



Annual College Report 2021



**HERITAGE
COLLEGE**

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

ABN 88 230 512 989



A word from the College Chairman

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

Meladee McCarty

2020 and 2021 is long going to be remembered as a period in which the world changed. The first pandemic of the modern era redefined what we see as normal social interaction, it has seen nations lockdown cities, shut borders and has made working and schooling from home a new reality for millions of people around the world.

By world standards the effect of COVID-19 on the delivery of education in Western Australia has been comparatively minor and yet, for Heritage College, the need to prepare for a scenario of extended remote schooling saw a rapid acceleration of some of our digital transformation plans. The efforts of the staff to come together and transition to a remote school environment in a matter of a few short weeks was an incredible accomplishment and one that typifies the care and commitment of our teachers, aides and administration staff. Fortunately our long standing commitment to our IT strategy and systems ensured that the College infrastructure was ready and capable of delivering remote schooling.

For the Board, guiding the College through the changing reality, it was vital to also consider the well-being of our entire community and to move quickly to ensure that the pandemic did not threaten either the survival of the College, nor the enrolment status of our students. At the height of the uncertainty the Board approved significant financial assistance for families that lost employment due to the pandemic. I am grateful to our staff and our entire community who came together to ensure that we emerged from lockdown stronger than ever.

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 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. 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.

The work of the College is intensely rewarding. There is no doubt that our efforts have been mightily blessed and we pray this may be allowed to continue until our Lord's return.

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, 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 have grown steadily this year (June 2022) and we expect to start second semester with over 120. Students are drawn from the Christadelphian community across Perth (around 72%) and from the local community in the East Metropolitan area (around 28%). 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 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.

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. As an illustration, around a quarter of our students currently have an Individual Education Plan, some for remediation and others for extension.

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 expert teacher aides who ably assist the teachers both in and out of the classroom.

The College is keen to promote the development of student leadership and each year students elect secondary Prefects who are supported by primary Student Councillors. The leadership team organises a variety of activities for the students throughout the year. House Captains are chosen for each of the three big school sporting events. The role of the House Captains is to galvanise and energise their team to encourage maximum effort, support and participation.

The addition of a Student Support Officer has greatly improved the attention to student mental health and well-being and our community are thankful for the work being done in this area.

The P&F has continued to be an important element of our College with special events like Mothers’ and Fathers’ Day stalls, along with morning tea and lunch events, which are always well received by the students. Fund raising efforts have resulted in significant improvements to the outdoor play spaces in the last twelve months, with completely new middle school play equipment and a largely revamped K-PP play area.

The College has a strong culture of aiming for excellence and personal best and our experience so far in 2022 has seen the students come through the Covid-19 interruptions with minimal impact on their learning, due to the stability of the learning environment, the ability of the teachers to adapt to using new technologies and the ability of the children to work independently and to plan for their own success.





Teacher standards and qualifications

We have been through a period of significant change in personnel around the College, but our teaching staff has remained relatively stable.

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' Registration Board of WA.

Teachers with full registration

14

Teachers progressing towards full registration

2

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

Chiara Corbet joined the staff in mid-2021 as Pam Jose took LSL, but stayed afterwards as Pam reduced her teaching FTE. Julie Jalawadi began teaching History as Greg reduced his FTE.

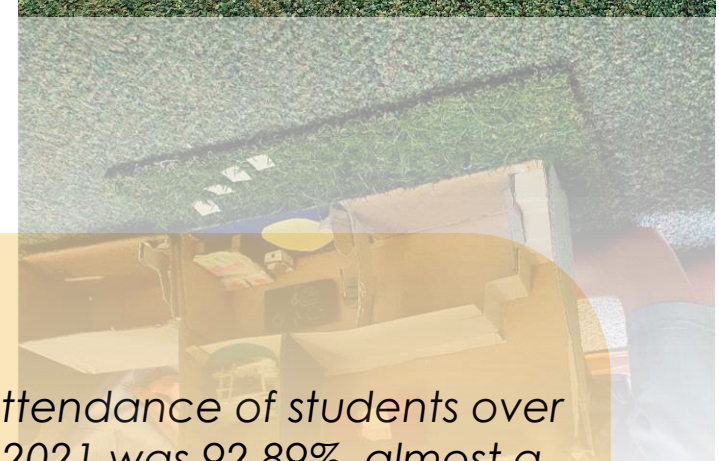
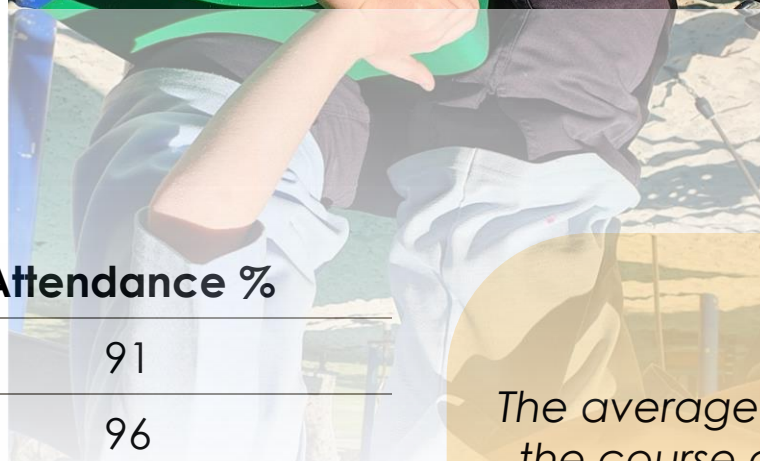
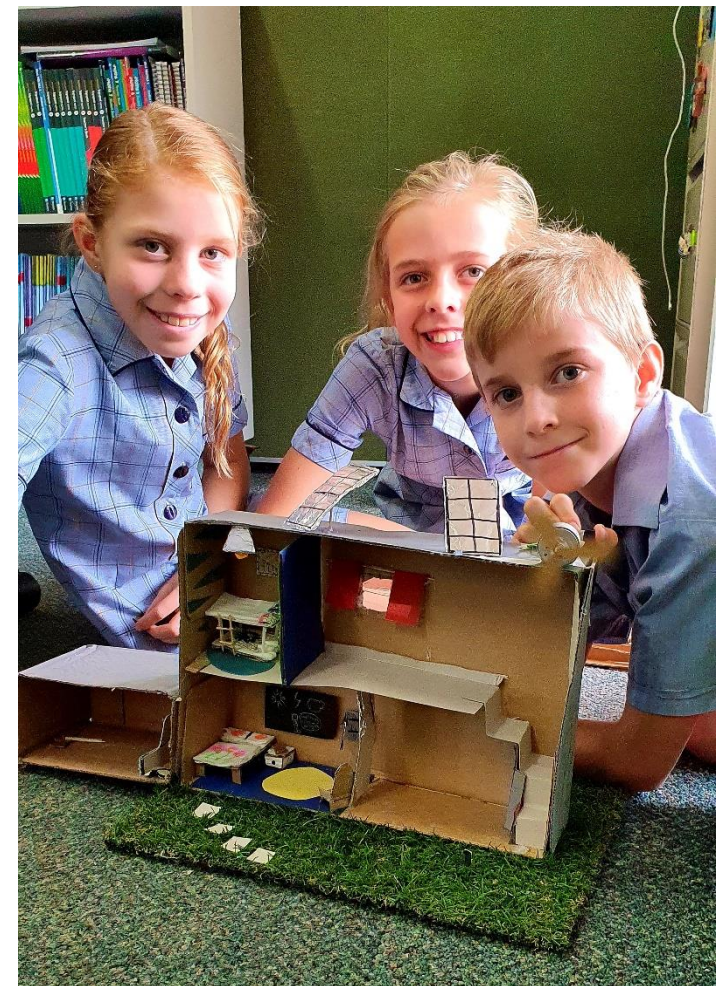
Staff in 2021	Proportion of FTE
Steve Higgs	1.0 (0.46 teaching)
Sharon Evans	0.6
Natasha Moynihan	1.0
Greg Hurn	0.4
Sharon Bourke	1.0
Anthea Carder	1.0
Simon Haydock	1.0
Pam Jose	0.6
Julie Jalawadi	0.1
Claus Kassier	1.0
Carrie Digney	0.6
Bobbie Goodwin	0.2
Paul Walker	0.78
Polly Reitsema	0.71
Paul Walker	0.78
Chiara Corbet	0.4
Sheryl Nosan	0.46



2021 Teaching Staff	5 Full Time	11 Part Time	9.70 Total FTE
Teacher Aides	8		5.24 Total FTE
Regular Volunteers	4		
Administration Staff	6		3.04 Total FTE
Grounds & Maintenance Staff			1.01 Total FTE
Indigenous Staff			
Male Teaching Staff	5		
Female Teaching Staff	9		



Student Attendance



Year Group	Attendance %
Kindy	91
Pre-primary	96
Year 1	91
Year 2	90
Year 3	95
Year 4	92
Year 5	97
Year 6	94
Year 7	95
Year 8	94
Year 9	94
Year 10	91
Year 11	93
Year 12	86

The average attendance of students over the course of 2021 was 92.89%, almost a percent up on the previous year which was significantly disrupted. This represents a return towards a normal pattern of attendance. The major reasons for absence were illness and isolation due to COVID concerns.

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 2021.



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.

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

Extended illness for a couple of senior students and several families who withdrew from the school but did not enrol their students elsewhere for a considerable period fully explains the percentage attendance trends.

Student Outcomes

Senior Secondary

All but one of our graduating year 12 students achieved their WACE, despite the disruption and uncertainty associated with COVID. The student who did not achieve her WACE will have the opportunity to achieve it in the future with further training as WACE is now a lifetime achievement, i.e. WACE can be completed subsequent to leaving school.

Of our five 2021 year 12 students, we had one student doing General courses and four doing ATAR courses. Two of our ATAR students achieved entry to their first choice of University course, one (with a LOTE background) achieved WACE but needed a bridging course to enter University due to her English results. The fourth ATAR student took up employment. Our General student found a job in retail after leaving school.



Student Outcomes

Standardised National Literacy and Numeracy Testing

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.

The impact of COVID-19 during 2020 led to the cancellation of NAPLAN testing for the year, and the disruption during 2021 may have had an impact on results.

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	Students with 'similar background'	Heritage mean
Year 3	Reading	438	415	402
	Writing	425	428	425
	Spelling	421	400	396
	Grammar & Punctuation	433	420	420
	Numeracy	403	390	387
Year 5	Reading	512	505	519
	Writing	480	481	472
	Spelling	505	503	498
	Grammar & Punctuation	503	497	471
	Numeracy	495	489	465
Year 7	Reading	542	556	573
	Writing	522	534	549
	Spelling	548	564	586
	Grammar & Punctuation	533	544	574
	Numeracy	550	552	559
Year 9	Reading	577	586	607
	Writing	522	534	550
	Spelling	580	573	576
	Grammar & Punctuation	573	572	609
	Numeracy	588	579	576

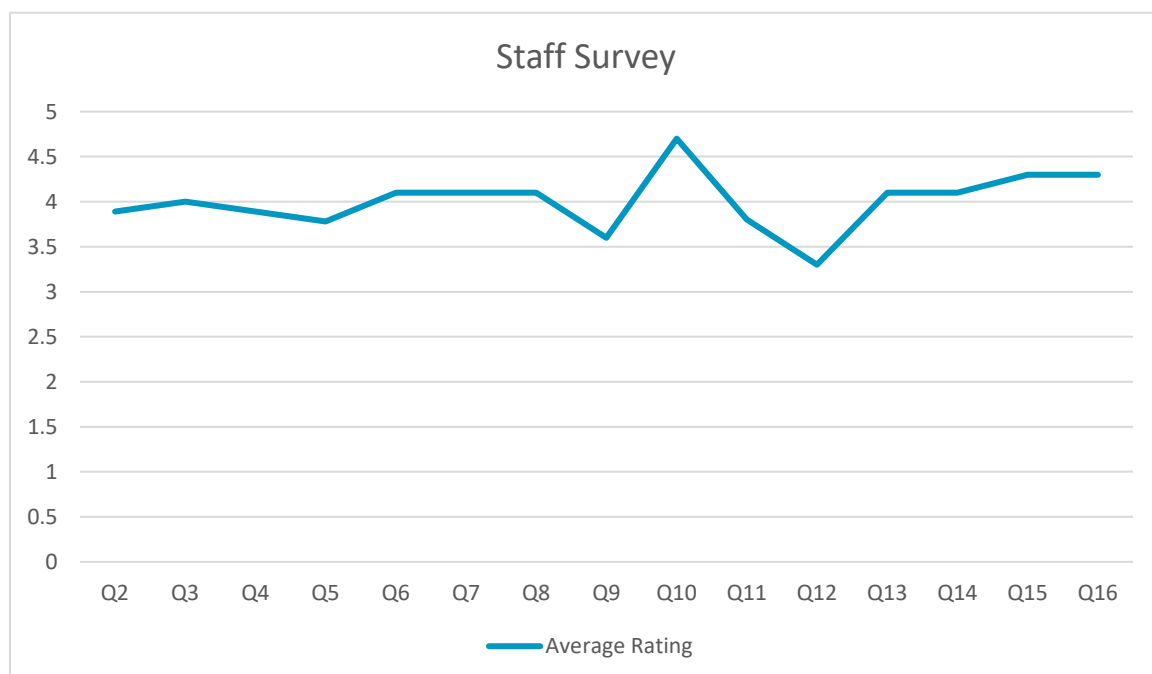
The most useful and important indicator for Heritage College is the measure of improvement in a cohort of students over time. This is especially interesting when compared against the mean growth in the Australian population for that year group over the same time. In general, our top students are achieving at extremely high levels and our weaker students are growing faster than the Australian mean. This suggests that our teaching and also our remedial programs are having a very positive impact on student learning.



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.



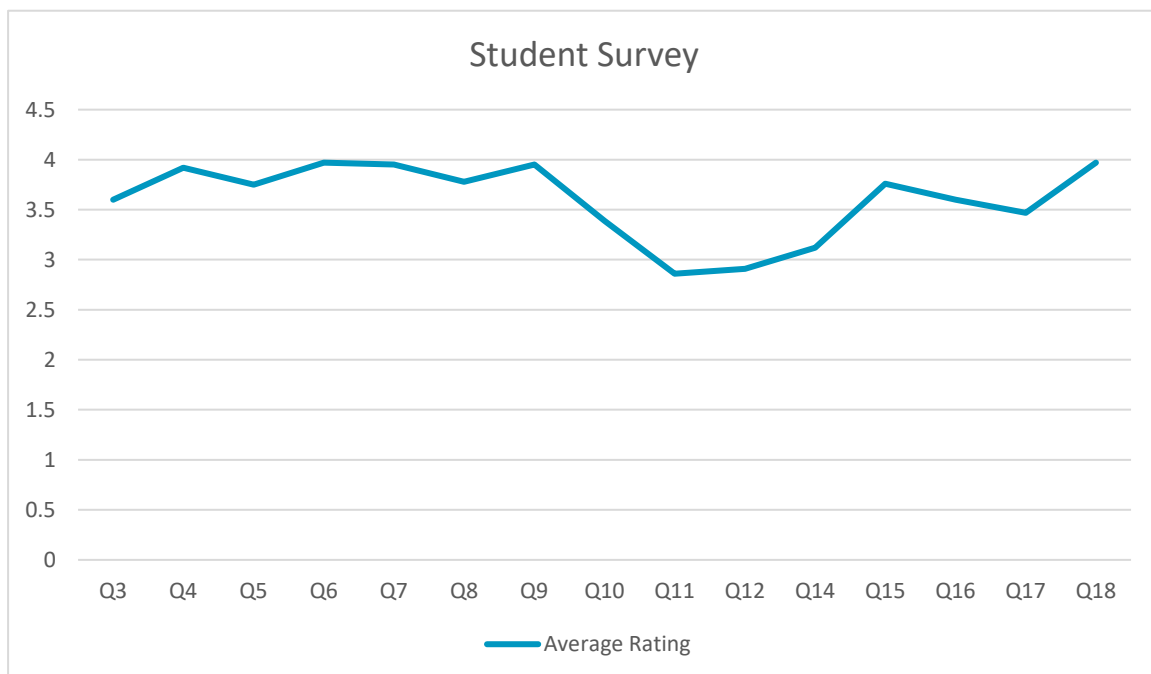
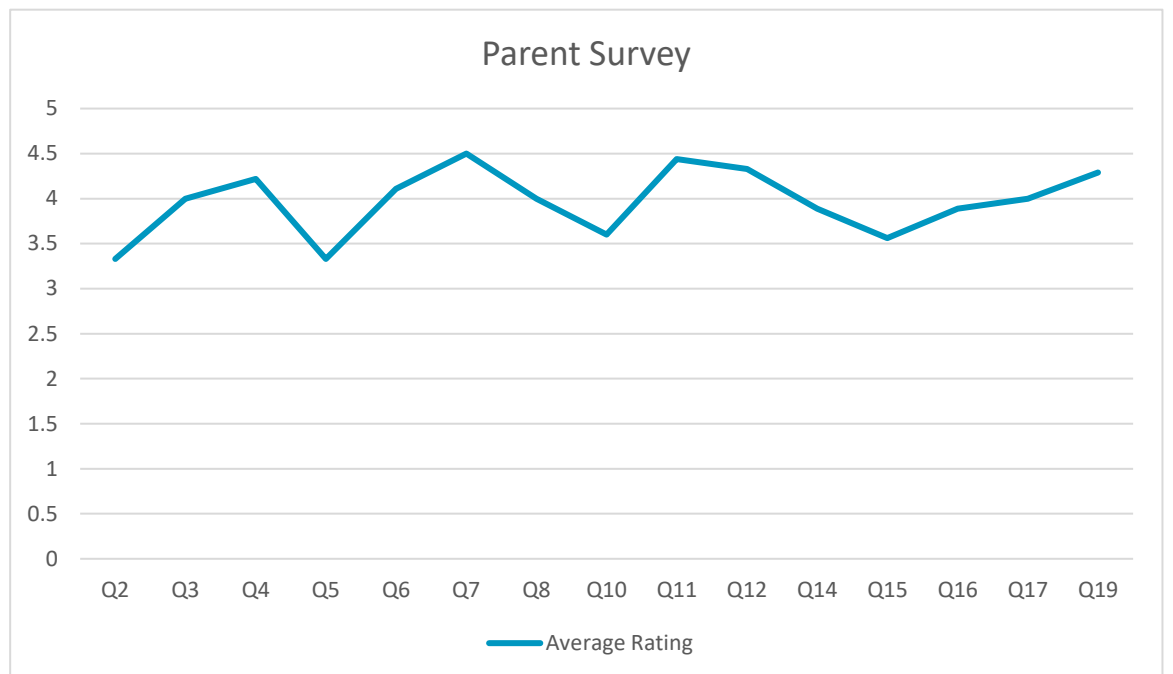
Staff Satisfaction

The staff have been through a challenging time of change during 2020-21 and have come through strongly. Response rates for the staff survey were lower than desired during 2021 and additional efforts to attain staff feedback are planned during 2022.

Parent Satisfaction

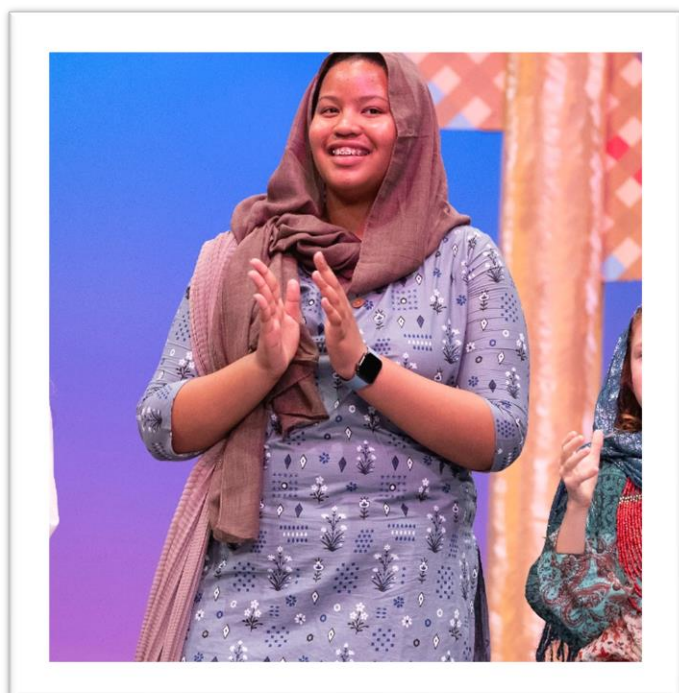
The data from the Parents' survey, combined with verbal feedback and the Parent Forum, gives us a level of confidence that we are hearing what parents are thinking. Unfortunately, response rates to the survey were lower this year which may be a consequence of the pressures of COVID and the earlier timing of the survey during the start of the 2022 year.

Overall this year satisfaction levels increased in many areas, an achievement perhaps offset by the lower participation rate.



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 2021 there were three 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
7-05-2021	An EA fell off her bike at Rottnest and broke her shoulder blade. She went to the hospital on return to Perth as the nursing post at Rottnest were not able to x-ray her shoulder.	A reminder that staff need to look after their own safety whilst riding as well as the students.
27-08-2021	Year 4 left Art class and presented to admin with abdominal pain which progressively worsened. Mum was called.	Under investigation in hospital, pain is managed.
17-11-2021	Year 1 fell in the playground and split his forehead open.	Mother came and took him to PCH for treatment – staples or stitches.





Post School Destinations

Of our five year 12 graduates from 2021, three have gained entry to their first choice of University courses (two at Curtin and one at ECU), and the other two are both employed. We are satisfied with these outcomes in the circumstances.





Income by Source 2021

The breakdown of income in 2021 is atypical. The College was fortunate to receive a number of bequests which significantly increased the funds received from 'other private sources'. For reference the percentage of funding received from the Australian Government in 2020 was 58%.

FUNDING SOURCES - 2021

