



Annual College Report 2018



www.hcp.wa.edu.au

COLLEGE CAMPUS
339 Hawtin Road
FORRESTFIELD WA 6058

Ph. (08) 9453 1833
Fx. (08) 9453 1855
admin@hcp.wa.edu.au

HERITAGE
COLLEGE



A word from the College Chairman

“
The kids in our classroom are infinitely more significant than the subject matter we teach.
”
Meladee McCarty

2018 commenced for us with what I believe is the first ever overseas trip by a Heritage College. A small party of our senior students made a trip that will no doubt be remembered for the rest of their lives. Their journey through Israel touched on many of the places that Jesus walked and spoke the message that ultimately changed the world. It is an incredible opportunity that we want to be able to offer to all students at Heritage in years to come, God willing. It is an amazing learning experience on so many levels.

Once again as I take a moment to ponder the last school year (putting aside the distraction of the current one) I am again just so grateful for the efforts of everyone in the College and its community, efforts which continue to provide a safe and nurturing environment in which our students can grow in experiences, knowledge and grace and become citizens of tomorrow.

We are blessed to have our school - blessed on so many levels. The safe environment, the caring teachers and the spiritual elements woven through the day are quite unique. And the student culture at Heritage is something that we value highly - the desire to do the best we can, to value honesty and respect in all things. These are traits that our students show in day to day activities both inside and outside the classroom. This is not an accident, but results from the consistent efforts of teachers and staff over a long period of time, and from a young age.

The last year was not without its challenges but these served once again to prove that the College can listen and respond to concerns. We can admit when things don't turn out quite the way we planned, and adjust accordingly.

If ‘Success’ is measured by satisfaction, then the results of our surveys confirm a level of success over the past year. Full details of the surveys are contained later in the Annual Report for you to peruse, which I strongly encourage. Success also, is seen in outcomes and our seniors continue to achieve their potential with strong ATARs, with strong General and VET results and universally with acceptance to their choice of further studies. Bright futures indeed!

We have a lot to be grateful for and therefore I want to acknowledge not only the generosity and support of our community, but also the hard work of the Principal, Steve Higgs, and his tireless staff - both teaching and non-teaching - that make our College what it is each day. They are the guardians of the culture that we have developed and it is their consistency and attention to detail that shines through.

As always the P&F leveraged amazing results from the efforts of a small group of enthusiastic volunteers. That our school is so well resourced is in no small part attributable to their efforts and I would encourage all members of the College association to get behind their efforts, or join them!

The College Board continues to build on our foundation work and plan for the future. Strategic planning and risk management are a significant part of our regular efforts on your behalf.

The work of the College is intensely rewarding. There is no doubt that our efforts have been mightily blessed and that in the College we have something worth treasuring.

Mason Linden
CHAIRMAN



Background

As part of the compliance regulations for the Australian Government's legislation under the Schools Assistance Regulations 2009, all schools are required to ensure that certain school performance information is made available to the general public. The information required is addressed in this report, which is available on the Heritage College website at www.hcp.wa.edu.au and is also available in printed form on request to the College administration.

Contextual Information

Heritage College Perth is a K to 12 co-ed Christadelphian school located in Forrestfield, between Perth Airport and Kalamunda. The College was established in 2006 by the Christadelphian community in Perth and is operated by an incorporated body of Christadelphians (HCP Inc) headed up by an elected Board. Current enrolments (June 2019) of 120 students are drawn from the Christadelphian community across Perth (around 85%) and from the local community in the East Metropolitan area (around 15%). This is a significant increase from the last few years and reflects our desire to grow our school towards the Board objective of 130 to 140 students maximum. The small total number of students is a deliberate feature of the College and has allowed the development of a school culture where students feel safe and where there is a "family" atmosphere.

From the commencement of the College our objective was to provide a school where children could access high quality learning experiences in a safe, caring, God-centred environment. Key aims of the College are that students will develop to their full potential academically, socially, spiritually and physically. Staff and parents have seen this objective progressively met as the culture of the College has developed and as academic, cultural and sporting programs have brought out the best in our students. As a small school, each child is treated as an individual and our endeavour is to fully meet the needs of each child in every aspect of their schooling.

