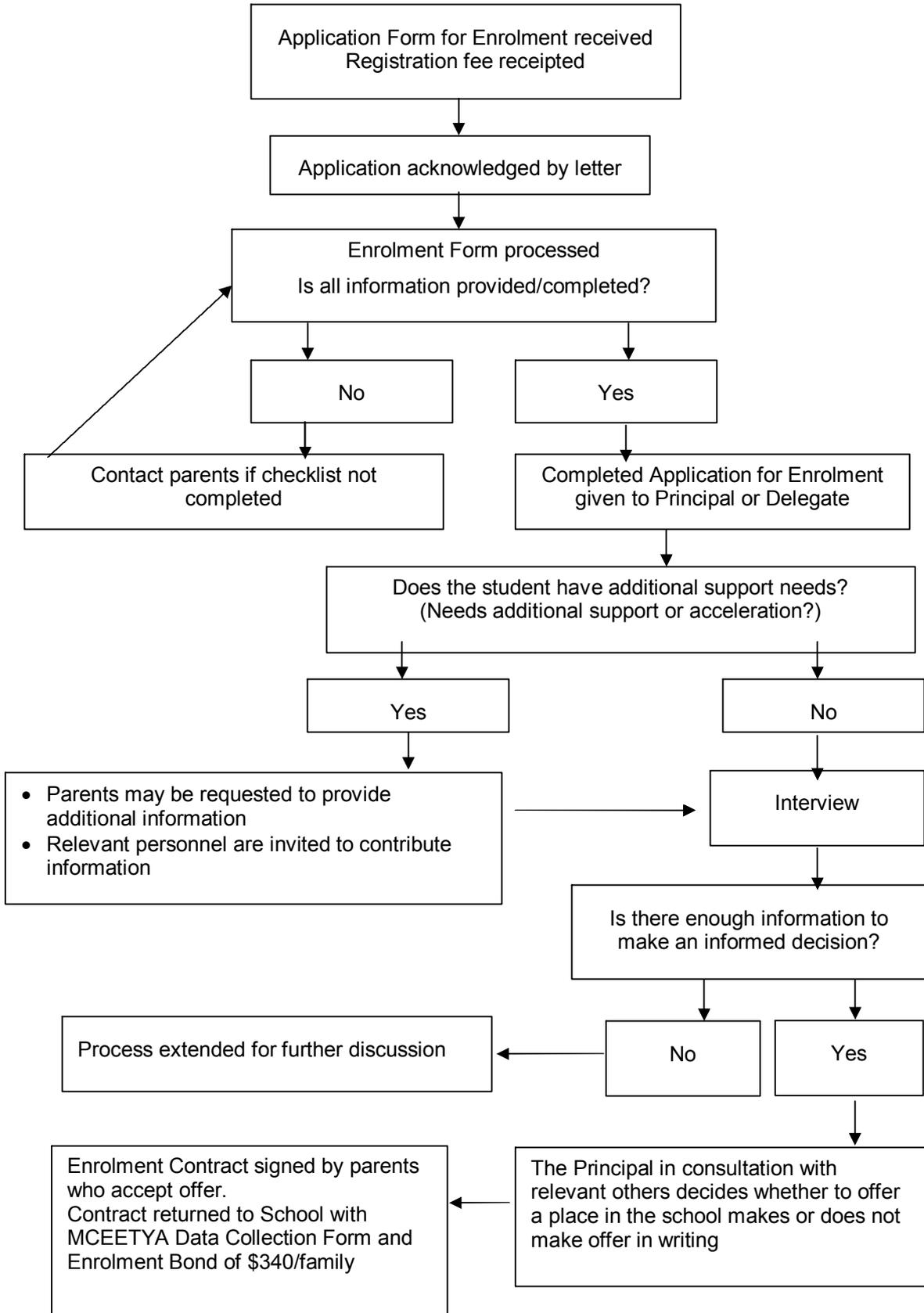
The Application Process

The Application Process is the same for all students.
The process takes between 2 and 12 weeks depending on the information required to fulfil the requirements for Full and Frank Disclosure.



