



Heritage College

*Building a brighter future...
on the Best Foundation'*

Annual Report



2016

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Heritage College Prep - Year 12

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INTRODUCTION

Heritage College is a Prep to Year 12, co-educational facility that has an 'Open' enrolment policy – ie. enrolment is available to students from diverse social, cultural and academic backgrounds.

Its values education in the primary years, utilises the 'Healthy Relationships' program and this is built on and reinforced in the secondary year levels.

From an initial enrolment of 48 (1999), to 88 in 2003 (Prep-Year 6) the College has grown to 370 students in 2016. More than twenty faiths are represented as is a diverse range of cultural groups.

A broad spectrum of academic abilities are also present, but the College's desire is that all students realise their 'God-given' potential and become the young men and women that God created them to be.

MISSION STATEMENT

To provide quality Christian education which caters for the development of the mind, body and spirit of all students.

To assist them to achieve their potential, expand their skills, develop positive self esteem

And, by reflecting Christian values, become a vital and compassionate member of the community.

PRINCIPAL'S REPORT

History

Founded in 1999 in Narre Warren South, Heritage College is affiliated with Adventist Schools Victoria, a system of schools that has been delivering quality education in Victoria for over 100 years. Due to the size of the Narre Warren South Campus and an increased demand for student places, an additional 22 hectares of land was purchased at Officer for the construction of a new Campus.

By the beginning of 2013, Prep and Years 7 to 12 were in full operation at Officer. The Narre Warren South Campus continued to deliver classes for Prep to Year 6 students. By the beginning of the 2015 school year, the Officer Campus had added Years 1 and 2, and will add a year level each year, becoming a Prep to Year 12 campus by the beginning of 2019. During 2015 a new Science Block was added to the secondary campus in Officer, an Early Learning Centre and new Primary building with five innovative learning pods to host Years 1 to 4 students.

Heritage College has a current enrolment of 351 students and offers broad curricular and co-curricular programs from Prep to Year 12. This includes Heritage College Family Church, Pathfinders and Adventurers clubs, a variety of lunchtime clubs, enrichment programs from Year 3 upwards, and involvement in local Arts and Sports programs. The College continues to provide excellent pastoral support for the students and families in its care through the National School Chaplaincy Program and Heritage College Family Church.

Curriculum

Heritage College bases the delivery of Prep to Year 10 on the Australian Curriculum through a combination of explicit teaching and guided investigation. The integration of Learning Areas is standard practice at the College, as this allows students to understand each area in relation to the others. During Years 11 and 12, students have the option of choosing from VCE (university entrance), VET (trade preparation) or VCAL (workforce entry) courses. This allows students a variety of choice that is not available in many schools, and also allows them to take a combination of VCE, VET or VCAL.

Heritage College have invested in two School Wide Behaviour Intervention Programs. 'Positive Behaviour for Learning (PB4L)' and 'Restorative Practices'. These interventions are targeted to lift student achievement by creating a culture and environment that is conducive to maximum development both academically and socially. The initiatives are positive both in the delivery and in the time required to deliver the language and expectations. These initiatives involve the entire college community and are backed by ongoing peer reviewed research.

Child Safety

As part of our Christian responsibility and duty of care, staff at Heritage College keep students safe at all times. In 2016, Heritage College leadership attended training about the 'Child Safe Minimum Standards' and have engaged the staff and community in discussions about child safety. Heritage College staff have discussed and since signed a code of conduct which outlines staff responsibility towards keeping students and themselves safe. Also, all staff have completed a standard course on mandatory reporting and are upskilled now in how to recognise and report abuse if suspected.

The Future

As a College, we believe that it is our job to cater for our students in a holistic manner – academically, physically, socially and spiritually. This includes developing a sense of service to others and a love for others. We believe that all students should be given the opportunity to develop to the very best that they can be, and that this is best done through a strong partnership between home and school.

We as teachers, are helping to prepare the leaders of tomorrow's world, and shaping the citizens of our nation. As a Christian college we want our students to do three things: Believe, Belong and Become. Believe in their God and Saviour; Belong with a sense of security to their families and social groups; and Become the very best people that they can be - and as such fulfil the destiny that God has planned for them.

