



Heritage
CHRISTIAN SCHOOL

2019 ANNUAL REPORT

HERITAGE CHRISTIAN SCHOOL

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

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: Love your neighbour as yourself. There is no commandment greater than these.” *Mark 12:30-31 New International Version (NIV)*

Our Deep Hopes

Our Deep Hope is that by being part of the Heritage family, our students will become part of a place where they get to be themselves as God intended them to be. As part of Heritage, they will get to create a vision for what their future could look like. We want them to know that the best future for them lies in pursuing God’s will for their life. We want them to build upon the Strengths that God has given them in order for them to walk with Him into their future.

1. Message from Chairman of the Board

What a year it has been together as a community of great hope for the now and the future. 2019 could be summed up as a year of community. I had the pleasure this year of going on a school camp and seeing community in action as a volunteer. What an amazing bunch of teachers and children there were on that camp being Christ in action to each other. I continue to look around the school and see a community that helps each other through the tough stuff of life. It has been a joy to be standing in the group of mums, dads and carers waiting to collect their children, listening to them encouraging, supporting and offering help to each other. This was evident in a greater way at the end of the year where many people came together again and supported each other practically and emotionally through the bushfires.

The schools new mission statement was adopted during the year and what a year to see it come into action.

"Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: Love your neighbour as yourself. There is no commandment greater than these." Mark 12:30-31 New International Version (NIV)

How good it has been to see our Heritage Christian School community love each other as themselves and offer help and hope in times that are stressful and tough.

This also was the year that our Deep Hopes were developed. We have moved from having the Strategic Pillars as our core to having Deep Hopes. Our Deep Hopes are a great way of expressing who Heritage Christian School is and our purpose in this community. It is certainly the heart of our Heritage family.

'Our Deep Hope is that by being part of the Heritage family, our students will become part of a place where they get to be themselves as God intended them to be.

As part of Heritage, they will get to create a vision for what their future could look like. We want them to know that the best future for them lies in pursuing God's will for their life.

We want them to build upon the Strengths that God has given them in order for them to walk with Him into their future.'

As a Board we have grown in number as Jonathan Goldring has joined us in a 12 month casual vacancy. Jono brings with him a great Heritage Christian School heritage. He has been a past Heritage student and has three children presently in our school. He is invested in this community and has a passion for people and purpose in our group. The board has also been active in our school community in a number of events. Anzac day march, official opening of the woolshed, meet the teacher's BBQ, sausage sizzle fundraisers, senior primary school disco and year 12 graduation have been a few of the fun things that we have been able to participate in. We look forward to continuing to serve the school in practical and spiritual roles in the future.

Can I encourage you Heritage community to continue into 2020, looking for ways to be a community that lives to honour and serve each other? When we do this, we are the hands and feet of Christ, we are walking with God and blessing those around us.

"Let us think of ways to motivate one another to acts of love and good works. And let us not neglect our meeting together, as some people do, but encourage one another, especially now the day of his return is drawing near." Hebrews 10:24-25

This is community in action, encouraging one another together until the day of Christ's return.

Bree Brown

Board Chairman

2. Message from the Principal

In the life of a school there are 'seasons.' Heritage is in one of those 'purple patches' at the moment, where we can see so many blessings and good things happening. We are grateful for a generous God who continues to grow our school, build our capacity, and bless us with amazing staff, kids and families. God is good!

Strategically, the school has invested heavily in the professional development of our staff, partnering with an experienced external provider to lay out in-service experiences aimed at implementing a 'whole-school' way of teaching. The programme has been led by Casey Baldwin, the School's *Head of Teaching and Learning*. The project is a K-12 initiative, and is based on making learning more *visible* and *real* to children, teachers and parents. Teaching staff have developed an understanding of, and put into their classroom practice clear and intentional methods that help kids understand right from the start of a unit of work what it is they are learning and why.

Supporting the 'Visible Learning' programme has been additional classroom resourcing, and the development of an infrastructure Master Plan aimed at meeting the needs of the school over the next five years. As part of this, the final stage of the School's \$2.7m building investment was completed, and we are very thankful to the Commonwealth and State Governments for their support in these projects. The completion of this three-year capital works project, which included: re-building of the Creative and Performing Arts Centre (The Woolshed); the addition of a second storey to H-Block that included new staffing facilities, Mathematics rooms, and Senior Classrooms; and the refurbishment of an existing facility to become the new Support Centre for students with additional needs have been major accomplishments, and a great boost for our students.

