



**Heritage**  
CHRISTIAN SCHOOL

## 2021 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. 2021 Chairman of the Board Report

As I reflect on our previous years report I note that we continue to meet new challenges and that our God continues to provide and care for His school and the community. In 2021 the effects of COVID-19 and floods has affected many in our school and wider community, but it did not define us. Following is a summary of the events of the past year:

- We commenced 2021 amidst the continuing COVID-19 pandemic under the leadership of Geoff Brisby, Sarah Strahorn, and Matt Cohen.
- Floods impacted Port Macquarie and were at their worst on Saturday 20<sup>th</sup> of March. The school lost its sporting equipment, camping gear, maintenance equipment kept in the lower lying sheds. Praise God that it did not get any higher. Many teachers and parents joined in on the clean-up. Flood assistance was provided to replace the sporting goods.
- The school transitioned to online learning platforms due to COVID-19 and state-wide lockdowns.
- A very big thank you to the staff for all the extra work they performed in handling the transition in and out of home learning.
- The Board continues to try to increase in HACE membership. Three new families joined HACE during 2021. We continue to make plans to increase our presence in the community and in growing our membership. A strong HACE community means we will have a greater ability to impact our school and community for God's kingdom purpose.
- The Board attended and spoke at the Year 7, 9 & 11 info nights to improve our presence and answer questions.
- Our Principal Mr Geoff Brisby early in 2021 announced his retirement for the close of 2021 and a recruitment process occurred with the assistance of Christian Education National (CEN.)
- The successful applicant, Mr Matt Cohen was announced in August for commencement in 2022.
- A fitting farewell and retirement dinner for Mr Brisby was held in December at the end of year staff celebration. Several special guests who had worked with Mr Brisby over his long career were able to attend to honour both him and his wife Rhonda, for their service to the school.
- Recruitment was conducted for a Business Manager and a Deputy Principal. This established a new leadership team moving into 2022.
- The COVID-19 Vaccination Mandate for the Education sector resulted in a significant loss of staff for Heritage Christian School, with over 15% of staff unable to continue in their employment.

A big thank you to all who worked with us in 2021, parents, students, staff, and Board members. Your ongoing involvement and support are what helps strengthen our mission.

Heritage Christian School is in a phase of rebuild as we establish a culture and vision that reflects the heart and vision of the new leadership team. Plans for 2022 are in place to focus on culture and growth as an excellent Christian learning community. We look forward with great enthusiasm to 2022 and the strategic planning to come with the new leadership team. In all we know that God is Faithful.

**Bree Brown**  
**Board Chair**  
**Hastings Association for Christian Education**

## 2. 2021 Principal Report

The writer of the book of James asks us to consider it pure joy when we face trials of many kinds. Those trials test our faith which produces perseverance. Our perseverance produces maturity and when we are fully reliant on Jesus then we do not lack anything.

Such was 2021. A year of testing our faith, a year of perseverance and a year of maturity; and a year to consider pure joy because of what God did in our school and in our lives. 2021 was formational in that, we began to envisage what the future of the school would be.

In 2021 we strengthened our literacy program in the primary school, being the only school in the region offering synthetic phonetics to teach literacy. The new English Syllabus to be launched in 2023 makes specific reference to this approach to literacy and it is encouraging to have implemented this program in 2021. We delivered the *Initilit*, *Minilit* and *Maclit* programs in Secondary School and the results were encouraging. Our students participated in excursions, major sports carnivals, and several sporting trips in the Primary School. The Robotics and TOMs groups were able to meet and complete extension activities and great work was done within the student support space. During our COVID-19 lockdown the primary staff engaged in preparing learning packs, the use of video teaching and *Class-Dojo*. This amongst many other great programs reflect the wonderful work achieved in the primary school by Sarah Strahorn, Elizabeth Killick and the Primary school team. Well done team!

