

# Heritage College

2019 Annual Report



# **Heritage College**

## **ELC – Year 12**

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# School Overview



## 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.

## 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, religious and academic backgrounds.

Its values education in all year levels encompasses the Positive Behaviour for Learning approach which focuses on four values - Excellence, Resilience, Respect and Service.

From an initial enrolment of 48 (1999), to 88 in 2003 (Prep-Year 6) the College has grown to 366 students in 2019. 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.

## 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 has 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.

# A Message from the Principal



## 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 366 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 choices that is not available in many schools, and also allows them to take a combination of VCE, VET or VCAL.

## 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

# 2019 Annual Report



## Domain 1: Adventist Identity - Pastoral Care

Heritage College staff set a goal to implement a new model of service in the College across all year levels. This goal is yet to be fully implemented. A committee will need to be commissioned to achieve this very important aspect of College life.

Heritage College staff also established a goal to have two Church services before the end of the year. This goal was fulfilled with tremendous success. Students from across the College joined together to sing, speak, share and bless congregations from two Seventh-day Adventist Churches within the South East of Melbourne.

## Domain 2: Teaching & Learning - Student Achievement

Heritage College staff also set a goal to augment growth mindset into the culture of the community (students, parents and staff). In 2019, professional development on growth mindset was administered to all teachers during staff meetings. It was discovered that teachers were at varied levels of understanding due to varied professional development over the past several years. Heritage College staff will need to continue to develop in this area over years to come.

Based on our QAS review 2018, by the end of 2019, Heritage College will build a growth mindset (resilience) into the culture of the community (students, parents, staff) at Heritage College. Based on our QAS review 2019, by the end of 2020 Heritage College will aim to:

**Primary:** Introduce a buddy system relevant to the teachers needs (i.e. peer coaching), i.e. class observations, peer consultations and opportunities to brainstorm ideas to improve student's learning outcomes. Sessions will be planned in collaboration with leadership to either meet or observe each other once a term. Leadership to take turns rotating each term through teaching classes when buddies are meeting/observing each other (or to provide CRT's). Buddies to be clear on what their expectations are whilst in their buddy classrooms using a proforma to record observations & recommendations.

**Secondary:** At the end of Term 1 and also the beginning of Term 3 2020, all teachers that teach the same year level will meet to go through every student to discuss progress needs. Different teaching strategies will be discussed and documented then made available to all staff for reference.

## Domain 3: Leading School Improvement - Human Resources

Heritage College staff requested that all school documentation receive annual review including and especially the Staff Handbook by the start of the 2019 school year. Leadership and administration worked on the requested document and completed the full update of the Heritage College Staff Handbook. The Handbook was presented

to staff at the commencement of 2019. In the future however this document will be reviewed annually utilising staff voice.

Based on our QAS annual review 2018, all school documentation should be updated regularly, in particular the Staff handbook which should be updated and distributed digitally by the beginning of 2019 staff return day.

Based on our QAS annual review 2018, Heritage College will continue the learning and improvement culture plans that are currently already in place, these are listed below:

**Pedagogic Leadership:** Weekly leadership meetings, staff meeting schedule and agendas, school improvement plan, QAS meetings, whole school approach to Professional Development, appraisals,

**Professional Learning Communities:** Level/Department Meeting scheduled on Staff Meeting schedule, Level/Department Meeting minutes, NAPLAN data review and response planning (Level meetings), PAT data review and response planning (Level meetings), Seqta - data collection point

**Existing partnerships and community connections:** Home Economics Institute, VCAL program, Maths Pathways, Casey Tech, Victorian Association for Teachers of English, SEISS connections and community, Primary connections between campuses and schools with in ASV

#### **Domain 4: Community Partnerships - Professional Partnerships**

Heritage College staff, after reviewing the professional partnerships the College have established over many years, requested that a Community Partnerships Policy be generated in order to guide all future partnerships. This document is yet to be developed by the College leadership.

