



# Heritage College

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

## Annual Report



# 2017

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## *Heritage College* ELC - Year 12

### **Narre Warren South Campus P-6**

333 Centre Road  
NARRE WARREN SOUTH VIC 3805  
PO Box 293  
BERWICK VIC 3806  
T (03) 9796 0100

### **Officer Campus ELC, P-5, 7-12**

66 Starling Road  
OFFICER VIC 3809  
PO Box 287  
OFFICER VIC 3809  
T (03) 5943 2900

**E** [admin@heritagecollege.com.au](mailto:admin@heritagecollege.com.au)  
**W** [heritagecollege.com.au](http://heritagecollege.com.au)



## 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 348 students and offers broad curricular and co-curricular programs from Prep to Year 12. This includes 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 onsite pastoral meetings with the College Chaplain.

### 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 has 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. As we enter the final year of implementation of these programs in 2018, we will be looking into the need to sustain these programs for a further three years until the features of each initiative are embedded.

### Child Safety

Heritage College continues to create a culture of child safety. Heritage College has satisfactorily met the requirements of implementation of the 'Child Safe Standards', following an audit by VRQA into all Colleges within the Adventist Schools Victoria (ASV) company in 2017. Thus, Heritage College have all the necessary policies and practices that clearly outline the processes that will keep our children safe. All staff and volunteers at the College sign a code of conduct and complete a mandatory reporting training in order to recognise and report abuse if suspected.

### The Future

As a College, we believe that it is our duty 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 and a growing, cogent, relationship with Jesus Christ.

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

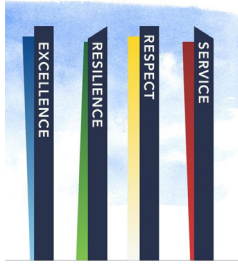


# 2017 Annual Report Overview

The 2017 Heritage College Annual Report will follow the headings of the Quality Adventist Schools Framework (Adventist Identity, Learning & Teaching, Leading School Improvement and Community Partnerships). Heritage College staff are continually involved in reviewing these key areas of College life, highlighting areas of strength, identifying areas of weakness and establishing future goals for improvement. (Note: all 2016 reviews mentioned below were for 2017 implementation).

## DOMAIN 1: ADVENTIST IDENTITY

In 2016, Heritage College Staff, as part of the Quality Adventist School review process, under the domain 'Adventist identity', reviewed the component of Special Character and identified two areas of need. The team highlighted the need to create a system of procedures and practices in classes for prayer techniques that could be shared with students. In fulfilment of this goal, one of the teachers in this review team, shared a number of practices with primary teachers, and College leadership left the decisions for implementation to the individual teachers for their respective classes. Teachers across the Primary sector at Heritage College have implemented these prayer techniques with their students.



The second area of focus, was the need for Heritage College to intentionally display the distinctiveness of Adventist identity around the campuses because many students were not able to clarify what Adventists believe in, despite being at Heritage College for many years. It was decided that leadership should invest in various signs and brochures to help clarify the identity. The leadership team invested in small booklets entitled, 'What Adventists Believe?' to be placed at the front counters of both campuses and also to be inserted into all enrolment packs for prospective families. It was also identified by the leadership team that Adventist Identity, is also synonymous with the Christian values of Excellence, Resilience, Respect and Service which are aligned to the Christian worldview. Thus, it was decided that these values should be clearly displayed around the College. Leadership invested in four pillars to clearly show the values at the Officer campus (the NWS pillars are arriving in 2018) and encouraging all teachers to display the values in classes and on boards around the College.

In 2017, Heritage College also continued to focus on growing student faith across both Primary and Secondary students. Programmes that were implemented included: Festival of Faith, Combined Schools Day of Worship, Bible Studies, Chaplaincy drop-in room and the regular class Bible study classes. The Heritage College Church continued to focus on providing support for College programmes such as morning hot drinks provided before Chapel at the Narre Warren South campus. The College Chaplain, Pastor Faye Stothers also worked as the Church Pastor for the year and provided opportunities for students to make decisions for baptism. At least five students were baptised during a Festival Of Faith where a United States, ex-gangster converted to Christianity, shared his life story and made meaningful connections with students at the College.

## DOMAIN 2: LEARNING & TEACHING

In 2016, Heritage College Staff, as part of the Quality Adventist Schools review process, under the domain 'Learning & Teaching', reviewed the component 'Rationale for Teaching'. Under this component, staff identified the need to align teacher practice with a shared rationale for teaching and learning. It was decided that the College should create a variety of appropriate templates and exemplars to assist teachers in developing programs that meet the expected qualities of the learning and teaching program at Heritage College for the various levels and departments. These templates would bring consistency to the teaching practice across all levels. The templates were drafted and approved in 2017 by the leadership at Heritage College and later adopted by the company 'Adventist Schools Victoria' (ASV) to be shared to all teachers in schools governed by ASV. (See below for examples of the templates created).

*Heritage College*  
Primary Planning Template

Curriculum Learning Area: \_\_\_\_\_ Year Level: \_\_\_\_\_ Last Review Date: \_\_\_\_\_

Curriculum Reference	Year Level Description/s (Rationale)	This comes straight from the Australian Curriculum website for each subject area (in the instance where you are using this document to plan for Integrated Studies, please include all year level descriptions for each of the following areas: Science, Geography, History, Design & Technology)			
	Achievement Standard/s	This comes straight from the Australian Curriculum website for each subject area (in the instance where you are using this document to plan for Integrated Studies, please include all achievement standards for each of the following areas: Science, Geography, History, Design & Technology)			
	Transformational Teaching: (Adventist World View)	What is the Adventist World View of this area of Learning (can refer to the Transformational Teaching documentation) - Relevant verses and Biblical themes to explore when teaching this unit/program of work			
	Values/Threads: (Transformational Teaching reference)				
	Year Overview (Subject Aims/Concepts - Yearly Scope and Sequence) *When attaching to SEGTA also include Scope and Sequence Documents from AC relating to Subject area	Term 1	Term 2	Term 3	Term 4
General Capabilities/Cross curricular priorities: These come straight from Australian Curriculum website					

Figure 1: HC Primary Planning Template sample

*Heritage College*  
Officer Campus - Secondary

**Curriculum Unit Planner**  
(Australian Curriculum)

Curriculum Learning Area:	Year Level:	Last Review Date:
Title of Unit:	Length of Unit: For example: 7 weeks of 4 x 50 minute lessons	
<b>Australian Curriculum Overview</b>		
Content Descriptors		
Achievement Standards		

Figure 2: HC Secondary Planning Template sample

# 2017 Annual Report Overview

## DOMAIN 3: LEADING SCHOOL IMPROVEMENT

In 2016, Heritage College Staff, as part of the Quality Adventist Schools review process, under the domain 'Leading School Improvement', reviewed the component 'Leading the Learning & Improvement Culture'. The staff identified the need for the Church and parent community to be more involved in the learning culture of the College. The strategy established to help achieve this goal was to request the Chaplain and the College leadership team to meet with key personnel from local Churches (the Churches associated with the parent body), to discuss programmes that may be relevant to Church needs that the College could be involved in. The goal of this strategy was to hopefully have increased involvement by the Church community at Heritage College educational events and special initiatives also. In 2017, the Heritage College Church volunteers were very visible in all College events and also managed to connect well with families.

## DOMAIN 4: COMMUNITY PARTNERSHIPS

In 2016, Heritage College Staff, as part of the Quality Adventist Schools review process, under the domain 'Community Partnerships', reviewed the component 'Wider Community'. The staff identified the need to create a schedule of service activities that would allow all students in the College the opportunities to engage in service that had meaning and impact. In 2017, Heritage College staff continued to provide service activities that included the entire College or campus of students. The idea to have individual cohorts to organise a specific event has not occurred due to the fact that there is more traction in the service activity when approached as a whole school or campus.

Another area of development that was identified was to also place all service activities on the Heritage College website. In 2017, the Heritage College website was updated however the service activities are yet to be uploaded. Finally, the staff identified the need for the creation of a Student Representative Council (SRC) for the secondary campus. Unfortunately, the SRC was not set up in 2017 but the plans have been laid for this to be done in 2018.

## SERVICE PROGRAMS

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 collecting for ANZAC day veterans. 2017 saw all of these service activities continue and flourish.

## COMMUNITY ENGAGEMENT

During 2017, Heritage 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. Planned and presented ANZAC Day and Remembrance Day ceremonies. 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 at the Heritage College chapel in Narre Warren South. These events are important in establishing connections with the extended school community and strengthening the Heritage College culture.

## STUDENT ATTENDANCE

Student attendance averaged 94% across the twenty-one classes at Heritage College in 2017.

This percentage translates to an average of 9 days per student being missed every year by the 354 students that we had at Census time in August.



# 2017 Annual Report Overview

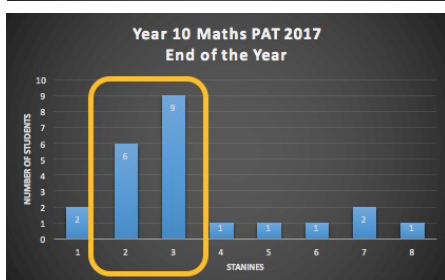
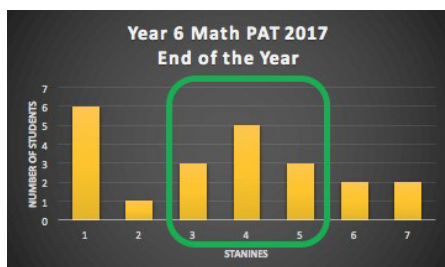
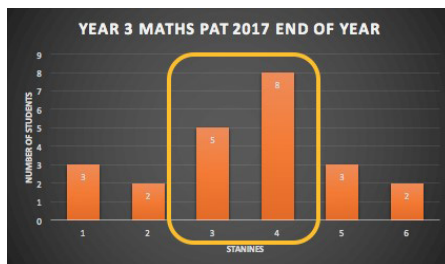
## MONITORING STUDENT ACHIEVEMENT

In the latter half of 2017, Heritage College teachers re-tested students across years 1 to 10 in Reading comprehension and Mathematics in order to provide a baseline for 2018 teaching programmes. Below are the summary charts of the Mathematics data collected for Years 3, 6 & 10.

Highlighted in each graph are the largest sections of the bell curve. Teachers in 2018 are expected to use this data for general student grouping and to identify any salient learning areas of focus. Clearly the data below suggests that our Year 3 students moving to Year 4 are generally progressing in the expected average of students at that particular age and year group for Mathematics.

The data below also shows clearly that a large portion of our Year 6 students achieved poorly while the majority are progressing at the expected level of achievement in Mathematics.

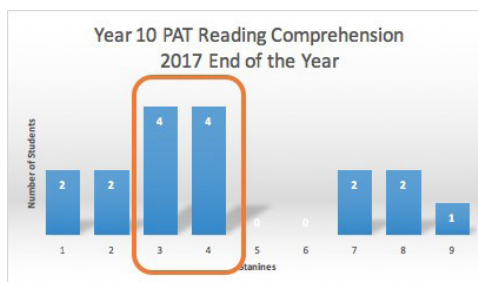
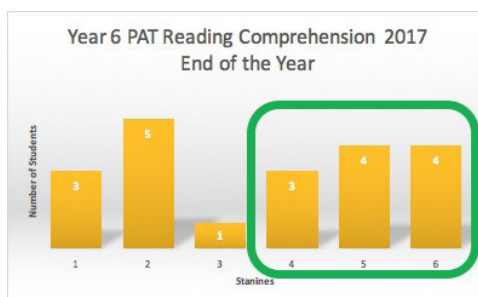
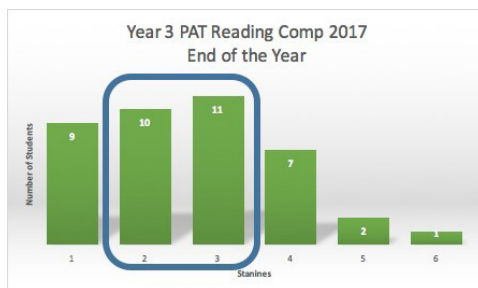
Finally, a more concerning observation is the clear indication that the Year 10 students at the conclusion of 2017, achieved in the lower percentiles of Stanine 2 & 3.



