



Heritage
CHRISTIAN SCHOOL

2022 ANNUAL REPORT

HERITAGE CHRISTIAN SCHOOL

Vision Statement

To inspire students for a life of transformation and service through excellent, authentic Christ-centred education

Purpose Statement

Heritage Christian School exists to partner with families, and equip staff to develop highly capable students, of Christian character, ready to serve and enrich the community for the glory of God.

Identity Statement

Heritage Christian School is a Christian Learning Community, serving families in the Port Macquarie-Hastings region. We are a member of Christian Education National (CEN), and governed by the Hastings Association for Christian Education (HACE) Ltd.

1. 2022 Chairman of the Board Report

It is with great pleasure and gratitude that I present to you the Annual Chairman of the Board Report for the year 2022. This report highlights the significant events and achievements that have shaped our school community and reflects upon the dedication and commitment of all involved.

The commencement of this year began with the exciting commencement of the schools Business Manager Wayne Dorsey and Deputy Principal High School Dougal Parsons. They joined the executive team of Matt Cohen (Principal) and Sarah Strahorn (Deputy Principal Primary School).

Throughout the year, the Board has been actively involved in strategic planning alongside the school executive. Kylie Garret and I have worked collaboratively with the executive to develop a comprehensive roadmap that will guide the future growth and success of Heritage Christian School. The executives strategic planning efforts have focused on ensuring a high-quality education and nurturing a faith-filled Christian learning community that fosters the holistic development of our students.

In July through September CEN led surveys were conducted with the staff and then parents and students. These results were used in the strategic planning process.

In September Kylie Garrett and I met with Yvonne Bradley from CEN to look at building a strong HACE membership and how to invest in and involve the HACE community.

The Board have approved some investment into the capital of the school. There has been approval for building and ground works for our entry, renovating some bathrooms and added air conditioning.

During August we consulted with our lawyers Prolegis regarding our Constitution requiring an update due to changes to the Corporations Act in 2012. Under the advice of Prolegis the Constitution was brought in line with the current acts and was addressed at the October AGM. A motion was unanimously passed to accept the Constitution as presented to the HACE members prior to the meeting.

As part of our commitment to continuous improvement and professional development, the board has had the privilege of attending the CEN Flint and Steel training workshops. This experience provides invaluable insights into educational leadership and equipped us with the necessary tools to contribute effectively to the growth and development of our school.

In May of 2022 and In November 2022, I had the honour of representing HACE at the CEN National Conference and AGM and the CEN National Governance Conference respectively. These conferences provided an opportunity to network with fellow Christian education leaders, exchange ideas, and gain new perspectives on governance practices. The knowledge and insights gained from the conferences have been instrumental in guiding our governance decisions and ensuring the best outcomes for our school community.

Regrettably, we experienced a decrease in student numbers during the year 2022. While this presents challenges, we remain committed to delivering a high-quality education to every student entrusted to our care. Efforts are underway to address this decline and actively engage the wider community to ensure the continued growth and success of Heritage Christian School.

In January 2022, we bid farewell to David Bird, who resigned from his position on the Board to pursue other endeavours. We thank David for his dedicated service and wish him the very best in his future endeavours. We farewelled Jonathan Goldring in October 2022 as his employment opportunities changed and increased. Additionally, in December 2022, Kylie Garrett resigned from her position on the Board as she relocated interstate. We express our gratitude to Jono and Kylie for their valuable contributions and wish them success in all that God takes them into.

To fill a casual vacancy created by these resignations, we welcomed Scott Massey onto the Board. Scott brings a wealth of experience and a passion for Christian education. We are confident that his expertise will greatly benefit our school community, and we look forward to working with him in the years ahead.

One of the greatest honours I have experienced as Chairman of the Board is witnessing the unwavering dedication of our staff and executive team. Their commitment to creating a faith-filled Christian learning community is truly commendable. Their tireless efforts have played a pivotal role in shaping the lives of our students, fostering their spiritual growth, and instilling in them a lifelong love for learning.

Finally, I want to express my sincere gratitude for the privilege of serving the Heritage Christian School community as Chairman of the Board. It is an honour I hold with the utmost humility and pride. Together, we continue to build upon the strong foundations of our school and remain steadfast in our mission to provide an exceptional Christian education that prepares our students for a life of purpose, service, and faith.

Thank you for your continued support, dedication, and commitment to Heritage Christian School. I look forward to the year ahead, knowing that together we will achieve great things.

Bree Brown
Board Chair
Hastings Association for Christian Education

2. 2022 Principal Report

Introduction

At Heritage Christian School, we exist to partner with families to equip our staff to develop highly capable students of Christian character who are ready to serve and enrich the community for the glory of God. This mission is *rooted* in our belief that Jesus Christ is the vine, and we are the branches, and that apart from Him, we can do nothing. 2022 has been a year to celebrate God's sovereignty over all things.