In the Secondary School we focused on improving our practice with engagement and visible thinking strategies. It was a feature of our school in 2021 that Professional Learning be built into our staff meetings for the purpose of developing our teaching practices for the benefit of our students. This was aided by a deepened understanding of formational learning and the biblical threads as well as a focus on teaching from a Christian worldview. We continued to strengthen our work with resilience and self-discipline approaches utilising the *Rock and Water* program. We were able to complete our major carnivals and though some of our camps and excursions were impacted by COVID-19 and flooding, many were successfully completed. During the lockdown period great work was completed with video teaching via the Teams platform for classes and utilisation of the *Wave (Schoolbox)* online learning management system. This was indicative of the wonderful work done by the Secondary School team including (but not limited to) Paul Beaver, Luke McDonald and Rachel Lilley. Well done team!

In our chapel services and assemblies great learning about who God is and who we are in light of this was explored. Wonderful musical items were presented though we were not able to sing together. It was great to be part of this experience for students and staff. Thank you to all involved.

Our PD week in July was excellent and focused on improving our pedagogical approaches as well as developing our understanding of how to teach from a Christian worldview. Thank you to all our staff for their engagement and particularly our staff who presented.

It would be remiss to fail to mention that we were impacted by the floods of 2021 and lost a large amount of school equipment. Thankfully, our insurance cover meant we could replace lost or damaged items. This was a difficult time for the school community, but we built resilience and matured as per the passage in James because we relied on God through this. Due to COVID-19, more than one lockdown period occurred and as a school community we grew through these experiences; particularly in the way we pivoted to a home learning program. We also farewelled several staff due to the vaccine mandate and were prayerful for their futures and thankful to God for those staff who replaced them. 2021 heralded the end of Mr. Brisby's career as he chose retirement and our school community wished him well.

The great grace of God is that at the end of 2021 we were able to plan for an effective beginning of 2022. This included an operational plan, the hiring of a new Deputy Principal (Senior School), the hiring of a new Head of Discipleship and Wellbeing, the hiring of a new Business Manager, a significant restructure of the Senior School to include an academic stream as well as a pastoral arm of the Senior School.

Praying for a rich year of learning in the year ahead.

**Matt Cohen**  
Principal

### 3. Student Outcomes

The results achieved by Heritage Christian School students in external tests in 2021 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 (2021)

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	Reading (26)	Writing (27)	Spelling (27)	Grammar & Punctuation (27)	Numeracy (26)
<b>NSW</b>	443.97	434.44	432.83	443.06	412.89
<b>Heritage</b>	429.7	427.1	438.7	421.7	395.5
Year 5	Reading (22)	Writing (23)	Spelling (23)	Grammar & Punctuation (23)	Numeracy (22)
<b>NSW</b>	515.17	488.35	514.11	510.19	503.72
<b>Heritage</b>	495.5	459.1	492.4	487.9	463.5
Year 7	Reading (37)	Writing (37)	Spelling (37)	Grammar & Punctuation (37)	Numeracy (34)
<b>NSW</b>	545.89	529.37	555.93	541.62	558.81
<b>Heritage</b>	530.7	512.2	532.1	515.8	521.0
Year 9	Reading (33)	Writing (33)	Spelling (33)	Grammar & Punctuation (33)	Numeracy (33)
<b>NSW</b>	581.9	556.68	586.65	578.91	596.7
<b>Heritage</b>	558.8	518.7	555.5	545.6	552.6

#### Student Outcomes in HSC 2021

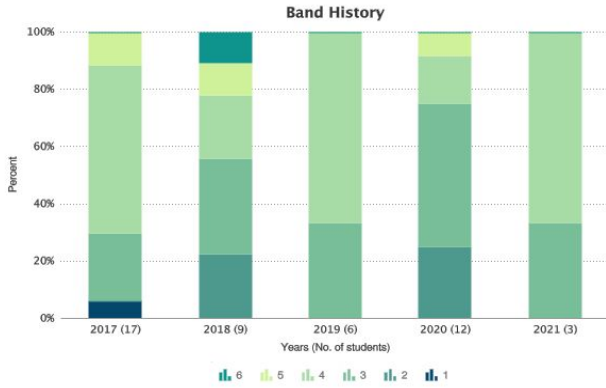
There were 9 students from Heritage Christian School who presented for the Higher School Certificate. 100 percent of these students were eligible for the HSC Award and were the results achieved by Heritage Christian School students in external tests in 2021 were once again solid and tell part of the 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.