Mr Sonny Aiono (B.SocSci (Hons), Dip.T, M.Ed Admin)
Principal (2017)



Professional Engagement



STAFF ATTENDANCE

A typical school year has 190 days on which students are legally required to attend. Of those days, there are five that are student-free to allow teachers to complete reports and to attend Professional Learning programs.

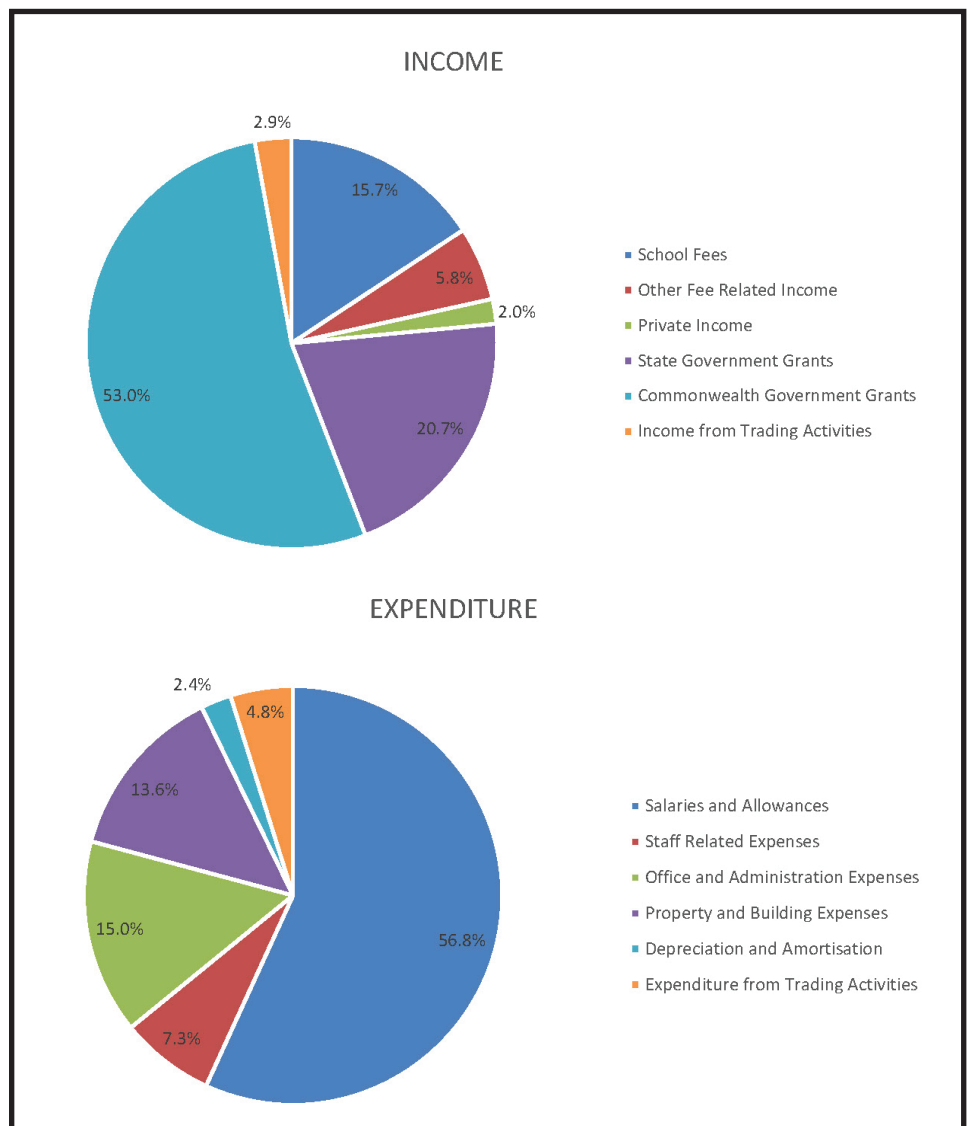
Full time teachers have 15 days of personal leave entitlement. This includes sick leave, carer's leave and domestic leave, and if not taken accrues over time. In addition, teachers are also entitled to three days for compassionate leave should they experience bereavement.

Across the 2016 school year the College staff experienced the usual array of viruses and sickness, resulting in an average of 1 to 4 days of leave per semester per teacher. This does not include other types of leave such as Long Service or Maternity Leave.

STAFF RETENTION

Staff retention from one school year to the next is consistently high. At the end of the 2015 school year, one permanent staff member moved to another country, and 4 moved to other employment, resulting in a 94% rate of retention going into the 2016 school year.

Our total teaching staff number in 2015 was 32.08 (FTE) with a total head-count of 39.
(FTE = Full-time Equivalent)



Professional Engagement

Name of Teacher	Qualifications	Yrs of Exp.	Professional Development
Mr Sonny Aiono	B.SS(with honours), Grad.Dip of Teach, MA Ed Admin	16	ASVAC, First Aid, Mini Thesis Paper, Information Technology and Learning, GAFE Summit, Google Apps in Education
Mrs Rose Axiaq	B.Sci	29	ASVAC, First Aid
Mrs Rhonda Belson	B.Ed (Conversion), Grad.Dip of Ed.Leadership	31	ASVAC, First Aid
Mrs Janette Bower	B.Ed	26	ASVAC, First Aid, Mentorship, Pb4L, Youth Mental Health
Mrs Aloma Camps	B.Ed (Primary)	6	ASVAC, First Aid, Curriculum Day PD
Mr Scott Camps	Grad.Dip Tech.	13	ASVAC, First Aid, School Improvement Program, GAFE Summit
Mrs Joanne Capon	B.Ed (Primary)	11	ASVAC, First Aid, 10 Apples - An Investigation, Worth It, App Smash
Mr Nathanael Capon	B.Ed (Maths/Science)	11	ASVAC, First Aid
Mrs Camilla Christian	B.Ed	8	ASVAC, First Aid, The Disability Standards for Education, VCE/VCAL Meetings, VCE Psychology Exam Marking/Training
Miss Tanja Dennis	B.Ed (Primary)	13	ASVAC, First Aid, Visible Thinking & Learning, Foundation House
Mr Nigel Eales	B.Ed (Primary), B.Applied Sci	10	ASVAC, First Aid, Real Schools, Hands on Science, PB4L
Mrs Ana Ferry	B.Ed (PDHPE)	8	ASVAC, First Aid, Bible & Reformation Lands for Leaders, ACHPER
Mrs Hithaishi Goonetilleke	B.Sci, B.Ed	7	ASVAC, First Aid
Mrs Yolanda Horne	B.Arts, Dip.Ed	16	ASVAC, First Aid, Real Schools, Foundation House, PB4L
Ms Nomi Jackson	Dip.Tch, Grad.Dip Music Ed, Grad.Dip TSOL	41	ASVAC, First Aid, Real Schools, PB4L
Ms Chloe Jaques	B.Ed (Primary)	8	ASVAC, First Aid
Miss Mary-Jane Jean	MA.Teach	1	ASVAC, First Aid, God Artist, Visible Thinking
Miss Michelle Kammermann	B.Ed (Primary)	13	ASVAC, First Aid
Miss Natasha Knight	B.Ed (Primary)	2	ASVAC, First Aid
Mrs Palolo Lafaitetele	B.A/B.Teach(Hist&VA)	6	ASVAC, First Aid, One on one session with Lynda Cutting, AFL/ Cricket/Netball PD
Miss Jody Lawson	B.Sci, P.Grad.Tch	12	ASVAC, First Aid, Jacaranda Science Workshop, Edrolo Textbook Intro, Resilient Kids, Modelling Circles and Debrief, QASF
Mr Darren Martin	B.A/B.Teach	8	ASVAC, First Aid, VASS New Users, VCE Leaders Orientation
Mrs Isabelle Millien	B.Ed (Primary)	7	ASVAC, First Aid, Visible Thinking, Winter School - Masters
Mrs Naomi Moss	B.Ed	10	ASVAC, First Aid, eSmart, EduTECH, ASA Tech Conference, Myers-Briggs Training, Lynda.com training, Real Schools, Willow Creek
Mrs Kim Nuske	B.Tch, B.Ed	3	ASVAC, First Aid, AFL/Cricket/Netball multi-sport program
Mr David Nuske	B.Science, B.Ed	2	ASVAC, First Aid, Completed VIT, PB4L
Mrs Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	23	ASVAC, First Aid, Blended Learning Fundamentals, PB4L, Hands on Science, Equal Employment Opportunity Training
Mrs Marcelle Rogers	B.Ed	36	ASVAC, First Aid, Real Schools, Child Safe, Visible Thinking
Mr Terry Rogers	B.Ed, MA	26	ASVAC, First Aid, Real Schools, Child Safe, Visible Thinking
Mrs Lian Scheermeijer	B.AppMths, Grad Dip Ed	20	ASVAC, First Aid, Positive Behaviour Intervention
Mr Roger Sevenhuysen	B.Ed (Primary)	20	ASVAC, First Aid
Mrs Cheryl Sonter	B.Ed, Grad Dip Bus, MA Ed Admin & Leadership	27	ASVAC, First Aid, Industry Visit, Textiles Conference, HEIA National Council Meeting,
Mrs Sharlene Stratford	Dip.Ed Grad, Dip.Ed	19	ASVAC, First Aid, Art Conference
Miss Elyse Taylor	BA.BTch	8	ASVAC, First Aid, VATE Meet the Assessors, Edrolo Training, English Department Meetings, Professional Reading
Mrs Sherlyn Tea	Dip.Tch, BA.History/Sociology, MA.EdPsych	20	ASVAC, First Aid
Mr Evan Varty	Grad Dip	15	ASVAC, First Aid, EEO Training, Building a Restorative School
Mr Andrew Waldrip	BA.InfoTech, BA.DipPriEd	7	ASVAC, First Aid, Real Schools, PB4L, Visible Thinking and Learning
Ms Jen Wells	B.Ed	16	ASVAC, First Aid
Mrs Karen Wilson	B.Ed (in progress)	19	ASVAC, First Aid
Miss Alicia Wold	B.Ed Early Childhood	5	ASVAC, First Aid, Real Schools, Visible Thinkin

Professional Engagement

PROFESSIONAL DEVELOPMENT AND LEARNING

Heritage College places a very high value on Professional Learning as a means to ensure that the pedagogies used are research based and up to date with best practice. Each year teachers set professional goals that are based on the Improvement Plan for the College, plus one goal for their own individual professional development. It is from these goals that Professional Learning is planned.

In 2016 the two whole school initiatives for Heritage College included Restorative Practices and Positive Behavior for Learning (PB4L). Restorative Practices was facilitated by Adam Voigt from Real Schools Ltd. Heritage College has a three-year contract with Real Schools in order to embed the practice of restoring student relationships through positive relationships and language.

The college also continued to sustain the development of Visible Learning in the classroom and eLearning. Visible learning is expected to be embedded into teacher practice by having level meeting reminders, visible reminders and facilitated professional coaching. The use of eLearning is to be a vehicle that teachers use to help facilitate learning.

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2016 year, the cost of which amounted to \$33,291.00. In addition, all teachers attended the Adventist Schools Victoria Annual Conference (ASVAC) at the beginning of the school year, the focus of this being to network with teachers from across Victoria and to develop student well-being. The cost of ASVAC amounted to \$4,917.00. Therefore, the total direct cost to the College for Professional Learning in 2016 was \$38,208.00.

All teachers at Heritage College were also involved in a coaching program. All teachers in 2016 selected a coach to work with during the year. This program is still under development. New to service teachers (graduates) were also allocated a mentor teacher, and thus engage in a stringent induction program for a period of two years. This induction program is very closely monitored by the Victorian Institute of Teaching (VIT) and is the avenue through which new to service teachers are able to achieve full teacher registration. All new to service teachers at Heritage College engaged in this program.

YEAR	READING 2015	READING 2016	WRITING 2015	WRITING 2016	SPELLING 2015	SPELLING 2016	GRAMMAR & PUNCTUATION 2015	GRAMMAR & PUNCTUATION 2016	NUMERACY 2015	NUMERACY 2016
Year 3 students NWS	23	28								
% meeting National Minimum Standard	4%	14%	9%	7%	17%	4%	13%	4%	9%	22%
% ABOVE NMS	83%	82%	91%	89%	78%	85%	83%	89%	83%	67%
Year 3 students OC		8								
% meeting National Minimum Standard	NA	25%	NA	0%	NA	38%	NA	13%	NA	38%
% ABOVE NMS	NA	63%	NA	100%	NA	63%	NA	75%	NA	63%
Year 5 students	31	26								
% meeting National Minimum Standard	10%	15%	10%	4%	19%	0%	16%	23%	20%	27%
% ABOVE NMS	80%	73%	87%	92%	77%	88%	74%	77%	73%	58%
Year 7 students	28	24								
% meeting National Minimum Standard	18%	17%	36%	22%	18%	13%	29%	17%	29%	14%
% ABOVE NMS	78%	78%	72%	70%	78%	83%	63%	79%	90%	77%
Year 9 students	28	31								
% meeting National Minimum Standard	15%	26%	7%	29%	4%	6%	14%	26%	22%	13%
% ABOVE NMS	81%	65%	78%	42%	93%	74%	75%	65%	78%	87%
All Students (average)										
% meeting National Minimum Standard	12%	18%	16%	16%	15%	6%	18%	18%	20%	19%
% ABOVE NMS	81%	75%	79%	73%	82%	83%	72%	78%	76%	72%

Monitoring Student Achievement

In 2016 Heritage College continued to use data to drive teacher planning. Progressive Achievement Tests (PAT) were administered to all students from Prep to Year 10 in order to give teachers a base indicator of student levels in English, Mathematics and Science. Teachers utilised the data to group and target learning needs. Refer to Figure 1a and 1b.

Students who were identified as requiring significant remedial assistance were listed for assistance, targeted and then timetabled for teacher aid support. Other students who had been diagnosed with speech difficulties or existing learning challenges were timetabled into programs that included SPA speech and language development, English as an additional language and EMU numeracy.

Teachers also used data to differentiate programs of learning and monitored student achievement through a variety of appropriate assessment tasks. Students who require special programs were placed onto 'Individual Education Plans' (IEP). Teachers met with the special needs coordinator and analyzes the data in order to orchestrate a plan for the learning and set attainable targets.

Heritage College teachers have also been using the student management system named Seqta to facilitate in the monitoring of student achievement. Test results and assessment scores are logged in to Seqta in a timely fashion which feeds directly into student reports.

Heritage College teachers are also mindful of how to teach the student in a holistic manner and realise that each student is an individual with personal strengths, and challenges. Heritage College continues to identify those strengths, and also to identify areas that need additional development and assistance. Students' strengths are developed and interventions put into place for those with learning challenges within the boundaries of the classroom. Students whose test results show that they need extension are provided with Individual Learning Plans that allow them to continue to build on current learning.

As in previous years, the College was involved in the University of NSW ICAS tests in Science, Mathematics and English. Students in Years 3, 5, 7 and 9 also engaged in the NAPLAN (National Assessment Program - Literacy and Numeracy), the results of which are tabulated on the left.

One very important aspect of NAPLAN Data is the growth of student learning over time. In essence this means that students are tracked from one NAPLAN testing period to the next to determine their average progress over time in relation to the National Average. Growth Over Time NAPLAN trends have consistently shown, and 2016 was no different, that the students of Heritage College generally demonstrate growth rates above the National Average. This is particularly so for students that remain at Heritage College for several years.

YEAR 12 RESULTS

All Year 12 students were able to gain direct entry to their chosen career path at the completion of 2015. This included students taking VCE, VET or VCAL courses. Many students took a combination of these courses to obtain their ATAR, allowing direct entry to their chosen university or TAFE course.

