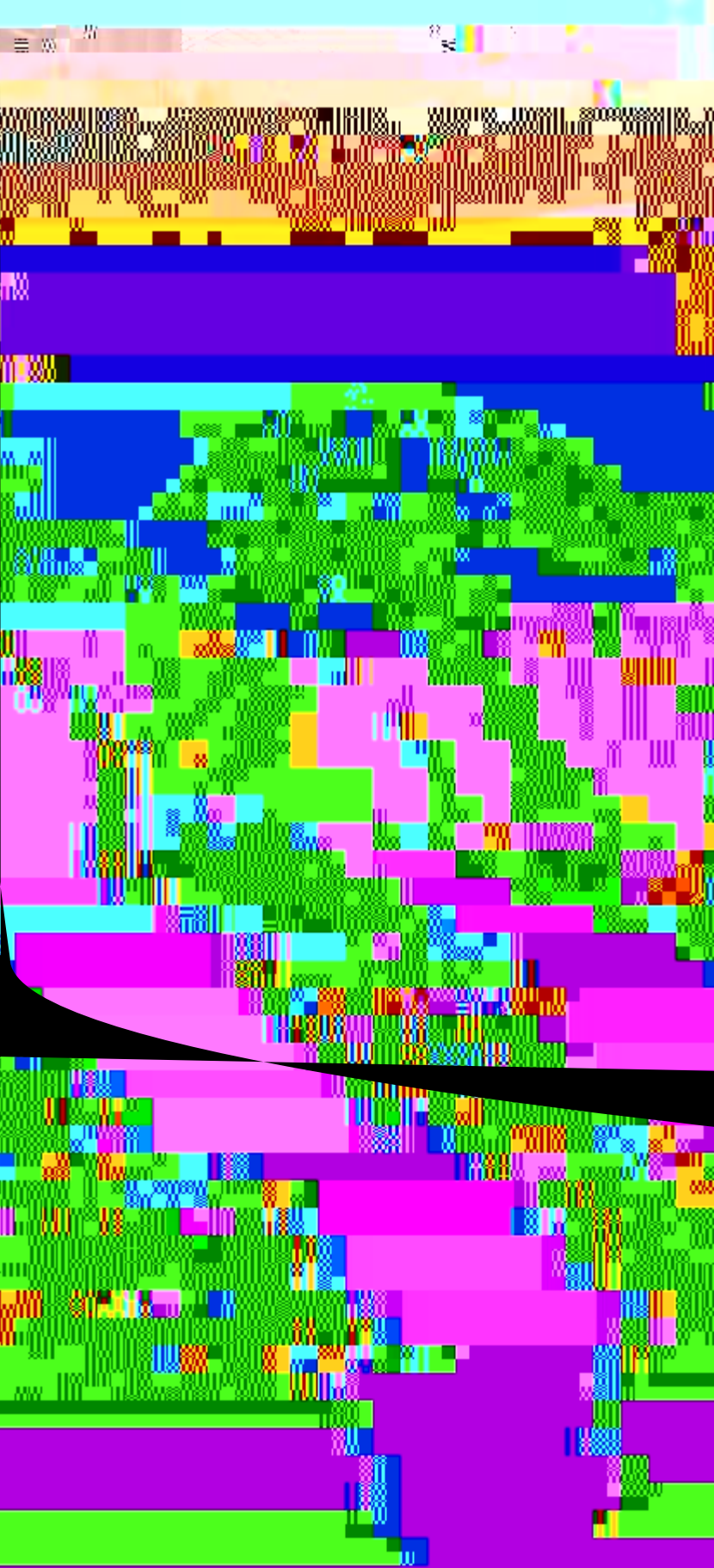
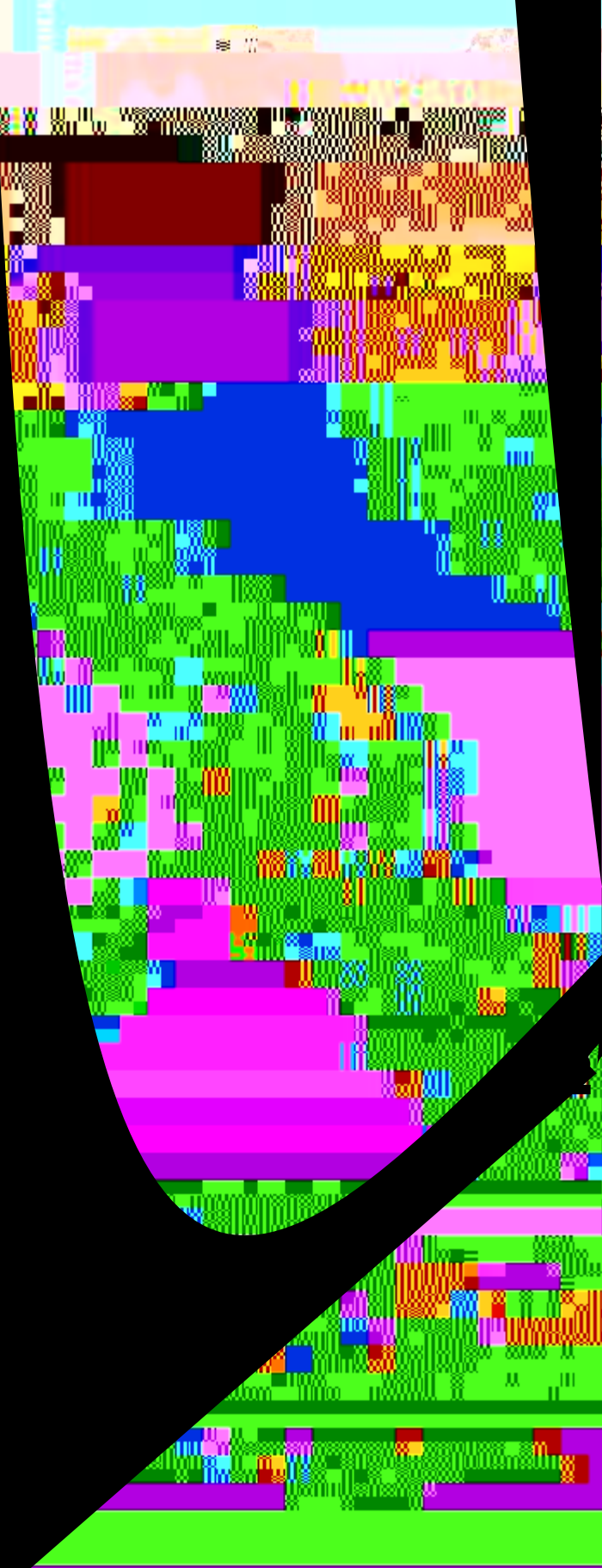


EDUCATIONAL AND FINANCIAL REPORT









*Reporting Area 1*

**Introduction from key school bodies**

**PRINCIPAL'S REPORT**

Thanks to the Federal Government and our generous community, over the last few years the College has greatly





## Reporting Area 2

### Contextual Information about CHCS

Christadelphian Heritage College Sydney is a co-educational school located at Kemps Creek, a semi rural area of south-western Sydney. The College was established in 1998 to provide an opportunity for children to be educated in an environment that respects and promotes Bible-based values. Heritage College caters for students from Kindergarten to Year 12 and seeks to create an atmosphere where children feel safe, nurtured, valued, respected, and are encouraged to excel in all areas. The smaller student population at the College allows each child to benefit from individual attention, care and recognition and enables staff to understand and appreciate individual needs abilities and interests.

#### **Mission:**

Heritage College Sydney strives for:

- Wisdom, reflecting Christian values in its organisation, teaching and practices, to provide a caring and safe environment
- Knowledge, developing life skills in children and building strong partnerships with our families
- Excellence, optimising the capacity of each student to achieve his or her potential in academic, spiritual, moral, personal and creative spheres

**Values:** The Bible and its principles form the basis of life at the College, with a focus on respect for and responsibility to God, the community and to others. Courtesy, good manners and positive behaviour are celebrated, and students are encouraged to care for one another, seeing themselves as part of a 'family' working in harmony together.

**Focus:** A foundation of the College's operations is daily consideration of relevant principles from the Bible, including thankfulness, respect and praise. Students briefly consider a range of Bible themes and values pertinent to life and their stage of development and the positive lessons for developing life-skills which spring from these stories are particularly emphasised. Curricular and extra-curricular Heritage College is committed to encouraging and supporting students to achieve their best, regardless of academic ability. Education programs at the College follow the syllabus outlines set by the NSW Board of Studies, however it is the approach and environment in teaching these courses that reflects the philosophy and aims of the College. The College offers excellent opportunities for students to advance their interests in sporting, music and community service activities. Students have consistently demonstrated outstanding ability in all these areas.

**Facilities:** The College is located on two hectares of land in a rural setting and adjacent to Council sporting fields. Recently upgraded facilities include a new primary block, primary music, learning support and tutorial rooms, Library, Wood Technology and Food Technology rooms and computer labs.

