



Annual College Report 2023



**HERITAGE
COLLEGE**

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A word from the College Chairman

*“A teacher
affects
eternity; they
can never tell
where their
influence
stops.”*
Henry Adams

In 2023 we continued to navigate a continually changing world. The first pandemic of the modern era is now well and truly in our rear-view mirror, but it forever redefined what we see as normal social interaction. For Heritage College, we are arguably further down the digital transformation path than we otherwise might have been, and with the rise of artificial intelligence (AI) as a real productivity tool, we understand clearer than ever before the challenge of educating our students to navigate the world ahead... whatever it will look like.

The Board continues to guide the College through our changing reality, and this also requires consideration of the well-being of our entire community. At the height of the pandemic the Board approved significant financial assistance for families that lost employment. And now, as the economy enters a reset phase with increasing cost of living pressures we are again providing assistance as best we can to families in need.

We are blessed to have a Christadelphian school in Perth – 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.

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 to all the staff of the College, teaching and non-teaching, that make our school such a special place. They are the guardians of the culture that we have developed and it is their consistency and attention to detail that shines through.

2023 also marked our inaugural Principal's final year in charge at Heritage College Perth. Steve Higgs answered the call back in 2005 and has led the College from its inception as an ambitious community project through an amazing period of growth and development to an institution today with a strong reputation in the education sector. We will be forever grateful to Steve for his patient wisdom and strong leadership over those 18 years.

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. This is your College, and I and my fellow Board Members are more than happy to discuss any aspect of our vision and plans for the College, particularly in our specific portfolio areas as listed below.

Bro Geoff Goodwin

Bro Mason Linden (Chairman)

Sis Madeleine Mee (Treasurer)

Bro Vincent Saunders-Francis (Secretary)

Sis Gail Whiteside

OHS

IT; Marketing; Building & Grounds

Finance

Human Resources

Parents & Community

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 section of the report, which will be made available on the Heritage College web site at www.hcp.wa.edu.au and will also be 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, in the foothills area. The College was established in 2006 by the Christadelphian community in Perth and is operated by an incorporated body (Heritage College Perth Inc) headed up by an elected Board. Enrolments grew steadily in 2023 and finished at 125 students. At the start of the year we enrolled 7 new students in kindy and during the year we enrolled an extra 15 students across all year levels. We also lost some students, with families having chosen to move to other schools or moving house to other suburbs. Students are drawn from the Christadelphian community across Perth (around 63%) and from the local community in the East Metropolitan area (around 37%). We continue to aim to grow our school towards the Board objective of 130 to 140 students maximum with a focus of getting more students into the smaller Primary classes. 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 underpinned by Bible values.

From the inception of the College, our objective was to create a school where children could access high quality learning experiences in an adaptable, innovative, God-centred and safe environment. Key aims of the College remain 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 which are well maintained, 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 each Pastoral Care class including 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 largely within the classroom environment and work at a level which is appropriate to them. The College has a number of highly capable teacher aides who ably assist the teachers both in and out of the classroom.

The P&F has continued to be an important element of our College with special events like Mothers' and Fathers' Day stalls, the much anticipated Slime Run, along with morning tea and lunch events, which are always well received by the students. Fund raising efforts have been aiming to provide a substantial upgrade to the Naturescape area, with planning ongoing at present.

Having Lydia Schifferli as our student support officer has been really valuable for the College, and we have seen many students making excellent progress towards being able to effectively deal with anxiety, family problems and behavioural issues. This has made it possible for Lydia to change her work hours to part time in 2024. Mental health of staff, students and parents is a major element underpinning student learning and investing in better mental health is a wise move.





Teacher standards and qualifications

We negotiated a number of staffing changes in 2023, but we have been fortunate to be able to employ a number of high quality teaching and non-teaching staff members to add to our staff team.

Heritage College Perth has a good blend of experienced and younger staff who are all well qualified for their roles.

All teaching staff meet the professional standards required in WA and are registered with the

Teachers with full registration

13

Teachers progressing towards full registration

1

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 25 years teaching), and 2 teachers with less than 5 years teaching experience.