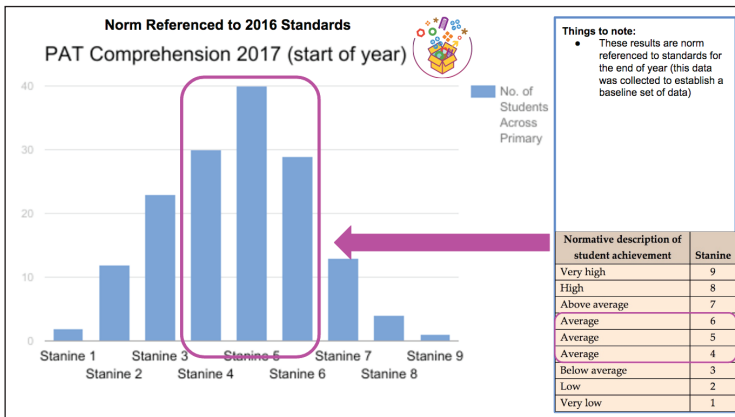


Figure 1a: PAT Reading Comprehension Results Across Primary School

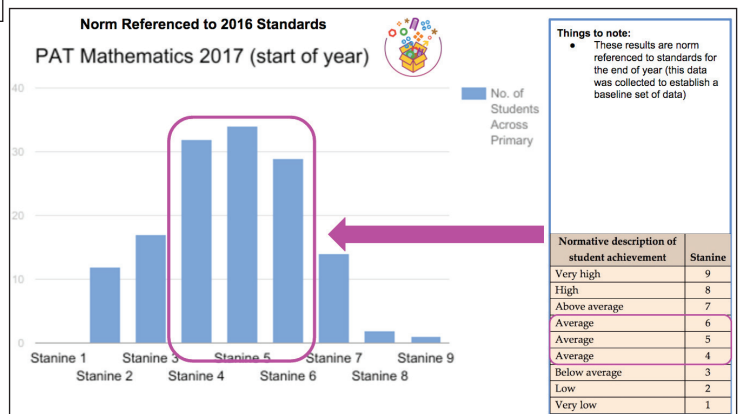


Figure 1b: PAT Reading Mathematics Results Across Primary School

Monitoring Student Achievement

VALUE ADDED VALUES PROGRAM

In order to establish a culture of Christian conversation and behavior, Heritage College staff and students focused on a different value every week. Each week of the school term, the "Value of the Week" is featured, promoted and affirmed across the College. During 2016 the Primary and Secondary School Captains wrote feature articles for the Newsletter to help promote the value being taught in the classrooms.

SERVICE TO OTHERS

Each year Heritage College students engage in a variety of service oriented activities. Students engage in age appropriate opportunities to demonstrate the values of the College by engaging in acts of service to others. Some examples of this include the collection of items for hampers for people in need leading up to Christmas, the Nepal service trip for Year 11 students, fundraising for various charities such as the Cancer Foundation, Mother's and Father's Day gifts to neighbors of the College, Clean Up Australia Day, fundraising to sponsor two orphans in Cambodia, and the list continues. 2016 saw all of these service activities continue and flourish.

LEARNING 4 LIFE

Year 9 engage in Learning 4 Life, a program designed to build resilience and assist them through the process of leaving childhood behind and entering adulthood. This includes opportunities for regular service projects in the local community.

COMMUNITY ENGAGEMENT

Community engagement is important, and during 2016 the College hosted many community events. These included a very special Mother's Day brunch, Multicultural Day, Book Week Parade and activities, Sunday Funday

and Alphabet Ark at both Officer and Narre Warren South campuses. The students helped organize and present the worship at Heritage College Family Church, and planned and presented ANZAC Day and Remembrance Day ceremonies. In 2016, families were also invited to attend several student presentations such as a special Choir night for both secondary and primary, and also a piano recital held in Dandenong. These events are important in establishing connections with the extended school community.

SPIRITUAL NURTURE

In 2016, Heritage College chaplaincy set out to establish a closer student culture and bring students to make decisions for God. The Heritage College Church leaders were involved in connecting with the students and building genuine relationships. Early in the year, students from both campuses engaged in a week long Festival of Faith where a guest speaker brought experiences and stories of God and also connected with the students in a special way. The Heritage College Church received interest for Bible studies and even for baptism. The Church also continues to offer activities for youth such as Pathfinders, Band and Gospel Knights, and these programs are led by Pastor Faye Stothers, Church Pastor and Heritage College Chaplain.

STUDENT ATTENDANCE

Student attendance averaged 92% across the twenty-three classes at Heritage College in 2016.

This percentage translates to an average of 11 days per student being missed every year by the 370 students that we had at Census time in August.