As we partner with families to provide a Christian education, we recognize that to be part of the vine, we must remain connected to Jesus; we will be known by the fruit that we bear. Our staff are committed to following Jesus and from this follows their commitment to equipping our students with the knowledge and skills they need to succeed, alongside the importance of nurturing their Christian character. This is because Jesus is the cornerstone for all that we do.

We believe that our students are capable of great things, and it is our responsibility to provide them with the tools they need to reach their full potential. But we also know that our ultimate goal is not just to develop highly capable students, but students of Christian character who are ready to serve and enrich the community for the glory of God.

Senior School Academics

In the Senior School, we have been focused on academic improvement, with a number of exciting developments taking place over the 2022 year. One of the most significant changes has been the restructuring of our leadership team, with the introduction of Heads of Department for Key Learning Areas as well as leaders of both Curriculum and Wellbeing. This new leadership structure has brought fresh perspectives and new ideas to the table and has helped us to develop a more integrated and comprehensive approach to Christian education.

Another important development has been the re-introduction of various sporting events and camps after the disruption caused by the COVID-19 pandemic. These events provide important opportunities for our students to develop their skills, build relationships, and experience personal growth. In particular, we were thrilled to be able to resume the year 11 Snow Trip, and our other outdoor education programs, after a few years of disruption.

We are also proud of the first group of Year 9 students who began the Duke of Edinburgh program as a cohort. This program provides a fantastic opportunity for our students to develop their leadership, teamwork, and problem-solving skills, and we are delighted to see some of these students now pursuing the Silver Award.

Our commitment to developing learning partnerships has also been a key focus over the past year. We have worked with a range of organizations, including Birdon Mechanical with Tech Mandatory, several local childcare centres with gifts of *Mud Kitchens*, and local connection to Charles Sturt University with the CSU Future Moves program, to provide our students with new and exciting learning opportunities. This comes in connection with our new Careers teacher, Mr Dures.

Finally, we look forward to the introduction of the Designing for Deep Learning program which is being launched at the end of the 2022 year ready for 2023. This innovative program enables our students to develop their creativity, critical thinking, communication, collaboration, citizenship, and character as well as developing their digital literacy skills, and has helped us to create a more dynamic and engaging learning environment.

All of these developments are part of our ongoing commitment to academic improvement and providing our students with the best possible educational experience. We are excited to see the positive impact of these changes and look forward to continuing to build on our success in the years to come.

Senior School Pastoral Care

Our commitment to nurturing students' spiritual growth and fostering a vibrant Christian community at Heritage Christian School extends through various initiatives and programs. Here are some highlights of the activities and opportunities provided:

Chapel Services: Our regular chapel services have served as a platform for students to hear the Gospel message, providing them with opportunities for worship, reflection, and spiritual growth. These services have been integrated into the school calendar, with special chapel services held during Easter and Christmas to celebrate and reflect on the significance of these seasons.

Word of Life Ministry (WOL): Through the Word of Life Ministry, students have been encouraged to respond to the message of the Gospel and deepen their faith whilst having a fun time with inflatable challenges and games. This ministry has offered students the chance to engage in discussions, ask questions, and explore their personal relationship with Christ. We thank Martin Garcia for their support of the school.

Jesus Over Lunch Time (JOLT): has provided a dedicated time for students to study the Bible, grow in their understanding of Christ, and strengthen their faith. These sessions have facilitated deep discussions, reflections, and personal growth among our students. Significantly over 2022 our student body have taken a role in leadership of these meetings.

Year 10 Thrills and Skills Week: Led by Mrs Keast, our Year 10 students had the opportunity to participate in a week-long program focused on leadership development and planning for their future. This engaging and interactive program helped them explore their potential, develop leadership skills, and make informed decisions about their next steps through Stage 6 and prompted them to think about university and career decisions.

Peer Support Training: In preparation for the upcoming year, Peer Support training has been implemented. This program enables students to support and connect with their peers, fostering a sense of community, empathy, and friendship within the school. We are pleased to see the Year 11 students engaging meaningfully with the junior students.

Rock and Water Program: Our Year 7 students had the privilege of participating in the Rock and Water program. This program aims to promote personal and social development, empowering students to build resilience, develop positive relationships, and navigate challenges with confidence. Thank you to Kye (our counsellor) for leading this.

Pastoral Care Groups (PC): Led by our dedicated PC teachers, PC groups provide a space for students to interact, connect, and receive support on a weekly basis. These groups foster a sense of belonging, encourage open communication, and address the holistic needs of our students.