But the growth of our school has not been simply focussed on facilities. This year saw Ms Sarah Strahorn take up the leadership of our Primary Team. Sarah is an experienced and accomplished educator whose wisdom, grace and intellectual capacity will continue the process of constant improvement across the Primary School. Her deep faith and desire to honour her God will add further depth to the School's commitment to being authentic as a Christian community, and real in the way we live out our faith. She has been a great blessing to our school family this year, and we are excited to see the growing impact she is having on the life of our school.

No school functions well without good governance. The School's Board of Directors have provided clear, Godly leadership for our staff and community again this year. Bold in their willingness to support the staff, faithful in their use of our resources, and patient in their desire to work towards a future underpinned by sound financial management and a deep desire to honour God with all we have. There is a joy found in working with people who are deeply invested, and who want to serve. It is a joy that excites, challenges and endures. Our school is deeply blessed to have that kind of leadership from our Board.

Whilst 2019 started with our focus on the educational outcomes of our students, it ended with some of the worst bushfires in living memory. Our region was impacted by the fires over an extended period, and the trauma, disruption and anxiety they caused will have a lasting impact. We were grateful not to have suffered any direct damage as a school, but not all of our families were so fortunate. Homes and property were lost, livelihoods disrupted, and some of our families suffered significant emotional stress. To see the way our families supported one another in a time of crisis was one of the things I will remember long after I stop being a Principal. It was a Christian community being 'Christian'.

2020 will see a restructuring of the School's Executive, and continuing emphasis on imbedding Visible Learning in to every area of our teaching programmes. One of the most significant projects we will be undertaking is the establishment of the **HCS Technology and Innovation Centre**, in partnership with industry bodies. The Centre will be a project-based facility, where students can gain 'real life experiences' through project based learning. The School has leased a commercial facility in Hastings River Drive, and work will commence on fitting it out in Term 1. The project is aimed at creating strategic partnership with employers in the region, and linking the school to the commercial world to create opportunities for our students to gain experience in innovative use of technologies.

I would like to express my deep gratitude for all of the work our staff have put in this year to continue to grow Heritage as a place where our students can discover their purpose, and be equipped to take on the future God has in store for them.

Yours in His Service

Geoff Brisby

M.Ed; Grad.Dip.Ed.Studies; B.Teach; Dip.D&M; Cert IV Government Investigations; CEPA.

3. Student Outcomes

The results achieved by Heritage Christian School students in external tests in 2018 were once again 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 (2019)

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 who sat for these exams.

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 (24)	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	437.01	429.65	428.58	448.10	414.83
Heritage	375.4	378.6	386.4	387.10	357.8
Year 5 (29)	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	509.13	479.21	508.29	505.84	501.35
Heritage	481.6	466.0	43.2	484.7	499.4
Year 7 (35)	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	549.69	516.95	553.37	546.07	560.91
Heritage	532.3	496.5	529.4	527.2	547.7
Year 9 (36)	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	586.63	552.4	590.56	579.09	599.77
Heritage	553.0	490.8	541.5	538.2	565.9

Student Outcomes in HSC (2019)

There were 13 students from Heritage Christian School who presented for the Higher School Certificate - considerable care must be taken when comparing results against state averages

Subject	Heritage Average Score	NSW Average Score	School/State Variation
Ancient History 2 unit	65.6	72.62	-7.02
Biology 2 unit	73.1	71.93	1.17
Business Studies 2 unit	73.7	72.18	1.52
Chemistry 2 unit	63	75.38	-12.38
Community and Family Studies 2 unit	75.67	74.03	1.64
English Advanced 2 unit	70.7	80.73	-10.03
English Extension 2 1 unit	27.9	39.14	-11.24
English Standard 2 unit	62.5	69.16	-6.66
Food Technology 2 unit	80.2	73.84	6.36
History Extension 1 unit	22.2	38.92	-16.72
Legal Studies 2 unit	72.5	73.66	-1.16
Mathematics Extension 1 2 unit	67.8	79.98	-12.18
Mathematics Extension 2 2 unit	65.2	81.59	-16.39
Mathematics Standard 2 2 unit	64.3	70.68	-6.38
Mathematics 2 unit	55.88	78.01	-22.13
Modern History 2 unit	75	73.44	1.56
Music 1 2 unit	81.6	81.85	-0.25
Personal Development, Health and Physical Education	66.55	72.57	-6.02
Physics 2 unit	58.6	73.2	-1.05
Studies of Religion I 1 unit	29.83	38.24	-8.41
Visual Arts 2 unit	81.2	80.77	0.43

