



Heritage
CHRISTIAN SCHOOL

2020 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

Hello to all in the Heritage Christian School community.

In reflection of the year that was 2020 I find myself gobsmacked at how we in the future can describe what it has been like. We concluded 2019 full of hope and purpose and looking forward to a year with much promise. I myself started 2020 with no more primary aged children and so a new adventure of having only teenagers was to begin. Heritage was looking at ways to connect with each other more in a community sense and ways to have more of a presence felt in the wider community. We were looking to grow.

In my opinion, 2020 was going to be about new vision, clear vision and anything else to do with new sight. But then Covid happened (right off the back of some tragic bush fires as well). The school and its community were now not able to meet together in a personal or physical sense. Life was full of 'No's', 'You can not's' and the horrid social distancing. How is a community meant to love, grow and survive when it cannot be social or even meet. We like everyone else had to do life and community differently. School went on-line, meetings were held via Zoom and Skype and any other platform that did not overload the internet, and finally there was all of the cleaning and hand washing that was advised (but shouldn't we have always washed our hands?).

When I reflect on the year that was, I can see how by the stripping away of what we were used to, we were made more vulnerable to look at what is most important to us. As a school community, people came together and showed support once again and for many a new level of depth may even have occurred in their time together. My key take away from this year were family, health, security and community. These four key areas are so important to the life of each member of our school. As the song goes, 'you don't know what you've got til it's gone....' (Big Yellow Taxi, Joni Mitchell).

I would like to take this time to thank the staff at Heritage who have had a challenging year adapting to a different normal. I especially acknowledge the office staff in being the face of Heritage and the port of call amid all the changes. Also, to all the teaching staff changing teaching platforms and teaching styles. The education that was sent out and nurtured through to every student was put together professionally and promptly. You are all such an asset to our school. And to everyone who has been involved in the extra cleaning and hygiene maintenance that has been required. So much work done to keep our students and staff safe and healthy. You have all been amazing in how you have delivered education and care in what could seem like an alternate universe.

My favourite part of this year has been Heritage's increased presence on a social media platform. Well done to a team who put that together and have continued to deliver information to the wider community all the while blessing us all with some fabulous dad jokes. I look forward to seeing where this platform will take us in the future.

To the Heritage students, HACE community and the Heritage Board, all I can say is you made it through another interesting year and I hope that you recognise that with God on your side, all things are possible. I pray that you continue to be strengthened and blessed as a community with a heart to serve our Lord Jesus Christ and each other.

God Bless

Bree Brown
HACE Board Chair

2. Message from the Principal

Who could ever have predicted the year that 2020 would turn out to be! The world of education was turned up-side-down by the arrival of COVID-19. In some ways the changes forced on us by the pandemic will have deep and long-lasting impacts across the school system in Australia. There were some changes that were in place only briefly, and others that have re-shaped the way students learn. But God has been faithful. Despite all the challenges 2020 brought, God met every need. It is in acknowledging God's goodness that we as a school community can celebrate His blessing and declare His name.

On-line learning, though only relied on completely for a brief period of time, has become a much larger component of the interaction between teachers and their students. For Heritage, the transition to WAVE (Our on-line learning platform) had been underway for the previous twelve months and was due for implementation at the end of 2020. The pandemic brought that forward, compressing a twelve month time frame in to one week. Staff, in the space of one week, took their face-to-face programming and completely converted it to on-line delivery in the space of five days. The staff, though facing significant challenges which included learning how to use the platform themselves, implemented the WAVE-based learning platform in order to support their students. I cannot overstate both the challenges they faced and dealt with, or the gratitude we as a school community have for their outstanding work.

But 2020 was about far more than just the pandemic. It was a significant period of expansion of a number of programmes across the school. This included the running of the first 'Enterprise Class' to utilise the school's new Innovation Centre. The programme utilised the services of industry professionals who worked with our students to develop business presentations that included the formation of proposals for 'start-up' businesses. We also saw the expansion of the Outdoor Education Programme within the High School faculty, and the re-development of the curriculum Scope and Sequence documents in our Primary department.

I think it is important to reflect on the resilience our staff, students, and families showed during the year. When you remember that we went in to 2020 fresh off the back of the worst fires in the region in living memory, which was quickly followed by significant flooding in the early part of Term 1, to be followed by the pandemic towards the end of that Term. Despite all of this, our families have supported one another and the school in every way possible. If a community ever needed to be recognised and congratulated, then not only Heritage but the people in the wider Port Macquarie region should be publicly thanked for what was achieved under extremely challenging circumstances.

Moving forward the school continues to focus on the development of pedagogy that supports and challenges our students in the classroom, and reflects evidence-based best practice. Our teacher development programme remains the cornerstone of our continual quest to grow student engagement and learning in the classroom. And, as we move in to 2021, there will be revisions of the school's Master Plan for facilities, and the Board will be engaging in a strategic planning process that will form the basis for the next five years of the school's growth and development.

Let me conclude by thanking the Board for their continued dedication and support. These are very challenging times for young people, and we are blessed to have strong governance leadership and capacity as a school community. Also, my Executive staff continue to be a joy to work alongside of. Our leadership team are talented educators, faithful servants of Jesus, and just great people to have in my life.

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

Student Outcomes in NAPLAN (2020)

In 2020, the NSW State Government made the decision to cancel NAPLAN state-wide for the year due to the COVID-19 pandemic.

Student Outcomes in HSC (2020)

There were 18 students from Heritage Christian School who presented for the Higher School Certificate. 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 always do their best, but we aim for this within the framework of the development of Christian character and godly relationship.

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	59.75	72.1	-12.35
Biology 2 unit	68.2	72.39	-4.19
Business Studies 2 unit	52	71.99	-19.99
Chemistry 2 unit	62.24	75.52	-13.28
Community and Family Studies 2 unit	68.1	74.06	-5.96
Dance 2 unit	82.33	79.71	2.62
Design and Technology 2 unit	74.9	78.54	-3.64
Drama 2 unit	55.2	79.62	-24.42
English Advanced 2 unit	65.85	81.33	-15.48
English Standard 2 unit	61.57	69.93	-8.36
Food Technology 2 unit	64	72.15	-8.15
Legal Studies 2 unit	64	74.97	-10.97
Mathematics Advanced 2 unit	62.5	79.2	-16.7
Mathematics Extension 1 2 unit	65.2	78.49	-13.29
Mathematics Extension 2 2 unit	62	81.46	-19.46
Mathematics Standard 2 2 unit	60.05	68.4	-8.35
Modern History 2 unit	75	72.53	2.47
Music 1 2 unit	75.6	81.56	-5.96
Music 2 2 unit	73.4	87.03	-13.63
Personal Development, Health and Physical	58.88	72.46	-13.58
Physics 2 unit	58.44	73.99	-15.55
Studies of Religion I 1 unit	31.9	37.69	-5.79
Visual Arts 2 unit	71.8	81.02	-9.22

Trends in HSC performance over time

Due to the small cohort numbers more detailed information is held by the School but not released as part of this report due to privacy concerns and the likelihood of individual students being possibly identified. In general terms, the trend of student performance in a number of subject areas has shown gains and, given the small cohort numbers, increased consistency across the cohort.

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. Possibly the single greatest impact on student outcomes in 2020 was COVID-19. This caused significant disruption to our student's preparation for the HSC, though student outcomes in terms of post-school options was not significantly impacted due to the adjustments made by the Government.