Chaplaincy, Counselling, and Wellbeing Support: The Chaplaincy and Counselling team has been a pillar of support for students, offering guidance, care, and pastoral support. Through their presence, they have created a safe and nurturing environment where students feel heard, valued, and supported.

Operation Christmas Child: As a compassionate and giving community, we participated in Operation Christmas Child, delivering over 50 gift-filled boxes to children around the world. This initiative provided our students with the opportunity to express love, kindness, and generosity, embodying the teachings of Christ. Thank you, Mrs Keast, for running this program.

These initiatives, along with many others, reflect our commitment to cultivating a vibrant Christian community at Heritage Christian School. We are dedicated to providing our students with a strong spiritual foundation, empowering them to live out their faith and positively impact the world around them.

Junior School

After the challenges posed by the COVID-19 pandemic, we are thrilled to report that school events and activities have returned to our calendar, creating a sense of normalcy and excitement within our community. These events have not only provided opportunities for joy and celebration but have also strengthened the bonds among our students, staff, and families.

Kindy Information Night, Carnivals, Parent Pop-in day, and Celebration and Thanksgiving Service have made a comeback, allowing our students to showcase their talents, creativity, and teamwork. These events have been filled with laughter, camaraderie, and a spirit of healthy competition, fostering a sense of belonging and school pride.

One of the highlights of the year was the Canberra excursion, which offered our Stage Three students a unique educational experience. They had the chance to explore our nation's capital, learn about Australian history and government, and create lasting memories with their peers.

Another notable event was the Infants pantomime at the Celebration and Thanksgiving Service. Our younger students delighted the audience with their performances, demonstrating their creativity and confidence in telling the story of Jesus' birth. This special event brought joy and laughter to all who attended, highlighting the talents and growth of our students.

We are also pleased to share that there has been significant growth in Christian engagement with the school, with a growing number of Christian families becoming part of our community. This critical mass of Christian families in our Junior School has enriched our environment, providing opportunities for spiritual support, fellowship, and mutual encouragement.

As we move forward, we are committed to fostering an atmosphere where Christian values are embraced, and faith is woven into the fabric of our school community. We aim to continue nurturing the spiritual growth of our students, strengthening their relationship with God, and creating an environment where they can live out their faith confidently and authentically.

Enrolment: The school's enrolment at census was 308 students. This necessitated a restructure of staff. This has resulted in meeting industry benchmarks in 2023.

Faculty and Staff: The school's faculty and staff remained committed to providing students with the best possible education. The school continued to hire highly qualified Christian teachers and staff members, and all employees received ongoing professional development and training throughout the year, including Christian Worldview, Transformation By Design and pedagogical approaches.

Campus Improvements: The school continued to invest in improving its campus facilities, with renovations to classrooms, the addition of air-conditioning through much of the school and the addition of new technology and equipment. These investments were aimed at providing students with a safe and comfortable learning environment that would enhance their educational experience.

Looking Ahead: As the school looks ahead to the next academic year, it remains committed to providing students with a high-quality Christian education. We will be embarking on the Designing for Deep Learning program. It will also incorporate a 1:1 device program in year 7 and 8 in 2023 and for other year groups in 2024. The school will continue to invest in its faculty, staff, and facilities, and will explore new programs and initiatives that will enhance the educational experience for students.

3. Student Outcomes

The results achieved by Heritage Christian School students in external tests in 2022 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 (2022)

The following table summarises results and compares them to state-wide scores. As a small school, we are dealing with very small groups of students sitting the NAPLAN tests. This should be kept in mind when comparing our results with the NSW average. 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. NAPLAN participation for HCS in 2022 was 95% of students, which is the same percentage as NAPLAN participation for all Australian students in 2022.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	438	422	418	433	400
Heritage	426	443	448	413	377
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	510	484	505	499	488
Heritage	511	467	499	500	481
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	543	530	547	533	546
Heritage	532	514	540	537	545
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
NSW	578	560	577	573	584
Heritage	590	554	565	575	582