Subject	Heritage Average Score	NSW Average Score	School/State Variation
Ancient History 2 unit	74.8	71.06	3.74
Biology 2 unit	69.33	73.38	-4.05
Business Studies 2 unit	68.2	73.32	-5.12
Community and Family Studies 2 unit	71	74.28	-3.28
Design and Technology 2 unit	83	79.11	3.89
English Advanced 2 unit	75.2	81.92	-6.72
English Extension 1 1 unit	37.3	42.07	-4.77
English Standard 2 unit	63.83	70.47	-6.64
Food Technology 2 unit	70.67	73.36	-2.69
Legal Studies 2 unit	75	74.72	0.28
Mathematics Advanced 2 unit	61.2	78.41	-17.21
Mathematics Extension 1 2 unit	7.8	78.21	-70.41
Mathematics Standard 2 2 unit	58.1	69.15	-11.05
Music 1 2 unit	83.53	81.34	2.19
Personal Development, Health and Physical Education	61.37	72.19	-10.82
Primary Industries Examination 2 unit	76.4	74.27	2.13
Studies of Religion I 1 unit	28.33	37.38	-9.05
Visual Arts 2 unit	64.1	80.99	-16.89

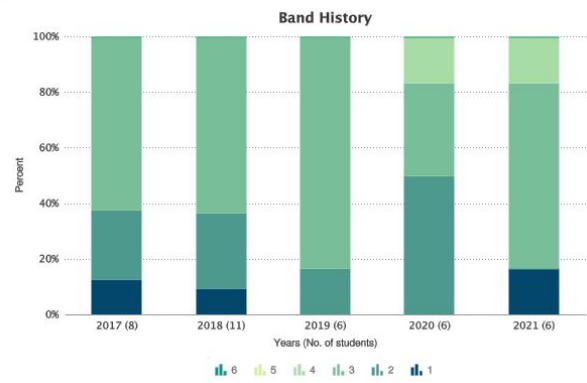
## Trends in HSC performance over time

At Heritage we are continuing to focus on the improvement of HSC results. The following graphs compare band results for some of the HSC over the last 5 years. We still need to work on students' academic outcomes. This will remain an area of focus for our school over the next 12 months. The aim is to further develop a culture of academic rigour, professional support, and development, in order to facilitate improvement in student performance.