## **Service Programmes**

In 2019, Heritage College carried out the following service activities:

- Clean up Australia Day
- ANZAC and remembrance day service attendance
- Cancer Foundation collection (gold coin donation for free dress)
- Mothers day community gift
- Fathers day community gift
- Positive Behaviour For Learning (PB4L) service gifts
- Secondary students service activities (End of the Year)
- Year 12 service trip to Nepal

## **Community Engagement**

In 2019, Heritage College hosted the following community events:

- PB4L lunch
- Mothers day morning tea
- Fathers day morning tea
- Multicultural day
- Book Week Parade
- School open nights (NWS/OC)
- Home and School events
- PB4L combined assembly lunch
- Year 6 celebration night
- Year 9 graduation dinner
- Year 12 pre-graduation meal and drinks
- Year 12 valedictory dinner

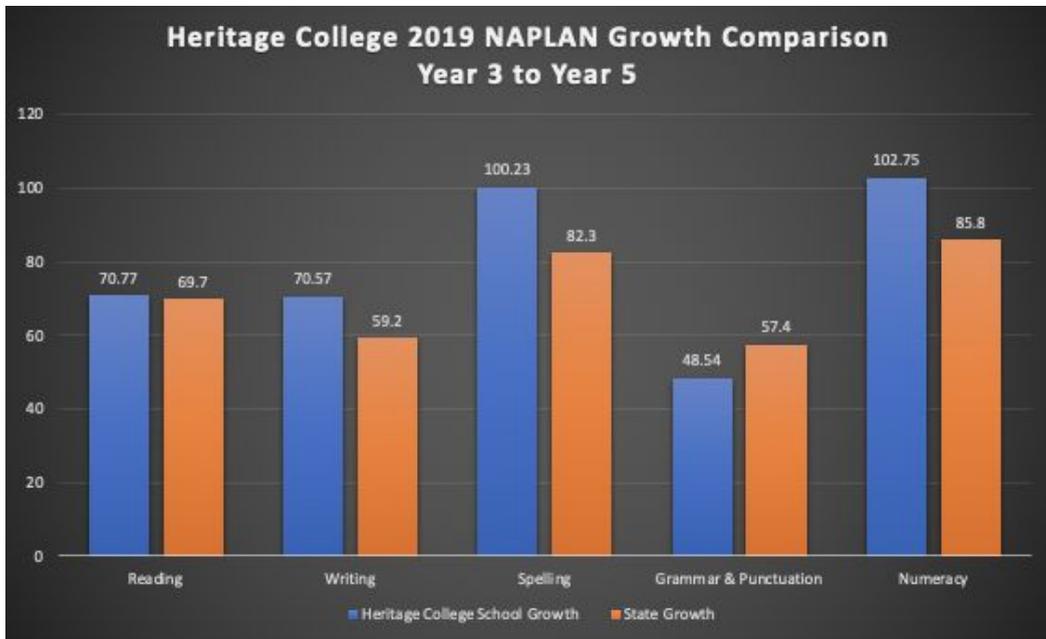
These events are important in establishing connections with the extended school community and strengthening the Heritage College culture.