Student Outcomes in HSC 2022

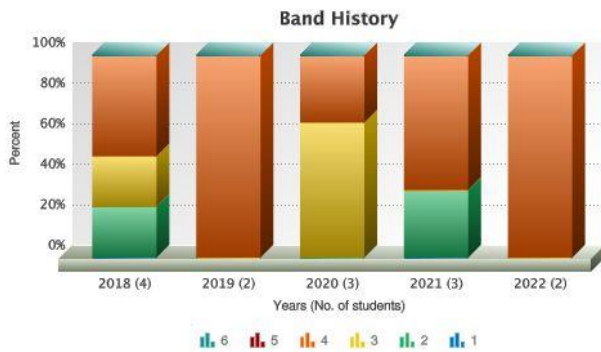
There were 12 students from Heritage Christian School who presented for the Higher School Certificate. 100 percent of these students were eligible for the HSC Award and the results achieved by Heritage Christian School students in external tests in 2022 were once again solid and tell part of the story. 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	69.40	71.98	-2.58
Biology 2 unit	74.20	70.03	4.17
Community and Family Studies 2 unit	75.08	74.79	0.29
Design and Technology 2 unit	70.60	77.62	-7.02
English Advanced 2 unit	67.63	81.53	-13.90
English Extension 1 1 unit	33.50	41.79	-8.29
English Extension 2 1 unit	40.40	39.89	0.51
English Standard 2 unit	68.40	69.88	-1.48
Food Technology 2 unit	75.60	71.78	3.82
Legal Studies 2 unit	60.48	73.78	-13.30
Mathematics Advanced 2 unit	68.40	78.31	-9.91
Mathematics Standard 2 2 unit	64.76	70.87	-6.11
Music 1 2 unit	82.00	81.88	0.12
Personal Development, Health and Physical Education	65.16	69.75	-4.59
Physics 2 unit	68.80	74.25	-5.45
Studies of Religion I 1 unit	30.30	37.91	-7.61

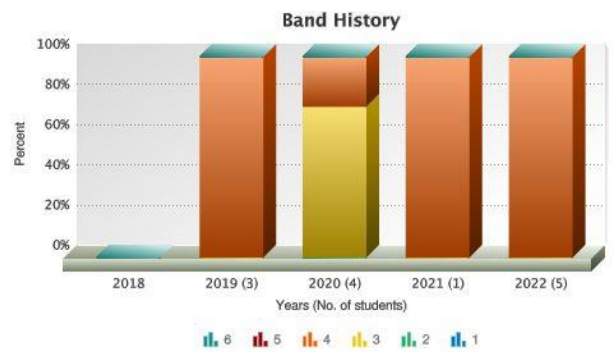
Trends in HSC Performance Over Time

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 are seeing an upward trend due to our focus on approach to exams and assessment preparation. 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.

