Heritage College
Sydney
2016 School Improvement Plan
EVALUATION
2016 SIP Evaluation

Although not legally required by the federal government Christadelphian Heritage College Sydney established and published its 2016 School Improvement Plan before January 1, 2016. This Plan was based on staff, student and community surveys as well as research of student attendance, external and internal academic achievements, learning programs based on the NSW BOSTES syllabuses and Australian Curriculum, WHS and Welfare policies as well as known government grants. Additionally, the College was assisted through two consultant groups to review the College’s ‘Inclusivity’ and its ability to meet the educational demands via technology. Measures to track and evaluate success were built into the Plan.

This Plan was evaluated during the end of Term 3 and the very beginning of Term 4 2016 using the same kinds of data that created the Plan. 75% of staff and 28% of the community responded to the survey. Every student from Year 5 to 12 was invited to respond. A separate survey was conducted by the consultants coordinating the ‘Inclusivity Project’ and they also received feedback from students, community members and staff on the success of the programs. This feedback was also provided to the College and was added to the data.

Leadership & Management Goals

- Establish, track and modify a Heritage Learner Profile to assist staff to communicate progress of students as they develop in areas of their own learning, character and teamwork
- Evaluate the SWARM Inclusivity Program for improved peer coaching, goal setting, appraisal process and professional development
- Increase opportunities for staff to demonstrate professional growth and leadership skills.

Evaluative summary of goal attainment:

- All staff members were trained in the intent and structure of the Heritage Learner Profile (HeLP). Staff developed a logo, banners, behavioural expectations, reward cards and recording/tracking mechanisms. This Heritage Learner Profile (HeLP) was designed so that students would have opportunities to demonstrate nine key elements of life skills, understanding and qualities in the three main areas of Character, Teamwork and Learning. The nine profiles were - Principled, Responsible Risk-Taker, Reflective, Leader Collaborator, Communicator, Innovator, Investigator and Planner. These were communicated to students. After a few weeks the primary staff modified the approach to make it easier for the younger students to understand focusing on the three main areas of Character, Teamwork and Learning. The processes were communicated through
community evenings and the newsletters. The level of take up of the new system varied across the grades but many students mentioned in the surveys that they believed it to be beneficial. It was already identified that the system would take at least 3 years investment to see the true benefits. The first year the students had only three terms to achieve the peak but the second year they would have four terms of opportunities. 0.8% of students attained level 5, 7.26% attained level 4, 25% attained level 3, 49.19% attained level 2, 10.48% attained level 1 and 7.26% attained level 0.

![Levels Attained](chart)

- Teachers added and regularly updated evidence to their SMART goal documentation in order to demonstrate progress and promote further professional growth. These included courses designed to increase professionalism and leadership.

- In 2016 the SWARM Inclusivity Project (and AIS Grant) turned its focus on the development of a behaviour system that provided more meaningful rewards for students who demonstrated success (this is explained in the first dot point). Staff tied students’ individual goals to the demonstration of the nine profiles. Staff also undertook individual research projects to assist with meeting the needs of the students within the school. 75% of the staff surveyed felt that the research substantially helped the aim of the project with the other 25% feeling that they were undecided as to the level of success. 90% however saw the benefits of the HeLP project even though they appreciated that the project was still in its early implementation phase.

- Some members of the executive team have attended professional development courses including finance, law, governance and leadership for learning. Due to two executive staff taking leave this year there have been a number of opportunities for other staff members to take on some aspects of their roles. The executive team and staff have successfully coped with these challenges and new responsibilities. One executive member attended a European Conference on Games based learning, with plans to implement some aspects of this in 2017. One early career teacher attended a three-day course: Beginning Teachers K-12: Supporting a Successful Start. Two early career teachers have been mentored during 2016 and submitted documentation to BOSTES to achieve Proficient Teacher Accreditation. Staff members have also attended Skoolbag App training, Lab Assistants’ conference, Australian Band and Orchestra directors’ conference, HSC English courses, mental health and mindfulness courses. These courses along with professional development and mentoring provided at our own staff meetings including SMART goals, SWARM projects, data analysis of NAPLAN and HSC results have given staff the opportunities to demonstrate growth and skills.
Student Engagement & Attainment Goals

- By implementing the Heritage Learner Profile, students will, through specific programs, be encouraged to achieve personal goals.
- Support and enrichment programs provide students the opportunity to demonstrate a commitment to growth in:
  - personal character traits
  - teamwork including interpersonal relationships
  - personal learning
- Maintain the high attendance rates of students in all year groups.

Evaluative summary of goal attainment:

- The HeLP system certainly dramatically changed the way students are being rewarded, with students who had previously achieved a gold behaviour award falling short of this in 2016 because the system focused on far more than good behaviour. It was also noted that in its first year of implementation that the students had almost one term less to attain the achievement of the higher levels.
- The AIS Inclusivity Grant, School-Wide Action Research Model (SWARM) individual action plans (using the SMART goal model) was taken up less whilst the focus was placed on rolling out the HeLP program but the two concepts will ultimately dovetail well.
- The introduction of the EXCEL sports program (Years 5-12) was deemed a tremendous success via high approval rating in the survey results as well as a considerable rise in sporting success both as teams and in individual events.
- Science enrichment classes were conducted for both Primary and Secondary students after school several times a term. Seven selected students engaged strongly and the Primary students had to also complete the Secondary Science Fair Investigation, achieving great results. Four of them were consequently awarded ANSTO science awards for interest in science.
- Heritage Genius Bar continued strongly - provided opportunities for 14 senior students to demonstrate leadership whilst recognising their hard work. Junior students benefit from the extra support, especially when from older students.
• Year 8 Maths class continued to remain split. The “advanced” class progressed through all content at a higher standard and also completed the extension and enrichment sections in Stage 4 whilst maintaining strong results.

• An Art Enrichment class was held one lunchtime a week for interested students. This was a voluntary activity. An average of 14 primary and 2 secondary students were regular attendees. They explored and made artworks in the style of established artists.

• Technology enrichment was provided for the 16 Year 4 students by Mrs Gupta and Mrs Shields for a period each week. This include work on PowerPoint presentations, food technology and textile technology. Food technology in the form of cooking, was very popular, with students using the secondary food tech facilities.

• Various ongoing enrichment programs included table tennis (Semester 1 seven secondary students and Semester 2 twelve primary students), jazz band (12 students) and senior band (35 students). These students are selected to extend their skills.

• Through the introduction of a variety of positive programs carried out, from the Learner Profile to the Buddy programs, there has been a notable decrease in the number of detentions.

• The data showed an increase in average attendance from 94% in 2015 to **94.5% in 2016**. This is still well above the College’s target of 92%. Some classes had percentage average nearing 97%. A small percentage of students contributed to the majority of absences and mainly reflected their battle with chronic physical and emotional health issues. Intervention procedures, like sending letters and warnings to parents and in one case setting up bi-weekly meetings with parents and student, helped to improve student attendance.

• Hotmaths (on-line course) was implemented across 7-10 Maths classes so as to support students and improved knowledge.

• 2016 Programs that have run in the support area include Pre-lit (for Transition class), Minilit (year 1 reading intervention) Multilit and Multilit Extension (year 2-12), Quicksmart Maths (years 4-12) Cogmed (Working Memory) Visualising and Verbalising (Language Comprehension) and Social Skills Results are still being analysed as to the effectiveness of these programs and the impact upon the student's cohort.

• Many students have IEPs and planning matrices so that their learning is supported and structured in a more defined and directed way. Staff have been in serviced and informed as to how to follow these plans and implement learning accommodations in the classroom, as well as under examination conditions, so that the College complies with the Disability Standards.

• To support students Heritage College works very closely with organisations such as Westmead Hospital, Disability Services, Cerebral Palsy Alliance, STARTTS, Catholic Care (Transition to Work) Northcott Disability Services, Vision Australia. Many students are also linked in with Speech Therapists, Occupational Therapists and Psychologists.

• Seven students from Stage 3 (Years 5/6) have benefited from enrichment support in the areas of Mathematics (from the Secondary Maths teacher Mr Sharman and Mr Greg Gilmore) and nine students (5 girls and 4 boys), extended their English skills with the Secondary English teacher, Mrs Elena Drago.
Curriculum & Assessment Goals

- Personal student goals will be measured against the three areas of the Learner Profile – Character, Teamwork and Learning. Students’ achievements will be assessed by realistic measures, their progress tracked and rewards attained.
- Australian Curriculum successfully implemented in all relevant subjects.

Evaluative summary of goal attainment:

- Senior students (from Year 11) began a HeLP registration document to aid their personal goal setting, self-monitoring and record achievements through the various stages of HeLP. Regular contribution gave them a portfolio of their development of the characteristics and evidence to share with peers, parents and teachers.
- Presentation Night awards reassessed and aligned to the Learner Profile in order to recognise attainment of the characteristics, make them relevant to the school’s direction and lift awareness for the future
- Programs continued to be modified and updated, resources developed and added in order to continue the AC implementation across relevant subjects.
- Current assessment tasks will be evaluated and adapted for inclusion in the learner profile
- NSW History syllabus for Australian Curriculum was implemented in Primary classes during 2016. Familiarisation and planning for Years K-10 Geography took place, with the compulsory implementation in 2017 for Years K-6, 7 and 9.
Safe College Environment Goals

- Enhanced student well-being through quality welfare programs – particularly the implementation of resilience programs, ‘My Friends – Skills for Life’ (secondary) and ‘Better Buddies’ (primary)
- Maintain system for identifying, intervening and tracking students with emotional, educational, social challenges
- Maintain and improve safe systems through regular WHS inspections of facilities and procedures.

Evaluative summary of goal attainment:

- As a follow up to the 2015 support from Headspace and the accreditation of staff to deliver the ‘My Friends’ Program, logistical changes were made to the secondary timetable, for Term 1, to facilitate 55-minute pastoral care sessions. Other secondary staff members were ‘attached’ to a year group 7-10. This was for staff members to gain experience in program delivery; to enable continuity in case of teacher absence; mostly to establish a male/female teacher connection for each year group, where possible.
- Years 7, 8 and 10 embraced the program and participated, with measured enthusiasm, in insightful discussions. Year 10 assisted the leadership of Year 7 through mixed discussion groups at the 7/10 Camp (each with a teacher), thus fostering a mentoring relationship between the 2 groups. Year 9 students were resistant, wary and reported being uncomfortable with many of the activities. Comments from Year 9 in later evaluation surveys included a statement “that this should be given only to those students who need it’.
- In 2016 years 3/4/5/6 underwent the training to become “Better Buddies”. Students were then paired with younger students in the Primary and planned “Better Buddies” activities occurred. These were on weeks 3, 6 and 9 of terms 2,3, and 4. Students were constantly asking staff when they could participate in more Better Buddies activities. Students were surveyed and 85% of students surveyed would like these activities to continue next year, 10% were unsure and 5% did not want to do it in 2017 (These students are among those identified with socialisation concerns.
- All staff were emailed the survey with 23 responses. These indicated a need for the programs to be ONGOING
- A total of 20 students were surveyed, 5 from each year. They agreed with the value of the programs
- Further implementation of PCSchool reporting system, markbook and timetable modules improved administrative efficiencies
- Successful trial and then invitation to all parents of Skoolbag app. This improvement was reflected in positive survey responses.
- Student Welfare Referral Forms were utilised by staff. All surveys received high praise for proactive and reactive work by Welfare Committee.
- Welfare Committee records indicated a significant reduction of students in the ‘at risk’ category. It was considered that this was a result of the on-going individual student action plans
The WHS action plan with set priorities, responsibilities and completion dates was followed and documented.

A front door intercom with video and electronic door lock was installed so as to provide additional security measures in office/entrance to school.

Additional cameras were installed in reception, students entrance ramps, both front and rear car parks and also in Wood Tech room for students and staff safety as well as site security.

An additional WHS audit was conducted with respect to child protection and a 3 year plan was implemented that included the roll out of additional cameras across the site, in classrooms and tutorial rooms.

- Repainting of steps with safety yellow, car park bump strips installed
- Additional clearing of shrubbery and materials to prevent habitation for snakes and removal of large dangerous gum trees for student and staff protection
- Purchase of 2 new buses high back seats, lap strap seat belts and reverse cameras
- Many other items were completed via our safety action items list and maintenance schedule list.

Tracking testing at the beginning of 2016 (ACER/Peabody/PM testing/ Best Start/School reports/NAPLAN2015) identified more students than in previous years that have required support intervention. Record numbers have attended Learning Support Programs. There were also a record number of new students that required intervention. This correlates to the increase in student Disability rates. Life Skills Stage 6 courses have had to be implemented in 2016 and will continue in 2017. In 2017 to meet the identified needs of the student cohort, there will be a review of Life Skills stage 4 and 5, as well as the introduction of Rip it Up Reading (Tier 3 intervention) and Fast For Word.

Aboriginal Education Goal

1. Increased implementation of Aboriginal content and perspectives in all teaching and learning programs.

Evaluative summary of goal attainment:

- All primary and most secondary courses had implemented syllabus material that included an Aboriginal perspective.