4. Professional Learning and Teacher Standards

Heritage Christian School - Professional Learning Undertaken by Teaching Staff in 2019

Date	Staff Name	Course Details
22/1/2019	ALL STAFF	Corwin - Visible Learning Workshop
23/1/2019	ALL STAFF	Mandatory Child Protection training and WHS
24/1/2019	All K-6 Staff & Teachers' Aides	Lions Quest training
24/1/2019	Geoff Brisby	Webinar: Child Safety & the New National Redress Scheme
24/1/2019	Rohan Kew	Webinar: Child Safety & the New National Redress Scheme
24/1/2019	Casey Baldwin	Webinar: Child Safety & the New National Redress Scheme
5/2/2019	ALL STAFF	CPR Refresher & Anaphylaxis Training
21/2/2019	Luke McDonald	School Surf Supervisor Award
14-15/3/2019	Sarah Strahorn	CEN Principals Meeting, Wycliffe Christian School
18/3/2019	Rohan Kew	Deputy Principal Meeting, Port Macquarie
19/3/2019	Sarah Smith	NCCD Training, Port Macquarie
19/3/2019	Diane Priest	NCCD Training, Port Macquarie
20/3/2019	Senior Exec & Support Staff	AIS Scout Training
23/3/2019	Simone Newton	Stage 6 History Teachers day, Gleeson Theatre Strathfield
5/4/2019	Michael Baldwin	CSSA State Touch Gala Day, Port Macquarie
10-11/4/2019	Geoff Brisby	CEN National Board Meeting & CEN Hub Board Meeting, Penrith
9/5/2019	Casey Baldwin	'Demystifying Differentiation,' Covenant Christian School
9/5/2019	Sarah Strahorn	'Demystifying Differentiation,' Covenant Christian School
9/5/2019	Geoff Brisby	Meeting with Skye Rose, Moores legal, Melbourne
16/5/2019	Sarah Smith	AIS NCCD Overview and Moderation, Sydney
16/5/2019	Diane Priest	AIS NCCD Overview and Moderation, Sydney
17-19/5/2019	Geoff Brisby	CEN NSW/ACT Principals Meeting, CEN National Conference & AGM, Canberra.
19/3, 26/3 & 14/5/2019	All Teaching Staff	Transformation by Design, Heritage CS
29/5/2019	Karen Van Der Zee	CSA HR Roadshow, Heritage Christian School
29/5/2019	Leanne Newman	CSA HR Roadshow, Heritage Christian School
29/5/2019	Emma Schmidt	CSA HR Roadshow, Heritage Christian School
29/5/2019	All Senior Executive	CSA HR Roadshow, Heritage Christian School
3/6/2019	Tiane Mison	Kempsey Adventist School, Student Support PD, Kempsey
3/6/2019	Diane Priest	Kempsey Adventist School, Student Support PD, Kempsey
11/6/2019	Mel Hazelgrove	Clickview Practical Pedagogy, Port Macquarie
11/6/2019	Vivienne Tibbs	Clickview Practical Pedagogy, Port Macquarie
13/6/2019	Dawn Bayly	Teaching Film & Video on any budget, Artarmon NSW
17-18/6/2019	Kye Dures	Rock & Water Program, Coffs Harbour
2/7/2019	Latileta Alefaio	AIS Writing Workshop, Coffs Harbour
2/7/2019	Leith Betenson	AIS Writing Workshop, Coffs Harbour
15-17/7/2019	Sarah Strahorn	ITEC, Adelaide Convention Centre
23/7/2019	ALL STAFF	Corwin - Visible Learning Workshop
15-16/8/2019	Geoff Brisby	Principal's Meeting, Carinya Christian School
19/9/2019	Michael Baldwin	CSSA Sports Coordinators Meeting, Grafton
18-19/10/2019	Geoff Brisby	CEN NSW/ACT Principal's Meeting, State Council AGM, & CEN Hub Board Meeting
4/11/2019	Rohan Kew	CEN Deputy Principal Meeting, Dubbo
4/11/2019	Sarah Strahorn	CEN Deputy Principal Meeting, Dubbo
4/11/2019	Casey Baldwin	CEN Deputy Principal Meeting, Dubbo
18-19/11/2019	Craig Hindley	Initial-Lit Workshop, Belmont Christian College
6/11/2019	Leanne Newman	iCare Workers Insurance forum, Port Macquarie
6/11/2019	Karen Van Der Zee	iCare Workers Insurance forum, Port Macquarie
27-29/11/2019	Jane Jagers	SHCS Consult with Head of English, Southern Highlands Christian School