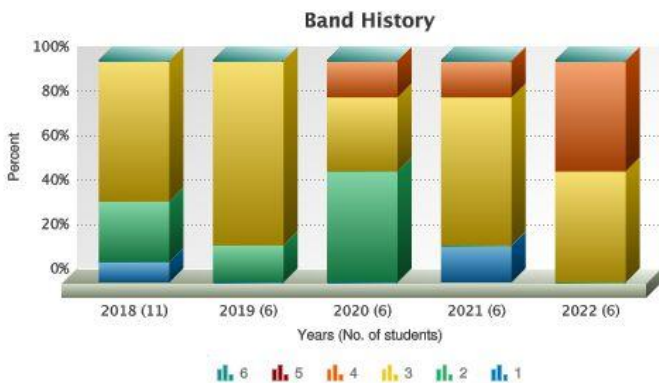
Biology



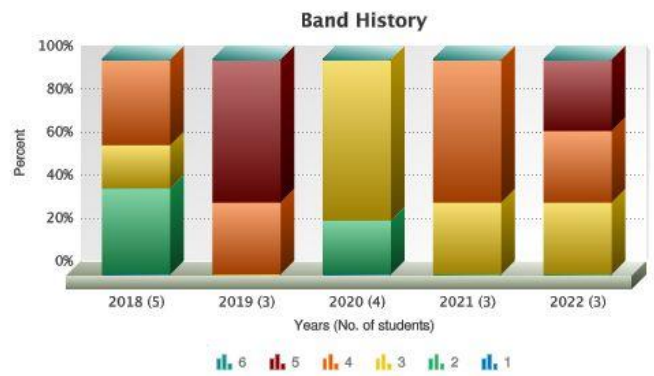
Community & Family Studies



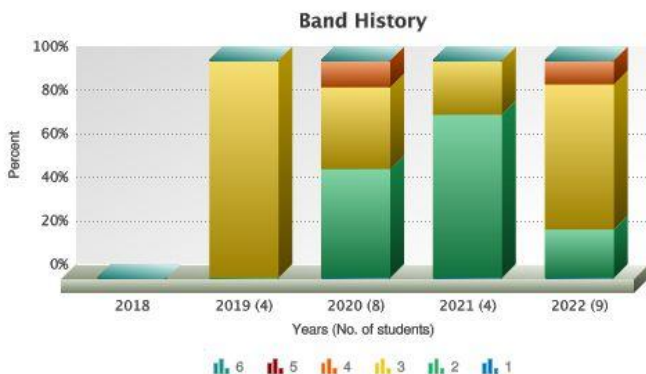
English Standard



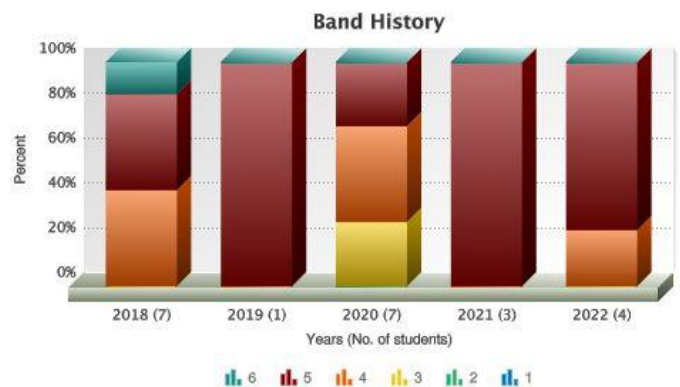
Food Technology



Mathematics Standard



Music



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 2022

Date	Staff Name	Course Details
25.1.2022	All Staff	Child Protection
20.7.2022	All Staff	CPR Update
24.1.2022	All Secondary Staff	A Day in the Life: Diary and Cornell Notes
24.1.2022	All Secondary Staff	Positive Behaviour for Learning
21.1.2022		Neuroplasticity
25.5.2022	Kelly Dorsey	Leading the Implementation of the New English K-2 Syllabus
25.5.2022	Alison Bauer	Leading the Implementation of the New English K-2 Syllabus
25.5.2022	Rebekah Cohen	Leading the Implementation of the New English K-2 Syllabus
25.5.2022	Lynette Purnell	Leading the Implementation of the New English K-2 Syllabus
26.5.2022 – 27.5.2022	Marty Dures	Careers Adviser Days
7.6.2022	Barb Bruce	Leanne Woodley NCCD Training
7.6.2022	Ally Hanlen	Leanne Woodley NCCD Training
7.6.2022	Dougal Parsons	Leanne Woodley NCCD Training
7.6.2022	Sarah Strahorn	Leanne Woodley NCCD Training
16.6.2022	Dougal Parsons	Schoolbox NSW User Forum 2022
16.6.2022	Paul Betenson	Schoolbox NSW User Forum 2022
21.6.2022	Sarah Strahorn	CEN Deputy Principal Network Meeting
21.6.2022	Dougal Parsons	CEN Deputy Principal Network Meeting
2.8.2022	Mel Hazelgrove	Hastings Teacher Librarian Network
9.8.2022	Lynette Purnell	K-2 Maths Syllabus
18.8.2022	Tim Schmidt	WHS Committee Training
18.8.2022	Cameron Green	WHS Committee Training
18.8.2022	Marty Dures	WHS Committee Training
18.8.2022	Leah Hobbs	WHS Committee Training
18.8.2022	Astrid Dafter	WHS Committee Training
18.8.2022	Peter Hill	WHS Committee Training
18.8.2022	Virginia Tola	WHS Committee Training
19.8.2022	Lestelle Tafai	Shine Women's Conference
2.9.2022	Kye Dures	"Church Time" PD, Coffs Harbour Christian School
2.9.2022	Greg Hickey	"Church Time" PD, Coffs Harbour Christian School

9.9.2022	Greg Hickey	AIS Wellbeing Conference
7.9.2022 – 8.9.2022	Luke McDonald	ROSA/HSC Curriculum and School Registration in 2023
12.9.2022 – 13.9.2022	Dougal Parsons	Visible Learning – “Not By Chance, But By Design”
16.9.2022	Cameron Green	AIS VET Primary Industries Network Day
19.9.2022	Mick Baldwin	CSSA North Coast Sports Co-ordinators Meeting
17.10.2022 – 18.10.2022	Rachel Lilley	MacqLit PD Workshop
10.10.2022	Lestelle Tafai	Pacific Hills Christian School – School Visit
19.10.2022	Leah Hobbs	Tech Mandatory – Digital Technologies
21.10.2022	Luke Taylor	Blue Mountains Writers Festival