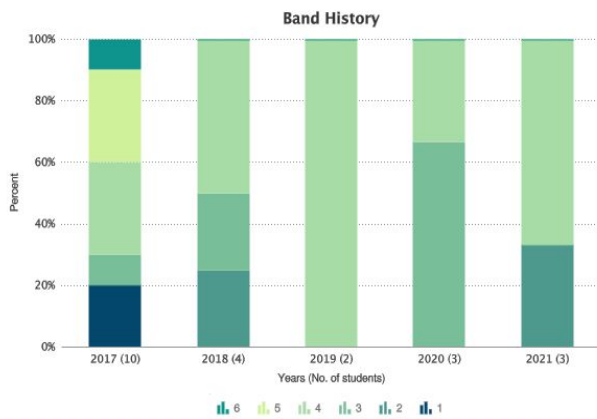
### English Advanced



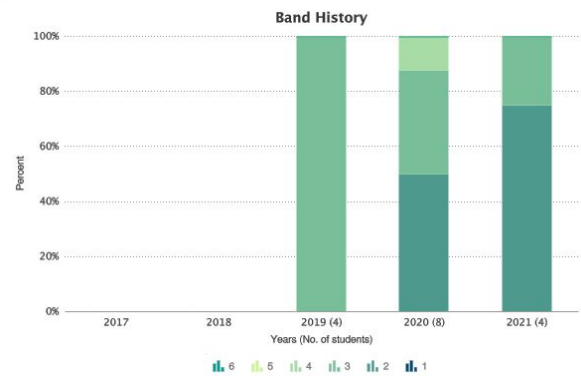
### English Standard



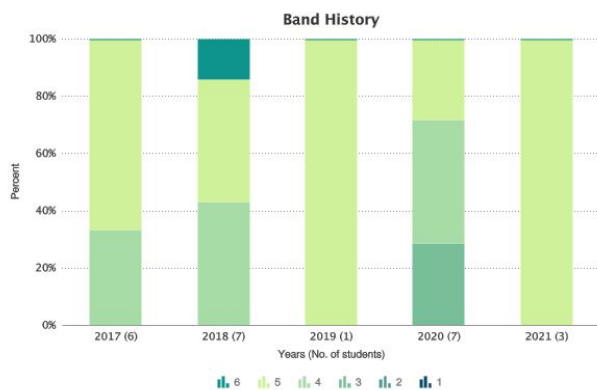
### Biology



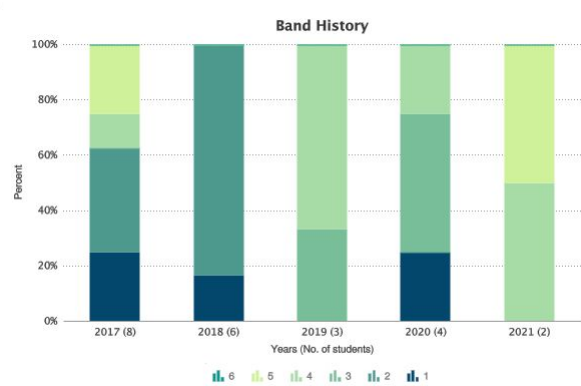
### Mathematics Standard 2



### Music



### Ancient History



## 4. Professional Learning and Teacher Standards

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.

### Heritage Christian School - Professional Learning Undertaken by Staff in 2021

Date	Staff Name	Course Details
19/01/2021	ALL STAFF	Mandatory Child Protection training and WHS
20/01/2021	High School	High School – WAVE with LM
21/01/2021	ALL STAFF	Senior First Aid Course
22/01/2021	ALL STAFF	All teaching staff CSSA Child Safety Policy Training
18/02/2021	Luke McDonald	School Surf Supervisor Award
08/03/2021	Cass Cato, Peter Hill, Soli Tafai, Brendon Wood	Rugby League coaching Course
08/03/2021	Venessa Dures, Emma Schmidt	International Women's Day Conference – Panthers
06/05/2021	Leah Hobbs	Online Captivate FT Yr 10
24-26/05/2021	Sarah Strahorn	National Policy Forum - Canberra
25/05/2021	Leanne Newman & Karen Van Der Zee	iCare w/c Foundations workshop
07&8/06/2021	Mel Hazelgrove	Christian Schools Library Conference – Taree Christian School
15-17/06/2021	Belinda Keast	Rock & Water Training – Orara High School
18/06/2021	Rachel Lilley	CEN Teaching & Learning Network – Nepean CS
12/07/2021		Christian Worldview Training Transformation by Design
13/07/2021	ALL STAFF	Curriculum Design and Christian Education // UBD Biblical Threads in practice// Formational Teaching
13/07/2021	ALL STAFF	Compliance Session Steve McAlpine
14/07/2021	ALL STAFF	Being the Bad Guys
14/07/2021	ALL STAFF	Pedagogy – Universal Design for Learning (Neuroplasticity)
15/07/2021	ALL STAFF	Conflict De-escalation- (Darryl Ford) Training
15/07/2021	Exec	Skye Rose Law Seminar – Crossing the Line from Decision to Discrimination
16/07/2021	ALL Teaching Staff	Clickview Training
19&20/08/2021	Luke McDonald & Matt Cohen	CEN Developing leaders conference - online
22&24/11/2021	Eden McGregor	Rock & Water Training – Orara High School

## 2021 Teaching Staff Details

No.	Name of teacher	Teacher Accreditation Status 1) accreditation no. 2) level	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)
<i>Total Full Time Equivalent (FTE) teaching staff →</i>								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	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 7-10 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 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.	COHEN, Mathew	766582 Proficient Teacher	Grad Dip of Divinity (current) M. Education (School Leadership – UNE 2014) Grad Dipl of Education (UNE 2004) B. of Laws (UWS 2002) B. of communication (UWS 2000)	Y	2021	0	20	1.0	Deputy Principal – Secondary	Secondary campus
13.	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
14.	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
15.	GREEN, Cameron	778897 Proficient Teacher	B. Sci, Uni of Stellenbosch 1990 B. Sci with honours 1992 Higher Dep in Ed 1992 Crt IV Training and Assessment 2019 Tafe	Y	2019	0	21	1.0	11-12 Horticulture 12 Biology 10 Science	Secondary campus