The College itself has grown since 2006, both in numbers, from the original 66 students, and also in terms of our facilities. We now have a modern school with excellent built facilities, plenty of high quality teaching resources and a great team of capable and dedicated staff, all in a beautiful, shady and natural setting, with a "country school" atmosphere. The College provides learning opportunities across the full range of the curriculum, with specialist teachers in Early Childhood, Art, Music, Physical Education, Language, Science and Technology, as well as opportunities for students to participate in drama productions, swimming carnivals, athletics carnivals, cross country running, annual country camps, interschool sporting fixtures, instrumental music and many other activities.





Like other smaller schools, we operate multi-age classes across the school, with classes covering two year levels. Students have the benefit of continuity of teacher contact and we have observed that many students find that this environment motivates them to work at above their year level. It is also a feature of this system that students with special needs are able to be supported within the classroom environment and work at a level which is appropriate to them. The College has a number of expert teacher aides who ably assist the teachers in and out of the classroom.

The College is keen to promote the development of student leadership and each year students elect secondary House Captains who are supported by primary Student Councillors. The leadership team organises a wide variety of activities for the students throughout the year.

Our parent body has remained active and their enthusiasm is seen through the very significant voluntary contribution to serving the College and through the fund raising work of the Parents and Friends Committee. Each year the P&F have supported the College with their fund raising efforts (over \$300 000 raised since the school started) and the money has been used to provide more classroom resources and to assist in the fit out of projects which improve the school environment.

The College is continuing to grow and the Board has a Strategic Plan which outlines the direction of the College for the next few years, God willing. We are confident, based on the tremendous positive feedback that we have had, that our small school is making a big difference in many children's lives. As we have now started 2019 we look forward with confidence to further improving student engagement and achievement and further developing the caring, supportive College culture.





Teacher standards and qualifications

We have had a number of staffing changes in the last 18 months and this has altered the composition of our staffing mix. We now have several teaching and non-teaching staff members who are not of the Christadelphian community. Staff teamwork is strong and morale is good. Our staff are well qualified and experienced and the students are in good hands.

All teaching staff meet the professional standards required in WA and are registered with the Teachers' Registration Board of WA.

Teachers with full registration in 2018

11

Teachers progressing towards full registration

1 - Tash is the only teacher with Provisional registration. She has almost completed her portfolio and already meets the requirements for full registration.

Qualifications

All of our teaching staff have at least 4 years of Tertiary Education with most holding a Bachelor Degree and an Education qualification. Several teachers have 5 years of Tertiary training.

Teaching experience

We have a healthy blend of teaching experience, with 2 very experienced teachers (over 40 years teaching each), a majority of experienced teachers (between 5 and 15 years teaching), and 2 teachers with less than 5 years teaching experience.



Workforce Composition

A number of new teaching staff were appointed for 2018.

Staff in 2018	Proportion of FTE
Steve Higgs	1.0 (0.6 teaching)
Sharon Evans	0.6
Natasha Smith	1.0
Greg Hurn	0.6
Sharon Jalawadi	1.0
Anthea Carder	1.0
Jarrod Bourke	1.0
Pam Jose	1.0
Sheryl Nosan-Lanzke	0.4
Claus Kassier	1.0
Carrie Digney	0.6
Bobbie Goodwin	0.2