2022 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>								31		
1.	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	20	0.3		Secondary campus
2.	BALDWIN, Michael	262345 Proficient Teacher	B.Arts/B.Teach (UNE, 2013) Spanish Bilinguals (UNSW 1996) Spanish for Beginners (UNSW 1993),	Y	2015	0	7	1.0	9-10 Spanish x 2 7- Core 7- Spanish x 2 7-10 Sport Sports Co-ordinator	Primary/ Secondary campus
3.	BEAVER, Paul	214150 Proficient Teacher	B.Arts Maths Major (Macq Uni, 2005)	Y	2008	0	16	1.0	12 Math Adv 12 Math Std 11 Math Adv 11 Math Std 10 Math Adv 10 Math Int Year Advisor Stage 6	Secondary campus
4.	BETENSON, Leith	752540 Proficient Teacher	B. Arts (Hons) Eng 1996-1999, Lit & Lang (Uni of Surrey) Postgrad Cert. Ed (London 1999)	Y	2017	19	4.5	1.0	7 English 8 English 9 English	Secondary campus
5.	BOUWER, Alison	319550 Provisional	B.Teach Primary (Hons) (Uni of Newcastle)(Dec2017)	Y	2018	3	0	1.0	Kindergarten	Primary campus

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)
6.	BRUCE, Barbara	115976 Proficient Teacher	Dip Teach. (UNE 1994) B.Ed (UNE 1995) M.Ed (UNE 2003),	Y	2014	25	0	0.4	Primary Teacher	Primary campus
7.	CATO, Cassandra	115966 Proficient Teacher	B. Exercise Science (ACU April 202) Dip in Ed (UTS 2003)	Y	2014	0	17	0.6	11 CAFS 11 SLR 9 PDHPE 8 Tech 7-10 Sport	Secondary campus
8.	COHEN, Matthew	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	Principal 12 English Std	Primary/ Secondary campus
9.	COHEN, Rebekah	120415 Proficient Teacher	B.Ed (UTS 2003) Grad Cert of Education (Avondale 2020)		2021	20		0.5	Stage 1 Teacher	Primary Campus
10.	DAY, Jodie	286612 Proficient Teacher	B.Teach (Primary) (SCU-1994)	Y	2016	7.5	4	1.0	12 English, Maths, Food Tech, Life Skills 9 Maths Int 8 Core 7-8 Maths 7 Biblical Studies x 2	Secondary campus
11.	DORSEY, Kelly-Jean	753308 Proficient Teacher	B.Teach (Early Childhood) (CSU 1997)	Y	2022	23		0.5	Stage 1 Teacher	Primary campus
12.	DURES, Martin	275427	B.Arts, B.Ed (Primary), (Uni Newc 2014)	Y	2015	6	1	0.8	8 Maths Careers Adviser	Secondary / Primary campus

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)
		Proficient Teacher							Primary Geography/History	
13.	EDMUNDS, Madeline	258752	B.Commerce (Public Relations) (UOW, 2011) Grad.Dip.Ed (UOW, 2012)					0.4	Primary Teacher	Primary Campus
14.	FARLOW, Courtney	292363 Proficient Teacher	B.Teach (Secondary), B.Fine Arts (Uni of Newcastle, 2015)	Y	2021		6	1.0	7, 8, St 5, 11 Art St 5 Photography 8 Year Advisor	Secondary 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 Crt II Horticulture 2017 Tafe Crt II Agriculture 2017 Tafe	Y	2019	0	22	1.0	11-12 Horticulture 11 Biology 10 Science 7 Science Stage 5 - Agrifoods	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		2	1.0	12 Physics 11 Chemistry 9 Maths Adv 9 Science 8 Science 7 Science	Secondary campus
17.	HANLEN, Alison	304556 Proficient Teacher	B.Teach(Primary) / B.Early Childhood Studies, Uni of Newcastle, 2013	Y	2022			0.6	Primary Teacher	Primary Teacher
18.	HARRIS, Daniel	313587 Proficient Teacher	B.Med Sci 1999 Macq Uni, M.Teach Primary Charles Sturt 2018	Y	2019	3	0	1.0	Stage 3 Teacher	Primary campus
19.	HAZELGROVE, Melinda	115972 Proficient Teacher	Dip.Teach Primary (Uni of Syd 1987), Cert. Gifted Ed (UNSW 2006)	Y	2004	22	5	1.0	Teacher Librarian, STEAM, Student Enrichment Program	Primary/ Secondary campus