For more information please visit <http://www.myschool.edu.au>



*Christadelphian Heritage College Sydney Inc.*







**School Certificate Grade Achievement**

Subject	No of Students	A	B	C	D	E
English	14	3	4			



#### *Reporting Area 4*

### **Senior Secondary Outcomes**

At Christadelphian Heritage College Sydney, all senior students complete their Stage 6 Preliminary and Higher School Certificate courses over one year in half the required subjects, completing the remaining required subjects in their subsequent senior year. In 2011 students in Years 11 and 12 sat the HSC exam in Standard, Advanced and Extension 1 English, Ancient History, Chemistry, Physics and PDHPE. Subjects completed by one or more year 12 students with providers other than Heritage College were ESL English (Preliminary Course), Business Administration and Plumbing. With the Year 11 cohort external courses completed by one or more students were, Business Services (Preliminary Course), Construction, Tourism and Community Services (Preliminary Course).

13% of the Year 12 cohort completed a TVET qualification and 100% of the Year 12 group were awarded the NSW Higher School Certificate.



*Reporting Area 5*

**Professional learning and teacher standards**

<b>Category</b>	<b>Number of Teachers</b>
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised	



Throughout 2011, CHCS staff undertook the following external professional development activities and presented relevant information at subsequent staff meetings or with collaborative teams:

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF STAFF PARTICIPATING
<b>Disability Provisions for the SC and HSC</b> Implement new provisions and online procedures	<b>1</b>
<b>Community Education School Garden (Royal Botanic Garden Sydney)</b> Develop skills in Outdoor education	



DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO. OF STAFF PARTICIPATING
<b>Enhancing The Links Seminar</b> Inform students about the available options and transition options	1
<b>Courageous Conversations</b> Skill administration staff	1
<b>Bursars Development Day</b> Update on finance & legal issues re schools	1



Reporting Area 6

**Workforce composition**

Full Time Equivalent	Male	% of total staff	Female	% of total staff	Combined % of total staff
Primary Teaching	1	5%	4.5	22%	27%
Secondary Teaching	6.8	33%	4	19%	52%
Administration/Teaching Support	0.4	2%			





Reporting Area 8

**Post school destinations**

<b>Destination</b>	<b>Year 10</b>	<b>Year 12</b>
University	-	<b>10</b>
TAFE / Tertiary College	<b>2</b>	<b>3</b>
Apprenticeship	<b>1</b>	-
Another school	-	-
Employment	-	<b>1</b>
Unemployed	-	-
<b>Total</b>	<b>3</b>	<b>16</b>





*Reporting Area 9*

**Enrolment policies and characteristics of student body**

CHCS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW Board of Studies. Detailed below is the Enrolment Policy and Procedures of the College. The Christadelphian community of the wider Sydney area instituted the College to support its families. Children from families who are not members of the Christadelphian faith are welcome if they



## **ENROLMENT PROCEDURE**

1. Publicity of enrolment procedure will be through Christadelphian publications, on the College website and through other College notices.
2. Enrolment enquiries will be recorded in order of receipt and grouped in class areas accordingly.
3. Parents/guardians and the applicant will be interviewed by the Principal. For non-Christadelphian families, the Principal will outline the ethos of the College as understood by the Christadelphian community and ascertain their ability and willingness to support this ethos. In certain instances the Principal may seek a further interview to be conducted by representatives of the College Board. Enrolment for Non-Christadelphian children is to be at the discretion of the Principal.
4. Selection of students will be on the basis of spaces available at any year level.
- 5.





**STUDENT DISCIPLINE**



## REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

Information Booklet on the College website. Complaints and grievance resolution is provided in the

This policy was reviewed in 2011.

Policy	Changes in 2011	Access to full text
<p><b>Complaint Resolution Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Receiving a complaint</li> <li>• Personnel dealing with complaint</li> <li>• Procedure planned &amp; implemented</li> <li>• Finding &amp; action</li> </ul>	<p>The staff regularly reviewed policy and the procedures.</p> <p>In 2011 there were no official complaints lodged with either the Principal or the College Board.</p>	<p>Full text in</p> <ul style="list-style-type: none"> <li>• College Board Handbook</li> <li>• Intranet</li> </ul>
<p><b>Competency &amp; Discipline</b></p> <p>Policy relates to the competency of staff and this being called into question</p>	<p>No complaints were received during 2011 but the community is reminded annually of the procedures regarding complaints and the process of responding to any complaints</p>	<p>Full text in</p> <ul style="list-style-type: none"> <li>• College Board Handbook</li> <li>• Intranet</li> </ul>



*Reporting Area 11*

**School-**





## Reporting Area 12

### **Initiatives promoting respect & responsibility**

Christadelphian Heritage College Sydney was established in 1998 so as to help families in the areas of promoting respect & responsibility.