Heritage Christian School - Teaching Staff Details – 2019

No.	Name of teacher	Category (i) or (ii) in accord with section 3.2.1 of Manual	NESA 1) accreditation number 2) level (if applicable) or 'Existing Teacher'	1) Formal qualifications 2) Institution(s) 3) Year(s) obtained * if applicable, date AEI-NOOSR equivalence granted	Teacher Qual's on school file Y/N	Date employed by school	Number of years primary teaching experience	Number of years secondary teaching experience	Full-time equivalent (FTE)	1) Subjects taught 2) Classes/ Years 3) Areas of special responsibility (eg Principal)
Total Full Time Equivalent (FTE) teaching staff →									35.7	
1.	ALEFAIO, L	(i)	210815 Existing Teacher	B.Arts, B.Teaching. Avondale College.2005 M.Ed, Charles Darwin University 2012	Y	2019	0	13	1.0	English 8,10,11,12. Business Studies & Enterprise
2.	BALDWIN, C	(i)	238787 Existing Teacher	B.AppSc (Enviro Studies) (CSU, 1996) Grad.Dip.Edu (Uni of Wollongong, 1999) Teacher's Cert (NSW DET, 2000)	Y	2007	0	18	0.8	Biology, 11 & 12
3.	BALDWIN, M	(i)	262345 Proficient	B.Arts/B.Teach (UNE, 2013) Spanish Bilinguals (UNSW 1996) Spanish for Beginners (UNSW 1993),	Y	2015	0	5	0.8	Core 7A & B, Lote, Spanish 9 &10, Careers School Sports Coordinator
4.	BAYLY, D	(i)	178684 Proficient	B.Ed (Uni of SA, 2006)	Y	2010	8	7	0.8	Primary RFF, Drama 8-12, Sport, Bible 9/10, SOR 11/12
5.	BEAVER, P	(i)	214150 Proficient	B.Arts Maths Major (Macq Uni, 2005)	Y	2008	0	14	1.0	Maths Standard, 11, Maths Advanced 12, Maths Ext 11/12, Mathematics, 8
6.	BRISBY, G	(i)	240431 Existing Teacher	M.Ed (ICTE, 2002) Grad.Dip.Ed.Stud (SCU, 1998) B.Teach (SCU, 1996) Dip.D&M (SMBC, 1986)	Y	2011	22	19	1.0	Principal

				Cert, Aircraft Engineering NSW TAFE, 1978)						
7.	BETENSON, L	(i)	752540 Existing Teacher	B. Arts (Hons) Eng 1996-1999, Lit & Lang (Uni of Surrey) Postgrad Cert. Ed (London 1999)	Y	2017	19	2.5	1.0	English, 8/9, Numeracy support, Sport
8.	BRUCE, B	(i)	115976 Existing Teacher	Dip Teach. (UNE 1994) B.Ed (UNE 1995) M.Ed (UNE 2003),	Y	2014	24	0	0.4	Primary Mentor
9.	BURLEY, K	(i)	241265 Proficient	B.Ed (SCU 2002)	Y	2013-14 Cas 2015 Perm	10	0	0.8	Year 1
10.	CATO, C	(i)	115966 Existing Teacher	B. Exercise Science (ACU April 202) Dip in Ed (UTS 2003)	Y	2014	0	15	0.4	PDHPE 7, 9, 12, Sport 7-10
11.	DAY, J	(i)	286612 Provisional	B.Teach (Primary) (SCU-1994)	Y	2016	7.5	2	1.0	English 7/8, Maths 7, 8, 9 Student Support
12.	DURES, M	(i)	275427 Provisional	B.Arts, B.Ed (Primary), (Uni Newc 2014)	Y	2015	4	0	1.0	Year 6
13.	FOWLER, S	(i)	115974 Existing Teacher	Bach.Science, Dip.Teach. Sec.Science (Kuring-Gai College of Adv.Ed - 1979)	Y	2013	0	40	0.7	Physics & Chemistry – 11-12,
14.	GREEN, C	(i)	778897 Proficient Teacher	B. Sci, Uni of Stellenbosch (1996) Honours. Dip.Ed	Y	2019	0	20	1.0	Science, 7,9, 10, Maths, 9
15.	HARRIS, D	(i)	313587	B.Med Sci 1999 Macq Uni, M.Teach Primary Charles Sturt 2018.	Y	2019	1	0	0.5	Year 5
16.	HAZELGROVE, M	(i)	115972 Existing Teacher	Dip.Teach Primary (Uni of Syd 1987), Cert. Gifted Ed (UNSW 2006)	Y	2004	20	3	1.0	Teacher Librarian, STEM, Student Enrichment Program
17.	HINDLEY, C	(i)	115967 Existing Teacher	B.Teach (Christian Heritage Col 1998)	Y	2000	21	0	1.0	Year 2
18.	HILL, P	(i)	116031 Existing Teacher	B.Teach Human Movement & Health edu. Uni os Sydney 2003)	Y	2018	15	0	1.0	CAFS 11/12, Science 8, PDHPE 7-10, Sport 7-10