4. Professional Learning and Teacher Standards

Professional Learning Undertaken by Teaching Staff in 2020

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
5/3/2020	Sarah Strahorn	Colour Conference
13-14/2/2020	Paul Beaver	Edval Training
26-27/2/2020	Lestelle Tafai	MacqLit
13/2/2020	Lati Alefaio	Start-up Business Workshop
12-13/3/2020	Lestelle Tafai	Colour Conference
12-13/3/2020	Cass Cato	Colour Conference
28/3/2020	Simone Newton	Stage 6 History Teacher's Day
28/3/2020	Jane Jagggers	Stage 6 History Teacher's Day
Ongoing	All Staff	WAVE Online Learning Platform for Students due to COVID-19
4-5/6/2020	Mick Baldwin	CIS AGM Sports Council vis Zoom
28-29/5/2020	Annie McIntyre	MacqLit Workshop via Zoom
18/6/2020	J.Day, C.Baldwin, S.Strahorn, T.Mison, G.Moody, S.Smith	AIS NCCD Network Meeting via Zoom
10/6/2020	Luke McDonald	Schoolbox Meeting via Zoom
9/6/2020	Paul Betenson	Covenant CS & Greenpoint CS
17/6/2020	Astrid Dafter	Chemical Storage Webinar
26/6/2020	Karen Van der zee	Taxation & Payroll Training
22/7/2020	Astrid Dafter	Webinar: Mobile Chemical Maintenance by Chemwatch
21/8/2020	Geoff Brisby, Sarah Strahorn, Casey Baldwin, Paul Newton	AIS Briefings by NESA: Renewal of Registration & Accreditation & TAA
11&17/8/2020	Barb Weatherstone, Simone Newton, Belinda Keast	Oxford Course "Make History relevant & prepare students for HSC success"
26/8/2020	Luke McDonald & Venessa Dures	SchoolBox Virtual Forum – Timely & Targeted Feedback
8/9/2020	Venessa Dures & Kim Clucas & Leanne Newman & Karen Vanderzee	Education Horizons Group – SchoolPro updates via online webinar
9/9/2020	Mick Baldwin	CIS General Meeting via Zoom
18/9/2020	Mick Baldwin	CSSA Sports Coordinators Meeting – North Coast Zone.
19/9/2020	Jacinta Irwin	ETA Early Career Teachers 'Big Day'
10/9/2020	Paul Betenson	Education horizons Group Client Virtual Event
20/10/2020	Mick Baldwin	CSSA Sports Co-ordinators Annual Meeting

Teaching Staff Details – 2020

No.	Name of teacher	NESA 1) accreditation number 2) level (if applicable) or 'Existing Teacher'	1) Formal qualifications 2) Institution(s) 3) Year(s) obtained	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)	Current Year : 1 Subjects taught 2 Classes/Years 3 Areas of special responsibility (e.g. Principal)	Teaching campus (for schools with more than one campus)
Total Full Time Equivalent (FTE) teaching staff →								35.7		
1.	ALEFAIO, Lati	210815 Proficient Teacher	B.Arts, B.Teaching. Avondale College.2005 M.Ed, Charles Darwin University 2012 Cert 3 Outdoor Ed (2008 Avondale College)	Y	2019	0	14	1.0	11- Eng Std 12- Eng Adv 9- English 12 Business Stud 9-10 Enterprise	Secondary campus
2.	BALDWIN, Casey	238787 Proficient Teacher	B.AppSc (Enviro Science) (CSU, 1996) Grad.Dip.Edu (Uni of Wollongong, 1999) Teacher's Cert (NSW DET, 2000) Cert 2 Kitchen operations, Cert 4 workplace training (Tafe 2011)	Y	2007	0	19	0.3	11 Biology	Secondary campus
3.	BALDWIN, Michael	262345 Proficient Teacher	B.Arts/B.Teach (UNE, 2013) Spanish Bilinguals (UNSW 1996) Spanish for Beginners (UNSW 1993),	Y	2015	0	6	1.0	9-10 Spanish 9-12 Careers 7- Language 7 Core 7-10 Sport	Secondary campus
4.	BAYLY, Dawn	178684 Proficient Teacher	B.Ed (Uni of SA, 2006)	Y	2010	8	7	0.8	11-12 SOR 8-11 Drama 10- Bible life 7 TAS	Secondary campus
5.	BEAVER, Paul	214150 Proficient Teacher	B.Arts Maths Major (Macq Uni, 2005)	Y	2008	0	15	1.0	12 Math Adv 11 Math Std 11-12 Math Ext 8 Maths	Secondary campus

6.	BOUWER, Alison	319550 Provisional	B.Teach Primary (Dec2017)	Y	2018	2	0	1.0	Year 3-4 Primary	Primary campus
7.	BRISBY, Geoffrey	240431 Proficient Teacher	M.Ed (ICTE, 2002) Grad.Dip.Ed.Stud (SCU, 1998) B.Teach (SCU, 1996) Dip.D&M (SMBC, 1986) Cert, Aircraft Engineering NSWTAFE, 1978)	Y	2011	23	20	1.0	Principal	Main
8.	BETENSON, Leith	752540 Proficient Teacher	B. Arts (Hons) Eng 1996-1999, Lit & Lang (Uni of Surrey) Postgrad Cert. Ed (London 1999)	Y	2017	19	3.5	1.0	7-8 Maths 7-8-10 English Literacy Support	Secondary campus
9.	BRUCE, Barbara	115976 Proficient Teacher	Dip Teach. (UNE 1994) B.Ed (UNE 1995) M.Ed (UNE 2003),	Y	2014	24	0	0.4	Primary Mentor	Primary campus
10.	BURLEY, Kassandra	241265 Proficient Teacher	B.Ed (SCU 2002)	Y	2013-14 Cas 2015 Perm	11	0	0.8	Year 1 Primary	Primary campus
11.	CATO, Cassandra	115966 Proficient Teacher	B. Exercise Science (ACU April 202) Dip in Ed (UTS 2003)	Y	2014	0	16	0.4	12 CAFS 7-10 Sport 8 PDHPE	Secondary campus
12.	DAY, Jodie	286612 Proficient Teacher	B.Teach (Primary) (SCU-1994)	Y	2016	7.5	3	1.0	11 Life Skills 7-8- Maths	Secondary campus
13.	DURES, Martin	275427 Proficient Teacher	B.Arts, B.Ed (Primary), (Uni Newc 2014)	Y	2015	5	0	0.4	Year 3-6 Relief	Primary campus
14.	FOWLER, Steve	115974 Proficient Teacher	B. Science, D Teach Sec Science (Kuring-Gai College of Adv.Ed-1979)	Y	2013	0	41	0.7	Physics & Chemistry 11-12	Secondary campus
15.	GREEN, Cameron	778897 Proficient Teacher	B. Sci, Uni of Stellenbosch (1996) Honours. Dip.Ed	Y	2019	0	21	1.0	11-12 Horticulture 12 Biology 9-10 Agrifoods 10 Science	Secondary campus

16.	HALL, Adelina	293103 Proficient Teacher	BSc Chemical engineering - University of chemical technology and metallurgy, Sofia, Bulgaria, 2006. Grad Dip of secondary education- Edith Cowan University, Perth, WA, 2013	Y	2020			1.0	7-9-10 Science 11 Physics	Secondary campus
17.	HARRIS, Daniel	313587 Provisional	B.Med Sci 1999 Macq Uni, M.Teach Primary Charles Sturt 2018.	Y	2019	2	0	1.0	Years 3-4 Primary	Primary campus
18.	HAZELGROVE, Melinda	115972 Proficient Teacher	Dip.Teach Primary (Uni of Syd 1987), Cert. Gifted Ed (UNSW 2006)	Y	2004	21	4	1.0	Teacher Librarian, STEAM, Student Enrichment Program	Primary campus
19.	HINDLEY, Craig	115967 Proficient Teacher	B.Teach (Christian Heritage Col 1998)	Y	2000	22	0	1.0	Year 2 Primary	Primary campus
20.	HILL, Peter	116031 Proficient Teacher	B.Teach Human Movement & Health edu. Uni os Sydney 2003)	Y	2018	0	15	1.0	11 CAFS 7-8-10 PDHPE 9-10 PASS 7-10 Sport-	Secondary campus
21.	HOBBS, Leah	308868 Provisional	B. Edu (Secondary), B. Design & Technology 2016	Y	2017	3	0	1.0	7-12 Food Tech 7-8 TAS 7-12 Sport	Secondary campus
22.	l'ANSON, Leigh	289906 Proficient Teacher	B.Music (Ncle Uni 2014) Grad.Dip.Ed (Exelsia College 2015)	Y	2016	3	4.5	1.0	Music 7-12	Secondary campus
23.	JAGGERS, Jane	115969 Proficient Teacher	Dip.Ed (Uni.South.QLD-1996), Bach.Arts (ANU-1995)	Y	2013	0	14	0.9	8 English 11-12 Ext English 12 Std English 11 Adv English	Secondary campus
24.	KEAST, Belinda	119294 Proficient Teacher	B. Health Science PDHPE (WSU) Grad Dip Education (UTS)	Y	2020	0	16	1.0	9-10 Child studies 7-9-10 PDHPE 7 Core 8 Science	Secondary campus
25.	KILLICK, Elizabeth	197583	Dip. Teach – Primary (Uni of Wol. 1994)	Y	2013	14	0	0.9	Learning Manager Years 3-6	Primary campus

		Proficient Teacher								
26.	KIRKPATRICK, Rebecca	243945 Proficient Teacher	B. Education/ Early Childhood (UNE 2011)	Y	2013			0.433	Years K 1 & 2 Relief	Primary campus
27.	KOSMEIER, Marsha	204092 Proficient Teacher	B.Ed Prim (Avondale College 1998)	Y	2015	14	0.5	1.0	Years 5-6 Primary	Primary campus
28.	Irwin, Jacinta	917383 Conditional	B.Ed Charles Sturt, M.Teach Secondary 2018.	Y	2019	0	2	0.8	8-9-10 English 9-10 Maths	Secondary campus
29.	MASON, Mark	222628 Proficient Teacher	B.Edu (Armidale CAE 1988) Dip.Teach (Armidale CAE 1983)	Y	2018	31	0	1.0	9-12 Maths, Learning Leader	Secondary campus
30.	MCDONALD, Luke	314420 Proficient Teacher	B. Secondary Edu (Phys & Health Edu)2013, Cert 4 Training & Assess 2015	Y	2017	0	6.5	1.0	Head of PDHPE, Head of outdoor Education Learning Leader 9-10 9+11 PDHPE 11-12 SLR 9-10 PASS	Secondary campus
31.	MCGREGOR, Eden	306079 Proficient Teacher	B.Ed Des &Tech, Uni of Newcastle, 2018	Y	2019	0	4	1.0	9-12 D&T 9-10 Technics 7-8 TAS 9-10 Sport	Secondary campus
32.	MISON, Tiane	259489 Proficient Teacher	B.Teach, B.Soc Sci, Honours, Uni of Newcastle 2000.	Y	2019	16	0	0.8	Student Support Manager	Primary campus
33.	NEWTON, Paul	118727 Proficient Teacher	B.Business (CSU 2000) Grad. Dip. Ed (CSU 2001)	Y	2018	0	18	1.0	11-12 Legal Stud 11 Business Stud	Secondary campus
34.	NEWTON, Simone	118726 Proficient Teacher	B. Ed (CSU 2000)	Y	2018	11	10	0.9	9 History 11-12 Anc History 8 Core 9 Bible life 9 Geography	Secondary campus

35.	PURNELL, Lynette	269671 Proficient Teacher	B.Ed(Prim) (Syd Col of Ad Ed 1989) Grad.Dip. of App Sc(Teacher Librarian) (Ed Cowan Uni WA 1995)	Y	2014	19	0	1.0	Kindergarten Primary	Primary campus
36.	STRAHORN, Sarah	112339 Proficient Teacher	B.Teach Primary, 1999, CSU	Y	2019	22	0	1.0	Deputy Principal Primary, Principal	Primary campus
37.	TABONE, Danielle	909051 Proficient Teacher	B.Teach Primary, Honours 2018	Y	2019	2	0	1.0	Year 5-6 primary	Primary campus
38.	TAFAL, Solomon	115970 Proficient Teacher	B.Graph Des (Auck Inst of Tech 1995), Dip.Teach Secondary (Auck Col of Ed 1998)	Y	2002	0	20	1.0	7-12 Visual Art, 8 Digital Technologies 7-10 Sport	Secondary campus
39.	WEATHERSTON E, Barbara	300139 Proficient Teacher	Dip.Teach (Syd Teachers Col 1977), B.Ed Conversion (Col of Christian High Ed Inc 2009)	Y	1996	0	43	1.0	9-10 textiles 9-10 History 9-10 Geography NESA Accreditation Coordinator Sec SRC/ Support Teacher Casual Coordinator-whole school Practicum Placement Coordinator whole school.	Secondary campus

These details are current as of December 2020.

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 (2020):

Teaching Staff	General Staff	Totals
27 x FTE Teaching	9.4 x FTE Admin	Teaching Staff: 34.92 x FTE
7.92 x PTE Teaching	9.1 x FTE Teachers' Aides	General Staff: 20.10 x FTE
	0.8 x FTE Maintenance	
	0.6 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 were no Indigenous staff members employed during 2020. These figures are current as at December 2020.

Staff Gender Balance:

Gender	Teaching	Non-Teaching	Totals
Male	14	5	19
Female	23	20	43
Totals	37	25	62

Staff Qualifications:

Teaching Qualifications	Number of Staff
Degree/Diploma	39
Masters, Honours or other Post Graduate	12

Staff Retention

The following staff were added to Heritage Christian School staff at the beginning or during 2020: Vicki Beaver, Cathy Boyce

The following staff departed Heritage Christian School during, or at the end of 2020: Roslyn Fuller, Clive Henley, Steve Fowler

Staff Attendance

There were approximately 6600 FTE teaching days, with approximately 5.37% (355 days) sick leave loss.