In 2011 the students had daily discussions on the following fortnightly themes: - - responsibility, responsiveness, self-control, sensitivity, sincerity, sobriety, steadfastness, strength, transcendence, transparency, trustworthiness, wisdom, accountability, approachability, authenticity, belief, bravery, compassion, courage and creativity. Classes looked at Biblical references on these subjects in their daily Bible session and discussed ways that these virtues

Years 7 to 10 classes have a 60-minute Bible lesson each week to explore various aspects of christian living. Respect and responsibility feature strongly in these. Year 7 considered the Old Testament. Year 8 discussed the  
Year 9 investigated relevant themes for young people today  
ated the evidence for accepting the Bible  
as a true do

In addition to these specific Bible investigations all secondary classes have a 30-minute Year Advisor session each week. Much of this time is focused around peer suppo





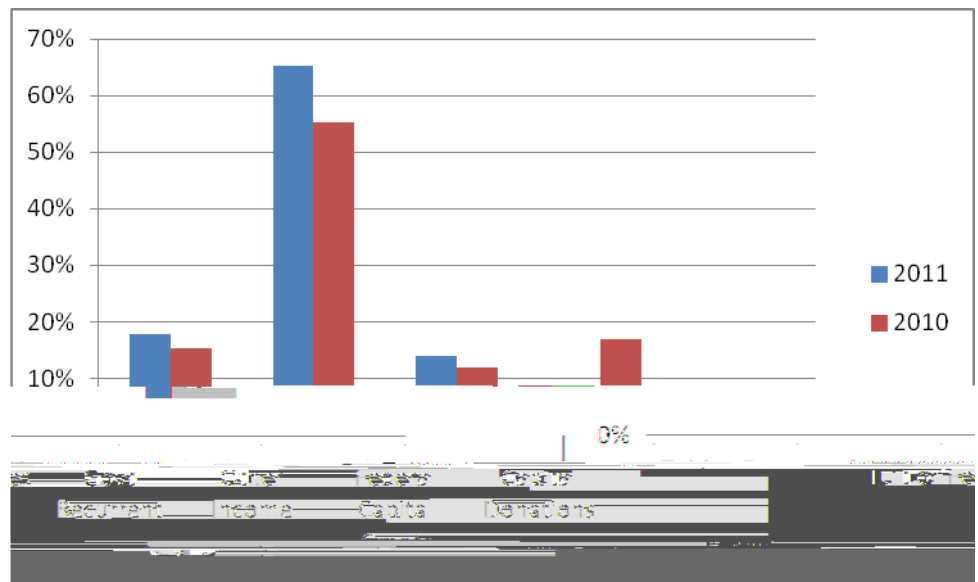
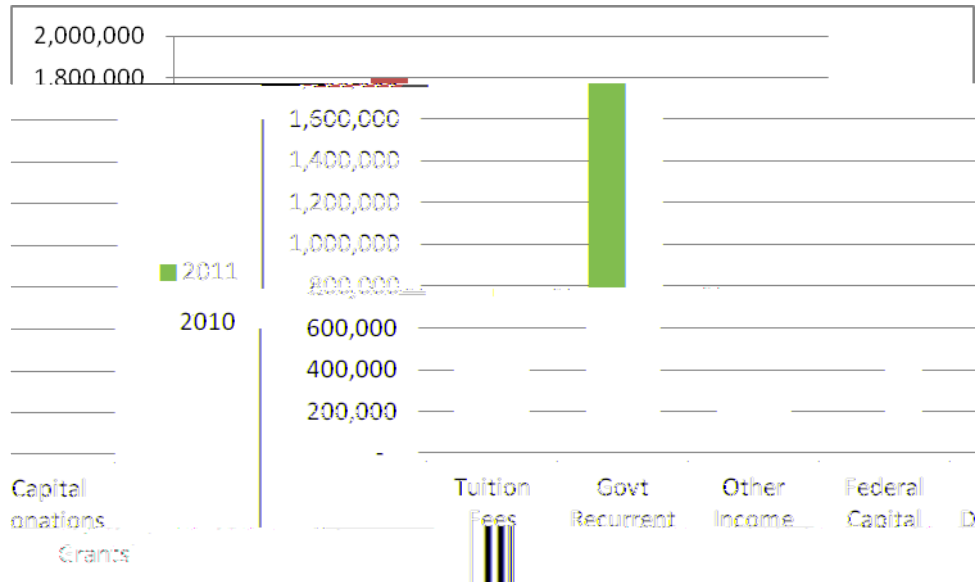




Reporting Area 14

## Summary financial information

### RECURRENT/CAPITAL INCOME





## RECURRENT/CAPITAL EXPENDITURE