## **Student Attendance**

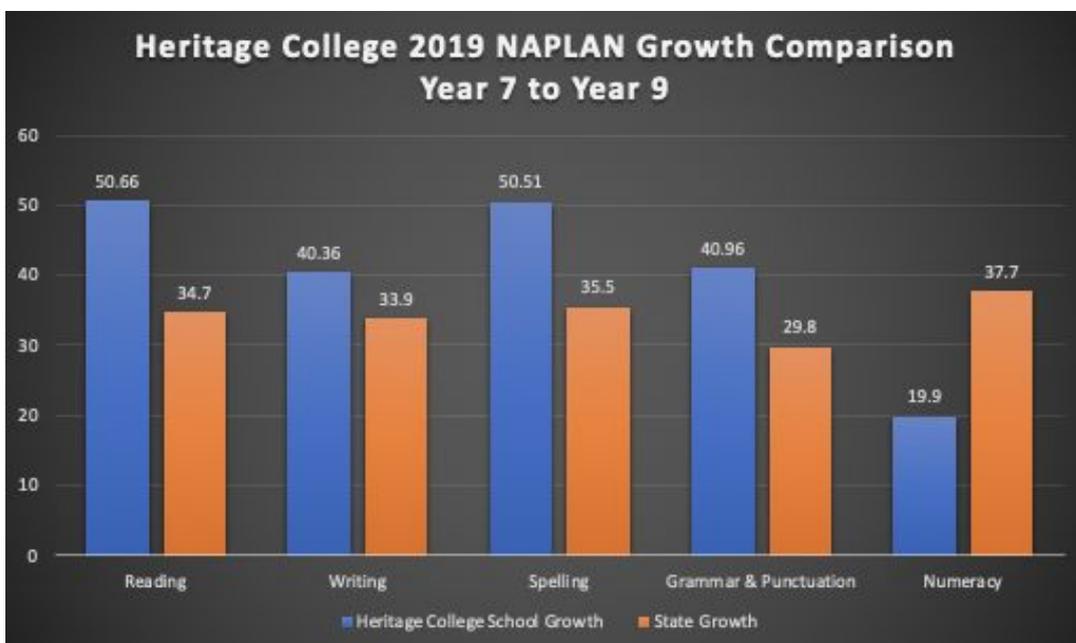
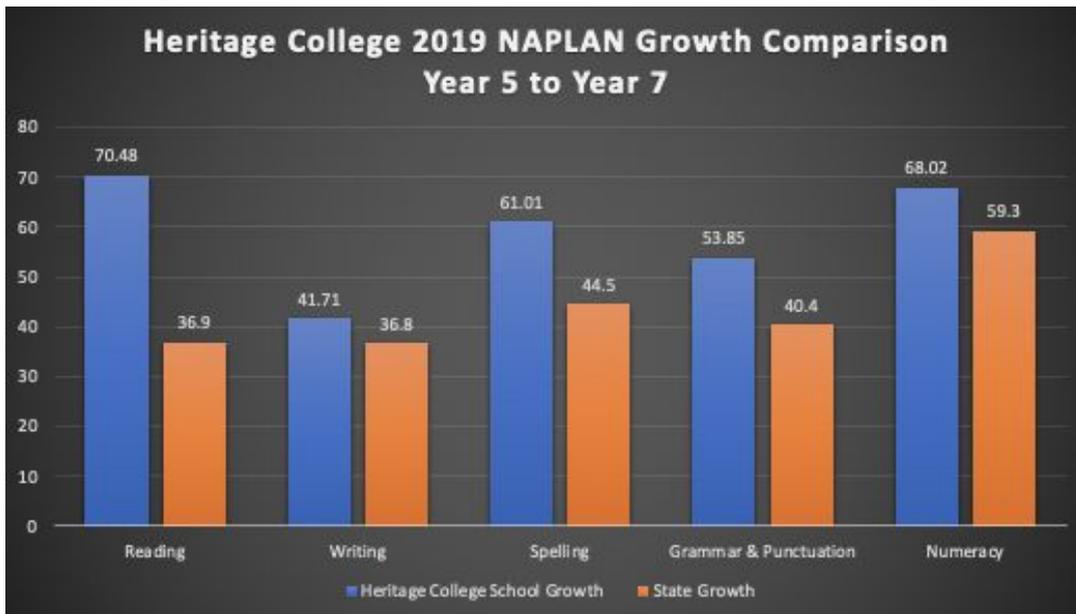
Student attendance averaged 93% across the twenty-one classes at Heritage College in 2019. This percentage translates to an average of 12 days per student being missed every year by the 366 students that we had at Census time in August.

# National Benchmarks

Heritage College was recognised in The Herald Sun (2019) as one of a handful of schools who added significant value to their students' learning over the year. The following graphs indicate this value added in both Numeracy and Literacy.



Reference: 'One Giant Leap' image retrieved on June 15, 2020 from <https://heritagecollege.vic.edu.au/blog/2019/04/10/outstanding-naplan-results/>



## Summary

In 2019, Heritage College students showed significant growth in almost all NAPLAN subjects and in almost all NAPLAN year levels (Years 3, 5, 7 & 9). This growth is indicative of established teaching and learning practices across these year levels including traditional explicit instruction in the lower year levels and consistency of curriculum expectations, pedagogy and delivery in all Year levels in the College.

# 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 2019 school year the College staff experienced the usual array of viruses and sickness, resulting in an average of 1 to 5 days of leave per semester per teacher. This does not include other types of leave such as Long Service or Maternity Leave.