			Crt II Horticulture 2017 Tafe Crt II Agriculture 2017 Tafe							
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 Conditional	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 Conditional	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.	I'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 2004) Grad Dip Education (UTS 2005)	Y	2020	0	16	1.0	9-10 Child studies 7-9-10 PDHPE 8 Science	Secondary campus

25.	KILLICK, Elizabeth	197583 Proficient Teacher	Dip. Teach – Primary (Uni of Wol. 1994)	Y	2013	14	0	0.9	Learning Manager Years 3-6	Primary campus
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.	KROON, 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.	LILLEY, Rachel	227955 Proficient Teacher	Dip Teach (Sec) Syd Teachers M. Education CSU 2020	Y	2021			0.9	Student Support Manager	Secondary campus
30.	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
31.	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
32.	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
33.	MISON, Tiane	259489 Provisional Teacher	B.Teach, B.Soc Sci, Honours, Uni of Newcastle 2000.	Y	2019	16	0	0.8	Student Support Manager	Primary campus
34.	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
35.	NEWTON, Simone	118726 Proficient	B. Ed (CSU 2000)	Y	2018	11	10	0.9	9 History	Secondary campus

		Teacher							11-12 Anc History 9 Geography	
36.	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
37.	STRAHORN, Sarah	112339 Proficient Teacher	B.Teach Primary, 1999, CSU	Y	2019	22	0	1.0	Deputy Principal Primary, Principal	Primary campus
38.	TABONE, Danielle	909051 Proficient Teacher	B.Teach Primary, Honours 2018	Y	2019	2	0	1.0	Year 5-6 primary	Primary campus
39.	TAFAI, 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
40.	WEATHERSTONE, 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

Teaching Qualifications	Number of Staff
Degree/Diploma	40
Masters, Honours or other Post Graduate	12

*The above information was collected in December 2021.*

## 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.

### Staff Comparison:

This is a comparison of staff reported at this location by function and gender, compared to last year.

	2020				2021			
	Primary	Secondary	Primary & Secondary	TOTAL	Primary	Secondary	Primary & Secondary	TOTAL
Principal	-	-	1	1	-	-	1	1
Teaching Staff	11	26	2	39	12	28	1	41
Specialist Support	2	5	6	13	3	10	1	14
Building Operations	-	-	1	1	-	-	1	1
Administrative and Clerical	-	-	11	11	-	-	11	11
<b>TOTAL</b>	<b>13</b>	<b>31</b>	<b>21</b>	<b>65</b>	<b>15</b>	<b>38</b>	<b>15</b>	<b>68</b>

### Staff Summary:

This is a summary of reported staff at this location by function and gender.

Type	Gender	ALL STAFF		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Male	1	1.0	-	-
Teaching Staff	Male	14	13.4	-	-
	Female	27	22.3	-	-
Specialist Support	Male	6	4.0	-	-
	Female	8	6.3	-	-
Building Operations	Male	1	0.8	-	-
Administrative and Clerical	Female	11	9.2	-	-
<b>TOTAL</b>		<b>68</b>	<b>57.0</b>	<b>-</b>	<b>-</b>

*The above information on staffing was collected as a part of our 2021 Census data collection over 2020 -2021.*

## 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 2021**

<b>Level/ Description</b>	<b>Attendance %</b>
Kindergarten	93.17
Year 1	89.39
Year 2	89.83
Year 3	90.12
Year 4	88.03
Year 5	80.69
Year 6	86.47
Year 7	88.99
Year 8	86.09
Year 9	85.06
Year 10	84.53
Year 11	86.66
Year 12	93.12
Total overall attendance	87.86