6. 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 2020

Level/ Description	Attendance %
Kindergarten	83.5
Year 1	92.05
Year 2	91.36
Year 3	91.21
Year 4	88.27
Year 5	86.6
Year 6	89.8
Year 7	88.36
Year 8	86.74
Year 9	85.69
Year 10	89.25
Year 11	85.89
Year 12	83.37
Total overall attendance	87.85

7. Retention of student enrolments

Year 10 2019	Year 11 2020	Retention Rate %
20	33	65%
Year 11 2019	Year 12 2020	
24	21	88%

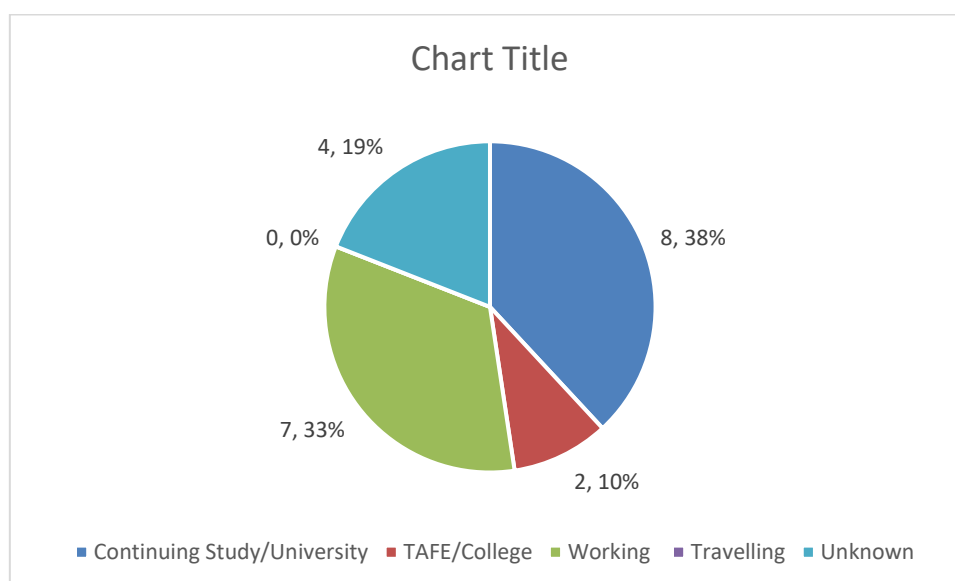
Overall, K-12 student retention rate from 2019 to 2020 was 83%.

8. Characteristics of the student body

	Total Indigenous Students	Total Male Students	Total Female Students	Total Students
Primary	23	89	87	176
Secondary	25	102	93	195

9. Post-School Destinations of HSC students

2020 (HSC) Higher School Certificate Post-School Destinations



10. Enrolment Policy

Please click on the link below for access to our full Enrolment policy. A copy of all school policies are available via the school office.

[Enrolment Policy](#)

11. School Policies

Please click on the link below for access to our Discipline, Grievance and Welfare policies. A copy of all school policies are available via the school office.

[Discipline Policy](#)

[Grievance Policy](#)

[Welfare Policy](#)

12. School-Determined Improvement Targets

Three improvement targets were set for the 2020 school year, including the roll-out of further air conditioning which is now the subject of a grant application and will be implemented once financing is arranged; the expansion of the welfare and support programme and additional staffing has been deployed to this; and the Executive re-structure which has now taken place and resulted in the employment of separate Secondary and Primary DP's.

In 2021 the school determined improvement targets are as follows:

1. Expansion of the School's support staff programme, with the appointment of staffing and development of a new role within the High School focussing on further development of teaching practice that supports disadvantaged students.
2. Expansion of the student support and welfare programme in response to the recent bushfires, floods and pandemic.
3. Installation of further air conditioning across the School.

13. Initiatives Promoting Respect and Responsibility

1. Introduction and development of the Rock and Water programme in Yrs 5-12.
2. Increased participation in indigenous activities such as NADOC Week.

14. Parent, Student and Teacher Satisfaction

1. Regular discussion and feedback at Staff Meetings.
2. Standing items at HACE Association meetings.
3. Regular item for discussion at student leadership team meetings.

15. Summary Financial Information

2020 Income & Expenditure