Workforce Composition

Claire Foo joined the staff in Term 2 to replace Sharon Bourke (maternity leave). Maria Christou replaced Simon Haydock as Physical Education and Health teacher. Lucy Wagner replaced Jasmine Rafferty as our K-PP teacher. Linda Dunhill replaced Greg Hurn as our Secondary Maths teacher from Term 3 and taught for semester 2 only before leaving.

Staff in 2023	Proportion of FTE
Steve Higgs	1.0 (0.70 teaching)
Sharon Evans	0.7
Lucy Wagner	1.0
Greg Hurn (Sem 1)	0.4
Linda Dunhill (Sem 2)	1.0
Claire Foo	0.43
Anthea Carder	1.0
Chiara Corbet	0.95
Louise Cushen (LOTE)	0.36
Maria Christou	1.0
Pam Jose	0.2
Julie Jalawadi	0.1
Claus Kassier	1.0
Derrek Lau	0.8
Carrie Digney	0.7
Bobbie Goodwin	0.65
Stacey Maddern	0.22



2023 Teaching Staff	5 Full Time	11 Part Time	10.81 Total FTE
Teacher Aides	8		5.1 Total FTE
Regular Volunteers	3		
Administration Staff	8		4.2 Total FTE
Student Support Staff	1		1.0 Total FTE
Grounds & Maintenance Staff	1		0.6 Total FTE
Indigenous Staff			
Male Teaching Staff (Sem 2)	3		
Female Teaching Staff (Sem 2)	12		



Student Attendance



Year Group

Attendance %

Kindy	86
Pre-primary	84
Year 1	90
Year 2	91
Year 3	90
Year 4	93
Year 5	91
Year 6	93
Year 7	92
Year 8	92
Year 9	93
Year 10	91
Year 11	87
Year 12	94

The average attendance of students over the course of 2023 was 90.55%, around 1 percent improved on the previous year which reflected a lot less covid-related absences. The major reasons for absence were illness and a couple of families taking extended holidays (in particular a family visiting from Canada who had several long holidays).

Due to the small number of students in each year group, one student being absent for an extended period may make a significant impact on the average attendance for the year group. The table on the left shows the average attendance by year level for 2023.



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, use the Audiri app (replaced Skoolbag), 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. Attendance is reviewed at each monthly Board meeting.

Heritage College staff have really extended themselves in managing student attendance on a family-by-family basis, to improve student attendance and therefore learning.

Student Outcomes

Senior Secondary

In 2023, we had one of our smallest year 12 cohorts with only 3 students. Our one ATAR student did well and accepted an offer into her first choice of Nursing at Curtin University. Jenise gained employment in Dental Nursing after completing her Certificate IV in Dental Assisting and Hasna also achieved entry to Nursing after completing her Certificate III in Preparation for Nursing through TAFE. These are excellent results and reflect the hard work of both students and staff in the career preparation process.



Student Outcomes

Standardised National Literacy and Numeracy Testing

2023 saw a new approach to how students are assessed against the national benchmarks. ACARA introduced a 4-tiered approach for student proficiency: Exceeding, Strong, Developing and Needs Additional Support. The new reporting system shows more clearly and simply NAPLAN achievement, identifying where expectations are met. Key highlights that were released nationally were:

- Across year level groups on average, 65% of students in Year 3, 68% in Year 5, 67% in Year 7 and 62% in Year 9 met the higher expectations (were in the 'Exceeding a' and 'Strong' levels) for literacy and numeracy.
- In numeracy, on average, the proportion of students who achieved at 'Exceeding' and 'Strong' levels in 2023 increases from Year 3 (64.7%) to Year 5 (67.7%) and Year 7 (67.2%) and then drops in Year 9 (63.9%), apart from Western Australia (69.4%).
- In writing, primary students were more likely to achieve at 'Exceeding' or 'Strong' levels than secondary students, with 76% of Year 3 students and 66.2% of Year 5 students meeting expectations compared to 62.5% of Year 5 students meeting expectations compared to 62.5% in Year 7 and 58.0% in Year 9.
- Nationally, participation rates have bounced back. For primary years, it increased from 93.8% to 95.1%. For secondary years, it increased from 88.9% to 91.6%.