19.	HOBBS, L	(i)	308868 Provisional	B. Edu (Secondary), B. Design & Technology 2016	Y	2017	2	0	1.0	Food Tech 2 9-10, Tas 7/8, Food Tech 11-12, Sport
20.	I'ANSON, L	(i)	289906 Provisional	B.Music (Ncle Uni 2014) Grad.Dip.Ed (Exelsia College 2015)	Y	2016	2	3.5	1.0	Music 7-12
21.	IRWIN, L	(i)	269671 Provisional	B.Ed(Prim) (Syd Col of Ad Ed 1989) Grad.Dip. of App Sc(Teacher Librarian) (Ed Cowan Uni WA 1995) B.Ed(Prim) (4 th Yr Upgrade) (Aust Cath Col 2015)	Y	2014	18	0	1.0	Kindergarten
22.	IRWIN, J	(i)	917383 Conditional	B.Ed Charles Sturt, M.Teach Secondary 2018.	Y	2019	0	1	0.4	English 8, Maths 7
23.	JAGGERS, J	(i)	115969 Existing Teacher	Dip.Ed (Uni.South.QLD-1996), Bach.Arts (ANU-1995)	Y	2013	0	13	0.8	English 8/9, Modern History 11, English Standard 11-12
24.	KEW, R	(i)	Existing Teacher	B.Art (Macq Uni, 1990), Grad.Dip.Ed (Uni of Melb 1992), M Ed. (Uni of Melb 1995), B Theo (NTM College, 1995)	Y	1999	0	29	1.0	Extension English 1 11, Deputy Principal
25.	KILLICK, E	(i)	197583 Proficient	Dip. Teach – Primary (Uni of Wol. 1994)	Y	2013	13	0	1.0	Year 5
26.	KOSMEIER, M	(i)	204092 Proficient	B.Ed Prim (Avondale College 1998)	Y	2015	13	0.5	1.0	Year 3
27.	LENORD, L	(i)	229976 Existing Teacher	Dip.Teach (Nepean Col of Ad Ed 1988), B.Ed Gen Prim (Uni of West.Syd 1990)	Y	1992	29	8	0.6	Innovation, School Development
28.	MASON, M	(i)	222628	B.Edu (Armidale CAE 1988) Dip.Teach (Armidale CAE 1983)	Y	2018	30	0	1.0	7-12 Maths
29.	MCDONALD, L	(i)	314420 Provisional	B. Secondary Edu (Phys & Health Edu)2013, Cert 4 Training & Assess 2015	Y	2017	0	5.5	1.0	PDHPE 7, 8, 10, 11, Maths 9, Pass 9/10, SLR 11/12, Sport
30.	MCGREGOR, E	(i)	306079 Proficient	B.Ed Des &Tech, Uni of Newcastle, 2018	Y	2019	0	3	1.0	9/10 & 11 D&T, 9/10 Technics, 7/8 TAS, 7 PDHPE, 11 Ind Tech, 7-10 Sport

31.	MISON, T	(i)	259489 Existing Teacher	B.Teach, B.Soc Sci, Honours, Uni of Newcastle 2000.	Y	2019	15	0	1.0	Support Teacher
32.	NEWMAN, A	(i)	319550 Provisional	B.Teach Primary (Dec2017)	Y	2018	1	0	1.0	Year 4
33.	NEWTON, P	(i)	118727 Existing Teacher	B.Business (CSU 2000) Grad. Dip. Ed (CSU 2001)	Y	2018	0	17	1.0	Head of High School, Legal Studies 11-12, Ancient History 12
34.	NEWTON, S	(i)	118726 Existing Teacher	B. Ed (CSU 2000)	Y	2018	6	9	0.75	Core 8, Science 7, Ancient History 11
35.	REYNOLDS, K	(i)	115964 Existing Teacher	B.Teach Primary – (UWS 2002) Grad.Cert.Ed (CSU 2008) Dip.Theology (SMBC 2012)	Y	2013	16	4	0.2	Literacy/Numeracy Program, Educational Development
36.	SANDERS, J	(i)	917820 Conditional	B.Ed K-12 Charles Sturt 2018	Y	2019	1	0	0.2	In Mentor Program
37.	STRAHORN, S	(i)	112339 Existing Teacher	B.Teach Primary, 1999, CSU	Y	2019	21	0	1.0	Head of Primary
38.	TABONE, D	(i)	909051 Conditional	B.Teach Primary, Honours 2018	Y	2019	1	0	1.0	Year 5
39.	TAFAL, S	(i)	115970 Existing Teacher	B.Graph Des (Auck Inst of Tech 1995), Dip.Teach Secondary (Auck Col of Ed 1998)	Y	2002	0	19	0.833	Visual Art 7-12, TAS 8, Photography 9-10, Sport
40.	WEATHERSTONE, B	(i)	300139 Existing Teacher	Dip.Teach (Syd Teachers Col 1977), B.Ed Conversion (Col of Christian High Ed Inc 2009)	Y	1996	0	42	1.0	History 10, Geography 9- 10, TAS 7/8, Food Tech 1 9-10

These details are current as at December 2019.

Heritage Christian School acknowledges the funding provided under Smarter Schools National Partnership on improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for **supporting teacher accreditation** allows us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.

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 NESAs criteria as applicable. Staff employed prior to the establishment of the NSW Teachers Institute (now NESAs), 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; Work Health and Safety; Programming; Curriculum Development; Assessment and Reporting; and Duty of Care issues.

Full Time / Part Time Staffing (2019):

Teaching Staff	General Staff	Totals
28 x FTE Teaching	10.6 x FTE Admin	Teaching Staff: 35.7 x FTE
7.7 x PTE Teaching	9.12 x FTE Teachers' Aides	General Staff: 21.52 x FTE
	0.8 x FTE Maintenance	
	0.6 x FTE Information Technology	
	0.4 x FTE Chaplain	

Note: All teaching staff are qualified/registered as per the Institute of Teachers Act 2004. There were no Indigenous staff members employed during 2019. These figures are current as at December 2019.

Staff Gender Balance:

Gender	Teaching	Non-Teaching	Totals
Male	15	6	21
Female	25	21	46
Totals	40	27	67

Staff Qualifications:

Teaching Qualifications	Number of Staff
Degree/Diploma	41
Masters, Honours or other Post Graduate	13

Staff Retention

The following staff were added to Heritage Christian School staff at the beginning or during 2019: Sarah Strahorn, Eden McGregor, Tiane Mison, Phoebe Hickson, Lati Alefaio, Cameron Green, Georgia Moody, Brendon Wood, Annie McIntyre, Jacinta Irwin, Jacob Killick and Jess Sanders.

The following staff departed Heritage Christian School during, or at the end of 2019: Di Priest, Sue Watt, Kylie Reynolds, Rohan Kew, Linda Lenord, Karena Guntar, Luke Taylor, Phoebe Hickson, and Jess Sanders.