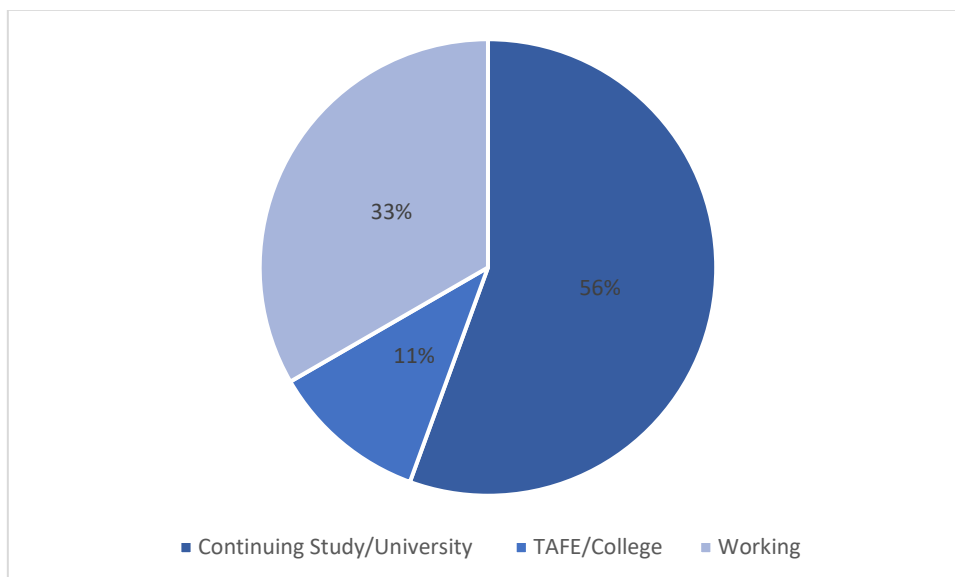
### **7. 2021 - 2022 Enrolment Retention Rates**

<b>Year 10 2021</b>	<b>Year 11 2022</b>	<b>Retention Rate</b>
51	27	53%
<b>Year 11 2021</b>	<b>Year 12 2022</b>	<b>Retention Rate</b>
25	15	60%
<b>K-12 2021</b>	<b>K-12 2022</b>	<b>Retention Rate</b>
350	319	91%

## 8. Post-School Destinations

### 2021 (HSC) Higher School Certificate Post-School Destinations

Of the nine students who completed their HSC at Heritage Christian School, five students continued on to university or further study, three students have entered the workforce and one has enrolled in TAFE.



## 9. Enrolment Policy

A copy of the school's enrolment policy is available via the following link:

[Enrolment Policy](#)

## 10. School Policies

All school policies are available for viewing at the school office. The following policies are also available via the school website: <https://heritage.nsw.edu.au/our-school/policies/>

1. Child Protection Policy
2. Complaints Policy
3. Discipline Policy
4. Welfare Policy

## 11. School-Determined Improvement Targets

In 2021 we adjusted our targets to include:

1. Improvement of our Home learning approach to include online classrooms, virtual lessons and online classes using the Microsoft Teams environment.
2. Revision of the school's approach to positive approaches for learning (PBL).
3. Implementation of the Universal Design for Learning framework (UDL).
4. Improvement of our approaches to engagement in learning.

This was due to the unforeseen floods and in response to the needs of the student and staff body during 2021. We are thankful that we were able to implement actions to achieve the targets and have been largely successful in the engagement of these. Well done team. There will always be improvements to make in our teaching and learning and as a result some of the targets from 2021 will be further engaged with in 2022.

## 2022 Targets

In 2022 we are setting the following targets:

1. Restructure the Senior School to reflect the academic focus of the school and the need to care for students academically and pastorally
  - a. Including Year advisors and Heads of Department
  - b. Clear lines of communication
  - c. Actionable items for care of students
  - d. A focus on developing further the teaching and learning of our students
2. Continuation of improvement for our Universal Design for Learning for differentiation of our teaching and learning.
3. Continuation of a focus on teaching and learning including an overhaul of our staff appraisal system to ensure good practice is affirmed and supported for improvement.
4. Improvement of our community engagement for the school including the creation of a role to achieve this
5. The development of a graduate profile
6. The development of a new school wide strategy for improvement
7. The upgrade of the school entrance and facilities
8. The improvement of school IT infrastructure
9. The implementation of a laptop program for 2023
10. Overhaul of the financial reporting systems of the school
11. A focus on fee and debt collection
12. Improvement of the school budgeting approaches at a department level
13. Improve our attendance record for some of our students.

## 12. Initiatives Promoting Respect and Responsibility

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

## 13. Parent, Student and Teacher Satisfaction

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



## 14. 2021 Summary of Financial Information:

