

HERITAGE COLLEGE



COLLEGE PERFORMANCE REPORT

Heritage College

College Performance Report

2014

As part of our funding agreement with the Australian Government, we are required to ensure that specific school performance information is made available to the school community. Much of this information has been provided to the school community in other forms such as newsletters and the Annual AGM Report throughout the year.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2014 school year. If you have any questions regarding this information please direct them to the Principal.

1. Contextual Information about the School

Heritage College is a Christadelphian co-educational school at Oakden in Adelaide's north-eastern suburbs, catering for children from Reception through to Year 12. It was established in 1996 to provide Christadelphian families with a safe and supportive schooling environment as free as possible from the influences of today's humanistic education system.

The College's main aim is to support parents in the development of godliness in their children, not only by creating a safe environment, but also by providing a quality education within a Biblical context in which all children can develop their God-given potential. Students are encouraged to strive for excellence, to use their talents in the service of others and for the glory of God.

At Heritage, the framework of children's learning and experiences is spiritual. The day begins with prayer and Bible study and spiritual themes are interwoven into the curriculum. Behaviour expectations and values are all based on Bible principles and the commandments of Christ.

These core values include the following:

- Pursuit of godliness
- Doing one's best as to the Lord
- Enthusiasm
- Service, care and thought for others
- Integrity and honesty
- Respect and obedience
- Love and compassion
- Responsibility and loyalty
- Development of faith

The College had an enrolment of 354 (August 2014) made up of 214 Primary and 140 Secondary students. There were 10 ESL (English as a Second Language) students and 11 students verified as students with a disability (of whom only 7 received Commonwealth Government funding due to the change in the funding system in 2014). In addition to this there were 32 other students in the school who were on an Individual Learning Plan or a Modified Curriculum Plan.

2. Teacher Standards and Qualifications

All teachers hold the necessary qualifications for teacher registration in South Australia. All staff undergo training in mandatory notification of child neglect and abuse and all have current first aid qualifications.

All teachers at Heritage College are required to be involved in ongoing Professional Learning activities. These take a variety of forms encompassing whole staff professional development, sub-school activities, specific curriculum focus activities for teams of teachers, and attendance at workshops, seminars and conferences for individuals or small groups of teachers. Some of these activities are undertaken in school time, and some after hours or during holidays. The College makes a substantial commitment to ensure staff are able to increase their professional skills and keep abreast of current educational developments.

During 2014 there was an ongoing focus for the whole staff on curriculum development and assessment for the Australian Curriculum (as more subject curriculum statements came online). Another initiative in 2014 was the establishment of Professional Learning Teams which initially have focused on Assessment for Learning strategies in classroom practice. The integration of thinking skills across all curriculum areas and a focus on metacognition have been on-going. Further development on Literacy teaching – particularly writing and spelling – and Primary level numeracy have also occurred.

On average, the College has made a significant contribution to the professional development of our teachers with the expenditure of approximately \$1074 per teacher (not including the funding supplied by Australian Government programs).

3. Workforce Composition

	Male	Female	Total FTE
Teaching Staff	14	13	23.2
Admin & Support Staff	3	9	9.6
Totals	17	22	32.8

4. Student Attendance

The percentage figure for the average student attendance shown below indicates the proportion of days that each student, on average, attended school over the whole year.

Year Level	No. of Students	Avg Attendance
Reception	26	95%
1	30	94%
2	27	94%
3	25	94%
4	24	96%
5	29	94%
6	27	96%
7	27	95%
8	26	95%
9	23	96%
10	34	94%
11	28	94%
12	30	96%

In 2014 the overall average student attendance rate was 94.9% (a satisfactory result even if slightly down on last year). The average number of days absent per student in 2014 was 10.1 days (almost one day per student higher than last year).

There were only 6 students (2%) who attended every school day during 2014. Including those who missed no school days, there were 103 students (29%, compared to 41% last year) who missed no more than 4 days (an average of 1 day of school per term). There were 140 students (40%, double the number compared to last year) who missed more than 2 weeks of school time. Of the 28 students (8%, similar to last year) who missed more than a month of school time during 2014, only 10 had requested exemption for extended absence (eg. for overseas travel). The most common reason for students missing large numbers of days from school is families taking holidays in school term time.