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)
20.	HICKEY, Greg	222240 Proficient Teacher	B.Sports Sci/Sports Coach (UNSW 1998) Dip Ed (UNSW, 1998)		2022		12	1.0	11 – PDHPE 8, 9, 10 – Biblical Studies 7-10 Sport Head of Wellbeing	Secondary Campus
21.	HILL, Peter	116031 Proficient Teacher	B.Teach Human Movement & Health edu. Uni of Sydney 2003)	Y	2018	0	16	1.0	12 CAFS 12 SLR 8-9-10 PDHPE Stage 5 - PASS 7-10 Sport 9 – Year Advisor	Secondary campus
22.	HOBBS, Leah	308868 Conditional	B. Edu (Secondary), B. Design & Technology 2016 (Uni of Newcastle)	Y	2017	3	1	1.0	11-12 Food Tech Stage 5 – Food Tech x 2 HOD - CAPA/TAS 7-12 Sport	Secondary campus
23.	HONE, Liza	181939	B.Econ(Social Sciences), Grad Dip.Ed		2022			0.6	11, 12 – Business Studies 11, 12 – Stud of Religion Stage 5 - Enterprise	Secondary Campus
24.	l'ANSON, Leigh	289906 Proficient Teacher	B.Music (Ncle Uni 2014) Grad.Dip.Ed (Exelsia College 2015)	Y	2016	4	5	1.0	Music 7-12 7-8 Tech	Secondary campus
25.	JAGGERS, Jane	115969 Proficient Teacher	Dip.Ed (Uni.South.QLD-1996), Bach.Arts (ANU-1995)	Y	2013	0	15	1.0	11-12 Adv English 12 – English Ext 1 & 2 11 – Modern History 10 English HOD - Humanities	Secondary campus
26.	KEAST, Belinda	119294 Proficient Teacher	B. Health Science PDHPE (WSU 2004) Grad Dip Education (UTS 2005)	Y	2020	0	17	1.0	7, 8, 10 - PDH 8-9 - Science Stage 5 – Child Studies	Secondary campus

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)
									10 – Year Advisor	
27.	KILLICK, Elizabeth	197583 Proficient Teacher	Dip. Teach – Primary (Uni of Wol. 1994)	Y	2013	15	0	0.8	Stage 3 Teacher Primary Learning Co-ordinator	Primary campus
28.	KIRKPATRICK, Rebecca	243945 Proficient Teacher	B. Education/ Early Childhood (UNE 2011)	Y	2013			0.6	Stage 2 Teacher	Primary campus
29.	LILLEY, Rachel	227955 Proficient Teacher	Dip Teach (Sec) Syd Teachers M. Education CSU 2020	Y	2021			0.9	Year 7 Maths	Secondary campus
30.	MCDONALD, Luke	314420 Proficient Teacher	B. Secondary Edu (Phys & Health Edu)2013, (Uni of Canberra) Cert 4 Training & Assess 2015	Y	2017	0	6.5	1.0	12 – PDHPE 11 – Maths Stage 5 – D&T 7-10 Sport HOD – Maths, Science, PDHPE	Secondary campus
31.	PARSONS, Dougal	221782 Proficient Teacher	B.Media, (Macq Uni, 2003), B.Arts (Hons), (Macq Uni, 2004) Grad.Dip.Ed, (Macq Uni, 2005) Mast.Arts (English Literature) (Sydney Uni, 2015)	Y	2022		17	1.0	11 English Std Deputy Principal, Secondary	Secondary campus
32.	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	20	0	1.0	Stage 1 Teacher	Primary campus
33.	STRAHORN, Sarah	112339 Proficient Teacher	B.Teach Primary, 1999, CSU	Y	2019	23	0	1.0	Deputy Principal Primary, Principal	Primary campus

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)
34.	TAYLOR, Luke	248836 Proficient Teacher	B.Arts/B.Teach (UNE, 2012), Mast.Arts (Writing) (UNE, 2017)	Y	2022		8.5	1.0	11, 12 Ancient History 12 Legal Studies St 5, 11 Drama 9 History 9 Geography	Secondary campus
35.	TAYLOR, Michelle	261870	Bach.Teach (Primary) (UNE, 2010), Diploma of Children's Services (TAFE, 2006)		2022			1.0	Stage 2 Teacher	Primary campus
36.	WEATHERSTONE, Barbara	300139 Proficient Teacher	Dip.Teach (Syd Teachers Col 1977), B.Ed Conversion (Col of Christian High Ed Inc 2009)	Y	1996	0	44	1.0	9-10 History 9-10 Geography 8 – Core 8 – Biblical Studies 7 – Core 7 - Tech	Secondary campus

Teaching Qualifications	Number of Staff
Degree/Diploma	36
Masters, Honours or other Post Graduate	19

The above information was collected in August 2022.

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.

	2021				2022			
	Primary	Secondary	Primary & Secondary	TOTAL	Primary	Secondary	Primary & Secondary	TOTAL
Principal	-	-	1	1	-	-	1	1
Teaching Staff	12	28	1	41	12	20	3	35
Specialist Support	3	10	1	14	3	7	1	11
Building Operations	-	-	1	1	-	-	1	1
Administrative and Clerical	-	-	11	11	-	-	11	11
TOTAL	15	38	15	68	15	27	17	59

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	11	10.8	-	-
	Female	24	19.2	-	-
Specialist Support	Male	2	1.7	-	-
	Female	9	5.6	-	-
Building Operations	Male	1	1.0	-	-
Administrative and Clerical	Male	3	2.6	-	-
	Female	8	6.2	-	-
TOTAL		59	48.1	-	-

The above information on staffing was collected as a part of our 2022 Census data collection over 2021 -2022.