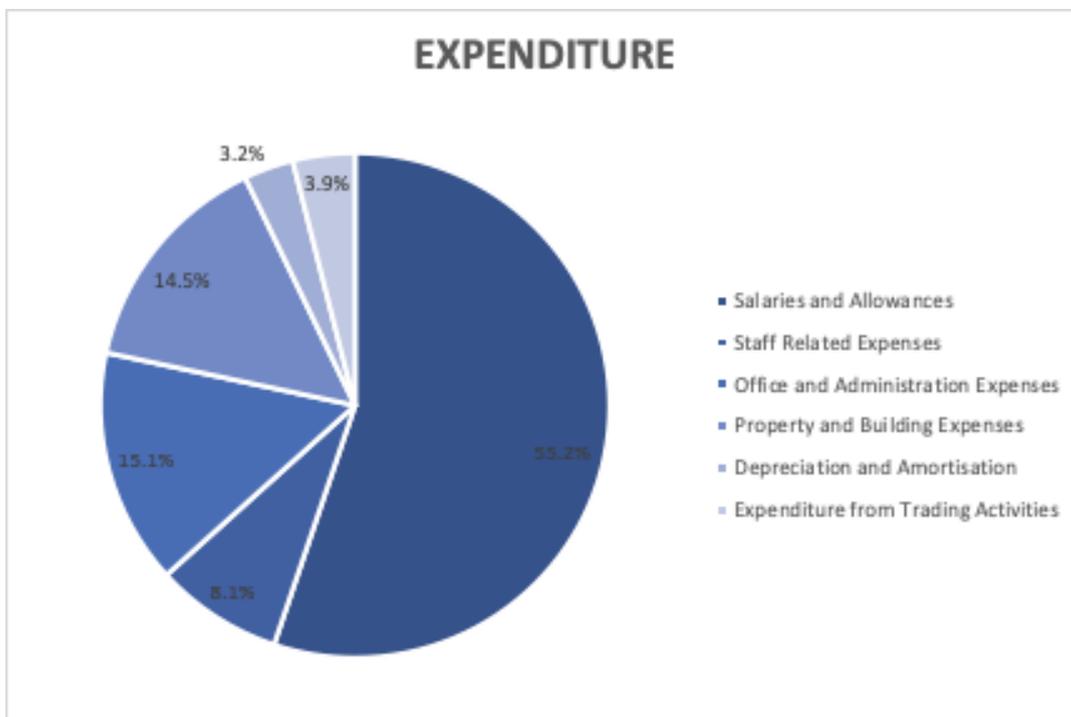
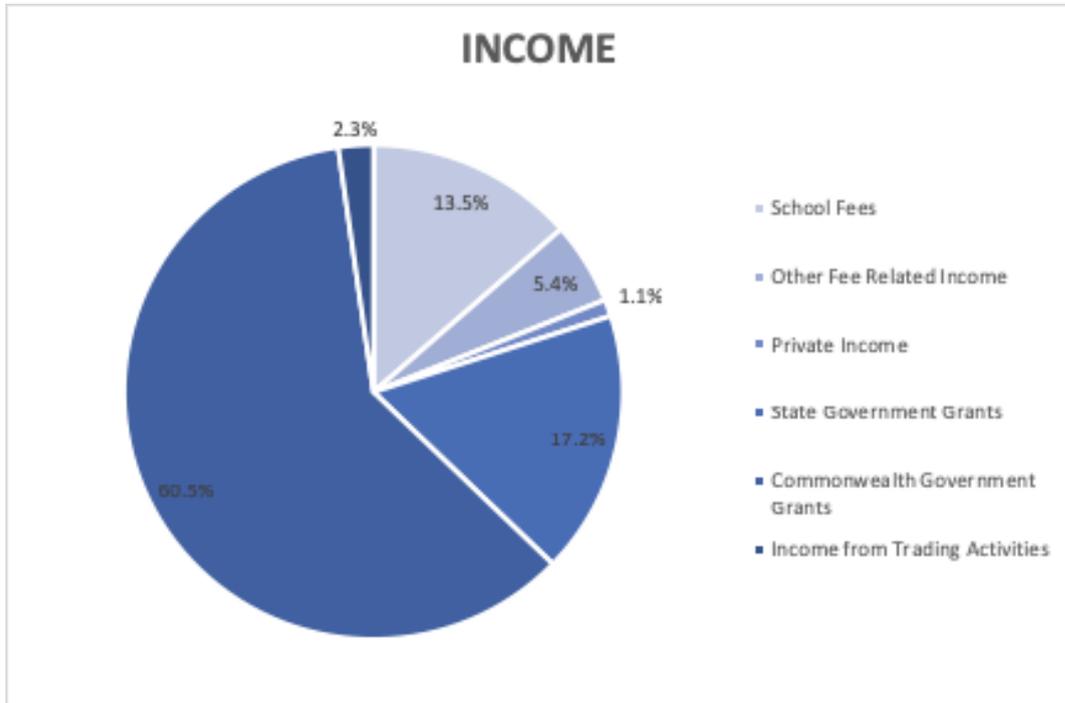
## Staff Retention

At the end of the 2019 school year, Heritage College retained most staff with only a very small number of part time staff securing full time positions in other schools.

## Teacher Staff Full Time Teaching Entitlement

Our total teaching staff number in 2019 was 32.65 (FTE) with a total head-count of 43. (FTE =Full-time Equivalent)

# School Finance Summary



# Staff Qualifications

| Name of Teacher          | Qualifications                                     | Yrs of Exp. | Professional Development   |
|--------------------------|--|-------------|--|
| Mr Sonny Aiono           | B.SS(with honours), Grad.Dip of Teach, MA Ed Admin | 19          | Feuerstein Instrumental Enrichment Training, Master of Philosophy, Student Voice/Student Agency                                    |
| Mrs Janette Bower        | B.Ed   | 28          | ASVAC, VCAL Literacy, Reading Comprehension, AdSafe Awareness  |
| Mrs Aloma Camps          | B.Ed (Primary)                                     | 8           | ASVAC, Growth Mindset Thinking Skills, Mandatory Reporting, Discrimination and Harassment  |
| Mr Scott Camps           | Grad.Dip Tech.                                     | 15          | ASVAC Breathe, Mandatory Reporting, Level 2 First Aid  |
| Mrs Joanne Capon         | B.Ed (Primary)                                     | 13          | FIE training first day, ASVAC, Mandatory Reporting, First Aid  |
| Mr Nathanael Capon       | B.Ed (Maths/Science)                               | 11          | FIE training first day, ASVAC, Mandatory Reporting, First Aid  |
| Mr Darrell Chang         | B.Physio, Dip.Tch                                  | 5           | First Aid, ASVAC, Mandatory Reporting, Feuerstein Instrumental Enrichment Training   |
| Miss Tanja Dennis        | B.Ed (Primary)                                     | 15          | ASVAC, Growth Mindset, Literacy and Reading, Guided Reading, Mandatory Reporting   |
| Mr Nigel Eales           | B.Ed (Primary), B.Applied Sci                      | 12          | Star Reading, Accelerated Reading, Student Voice, ASVAC, Mandatory Reporting, Reading Lynda Cutting                                |
| Mrs Yolanda Horne        | B.Arts, Dip.Ed                                     | 18          | FIE training first day, ASVAC, Mandatory Reporting, First Aid  |
| Mr John Kama             | BSC Biology, PGD, PGC Science Communication        | 13          | Real School Student Behaviour, Mandatory Reporting, First Aid  |
| Miss Michelle Kammermann | B.Ed (Primary)                                     | 15          | FIE training first day, ASVAC, Mandatory Reporting, First Aid  |
| Mrs Palolo Lafaitete     | B.A/B.Teach(Hist&VA)                               | 8           | ASVAC, MA degree - Teacher Wellbeing and Curriculum in the 21st Century, First Aid   |
| Ms Bianca Maggs          | B.A/Teach (Secondary)                              | 1           | ASVAC, FIE Growth Mindset, VIT Seminar, Real Schools Training  |
| Mr Darren Martin         | B.A/B.Teach  | 10          | SEQTA: Engaging with Students and Parents, Engaging Student Voices, ASVAC, ACEL Leadership Conference                              |
| Mrs Naomi Moss           | B.Ed   | 12          | ASVAC, Creating IEP's in Seqta PD, 7 Steps to Writing Success, Literacy Consultant/Coaching - Reading Focus: Foundation to Year 10 |
| Mrs Alicia Nobes         | B.Ed Early Childhood                               | 7           | Thinking Skills, Growth Mindset, ASVAC, SEQTA Training, Mandatory Reporting  |
| Mrs Kim Nuske            | B.Tch, B.Ed  | 5           | Masters Study: Special NEeds issue and Educational Approaches, Student Voice, ASVAC  |
| Mr David Nuske           | B.Science, B.Ed                                    | 4           | ASVAC, VCAL Numeracy, Discrimination and Harassment, Developing Mathematical Methods   |
| Mrs Janet Robertson      | B.Arts, B.Ed, (PG) (P-12)                          | 25          | Growth Mindset, Accelerated Reader, Seven Steps Writing, Reading Comprehension Strategies, ASVAC: Breathe                          |
| Mrs Marcelle Rogers      | B.Ed   | 38          | Growth Mindset, Literacy and Reading, Safety and Wellbeing, First Aid  |
| Mr Terry Rogers          | B.Ed, MA   | 28          | VCAL Quality Assurance Meeting, Safety and Wellbeing OH&S, Mandatory Reporting, First Aid  |
| Mrs Lian Scheermeijer    | B.AppMths, Grad Dip Ed                             | 22          | Brain Based Teaching, Public Speaking, Individual Educational Program, Comprehension F-8   |
| Mr Roger Sevenhuysen     | B.Ed (Primary)                                     | 22          | Level 2 First Aid, Leadership Meeting, Report Writing Day, ABIDE Retreat   |
| Mr Reuben Sleight        | BA/B.Teach (History and PE)                        | 2           | ASVAC, ACHPER, First Aid Training  |
| Mrs Cheryl Sonter        | B.Ed, Grad Dip Bus, MA Ed Admin & Leadership       | 29          | ASVAC, Thinking Skills, VCE Food Studies   |
| Mrs Sharlene Stratford   | Dip.Ed Grad, Dip.Ed                                | 21          | Positive Behaviour for Life, Leadership Exchange, Developing a Creative Mindset,   |
| Miss Elyse Taylor        | BA.BTch  | 10          | ASVAC, Mandatory Reporting, FIE Training first day   |
| Mrs Bronwyn van Dyk      | PGCertEd.  |             | Integrated Studies Planning, Literacy, Individual Education Plans, School Values   |
| Mr Evan Varty            | Grad Dip   | 17          | ASVAC - Breathe, Read Cloud, Growth Mindset, Real Schools Reading, ATOM Unit 1 VCE Media Studies                                   |
| Mr Andrew Waldrip        | BA.InfoTech, BA.DipPriEd                           | 9           | Accelerated Reading Training Refresher, Growth Mindset/ Thinking Skills, OH&S Discrimination and Harassment                        |