Patterns of student attendance are constantly monitored. Parents are requested to ring the College if their child is absent. When this does not occur, an attempt is made to contact parents by phone or text message. Non-attendance days are reported each semester in student reports.

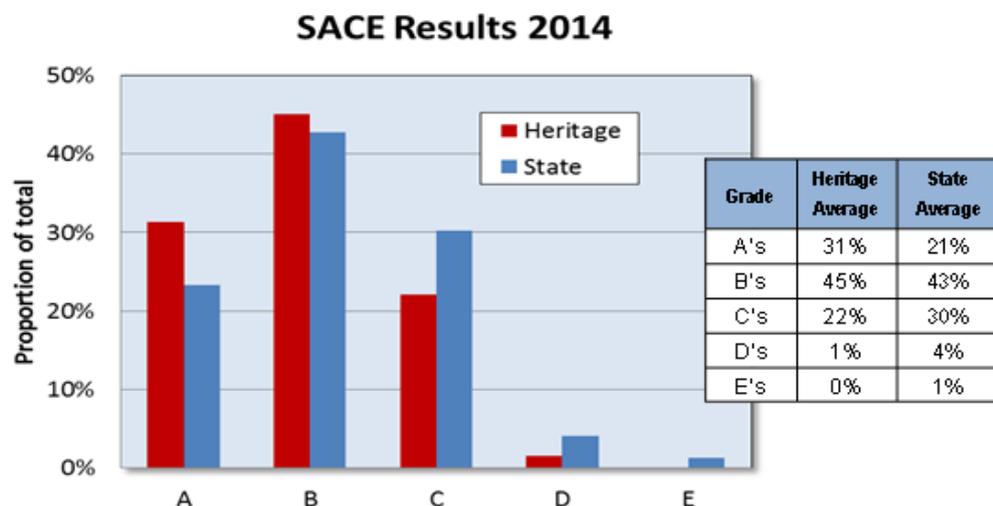
5. Senior Secondary Outcomes

Senior students undertook Vocational and Trade Training in the following fields:

Certificate I	No	Certificate II	No	Certificate III	No
Nil		Electronics	4	Animal Studies	1
		Make-up	1	Business Administration	3
				Childrens Services	1
				Health Services	2
				Information Technology	1
				Financial Services	1

Year 12 SACE results were reported directly to all parents and through newsletters. A summary of the 2014 results information is provided below:

- Subject pass rate (ie C- or better) = 98.5%
- Median ATAR = 85.05
- Four Year 12 students obtained six merit scores (A+ with Merit)



Of those eligible for an ATAR (Australian Tertiary Admission Ranking)

- 27% of Heritage ATAR students were in top 5% of the State
- 58% of Heritage ATAR students scored in top 15% in the State

The highest ATAR at Heritage in 2014 was 99.90.

6. Student Outcomes in National Literacy & Numeracy Testing (NAPLAN)

All students in Years 3, 5, 7 and 9 are required to sit Australia wide tests in reading, writing, spelling and numeracy to establish the proportion of students achieving national minimum standards.

The average achievement of the student peer groups at Heritage College compared with statistically similar schools (SIM) and the national average of all schools (ALL) is shown below (from the *MySchool* website):

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	463 434 - 492		419 396 - 443		430 404 - 456		445 415 - 475		432 409 - 456	
	SIM 426 417 - 435	ALL 418	SIM 407 398 - 415	ALL 402	SIM 414 406 - 423	ALL 412	SIM 432 422 - 442	ALL 426	SIM 408 400 - 417	ALL 402
Year 5	512 489 - 536		457 435 - 479		504 482 - 526		512 487 - 537		503 483 - 523	
	SIM 507 499 - 516	ALL 501	SIM 472 464 - 480	ALL 468	SIM 499 491 - 507	ALL 498	SIM 508 499 - 517	ALL 504	SIM 492 484 - 500	ALL 488
Year 7	582 561 - 603		514 490 - 538		574 552 - 596		580 556 - 605		554 534 - 574	
	SIM 549 542 - 557	ALL 546	SIM 516 507 - 524	ALL 512	SIM 545 537 - 553	ALL 545	SIM 547 539 - 556	ALL 543	SIM 548 540 - 556	ALL 546
Year 9	629 606 - 652		597 567 - 628		631 606 - 657		602 576 - 628		622 601 - 642	
	SIM 587 579 - 594	ALL 580	SIM 558 549 - 568	ALL 550	SIM 586 578 - 594	ALL 582	SIM 580 571 - 588	ALL 574	SIM 591 584 - 598	ALL 588

The percentages of Heritage College students achieving the national minimum standards in 2014 are shown in the table below:

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
YEAR 3	Heritage	100%	100%	100%	100%	100%
	State Av	92%	92%	92%	92%	93%
YEAR 5	Heritage	96%	93%	96%	96%	96%
	State Av	91%	87%	91%	92%	92%
YEAR 7	Heritage	100%	96%	100%	100%	100%
	Aust Av	95%	88%	92%	93%	95%
YEAR 9	Heritage	100%	100%	100%	100%	100%
	Aust Av	90%	80%	88%	89%	93%

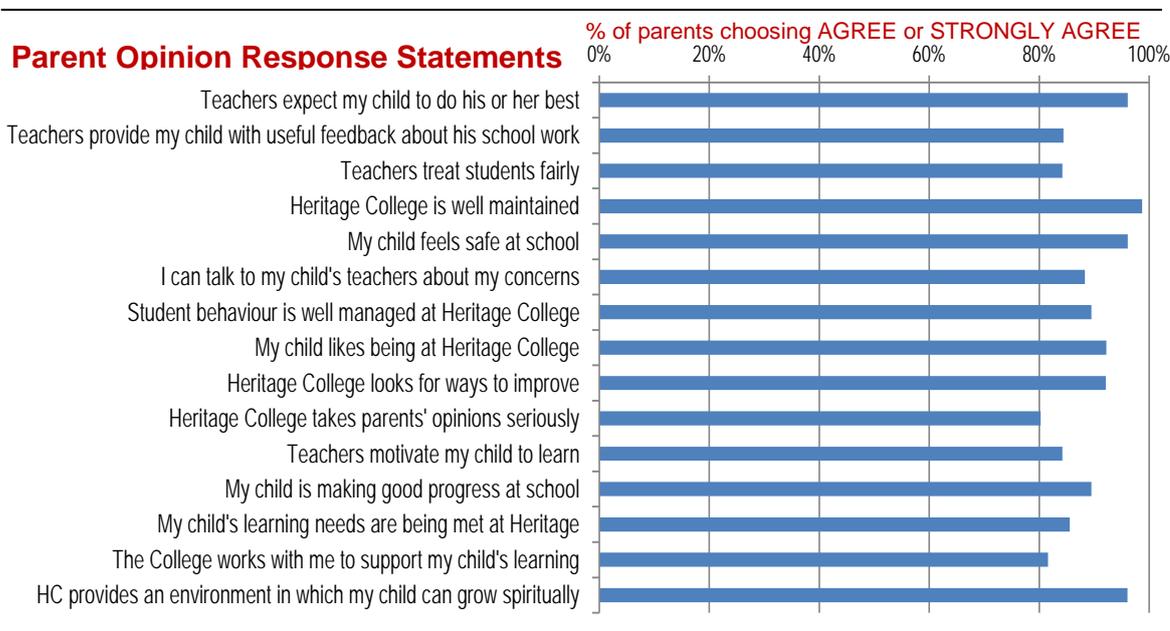
At every year level and in every category, Heritage students performed significantly better than the State (and National) averages. Heritage College was among only 16 South Australian schools to be commended for significant improvement in NAPLAN results over several years. With only one student withdrawn from the whole cohort in 2014, 96% of our students scored above the national minimum standards in all tests.

On account of our small year level cohorts, the divergence from 100% often represents only one or two students. Of this small number of students who have achieved below one of the benchmarks, almost all of them are dealing with identified learning difficulties or building confidence with English as their second language. These students are all receiving extra learning support to assist in their development.

7. Parent, Student and Teacher Satisfaction

Parent Satisfaction

Feedback from parents occurs through a number of sources, some formal and some informal. It includes responses to surveys, contributions to focus groups, comments through school community and co-curricular parent support groups, and specific feedback to teachers, senior staff and the Principal. Such feedback is always welcome. In 2014, the College ran a brief parent opinion survey that was largely based on the survey developed by ACARA for all Australian schools. The results are show below:



The overwhelming message from the survey and other feedback has been positive, supportive and appreciative. Of course, concerns are sometimes expressed but this provides the school with the opportunity to enquire further and address issues where necessary. We are always willing to listen, discuss and act on parent concerns where possible – and we encourage that communication in whatever form parents feel comfortable, whether it is face to face, telephone or email.

During 2014 very positive parent feedback was received about:

- **Teaching & Learning**
 - positive communication from teachers about student progress
 - strong academic support from teachers, particularly in senior years
 - good spiritual education
 - overall high achievement standards
- **Student Welfare**
 - teachers' care & concern for the welfare of students
 - involvement of older students with younger – role models

- students happy socially and emotionally, feel safe
- sensitive handling of emotional and family issues
- **Facilities**
 - excellent grounds and good general facilities
- **Staff**
 - accessibility of the Principal and staff
 - friendly, helpful office staff
 - communication between teachers and parents appreciated
- **Overall School matters**
 - supporting and caring environment; great ethos
 - excellent special events (concerts, musicals, sports days etc)
 - good communication through newsletters, emails, reports, interviews
 - great community spirit/welcoming feel

Areas that have been identified for closer attention through parent feedback include:

- Review of some aspects of the uniform
- Working closely with parents of children with learning needs
- Taking parent concerns seriously

Student Satisfaction

Indicators of student satisfaction are derived from feedback from parents, issues that emerge through counselling processes, teacher observations, direct comments/complaints from students, group discussions, feedback from student groups and Year 12 exit surveys.

The key areas of student satisfaction that emerged in 2014 included:

- school culture and atmosphere (caring atmosphere, safe and secure environment, range and frequency of activities)
- academic focus (availability of extra help eg homework club after school, staff assistance to fulfil potential, acknowledgement of efforts and achievements, encouragement of excellence)
- spiritual, social & personal development (focus on Bible study, prayer, consideration of others, strong moral (Biblical) values are important, teachers have a positive attitude, help with time management and organisational skills is given, pleasant and helpful office staff)
- teaching approach (teachers are good role models, students receive useful feedback, counsel and help from teachers when needed)
- student perceptions of their experience at school (strong friendships based on the Truth, feel part of a close and caring school community, known and appreciated by staff, intellectually stimulated at school, receive a good education, many positive experiences at school)

This feedback, in the main from the senior students in 2014, is overwhelmingly positive. It is feedback about the school journey rather than an experience at a point in time. Of course, during the journey, there have been occasional negatives but these have been outweighed by the overall positive experience.

Here are a couple of comments (out of many) from 2014 Year 12 students:

- *"The whole atmosphere of Heritage is amazing and everyone is willing to help each other. I especially loved the school themes in the last two years. Thankyou for making Heritage a great place to come each day for the past 12 years. I loved every minute of it and I really miss it now!"*
- *"Thank you for making my school life so spiritually focused. The positive interaction between students and teachers is something I will definitely miss."*

Teacher Satisfaction

Teacher satisfaction is gauged from teacher surveys, matters raised directly by individuals with management, discussions at various staff meetings, professional learning teams and professional development days.

During 2014, teacher satisfaction appeared very strong in regard to:

- student - staff relationships
- working relationships with other teachers and management
- working relationships with parents
- quality of students produced by the school
- positive work environment and conditions
- support for professional learning and development opportunities

Some school specific items requiring on-going focus and attention included:

- Professional feedback from colleagues
- IT systems operations – despite some improvements

Overall, satisfaction of teachers with working at Heritage College appears strong.

8. Post-School Destinations

31 students completed Year 12 in 2014, of these

- 48% (15 students) commenced studying full time at university
- 3% (1 student) commenced studying at other tertiary institutions
- 6% (2 students) commenced a traineeship or apprenticeship
- 10% (3 students) deferred university or TAFE for one year to work
- 20% (6 students) entered directly into the workforce
- 6% (2 students) studying a Yr 13 at Heritage or elsewhere
- 6% (2 students) actively looking for work

One student gained a University of Adelaide Principal's Scholarship (\$5,000).

One student gained the only UniSA School of Nursing and Midwifery Undergraduate scholarship offered (full fees for 3 years).

6 Students completed studies in Yr 11 and left school at the end of 2014.

Of these

- 17% (1 student) gained an apprenticeship, traineeship or cadetship
- 83% (5 students) are studying at other institutions

9. Income by Source for 2014