The table lists the mean score for each year group in each of the five tests to allow comparison between the Heritage College cohort and the State and Australian mean scores.

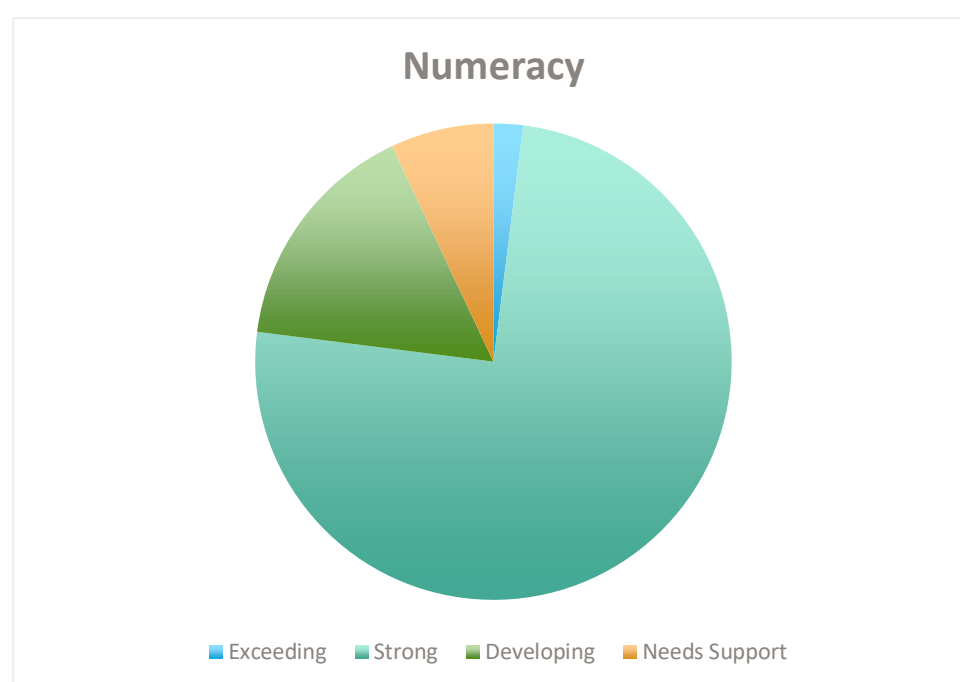
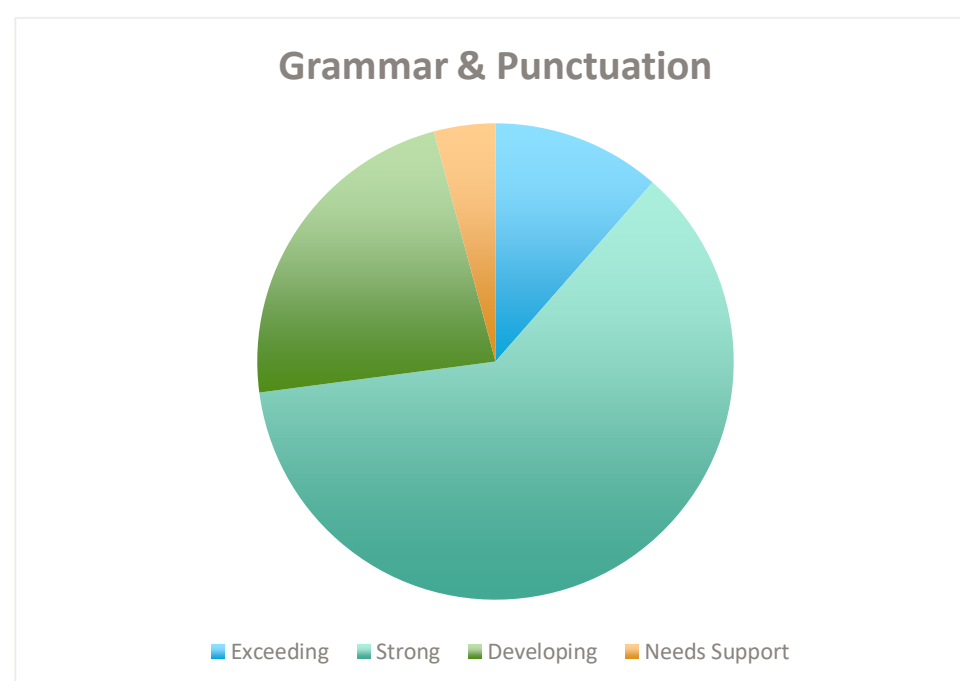
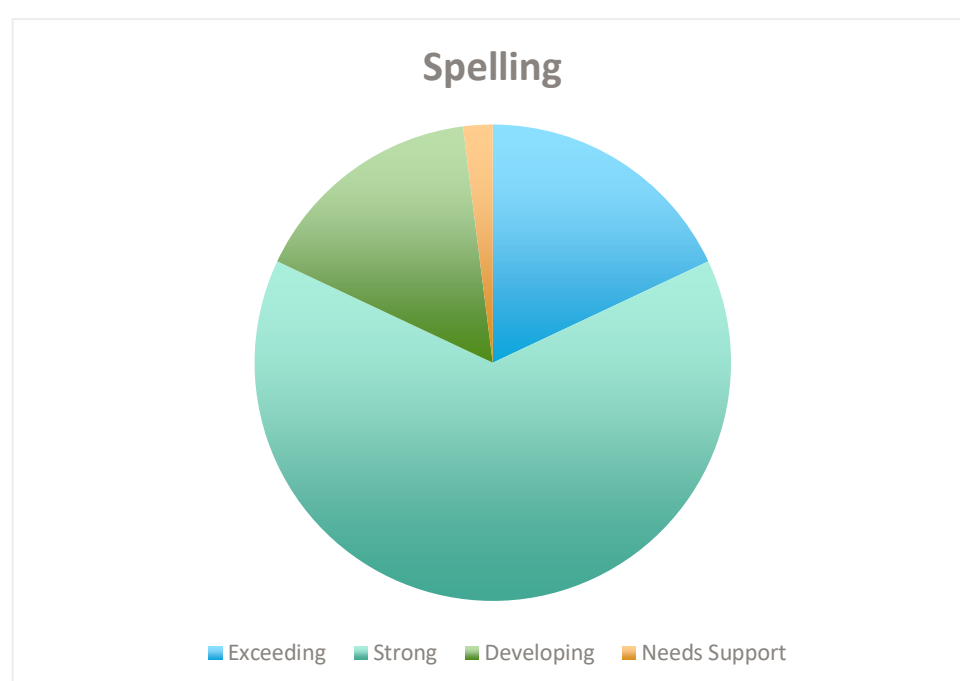
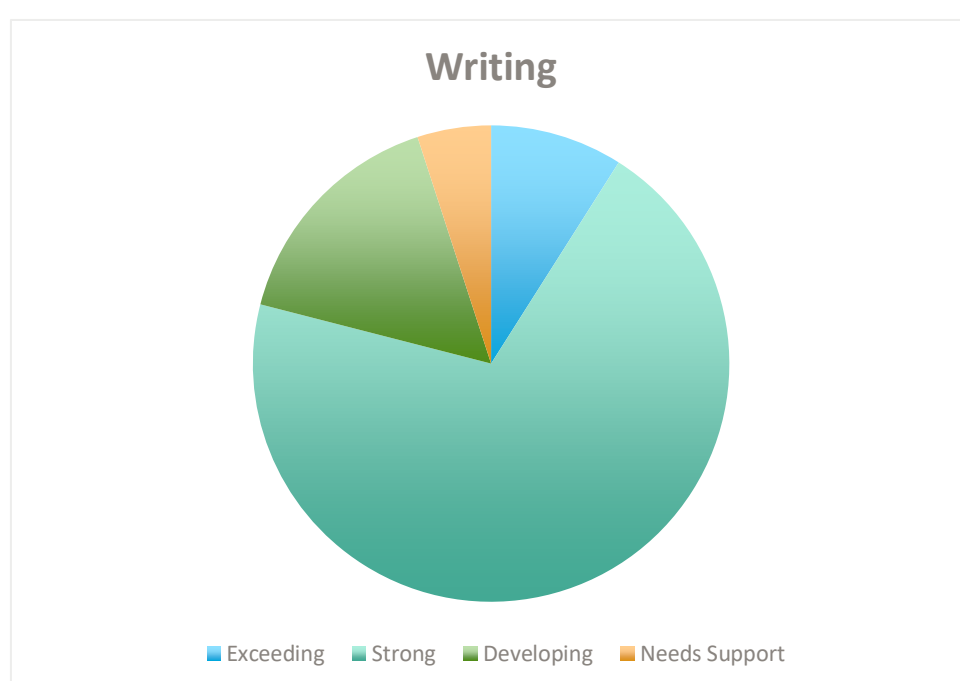