Teaching staff also re-tested students from Years 1 to 10 in Reading Comprehension in order to provide a base for tracking student progress in 2018. The graphs below show the achievement in Reading Comprehensions for students in Years 3, 6 & 10. The data for Year 3 shows a significant number of students achieving in Stanines 2 & 3. The data for Year 6 students reveals a larger number across the average and above average Stanines in

Reading Comprehension although the Year 10 data reveals significant gaps in Reading Comprehension with most students achieving in the lower Stanines.

The aim for Heritage College teaching staff, is to analyse the data from these tests at the commencement of the following year and consider the areas of need for that particular year's teaching programmes.



## GRADUATE OUTCOMES

All Year 12 students who chose to apply for further education were able to gain direct entry to their chosen career path at the completion of 2017. This included students taking VCE, VET or VCAL courses, and students were accepted into apprenticeships, TAFE and university courses dependent on their field of study. In 2017, the average ATAR result achieved by students improved from the previous year.

Fifteen percent of all 2017 graduates scored in the eightieth percentile of ATAR scores.

YEAR	READING 2016	READING 2017	WRITING 2016	WRITING 2017	SPELLING 2016	SPELLING 2017	GRAMMAR & PUNCTUATION 2016	GRAMMAR & PUNCTUATION 2017	NUMERACY 2016	NUMERACY 2017
<b>Year 3 students NWS</b>	28	33								
% meeting National Minimum Standard	14%	6%	7%	9%	4%	19%	4%	13%	22%	23%
<b>% ABOVE NMS</b>	<b>82%</b>	<b>81%</b>	<b>89%</b>	<b>91%</b>	<b>85%</b>	<b>75%</b>	<b>89%</b>	<b>78%</b>	<b>67%</b>	<b>77%</b>
<b>Year 3 students OC</b>	8	5								
% meeting National Minimum Standard	25%	0%	0%	20%	38%	40%	13%	0%	38%	40%
<b>% ABOVE NMS</b>	<b>63%</b>	<b>100%</b>	<b>100%</b>	<b>80%</b>	<b>63%</b>	<b>60%</b>	<b>75%</b>	<b>100%</b>	<b>63%</b>	<b>60%</b>
<b>Year 5 students</b>	26	21								
% meeting National Minimum Standard	15%	24%	4%	10%	0%	10%	23%	24%	27%	20%
<b>% ABOVE NMS</b>	<b>73%</b>	<b>76%</b>	<b>92%</b>	<b>86%</b>	<b>88%</b>	<b>90%</b>	<b>77%</b>	<b>71%</b>	<b>58%</b>	<b>80%</b>
<b>Year 7 students</b>	24	23								
% meeting National Minimum Standard	17%	18%	22%	18%	13%	23%	17%	5%	14%	29%
<b>% ABOVE NMS</b>	<b>78%</b>	<b>77%</b>	<b>70%</b>	<b>77%</b>	<b>83%</b>	<b>68%</b>	<b>79%</b>	<b>77%</b>	<b>77%</b>	<b>67%</b>
<b>Year 9 students</b>	31	24								
% meeting National Minimum Standard	26%	21%	32%	22%	6%	26%	26%	36%	13%	
<b>% ABOVE NMS</b>	<b>65%</b>	<b>63%</b>	<b>45%</b>	<b>61%</b>	<b>74%</b>	<b>48%</b>	<b>65%</b>	<b>64%</b>	<b>87%</b>	

# Professional Engagement



## TEACHING STAFF FTE

Our total teaching staff number in 2017 was 30.91 (FTE) with a total head-count of 37.

(FTE = Full-time Equivalent)  
(This is not all staff)

## STAFF ATTENDANCE

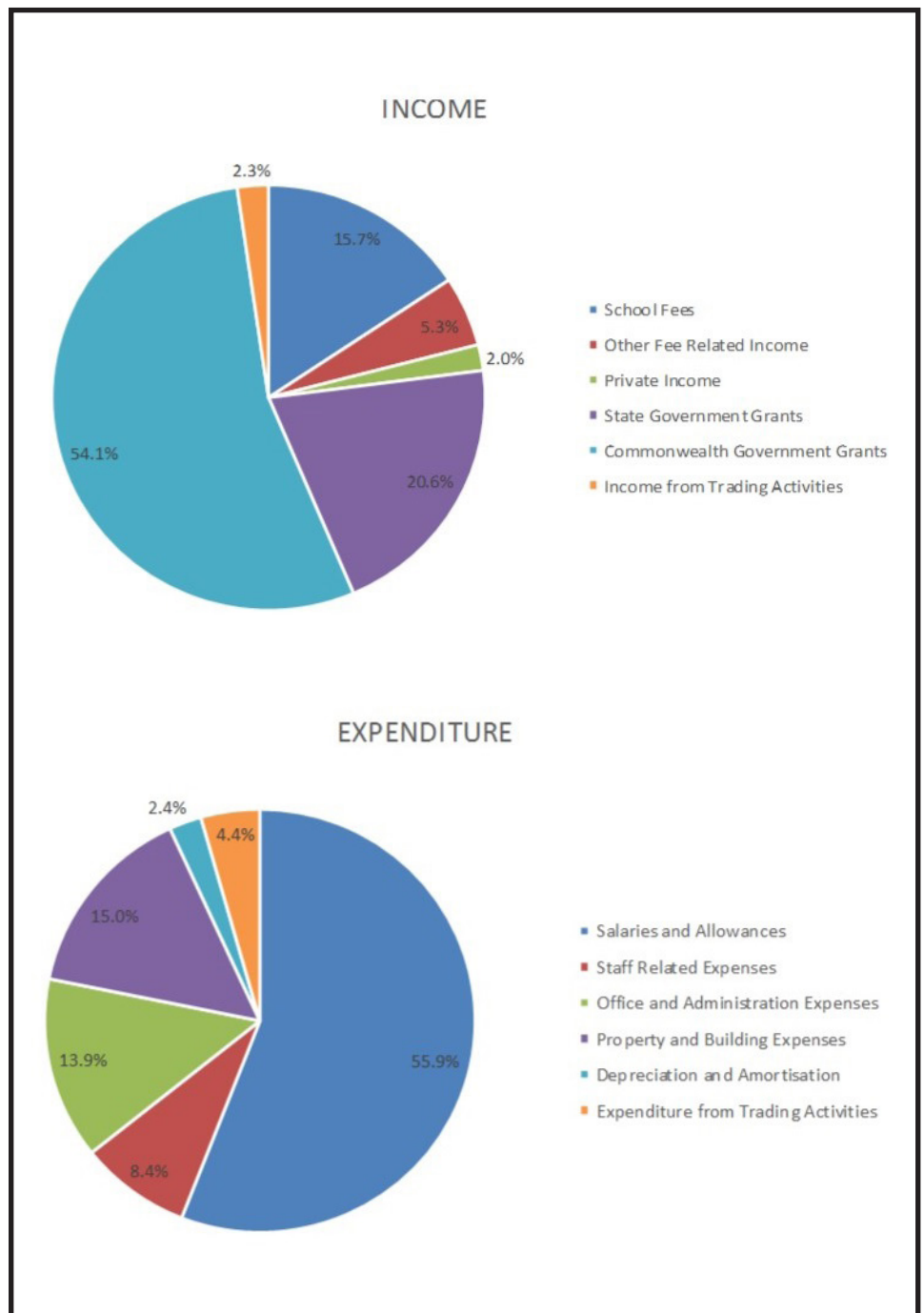
A typical school year has 190 days on which students are legally required to attend. Of those days, there are five that are student-free to allow teachers to complete reports and to attend Professional Learning programs.