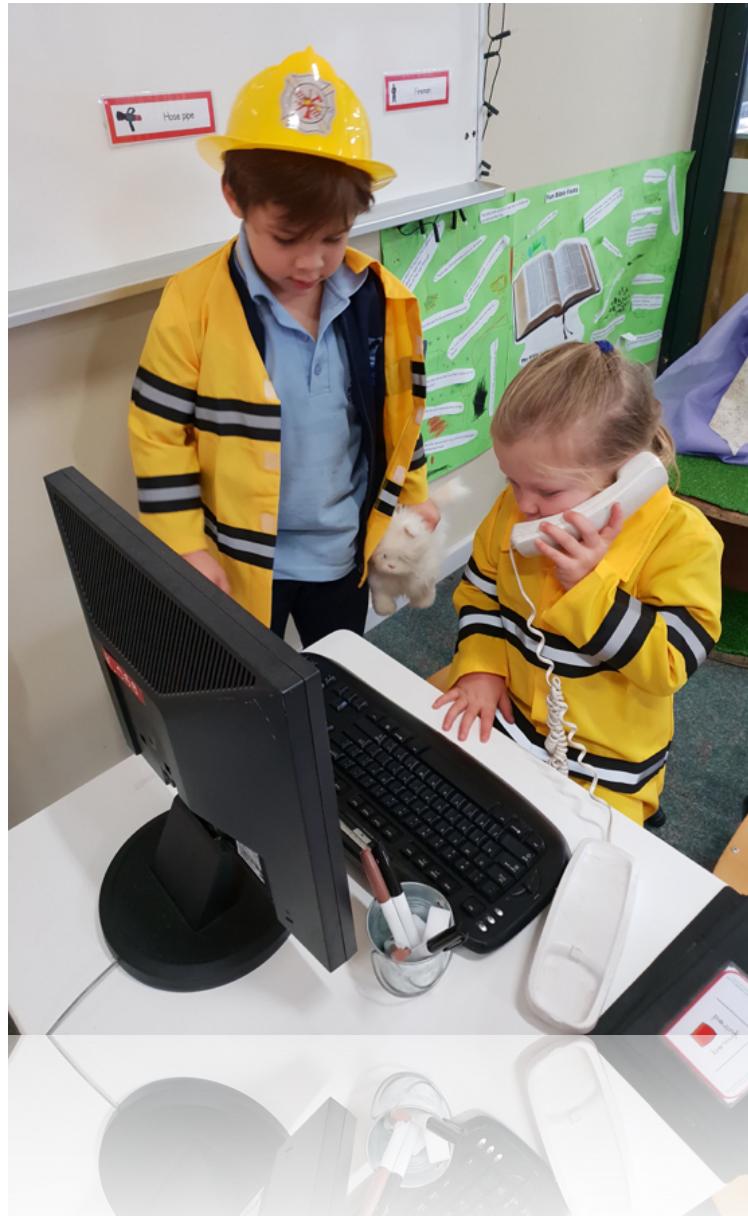


2018 Teaching Staff	6 Full Time	6 Part Time	9.1 Total FTE
Teacher Aides	6		4.6 Total FTE
Regular Volunteers	6		
Administration Staff			3.6 Total FTE
Grounds & Maintenance Staff			0.5 Total FTE
Indigenous Staff			
Male Teaching Staff	4		
Female Teaching Staff	8		





Student Attendance



Year Group	Attendance %
Kindy	91.0
Pre-primary	90.6
Year 1	89.8
Year 2	92.2
Year 3	92.2
Year 4	93.8
Year 5	84.5
Year 6	92.9
Year 7	93.4
Year 8	94.2
Year 9	92.1
Year 10	92.7
Year 11	92.0
Year 12	94.0

The average attendance of students over the course of 2018 was 92.4%, very similar to last year. The major reasons for absence were illness and family holidays.

We did have the occasional 'gastro' outbreaks which increased absenteeism and a couple of nasty flu outbreaks.

Due to the small number of students in each year group, one student going on an extended family holiday may make a significant impact on the average attendance for the year group.

The table to the left shows the average attendance by year level.



Managing Student Attendance

Student attendance is checked twice daily and data is entered by class teachers directly into Sentral. Once late students have arrived and class attendance has been adjusted by administration staff, an admin staff member will contact parents to ascertain the reason for absence if no prior notice has been given. Most parents will phone, text message or email the College in advance to advise of a student absence.

Problems with attendance are dealt with on a case by case basis, with phone calls and parent meetings providing a basis for clear and regular communication. Reception staff periodically review student attendance patterns and bring cases of concern to my attention for follow up by phone call or letter. Family holidays during school terms are strongly discouraged but are a reality and are managed through communication with the parents.

At the commencement of 2018 we enrolled a family whose attendance turned out to be terrible - worse than any previous family. After arranging meetings and trying to improve attendance, nothing changed and attendance hovered around 40 to 60% for the three children. Finally, we formed an action group and formulated a plan which involved encouraging the family to move closer to the school, and we worked closely with the family to reduce factors causing absenteeism. The family moved to within easy walking distance of the school and the attendance of the children since that time has roughly doubled, moving to a far more acceptable level. This is a major family change which will affect the children's lives in a very substantial way.

Student Outcomes

Senior Secondary

Our five year twelve graduates all achieved their WACE which is an excellent outcome. Two ATAR students both received an above average ATAR score and the other three students all completed a Certificate II or III before leaving school. Two students are studying further certificates at TAFE in 2019, two gained entry to their first choice of university course and one has completed her training in child care and has recently gained employment.

These statistics should not be underestimated. All of our students are achieving their career goals and that is a fantastic achievement.





Student Outcomes

National Literacy and Numeracy Testing

The table below lists the mean score for each year group in each of the five tests, and allows comparison between the Heritage College cohort and the State and Australian mean scores. In 14 out of the 20 tests, Heritage College students exceeded both State and Australian mean scores by a significant margin. This set of results is a reflection of the nature of each cohort more than the quality of teaching - we can see that last year's year seven students are not as strong academically as the other year groups.

Key to colours for HCP results				
Well above Australian mean				
Marginally above Australian mean				
Close to the Australian mean				
Marginally below Australian mean				
Well below Australian mean				

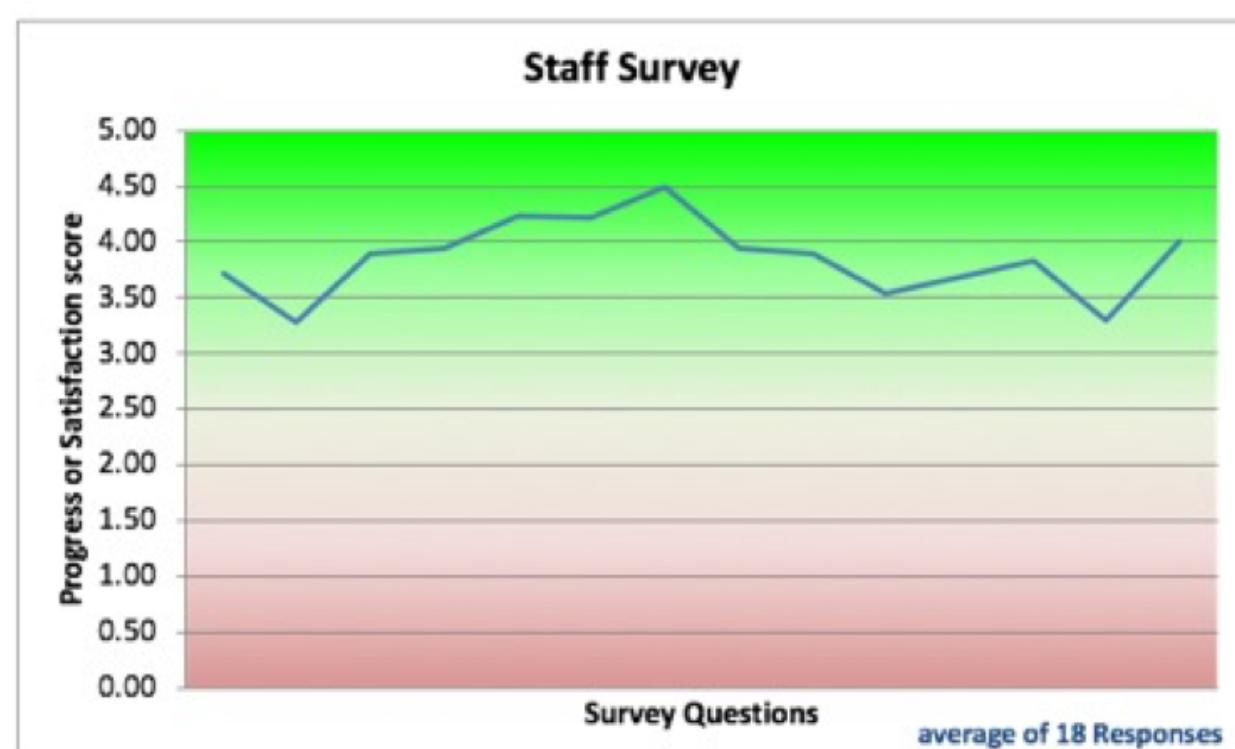
Year Group	Area Tested	Australian mean	WA mean	Heritage mean	Notes
Year 3 Thirteen Students	Reading	434	423	484	A more useful and important indicator, now that NAPLAN has been running for a few years, is the measure of growth in a cohort of students over time. This is especially interesting when compared against the mean growth in the Australian population for that year group over the same time. Our top students are achieving at extremely high levels and our weaker students are generally growing faster than the Australian mean.
	Writing	407	400	424	
	Spelling	418	411	435	
	Grammar & Punctuation	432	424	467	
	Numeracy	408	403	420	
Year 5 Seven Students	Reading	509	502	550	This suggests that our teaching and also our remedial programs are having a very positive impact on student learning.
	Writing	465	460	461	
	Spelling	503	500	523	
	Grammar & Punctuation	500	504	549	
	Numeracy	494	490	523	
Year 7 Eleven Students	Reading	542	539	522	This suggests that our teaching and also our remedial programs are having a very positive impact on student learning.
	Writing	505	505	488	
	Spelling	545	545	547	
	Grammar & Punctuation	544	542	542	
	Numeracy	548	549	524	
Year 9 Seven Students	Reading	584	589	663	This suggests that our teaching and also our remedial programs are having a very positive impact on student learning.
	Writing	542	551	589	
	Spelling	583	586	649	
	Grammar & Punctuation	580	585	656	
	Numeracy	596	602	618	



Satisfaction with the School

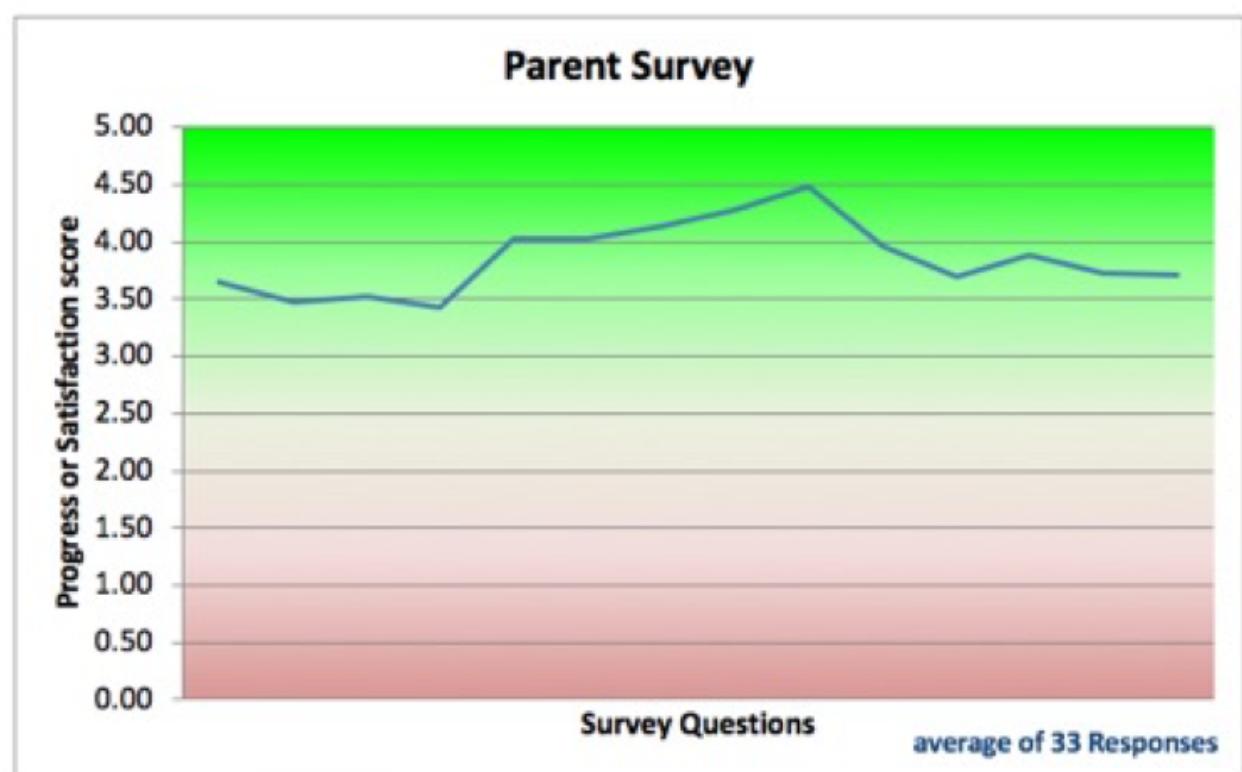
Parent and student satisfaction is measured in a variety of ways. Heritage College staff actively seek feedback from parents and students and are always keen to look for ways of improving the educational experience of the students.

