

28 June 2025

### **A Note From The Principal**

Attached is the Annual Report for Heritage College Lake Macquarie for the year 2024, prepared in accordance with the NESA requirements for independent schools and the Commonwealth Government requirements for reporting. This report is available on the school's website ([www.lakemac.heritage.edu.au](http://www.lakemac.heritage.edu.au)) and available in electronic form by request from the school office.

We trust the information gives a suitable summary of the excellent educational value provided by our school to the members of our school community.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'SD', with a long horizontal line extending to the right.

Simon Dodson

Principal

# Annual Report 2024

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# **1. College Context**

## **A Message from Key School Bodies**

### **Principal's Message**

Heritage College completed its 28<sup>th</sup> year of operation in 2024. 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.

It is notable that 2024 marks the twelfth 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 29<sup>th</sup> year of operation in 2025, we acknowledge the assistance of so many who have worked together for the establishment and consolidation of 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 2024. It received, discussed and approved reports each meeting from the Principal and oversaw the ongoing financial status of the College.

During 2024 the School Board oversaw the development and ongoing development of the School Site. We appreciate the considerable support by 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 2024 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 the group of students who are elected each year to form a group of 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 the matters of significance for the student body and organise fund-raising initiatives for the students 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 which places emphasis on Christian values as a foundation for the development of positive character and conduct in every child.

In 2024, HCLM had an enrolment of approximately 496 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.

HCLM continued to expand its infrastructure in 2024, 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 for a large range of electives in year 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 are also a range of choirs and ensembles that music students can be involved in.

Drama is being offered for years 9-10, and at HSC level. The school drama program is growing and students are able to participate in plays and musical productions.

There are learning support programs provided for students who have additional learning needs and 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.

A Student Representative Council and School Captains were elected in 2024 and held regular meetings to add value to the students' experience at school.

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 2024 appear below:

Area	Priorities	Achievement
Literacy	To improve literacy resources for phonics instruction	The school purchased an expanded set of decodable readers to ensure that students were able to learn phonics effectively. Teachers also received professional development in the use of decodable reading resources and the teaching of systematic phonics.
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 curriculum is clear and effective. All teachers demonstrated improvement in delivery of 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 provide guidance regarding 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 add to the facilities in the school to ensure the momentum for improvement continues.	The school renovated a newly acquired building to form four new primary classroom spaces with associated learning spaces and amenities; this was available for use from Term 2 2024.
Increase the number of HSC subjects offered	To add Community and Family Studies to the range of subjects offered at stage 6.	The first cohort of students to study Community and Family Studies at HSC level completed their studies in 2024.

## **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 2024 we reiterated our School's Guiding Values. These are: Faith, Wisdom, Integrity, Compassion, Courage, Excellence, Respect, Community.

Each week a spiritual theme is discussed at assemblies. The main objective of this 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 2024 all eligible Year 3, 5, 7 & 9 students participated in the NAPLAN (National Assessment Program in Literacy and Numeracy). The students all completed the test online, except for year 3 writing.

The average results for the students of HCLM were above the national average in most areas. Most of the students in 2024 met the expected level of proficiency in all areas of literacy and numeracy. The school results for NAPLAN can be viewed at [myschool.edu.au](https://myschool.edu.au).

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

### **Higher School Certificate**

In 2024 we had 21 Year 12 students complete their Higher School Certificate (HSC) with another 24 Year 11 students undertaking HSC courses as part of a 2-year HSC program. All 2024 Year 12 students successfully completed their Higher School Certificate and gained pleasing results, with all students completing an ATAR pathway while 24% of students completed a VET course alongside their HSC. This included 2 students who completed a Certificate III as part of a SBAT.

## Post School Destination

### Year 12 leavers

Future directions for Year 12 leavers	% of Students
University*	67%
TAFE/other study	5%
Apprenticeship	14%
Employment	14%

\* All students applying for university were accepted through early offers.

### Non-Year 12 leavers

Five students left school with a RoSA at the completion of Year 10.

Future directions for non-Year 12 leavers	% of Students
Full-time apprenticeships	25%
Full-time study - Certificate level	38%
Employment	25 %

## 3. Staffing

### Teacher Accreditation

Level of accreditation	Number of Teachers
<i>Conditional</i>	2
<i>Provisional</i>	5
<i>Proficient Teacher</i>	39

## Workforce Composition

School Staff 2024	
Teaching Staff	46
Full-time equivalent teaching staff	39.4
Non-teaching staff	31
Full-time equivalent non-teaching staff	19.4

## 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	92%	6	91%	Whole School	90%
2	90%	7	91%		
3	90%	8	90%		
4	88%	9	89%		
5	90%	10	89%		

## 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 a number of 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

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

## 6. Stakeholder Satisfaction

The parent body have 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.

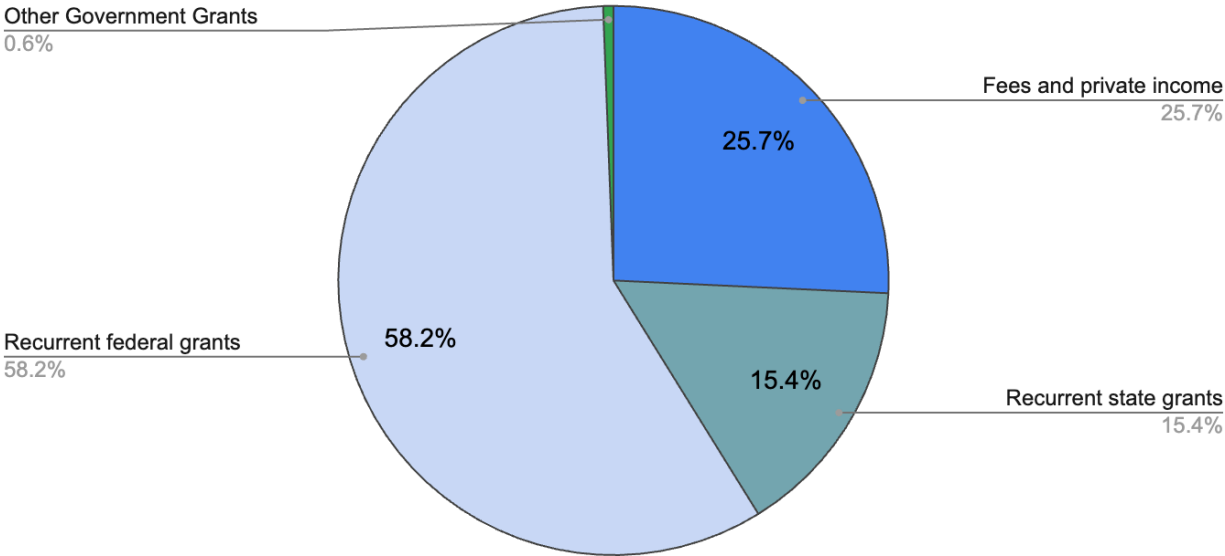
Students have the opportunity to contribute feedback and constructive suggestions for school improvement through the Student Representative Council. This process reveals that there is a high level of satisfaction among the students. Areas which students recommend improvement include sporting facilities and subject selection and there were improvements in both these areas in 2024.

The size of the school and the structure of the leadership teams means that staff have an array of opportunities to take part in collaborative decision making in the school community. Regular staff meetings provide staff with 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 2024

**Graph 1: Recurrent & Capital income**



**Graph 2: Recurrent & Capital Expenditure**