## 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. This year, the teaching and learning coordinator, together with the leadership team, decided on the best approach towards professional development in the College for all teachers in 2019. All other professional development was to be sought through professional reading and/or via lynda.com (an online professional development resource with thousands of ready made certified courses).

The two whole school initiatives for Heritage College concluded in 2019. Restorative Practices and Positive Behaviour for Learning (PB4L). Restorative Practices was again facilitated by Adam Voigt from Real Schools Ltd and PB4L was facilitated by Dr. Shiralee Poed from the University of Melbourne. Heritage College had a three-year partnership with Real Schools in order to embed the practice of restoring student relationships through positive relationships and language.

Heritage College staff experienced development in the language of Growth Mindset and an introduction to the language and competencies of the Feuerstein Instrumental Enrichment (FIE) thinking skills programme. There are plans for FIE to be taught across the College in future years. This however would necessitate a full training programme across all teachers in the College.

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2019 year, the cost of which amounted to \$37,184.00. 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 \$3,327.00. Therefore, the total direct cost to the College for Professional Learning in 2019 was \$40,511.00.

All staff at Heritage College are also required to complete regular Health and Safety courses which are delivered via an online platform called Velpic. Adventist Schools Victoria (ASV), organise the regular online courses throughout the calendar year. In 2019 Heritage College staff were trained in: Bullying in the workplace; Discrimination and Harrassment; Slips, trips and falls and Hazardous manual tasks.

All teachers at Heritage College were also involved in a buddy program (relabelled from coaching in 2017). All teachers in 2019 again selected a buddy 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.