Staff Attendance

There were approximately 6818 FTE teaching days, with approximately 3.73% (254 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 HCS (both compulsory school-aged children and post-compulsory school aged children) attend HCS 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 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 extended absences by:
 - i. sending home an "Absence Note Reminder" form if a written reason from the parent/ guardian is not received
 - 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 for 2019

Level/ Description	Attendance %
Kindergarten	87
Year 1	89
Year 2	90
Year 3	87
Year 4	87
Year 5	91
Year 6	86
Year 7	85
Year 8	90
Year 9	87
Year 10	88
Year 11	77
Year 12	91

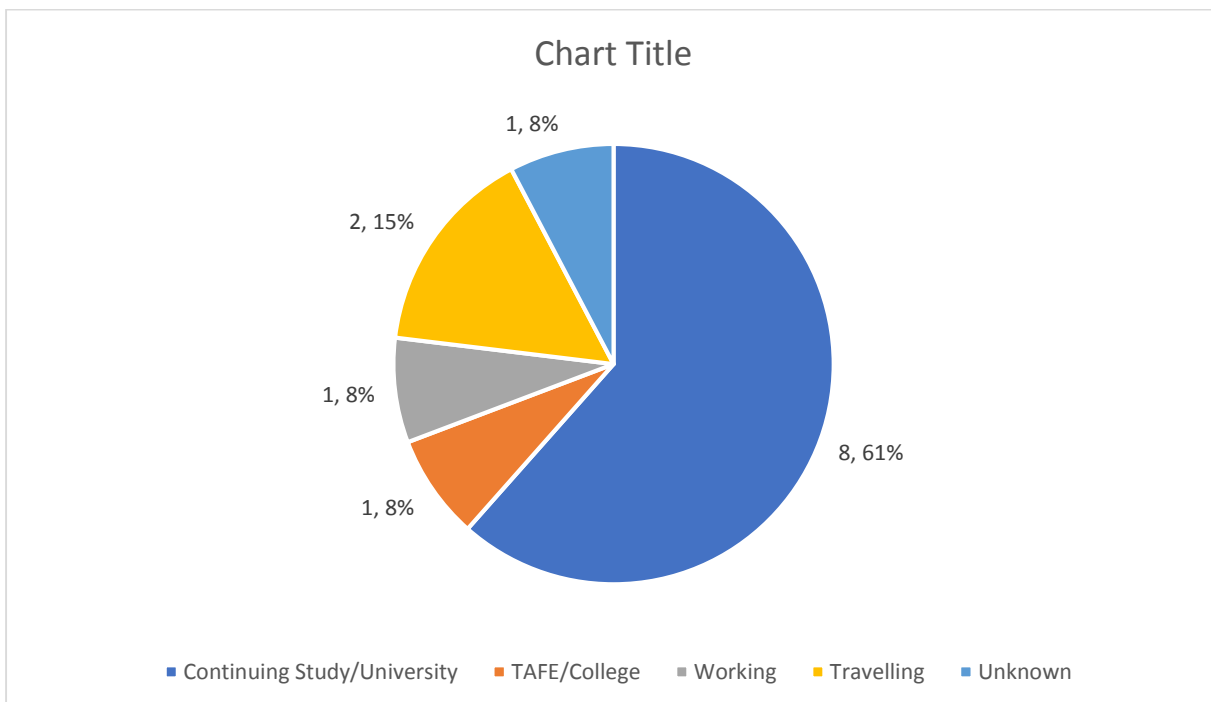
8. Retention of Year 10 to Year 12

Year 10 2018	Year 11 2019	Retention Rate %
32	25	78%
Year 11 2018	Year 12 2019	
17	13	76%

Overall, K-12 student retention rate from 2018 to 2019 was 100.5%.

9. Post-School Destinations

2019 (HSC) Higher School Certificate Post-School Destinations



10. Enrolment Policy

[Enrolment Policy](#)

11. School Policies

A copy of all school policies are available at the school office.

[Discipline Policy](#)

[Grievance Policy](#)

[Welfare Policy](#)

12. School-Determined Improvement Targets

1. Review and implementation of the school's Executive Structure to reflect the growth of the school, and distribution of loads, delegation lines and accountability.
2. Implementation of 'cloud-based' IT solutions
3. Expansion of the school's Outdoor Education Programme

13. Initiatives Promoting Respect and Responsibility

1. Revision and expansion of the school's Chaplaincy 'projects' programme, targeting healthy and respectful relationships
2. Develop increased communication pathways with parents, students and staff

14. Parent, Student and Teacher Satisfaction

1. Continue utilising Gallop Survey measures as an external evaluation source for students' satisfaction
2. Regular agenda items for feedback from staff at meetings
3. Standing items at Association meetings for parent and staff feedback

15. Summary Financial Information

2019 Income & Expenditure