This year we again used an electronic survey to collect the data from staff, students and parents. The responses to the surveys are summarised below. They indicate an overall positive feeling about the College and what happens there on a day to day basis but also reflect the fact that there were difficulties in one class with poor behaviour during 2018 and there were areas of significant parent dissatisfaction. The survey responses do suggest areas for possible improvement and provide valuable input to the Strategic Planning process for school improvement.

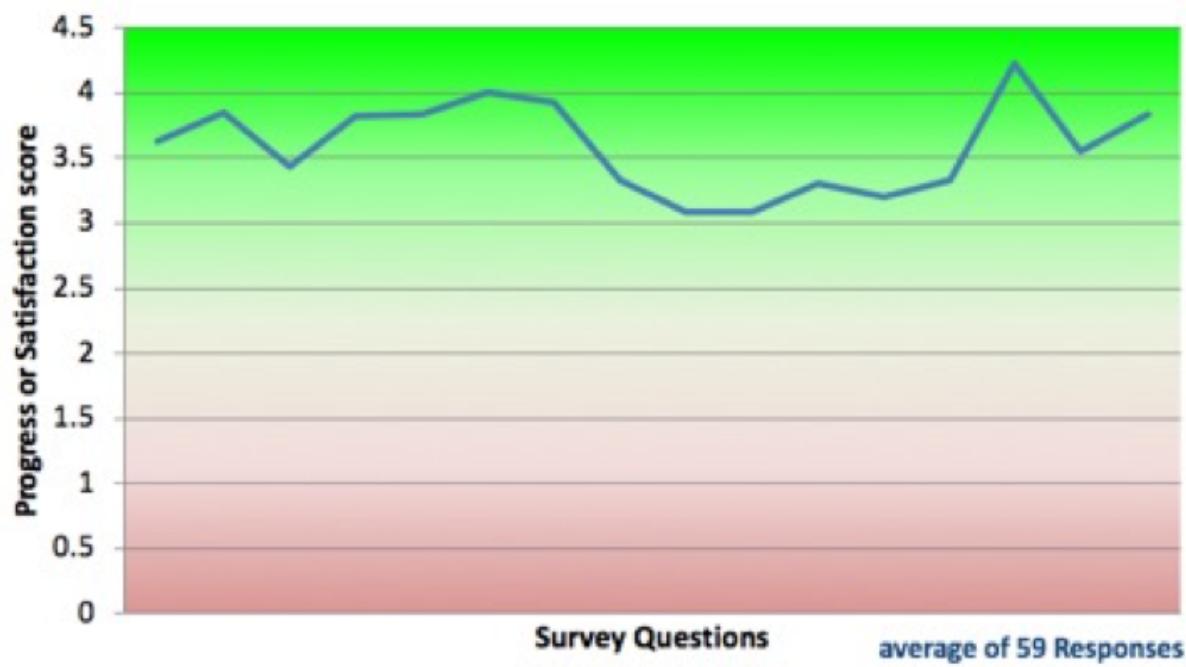


Parent Satisfaction

The parent meeting in 2018 was a clear expression of dissatisfaction from a number of parents with regard to the Physical Education program and the Hebrew program. A substantial amount of work has been done in the year since that meeting in order to improve these programs and much progress has been made. This appears to be reflected in this year's parent survey results which show restored confidence in the College and its staff.



Student Survey



Student Satisfaction

All students were surveyed for their feedback and there were many positive suggestions about possible improvements for the College, some not feasible (e.g. swimming pool) and some were great ideas which we can definitely implement. There is a small decrease in positivity amongst the older students, perhaps in part a carryover from the problems faced in 2018.





Critical Incidents

During 2018 we had no Critical Incidents, as defined by the regulations governing WA schools.



Post School Destinations

As previously mentioned, two of our year 12 graduates have gained entry to their first choice of University courses, two are enrolled in the TAFE course of their choice, and one student who completed her Certificate III in Community Services (Child Care) whilst still at school and is now employed. 100% WACE achievement and career goal attainment.





Income by Source 2018

- Australian Government recurrent funding
- Other private sources
- Fees, charges and parent contributions
- State/Territory Government recurrent funding