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Student Welfare & Discipline Policies

Student Discipline Policies:

Heritage Christian School has developed a range of student discipline policies, mostly contained within our **Discipling Policy or Statement**. “Discipline” is interpreted here in the light of the Biblical understanding of the word. Discipling is the process of teaching others. At Heritage Christian School all staff are committed to discipling students, specifically teaching them about Jesus. Staff seek to model Jesus so that students of all ages might come to know him as their Lord.

The main facets of this are sub-policies of the **Discipling Statement**. They are each based on scriptural principles:

- 1) The **Encouragement Policy**: acknowledging the efforts of students in all their endeavours;
- 2) The **Pastoral Care Policy**: seeking to minister to the whole student (including their spiritual needs);
- 3) The **Discipline Policy**: teaching students to take responsibility for their own actions (including the consequences).

All of these facets are the recognition of the need to develop children in our care in the expression of their God-given gifts, and in developing and maintaining relationships that honour God. Students should learn how Christ-like behaviour is vital for character growth.

An addendum to the Discipling Statement at HCS is the **Statement on Bullying**. In summary, this policy says that: “In seeking to establish and maintain a safe environment for all children, staff and parents, those responsible for bullying (behaviour) will be identified and disciplined”.

Heritage Christian School is committed to developing and maintaining structures which:

- Encourage the identification and development of each child’s God-given gifts;
- Assist the development of each child through the recognition of the appropriate use of their gifts;
- Provide opportunities to develop and express genuine Christian care for each other;
- Foster each child’s spiritual growth;
- Foster clear biblical teaching about respect for authority and the importance of obedience;
- Promote an understanding and acceptance of the consequences which flow from disobedience.

Student Welfare Policies:

Heritage Christian School has also developed policies which relate to student welfare. Discipling 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 Event 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.

Complaints & Resolving Grievance Policy

Called the **Dispute Resolution Plan**, this policy 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.

Priority Areas for Improvement

Developing a Strengths-Based School

See 2009 Annual Report Part 1.

Growing Enrolments

Major efforts were made during 2009 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, the school needed to balance the budget for 2009. Steps were taken to improve student-teacher ratios. A balanced budget was achieved.

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.

Promoting Respect & Responsibility

Respectful Behaviour

An important aspect of the school's ethos is that teachers continually encourage and teach their students about respect for all adults and for each other. We do this because it is what God asks us to do in His Word, the Bible.

In 2009, encouragement awards were presented to students throughout the year for showing respect to others.

Involvement in Community Service Activities

Activities that were undertaken in the school in 2009 included:

- 1) Year 12 students donated blood at the local Blood Bank;
- 2) Primary Interest Groups were involved in Service activities such as caring for our school environment;
- 3) Secondary students built relationship with elderly residents of local retirement villages;
- 4) Money was raised for charities through holding regular lunch BBQs and mufti days;
- 5) The whole school and some individual classes sponsored children from a third world country.

Specific Class-Based Activities

- 1) Developing respectful behaviour and responsibility in students is a normal part of all lessons, including devotional times and Bible readings;
- 2) All students attended camp, and learnt about respect and responsibility for each other, other people and the environment, and practised this in their in-camp activities;

Parent, Student & Teacher Satisfaction

A key measure of customer satisfaction levels is enrolment interest and clearly there was a problem in this area during 2008 with enrolments dropping significantly. This decline has been turned around during 2009.

Anecdotal and survey evidence would suggest that while a number of parents lost confidence in the school, many others continued to appreciate its solid faith base and caring approach.

Reporting Area 14: Summary Financial Information

Heritage Christian School was successful in 2009 in obtaining a refurbishment grant under the National School Pride component of the Building Education Revolution and a capital building grant under the P21 component of that program through the Commonwealth Stimulus package. Refurbishment to primary classrooms, the Woolshed Creative and Performing Arts centre and Design and Technology classrooms occurred during 2009-10. The new library building will be completed early Term 3 2010.

The percentages of income and expenditure during 2009 are as follows:

