



# Annual College Report 2020



# HERITAGE COLLEGE

[www.hcp.wa.edu.au](http://www.hcp.wa.edu.au)

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## A word from the College Chairman

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

Dear College Members

2020 is long going to be remembered as the year 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 in March 2020 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. And at this point I also need to issue a shout-out to Bro Dane Linden whose long standing commitment to our IT strategy and IT 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 and made the difficult call to ask staff to agree to a voluntary 10% pay cut. I am grateful to our staff and our entire community who came together to ensure that we emerged from lockdown without losing any families or staff.

With such an unusual year behind us it is easy to forget that at the beginning of 2020 we also went through another Registration renewal. Once again it was a valuable experience of gathering and presenting evidence to show compliance with the 15 School Registration Standards. It is a testament to the growth and maturity of the College, and to the consistent hard work of the staff that we have been granted the maximum 5 year extension to our Registration status. 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 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.

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](http://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 remain relatively stable (June 2021) at 114 students and 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 slight decrease from last year but we have the prospect of new enrolments in the pipeline. We continue to aim 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 inception of the College, our objective was to provide 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 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 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 2021 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 had just one significant change to the teaching staff in the last 16 months and have therefore enjoyed a period of relative stability and growth. Paul Walker was appointed as the new Physical Science teacher for the second semester of 2020, enabling the Principal to have more time to lead the school. Paul has also taken on the lower secondary Maths classes in 2021 as Greg Hurn has further reduced his teaching load.

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

0

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

Paul Walker was appointed for semester 2, 2020 as a part time Science teacher and has continued into 2021 as a Maths and Science teacher. Polly-Anna Reitsema has been appointed in 2021 as a part time Home Economics teacher.

Staff in 2020	Proportion of FTE
Steve Higgs	1.0 (0.46 teaching)
Sharon Evans	0.6
Natasha Smith	1.0
Greg Hurn	0.6
Sharon Bourke	1.0
Anthea Carder	1.0
Simon Haydock	1.0
Pam Jose	1.0
Sheryl Nosan	0.4
Claus Kassier	1.0
Carrie Digney	0.6
Bobbie Goodwin	0.2
Paul Walker	0.36



<b>2020 Teaching Staff</b>	6 Full Time	7 Part Time	9.74 Total FTE
<b>Teacher Aides</b>	8		5.24 Total FTE
<b>Regular Volunteers</b>	5		
<b>Administration Staff</b>	6		3.04 Total FTE
<b>Grounds &amp; Maintenance Staff</b>			1.01 Total FTE
<b>Indigenous Staff</b>			
<b>Male Teaching Staff</b>	4		
<b>Female Teaching Staff</b>	8		



# Student Attendance



Year Group	Attendance %
Kindy	96.9
Pre-primary	91.6*
Year 1	94.5
Year 2	95.4
Year 3	86.0*
Year 4	95.9
Year 5	95.5
Year 6	89.3*
Year 7	96.1
Year 8	95.2
Year 9	94.0
Year 10	85.9*
Year 11	84.8
Year 12	91.5

The average attendance of students over the course of 2020 was 91.8%, almost a percent down on the previous year. The major reasons for absence were illness and family holidays but these were considerably reduced in 2020. We did have three families whose children were on our roll for a considerable period after they left (two students for a full year) and this has skewed the results downward.

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 each year group. The table on the left shows the average attendance by year level for 2020. Asterisks note where students in a year group were enrolled but not attending for an extended period.



## Managing Student Attendance

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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

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### Senior Secondary

Despite all of the challenges of 2020, all of our graduating students achieved their aims of either entry to a full time training course or entry into the University course of their choice. These statistics should not be underestimated. All of our students are achieving their career goals and that is a fantastic achievement.

In 2020, we had five graduating year 12 students (all ATAR students). All achieved their WACE. Our highest performing student achieved an ATAR of 95.55. Both girls were admitted to their first choice of courses at UWA. Of the boys, one achieved entry to his choice of university course and the other two have enrolled in full time training courses.



# Student Outcomes

## Standardised National Literacy and Numeracy Testing

The table below would usually list 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 Term 2 of 2020 led to the cancellation of NAPLAN testing for the year as the peak of school closures coincided with the expected NAPLAN dates.

### 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			
	Writing			
	Spelling			
	Grammar & Punctuation			
	Numeracy			
Year 5	Reading			
	Writing			
	Spelling			
	Grammar & Punctuation			
	Numeracy			
Year 7	Reading			
	Writing			
	Spelling			
	Grammar & Punctuation			
	Numeracy			
Year 9	Reading			
	Writing			
	Spelling			
	Grammar & Punctuation			
	Numeracy			

no results  
NAPLAN cancelled due  
to COVID-19

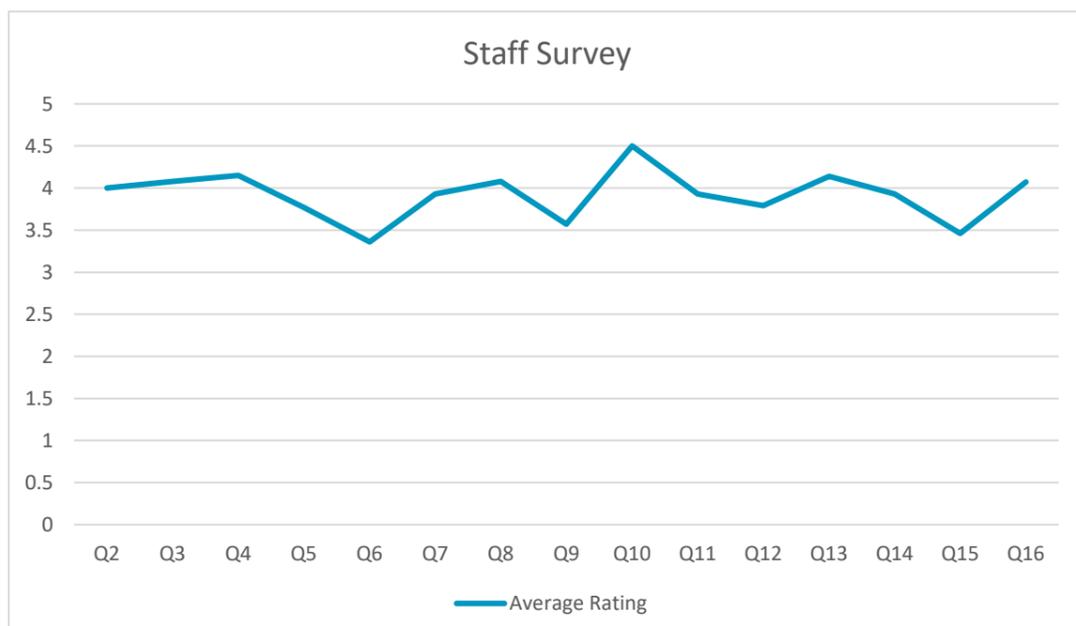
The most useful and important indicator for Heritage College is the measure of improvement in a cohort of students over time. This is especially interesting when compared against the mean growth in the Australian population for that year group over the same time. In general, our top students are achieving 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.



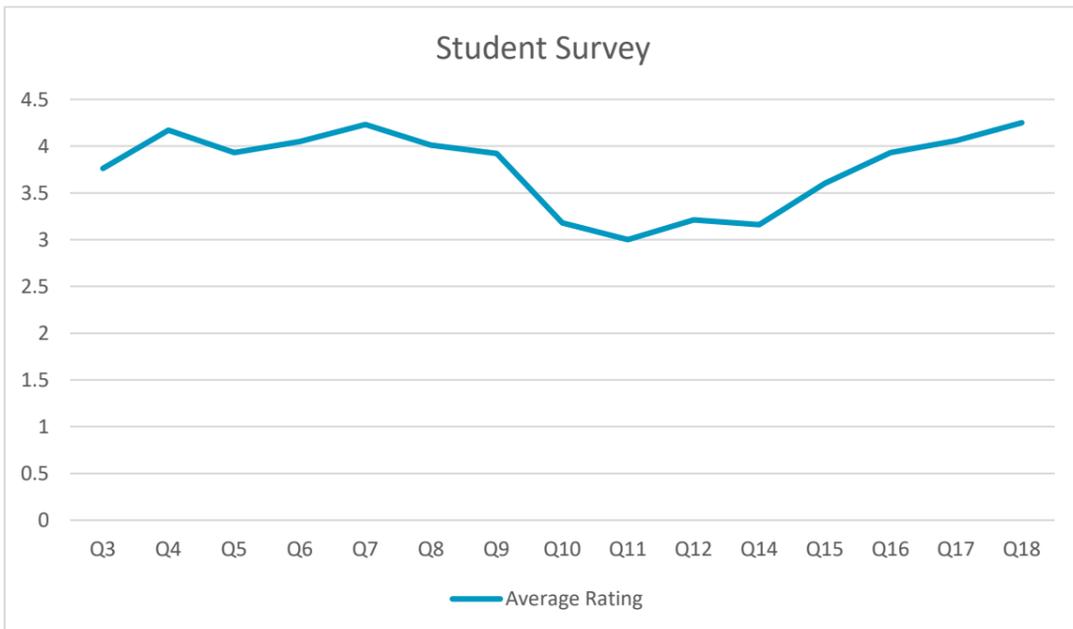
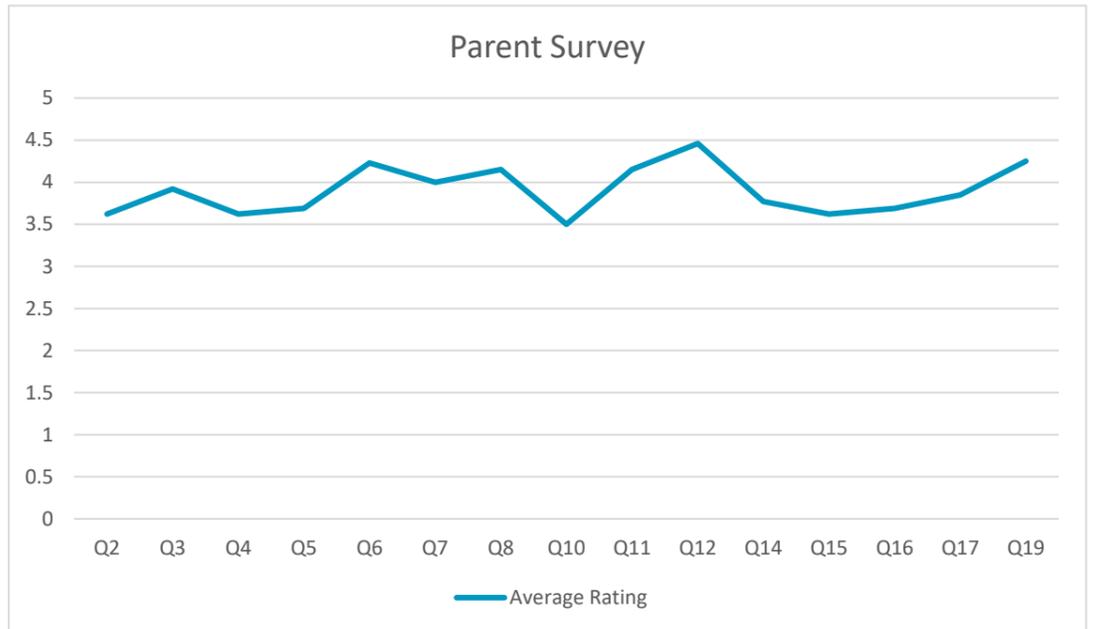
### Staff Satisfaction

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

## 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 earlier timing of the survey during the start of the 2021 year.

Parents expressed strong satisfaction with the Catalyst program which ran in the 9-10 class. In a year where a lot of things were less than perfect, I am happy that we did the best that was possible in the circumstances.



## 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 2020 there were seven 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
20-05-2020	Year 3 student burned himself on the neck and chest with hot tea in a thermos flask brought from home.	Communication to parents, teachers and students re the danger of this. Very hot drinks are not permitted to be brought to the College. Change to admin shower.
25-05-2020	Year 7 student developed asthma symptoms after running during Phys Ed. Parents called to retrieve the student and as they departed school the student reported chest pains. On advice from the hospital an ambulance was called and the student taken to Midland Hospital as a precaution.	No action needed – student has a management plan and this was followed.
25-05-2020	Year 7 student developed asthma symptoms after Phys Ed. Student is not known to suffer asthma. Parent chose to take their student to Perth Children's Hospital as a precaution.	Confirmed with parents that an Asthma Management Plan is not required per GP advice.
07-08-2020	Year 7 student slipped and fell at the athletics carnival while waiting for his turn at discus. Fractured arm, was taken to hospital for treatment.	Staff need to be aware of event scheduling and avoid where possible idle time for groups of students between events.
10-08-2020	Year 6 student fell over while playing soccer on the field at lunch time. Fractured wrist. Attended hospital for treatment.	Muddy patch on playing field top-dressed to provide better traction.
21-10-2020	Year 6 student developed a cough whilst at Camp. Although having no history of asthma or allergies the cough worsened with associated breathing difficulty resulting in a hospital visit and RFDS evacuation to Perth.	The student has yet to receive a positive diagnosis. A medical management plan has been implemented such that on first signs of prolonged coughing the parent be contacted.
22-10-2020	Year 5 student fell off mountain bike during guided training by third party provider whilst on Camp. Broken wrist confirmed by visit to hospital and treated.	Reviewed risk assessments and management of the event and consider that all reasonable precautions were taken. Changed content of first aid kits to, in future, include a better sling/splint for broken arms.



## Post School Destinations

Of our five year 12 ATAR graduates from 2020, three have gained entry to their first choice of University courses (two at UWA and one at Curtin), and the other two didn't want to go to university and didn't apply. They are both enrolled in a training course of their choice. 100% career goal attainment is a great achievement and once again we are very happy with our student outcomes. All students achieved the WACE certificate.





# Income by Source 2020

FUNDING SOURCES - 2020