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 2017 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 in the past several years has been consistently high. At the end of the 2017 school year however, we experienced quite a number of staff members moving on for one reason or other. Three of our longer standing staff members finished their time here at the College, again, for various reasons. Additional to this, two other staff members who had only been with the College a short time, had also found other employment or were reducing commitments.



# 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	17	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Rose Axiaq	B.Sci	30	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Janette Bower	B.Ed	27	First Aid, ASVAC, QASF Presentations, Staff PD
Mrs Aloma Camps	B.Ed (Primary)	7	First Aid, ASVAC
Mr Scott Camps	Grad.Dip Tech.	14	First Aid, ASVAC, Google Summit, Child Safe, Working with Children with a Disability
Mrs Joanne Capon	B.Ed (Primary)	12	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mr Nathanael Capon	B.Ed (Maths/Science)	12	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Camilla Christian	B.Ed	9	First Aid, ASVAC, Quality Adventist Schools Framework, Child Safe Training, CDES Psychology Conference
Miss Tanja Dennis	B.Ed (Primary)	14	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mr Nigel Eales	B.Ed (Primary), B.Applied Sci	11	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Ana Ferry	B.Ed (PDHPE)	9	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Yolanda Horne	B.Arts, Dip.Ed	17	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Ms Nomi Jackson	Dip.Tch, Grad.Dip Music Ed, Grad.Dip TSOL	42	First Aid, ASVAC
Ms Chloe Jaques	B.Ed (Primary)	9	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Miss Mary-Jane Jean	MA.Teach	2	First Aid, ASVAC
Miss Michelle Kammermann	B.Ed (Primary)	14	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Palolo Lafaitete	B.A/B.Teach(Hist&VA)	7	First Aid, ASVAC, Supercharging your class using Google Tools
Miss Jody Lawson	B.Sci, P.Grad.Tch	13	First Aid, ASVAC, Real Schools, Google Innovator Training
Mrs Ketannah Manners			First Aid, ASVAC
Mr Darren Martin	B.A/B.Teach	9	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Ashlyn McMahon			First Aid, ASVAC
Mrs Isabelle Millien	B.Ed (Primary)	8	First Aid, ASVAC, Disability Standards for Education, Protecting Children
Mrs Naomi Moss	B.Ed	11	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Kim Nuske	B.Tch, B.Ed	4	First Aid, ASVAC, Masters Readings - Special Needs, Language Disorders in the Classroom, Real Schools, Cued Articulation
Mr David Nuske	B.Science, B.Ed	3	First Aid, ASVAC, Disability PD 3, PB4L PD, Mandatory Reporting
Mrs Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	24	First Aid, ASVAC, Disability Standards for Education, Adventist EEO Training, Unit Planner & SEQTA Portal Overviews
Mrs Marcelle Rogers	B.Ed	37	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mr Terry Rogers	B.Ed, MA	27	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Lian Scheermeijer	B.AppMths, Grad Dip Ed	21	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mr Roger Sevenhuysen	B.Ed (Primary)	21	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mr Reuben Sleight			First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Cheryl Sonter	B.Ed, Grad Dip Bus, MA Ed Admin & Leadership	28	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mrs Sharlene Stratford	Dip.Ed Grad, Dip.Ed	20	First Aid, ASVAC, Art Educators Conference, Keeping Safe
Miss Elyse Taylor	BA.BTch	9	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Mr Evan Varty	Grad Dip	16	First Aid, ASVAC, Ditch that Textbook, Teacher's Toolkit for VCE Business Management, PB4L Restorative Behaviour
Mr Andrew Waldrip	BA.InfoTech, BA.DipPriEd	8	First Aid, ASVAC, Disability Standards for Education Part 1 and 2
Ms Jen Wells	B.Ed	17	First Aid, ASVAC, Keeping Safe: Child Protection Curriculum Training
Miss Alicia Wold	B.Ed Early Childhood	6	First Aid, ASVAC, Disability Training, PB4L



# 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 2017 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 2017 year, the cost of which amounted to \$22,673.00. 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 \$7,228.00. Therefore, the total direct cost to the College for Professional Learning in 2017 was \$29,901.00.

All teachers at Heritage College were also involved in a coaching program. All teachers in 2017 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.