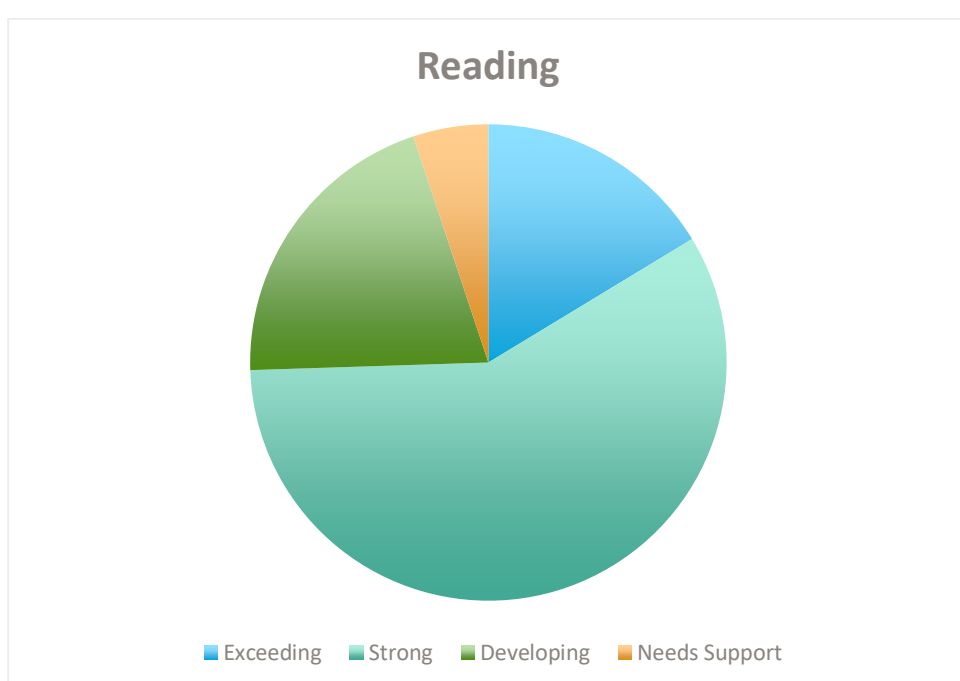
Year group	Area tested	Australian mean	Students with 'similar background'	Heritage mean
Year 3	Reading	404	400	397
	Writing	417	416	402
	Spelling	404	396	388
	Grammar & Punctuation	409	376	376
	Numeracy	406	407	397
Year 5	Reading	496	498	478
	Writing	483	479	487
	Spelling	490	498	457
	Grammar & Punctuation	496	501	482
	Numeracy	488	490	485
Year 7	Reading	536	529	548
	Writing	534	532	560
	Spelling	539	534	583
	Grammar & Punctuation	539	535	551
	Numeracy	538	533	556
Year 9	Reading	565	575	586
	Writing	567	577	602
	Spelling	568	569	602
	Grammar & Punctuation	556	560	586
	Numeracy	568	579	566

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



What the data shows for this year is that our Year 7 and 9 cohorts are very strong across the board. Though Numeracy is the weakest segment, this will be targeted in 2024 with the new Maths teacher. Our Year 3 & 5 cohorts are on the weaker side, but not by much. Through an analysis of the types of questions answered in the test, we can make improvements in targeted areas.

In relation to the new 4 tier reporting system, the five graphs below show where our combined 2023 cohort are situated.

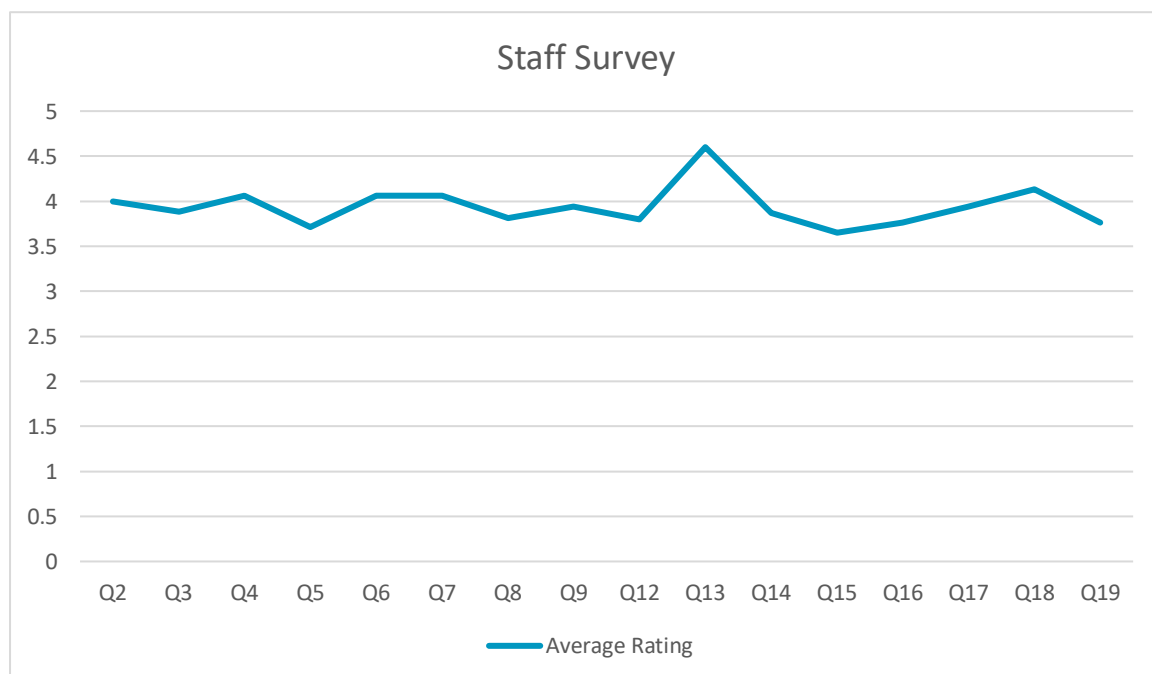




Satisfaction with the School

Parent, staff 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. Parent interviews, direct meetings, emails, phone calls and messages provide a good variety of feedback options for parents. Student feedback has come verbally, via the survey and via the complaints letter box which is available for anonymous complaints. Staff feedback to the Principal and the Board can be informal or formal, with Board-Teacher meetings and appraisal discussions providing excellent forums for teachers to talk about their feelings and situation.

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.



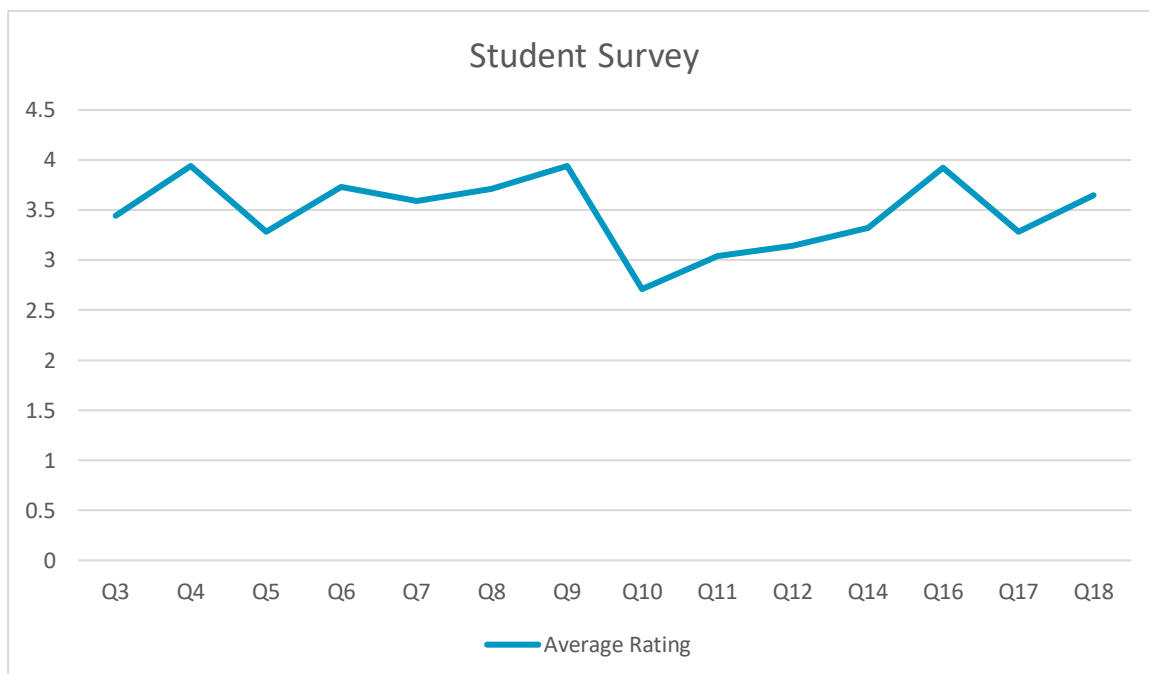
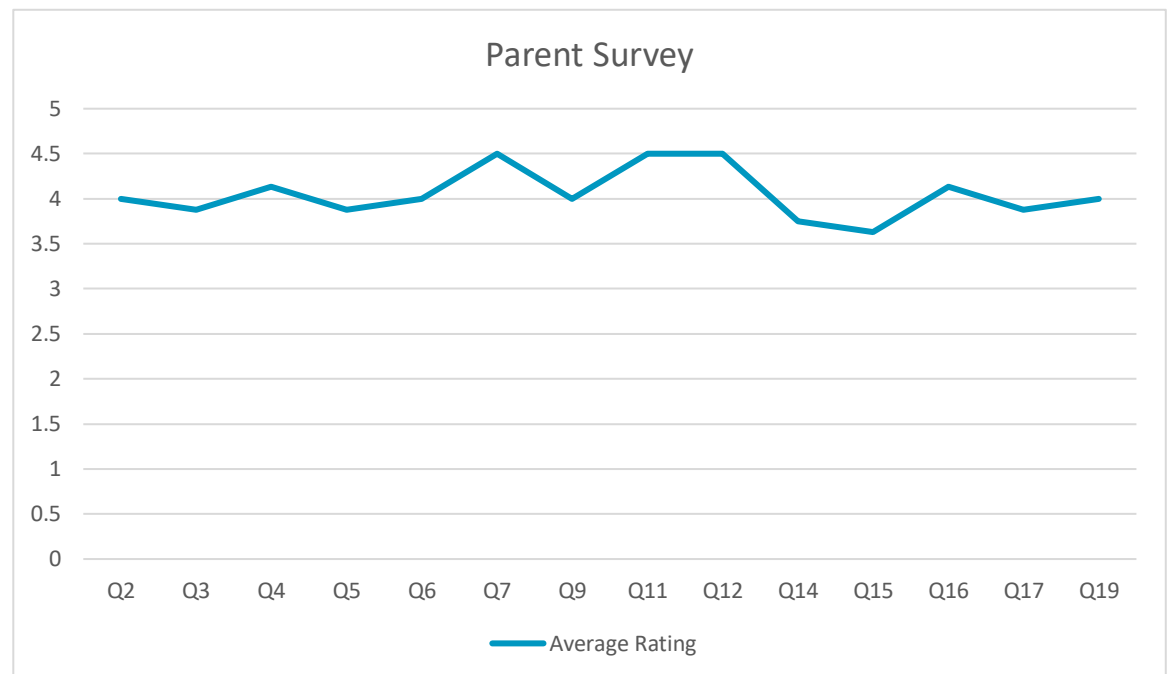
Staff Satisfaction

The staff have emerged from the major challenge of the COVID era and put in a strong performance during 2023. The survey responses provide a good insight into how the recent structural changes have settled in and how the College can best support Staff in years to come.

Parent Satisfaction

The data from the Parents' survey, combined with verbal feedback and the Parent Forum, gives us a level of confidence that we are hearing what parents are thinking.

Overall this year satisfaction levels increased in many areas, but there are a few areas to focus on.



Student Satisfaction

Data was collected this year from students in Kindy through to year 12. The results show clearly that students feel very safe at Heritage College, that they enjoy the very many extra activities which teachers arrange, that they feel that the work is challenging but not too hard, and overall there is a strong sense that the College is a good place for them to be. There are areas where they feel that the College can improve, and teachers will look at what can be done in these areas.





Critical & Emergency Incidents

During 2023 there were a number of reportable incidents which were communicated to the Department of Education in accordance with the regulations governing WA schools.

Date	Description of Incident	Further Action Taken
21-03-2023	A secondary student slipped and bruised their elbow during a visit to a swimming pool whilst on school camp. Taken to hospital on the next day as a precaution as the elbow remained very sore.	Nil. Incident was handled appropriately. Reminder to students not to hurry around the pool edge.
23-03-2023	A secondary student became unwell overnight whilst on camp. Symptoms suggested possible heat stroke from the previous day. They were taken to hospital as a precaution.	Nil. Incident was handled appropriately.
05-05-2023	A secondary student failed to report to their work placement and was uncontactable by phone. The matter was reported to the police and a search undertaken to locate the student until they were found.	A phone was provided to the student for the duration of his work placement.
28-05-2023	Principal became aware of a possible incident of sexual abuse between two children of similar ages (an ex-student and a current primary student) at a private home. A mandatory report was submitted to DCP and the Principal was advised to take no further action.	No further action required.
12-06-2023	The parent of a primary student disclosed to the Student Support Officer an incident of attempted sexual abuse at a birthday party at another person's home.	Our protective behaviours training is valuable. The student was able to identify that the situation was wrong, to reject the advances and to report it immediately to a trusted adult.
04-08-2023	A secondary student was taken to hospital by grandparent after becoming non-responsive (while conscious) at the end of school sport, where they were only an observer.	No diagnosis provided by the hospital.



Date	Description of Incident	Further Action Taken
11-09-2023	A staff member was taken by ambulance to hospital after getting chest pains following taking new migraine medication. They called a phone medical service when they became unwell and based on their conversation they ordered an ambulance to take the staff member to Midland Hospital.	The staff member was admitted to hospital and kept overnight before returning home. Later was readmitted to hospital – possible heart attack. Will discontinue that medication and try to find another.
12-09-2023	A student injured their hand during their volunteer service at Dreambuilders. Was taken to hospital for x-rays by the parent the next morning. No broken bones but some bruising.	No changes need to be made to the volunteering program. There is a good induction both at school and before the shift begins. Will debrief with the agency.
19-09-2023	A Primary student injured their wrist in a recess soccer game whilst in goals. Parent took them to hospital for x-rays.	No changes needed. Staff supervision was present, first aid was appropriate. Hospital visit was parent choice and confirmed that no bones were broken.
11-10-2023	A year 8 student fell on the basketball court at lunchtime and hurt his hand, knee and forehead. Was in a lot of pain not responding to ice pack etc. Called mum and she took him to Midland St John Urgent Care for x-rays. He was referred to PCH as two fingers were broken and needed setting.	No changes needed. Staff supervision was present, first aid was appropriate. Hospital visit was recommended to mum and confirmed that two bones were broken.
09-11-2023	PP student reported a small rock in his ear. Parent took him to urgent care after school to have it removed.	No changes needed.

Post School Destinations

Of our three (3) year twelve students of 2023, two are at University studying Nursing, and one is in full time employment.



Income by Source 2023

The breakdown of income in 2023 returns to a typical profile after previous years that included some donations via bequest.