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 2022

Level/ Description	Attendance %
Kindergarten	86.00
Year 1	83.14
Year 2	84.25
Year 3	84.35
Year 4	90.31
Year 5	86.69
Year 6	81.25
Year 7	78.78
Year 8	83.34
Year 9	80.47
Year 10	79.44
Year 11	74.00
Year 12	82.03
Total overall attendance	82.61

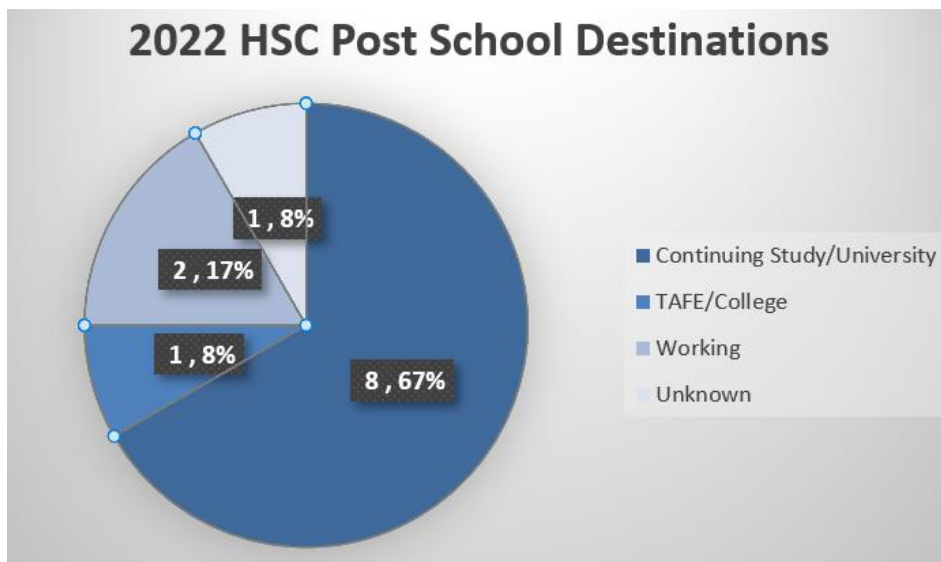
7. 2022 - 2023 Enrolment Retention Rates

Year 10 2022	Year 11 2023	Retention Rate
26	13	50%
Year 11 2022	Year 12 2023	Retention Rate
29	22	76%
K-12 2022	K-12 2023	Retention Rate
293	267	89%

8. Post-School Destinations

2022 (HSC) Higher School Certificate Post-School Destinations

Of the twelve students who completed their HSC at Heritage Christian School in 2022, eight students were offered university places, two students have entered the workforce, one student 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 2022 we achieved the following targets

1. Restructure of the Senior School to reflect the academic focus of the school and the need to care for students academically and pastorally:
 - a. 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 community engagement for the school, including the creation of a role to achieve this.
5. Development of a new school wide strategy for improvement:
 - a. Purpose Statement
 - b. Values
 - c. Strategic Priorities
6. Upgrade of the school entrance and facilities.
7. Improvement of school IT infrastructure.
8. Implementation of a laptop program for 2023.
9. Overhaul of the financial reporting systems of the school.
10. A focus on fee and debt collection.
11. Improvement of the school budgeting approaches at a department level.
12. Improvement of our attendance record for some of our students.

12. 2023 Targets

- Improvement of Results through teaching and learning.
- Strengthen the Christian Distinctive of the School
- Strengthen the School Brand
- Maximising the site
- Development of a School Teaching and Learning Framework
- Improvement of the use of data for the school academic outcomes
- Improvement of school IT infrastructure
- Implementation of a laptop program for years 7 and 8
- Overhaul of the financial reporting systems of the school
- A focus on fee and debt collection

13. 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.
3. Increased student participation and ownership of chapel and Assembly
4. Continuation of the SRC and Leadership programs

14. Parent, Student and Teacher Satisfaction

1. We conducted a Staff, Student and Parent Survey in Term 2 of 2022 and have used the results to inform our improvement approach in 2022 and moving forward to 2023.
2. Regular discussion and feedback at Staff Meetings.
3. Standing items, a HACE Association meetings.
4. Regular item for discussion at student leadership team meetings.

14. 2022 Summary of Financial Information:

