



Heritage College Lake Macquarie Annual Report 2025



28 June 2026

A Note From The Principal

Attached is the Annual Report for Heritage College Lake Macquarie for the year 2025, prepared in accordance with the NESA requirements for independent schools and the Commonwealth Government requirements for reporting. This report is publicly available on the school's website (www.lakemac.heritage.edu.au) and available by request from the school office.

We trust the information provides a suitable summary of the excellent educational value our school offers to the members of our school community.

Yours sincerely,

Simon Dodson

Principal

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1. College Context

A Message from Key School Bodies

Principal's Message

Heritage College completed its 29th year of operation in 2025. The school has achieved a great deal throughout the year and continues to offer an excellent education in an environment that is built around Christadelphian beliefs and values.

Notably, 2025 marks the thirteenth year of operations since moving our campus to Morisset; the school began operations at 85 Ironbark Road in March 2013, and it has grown from strength to strength in this new location. This has been a significant educational development project, and we are very thankful for the blessings the new site brings.

As the school enters its 30th year of operation in 2026, we acknowledge the assistance of so many who have worked together to establish and consolidate our school. We look forward to continued growth in the spirit of the chorus of our school song, "Working Together for Good".

School Governance Message

The School Board held regular meetings each term in 2025. At each meeting, it received, discussed and approved reports from the Principal and oversaw the College's ongoing financial status and steady growth.

During 2025, the School Board oversaw the development and ongoing development of the School Site. We appreciate the considerable support from the community for the campus improvements. The School Board is keen to see the school continue to grow and provide quality education in the Lake Macquarie region.

The Board Members during 2025 were: Garnet Alchin (Chairman), Julie Danks (Secretary), Darren Tappouras, Geoff Lynch, Luke Tappouras and Simon Dodson.

Student Representative Council

The Student Representative Council (SRC) is a group of students elected each year to be student leaders who are responsible for taking the lead in organising student activities and representation. The SRC discusses issues of interest and concern for the student body. The SRC meets regularly to discuss matters of significance to the student body and organise student fundraising initiatives to raise money for good causes. The SRC includes the school captains and representatives of each year level in secondary school.

College Characteristics

Heritage College Lake Macquarie (HCLM) is a K-12 independent co-educational school located in Morisset, NSW. HCLM is a Christadelphian school that emphasises Christian values as a foundation for the development of positive character and conduct in every child.

In 2025, HCLM had an enrolment of approximately 510 students, spanning from Kindergarten to Year 12. There are approximately equal numbers of boys and girls throughout the school. Many students commence Kindergarten with low levels in many critical areas of literacy, and the school is committed to supporting those with special educational needs.

HCLM intentionally centres our school mission around a set of eight guiding values that offer a point of difference. These guiding values are like points on a compass by which we navigate through each school day, each term, each academic year. These guiding values are embedded in the work of teachers, students, administration and leadership.

These values are: Faith, Wisdom, Integrity, Compassion, Courage, Excellence, Respect and Community. Alongside these values, a theme for the week that relates to a positive character trait is selected as a focus for both students and staff to strive for.

Our 8 Guiding Values



HCLM continued to expand its infrastructure in 2025, enhancing learning spaces for both primary and secondary students. Refurbished facilities were completed during the year, providing additional classroom space and improved resources to support teaching and learning. These upgrades have contributed to a more flexible and well-equipped environment for students and staff.

The school provides a wide range of electives in years 9-10, and a wide selection of subjects in the HSC. Students can also access TVET and SBATs as part of their senior studies.

Music continues to be a focus of the school, with tuition provided in a wide variety of instruments. All students in grade 3 learn a stringed instrument, and all students in years 5 and 7 learn a concert band instrument. There is also a range of choirs and ensembles that students can be involved in.

Drama has been offered for years 9-10 and at the HSC level. The school drama program is growing and enables students to participate in plays and musical productions.

Design and Technology, Woodwork and ART are areas of strength in our school.

There are learning support programs for students with additional learning needs, as well as a boost class for high-potential learners.

HCLM provides opportunities for students to participate in Australia-wide academic competitions; students who have high potential are particularly encouraged to take part in challenging academic programs.

The primary literacy program expanded the number of reading resources available to students. Students were encouraged to participate in the Premier's Reading Challenge.

HCLM is part of the Hunter Region Independent Schools Association (HRIS), which provides regional sports carnivals and gala days in a variety of sports. HCLM sends individuals and teams to many HRIS events, and students can gain representation at AICES and CIS sporting events if they qualify for these higher levels of competition.

HCLM is a member of the Association of Independent Schools (NSW) and participates in a range of professional, cultural and sporting collaborations with other schools.



College Improvements

HCLM staff set priorities for improvement at the beginning of each year. Some of the key areas for improvement set for 2025 appear below:

Area	Priorities	Achievement
Literacy	To improve literacy resources for phonics instruction	The school continued to expand its readers for phonics instruction and classroom literacy, and to ensure students who were struggling to read were given access to support classes.
Pedagogy	To improve student outcomes by effectively implementing explicit instruction pedagogy in classrooms	Teachers received regular professional development in Explicit Instruction and were supported in the development of resources to ensure delivery of the curriculum is clear and effective. All teachers demonstrated improvement in the delivery of the curriculum through EI. Student outcomes were more effectively measured on a more regular basis utilising formative assessment strategies, and student outcomes improved as a result.
Technology	To increase the effectiveness and number of IT resources available to teachers and students and guide the use of AI technologies.	Additional IT devices and videography equipment were provided to students so they could engage with learning via IT interfaces and multimedia software more effectively. Guidelines for the use of AI were developed.
Facilities	To expand the school's facilities to ensure the momentum for improvement continues.	The school purchased demountables to be installed for additional classroom facilities. The school continued to seek local government approval for upgrades to car parking facilities.
Increase the number of HSC subjects offered	To add Modern History to the range of subjects offered at Stage 6.	The first cohort of students to study Modern History at HSC level completed their studies in 2025.

Initiatives to Promote Respect and Responsibility

Respect and responsibility are part of the school's spiritual values. Students at HCLM are encouraged to embrace and manifest these values. Mutual respect is promoted as a cornerstone of the Christ-like attitude of "loving another as yourself".

During 2025, we reiterated our School's Guiding Values. These are: Faith, Wisdom, Integrity, Compassion, Courage, Excellence, Respect, Community.

Each week, assemblies and home groups focus on a spiritual characteristic. The main objective of the spiritual theme is to encourage children to espouse values such as respect and to accept responsibility for their own behaviour.

The Awards system also encourages responsibility.

The Student Representative Council provides students with an opportunity to accept responsibility within the school context. The SRC meets regularly and organises functions and initiatives at the instigation of the student body. The SRC has arranged for the student body to raise money for charitable causes, which shows responsibility.

2. Outcomes and Results

Literacy & Numeracy Assessments (NAPLAN)

In 2025, all eligible Year 3, 5, 7 & 9 students participated in the NAPLAN (National Assessment Program in Literacy and Numeracy). All students took the test online, except for the Year 3 writing assessment, which was completed on paper.

The average results for HCLM students were above the national average in most areas. Most of the students in 2025 met the expected level of proficiency in all areas of literacy and numeracy. The school NAPLAN results can be viewed at myschool.edu.au.

HCLM congratulates all of its staff and students for an excellent year of pleasing academic achievements.

Post School Destinations

Future directions for Year 12 leavers	% of Students
University	52%
TAFE/other study	5%
Apprenticeship	10%
Employment	29%
ADF	5%

Future directions for non-Year 12 leavers	% of Students
Full-time apprenticeships	40%
Full-time study - Certificate level	27%
Employment	33%

Band Comparisons 2023-2025

Student results are reported in Bands. The following table demonstrates the range of results achieved by HCLM students in their various courses:

Subject	Year	Total Students in Subject	School % Bands 3-6	State % Bands 3-6	School % Bands 1-2	State % Bands 1-2
Ancient History	2023	-	-	-	-	-
	2024	12	100	85	0	15
	2025	-	-	-	-	-
Biology	2023	-	-	-	-	-
	2024	15	87	88	13	12
	2025	-	-	-	-	-
Business Studies	2023	-	-	-	-	-
	2024	4	100	13	0	87
	2025	-	-	-	-	-
Community and Family Studies	2023	-	-	-	-	-
	2024	10	80	93	20	7
	2025	-	-	-	-	-
Chemistry	2023	10	100	85	0	14
	2024	-	-	-	-	-
	2025	8	75	90	25	10
Design and Technology	2023	9	89	95	11	5
	2024	-	-	-	-	-
	2025	10	100	98	0	2
Drama	2023	4	100	99	0	1
	2024	6	100	99	0	1
	2025	-	-	-	-	-
English Advanced	2023	6	100	99	0	0
	2024	8	100	99	0	0
	2025	7	100	100	0	0
English Standard	2023	6	67	90	33	11
	2024	13	77	92	23	8
	2025	14	79	94	21	6
Food Technology	2023	-	-	-	-	-
	2024	7	100	88	0	12
	2025	-	-	-	-	-
Industrial Technology	2023	-	-	-	-	-
	2024	11	82	87	18	13
	2025	6	100	85	0	15
Legal Studies	2023	6	100	91	0	10
	2024	-	-	-	-	-
	2025	3	100	87	0	13

Subject	Year	Total Students in Subject	School % Bands 3-6	State % Bands 3-6	School % Bands 1-2	State % Bands 1-2
Mathematics Advanced	2023	5	40	93	60	7
	2024	5	80	94	20	6
	2025	6	33	94	67	6
Mathematics Standard 2	2023	4	50	83	50	17
	2024	11	55	82	45	16
	2025	14	64	83	36	17
Modern History	2023	-	-	-	-	-
	2024	-	-	-	-	-
	2025	13	100	87	0	13
Music 1	2023	-	-	-	-	-
	2024	5	100	97	0	3
	2025	-	-	-	-	-
Personal Development, Health and Physical Education	2023	16	88	89	12	10
	2024	-	-	-	-	-
	2025	10	80	90	20	10
Physics	2023	7	86	90	14	11
	2024	-	-	-	-	-
	2025	7	29	85	71	15
Visual Arts	2023	7	100	100	0	1
	2024	-	-	-	-	-
	2025	6	100	99	0	1

Higher School Certificate Results

Number of Year 12 students who completed their HSC	21
Number of Year 11 students undertaking HSC courses	20
Number of HSC courses offered	13
Percentage of all students who participate in VET alongside their HSC	50%
Number of students who completed a Certificate III as part of an SBAT program	3
Number of students (from years 10-12) who moved to alternative pathways after receiving their RoSA	15

3. Staffing

Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	4
Provisional	4
Proficient Teacher	41

Workforce Composition

School Staff	Number of Staff
Teaching Staff	44
Full-time equivalent teaching staff	39
Non-teaching staff	37
Full-time equivalent non-teaching staff	26

Aboriginal and Torres Strait Islander Staff

A small percentage of our staff members have identified as Aboriginal or Torres Strait Islander. We encourage applications from First Nations teachers and other staff.



4. Attendance

Student Attendance Rates

Year Level	Attendance Rate	Year Level	Attendance Rate	Year Level	Attendance Rate
1	93%	6	91%	Whole School	90%
2	91%	7	92%		
3	92%	8	90%		
4	89%	9	89%		
5	89%	10	87%		

Management of Non-Attendance

The school monitors the daily attendance and absence of students by maintaining a daily student attendance register for each class group, with period-by-period marking in the case of Secondary School, in accordance with the published Roll Marking Procedures. When a student is identified as requiring support to improve attendance, the Deputy Principal or their delegate will implement several strategies. These strategies include, but are not limited to, providing a clear attendance policy, offering wellbeing programs that emphasise school attendance, and working directly with parents and caregivers.



5. School Policies

HCLM Policies

The following school policies are publicly available on the website:

1. [Child Protection Policy](#)
2. [Anti-Bullying Policy](#)
3. [Discipline Policy](#)
4. [Managing Complaints Policy](#)
5. [Enrolment Policy](#)

6. Stakeholder Satisfaction

The parent body has an opportunity to provide feedback to the school through various means, and this feedback is regularly received. The parents are keen to see the school progress and develop so that the school can grow and improve its resources over time.

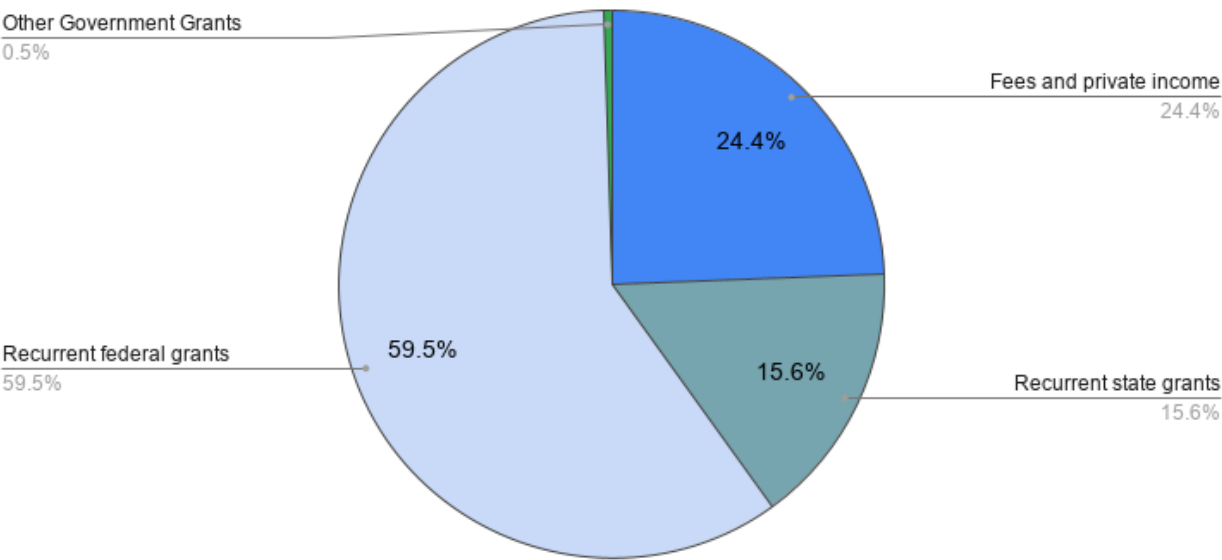
Students have the opportunity to contribute feedback and constructive suggestions for school improvement through the Student Representative Council. This process reveals that there is a high level of satisfaction among the students. Areas which students recommend improvement include sporting facilities and subject selection and there were improvements in both these areas in 2025.

The size of the school and the structure of the leadership teams mean that staff have an array of opportunities to take part in collaborative decision-making in the school community. Regular staff meetings provide staff with a means of being an active partner in decision-making and strategic planning. These elements, along with the class sizes, greatly lift the level of staff satisfaction.

7. Summary Financial Information

Graphical representation of income and expenditure from Jan – Dec 2025

Graph 1: Recurrent & Capital income



Graph 2: Recurrent & Capital Expenditure

