

# Heritage College

2021 Annual Report



# Heritage College

## ELC - Year 12

### **Narre Campus ELC - Year 6**

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# School Overview

## Mission Statement

To provide quality Christian education which caters to 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 vital and compassionate members of the community.

## Introduction

Heritage College is an ELC 3-year-old 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 413 students in 2021. More than twenty faiths are represented as is a diverse range of cultural groups.

A broad spectrum of academic abilities is 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 the implementation of the 'Child Safe Standards', and is currently up-to-date with all new minimum VRQA requirements. 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, annually sign a code of conduct and complete 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 increased demand for student places, an additional 22 hectares of land was purchased in 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 has added a year level each year, achieving a full Primary in 2020. During 2020, Heritage College added eight new classrooms, offices, two primary foyers, an extra external basketball court, and a completed carpark at the Officer campus. The Narre Warren South campus also enjoyed the construction of an Early Learning Centre to assist the development of the Junior Primary school.

Heritage College has a current enrolment of 413 students and offers broad curricular and co-curricular programs from Prep to Year 12. This includes involvement in local Arts and Sports programs and a variety of learning excursions and incursions throughout the year. 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 to 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 of their ability 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**

# 2021 Annual Report

## Domain 1: Adventist Identity - Our Purpose and Pastoral Care

Heritage College staff focused on a Spiritual Master Plan called ABIDE. (ABIDE description and achievements)

Aims	Achievements
Fully embed the Spiritual Masterplan ELC-Yr 12	<p>Heritage College staff focused upon Abundant Discipling.</p> <p>At the start of the year we achieved a successful launch of the ABIDE programme by engaging with Dr Daryl Murdoch who took our staff down history's lane and established the groundwork for Abundant Discipling to take place.</p>
<p><b>Next steps:</b> Heritage College will be looking to re-establish a focus on the visibility of Adventist Identity within the College and also reconnecting with the College community through Church services and also investing in more visible 'announcements' of faith on walls and doors in the College.</p>	

## Domain 2: Teaching & Learning - Student Achievement and Professional Growth

Heritage College staff focused on improving engagement within the online platform and the wellbeing of staff during the pandemic adjustments to learning. The aims of the school teachers and admin teams shifted to align with the changing context of learning.

Aims	Achievements
Assess all students and provide targeted education for students requiring learning support	<p>Students with special educational and wellbeing needs were highlighted for a greater focus in 2021. The need to provide the extra focus was made salient by the impact of the global pandemic.</p> <p>Educational Support Officers worked hard to touch base with all students on Individual Education Plans (IEP) throughout the course of the online directed learning platforms. This was an amazingly constructed and organised programme that required students and staff to be trained to utilise the "Google Meet" platform and to have a timetable that parents were comfortable with also.</p>

	<p>These one on one meetings needed a parent at home also visible and also required a timetable to be flexible in case students who were targeted for funded support, who happened to also be children of essential workers, attending the school in person, were also catered for at the same time.</p> <p>All adjustments and support provided for students with IEPs were documented in our student management system and tracked by our Education Support Coordinators.</p> <p>It was a very busy year for learning - but as a College community - like many others in the State, we managed to make it through and are better equipped for any possible future interruptions of a similar nature.</p>
<p>Implement effective Professional Learning Communities</p>	<p>Professional Learning Communities (PLCs) in the Primary and Department and level teams in the Secondary were implemented at both campuses for teachers to flourish in their teaching practice.</p> <p>PLCs focused on literacy (grammar and spelling) while Department and Level teams focused on differentiation and providing quality learning for students with needs.</p>
<p>Improve student and staff wellbeing</p>	<p>This component of our annual plan organically emerged as we considered the impact of online learning and frequent changes to the delivery of learning on the general wellbeing of staff, students and families.</p> <p>Heritage College leaders decided to reduce the percentage of work required to allow flexibility of submission demands on students, especially in Secondary school.</p> <p>Heritage College teachers were rostered on at school at different times for onsite supervision and were also provided extra release in order to calibrate and prepare for learning online.</p>
<p><b>Next steps:</b> Heritage College will continue to assess early and provide differentiated targeted education for all students. PLCs will continue to be implemented every year. The College will focus on the continued development of all teachers to provide a quality education for all students.</p>	

## Domain 3: Leading School Improvement - Human Resources & Learning and Improvement Culture

Heritage College staff focused on improving our College culture in regards to the context for learning and the College brand.

Aims	Achievements
<p>Embed PB4L aligned Wellbeing programmes for all students and staff.</p>	<p>Wellbeing programmes for students throughout the year was the goal. Programmes were facilitated for most of the primary students relating to emotional regulation.</p> <p>Students were encouraged to attend the Wellbeing office for any issues throughout the day.</p> <p>Social activities for staff were difficult due to the nature of teachers being very busy people. There was the occasional Go Kart Racing for Secondary staff but apart from this no other social activities were achieved.</p> <p>Counselling sessions offered and communicated quarterly. Counselling sessions continued to be available whether in person or not.</p>
<p>Improve student pride in the Heritage College brand.</p>	<p>Fewer pink slips and Seqta entries regarding uniforms across the College.</p> <p>There was an increase of students in the junior secondary wearing blazers with academic uniform.</p> <p>Most primary students wore their HC bucket hats during summer seasons.</p>
<p>Improve engagement in learning across the college.</p>	<p>Differentiation in all teacher programmes was encouraged and being achieved by most teachers. This is still a work in progress.</p> <p>Check in/Check out practices were also encouraged for all teachers. Checking in during online lessons was also an important engagement process. Checking out was also successfully achieved in some classes across the College.</p>
<p><b>Next steps:</b> A greater focus on student learning so that greater decisions are made based on the more correct aspect of centrality - the student.</p>	

Other areas of continuous improvement:

**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 within ASV.

## Domain 4: Community Partnerships - Professional Partnerships

Heritage College focuses on partnerships that enhance student learning and empower educators to better facilitate the core mission of the College.

Aims	Achievements
To establish a system for ongoing capital expenditure	Rolling plans for strategic, maintenance and IT capital established. A new business manager was employed also to strengthen financial processes.
Organise the next steps of the Site Master Plan	Updated site plan with timeline for development established for both campuses.  BGA Application process for next building stage completed and submitted.
<b>Next steps:</b> Heritage College will continue to make decisions based on student learning and placing the child at the centre of decisions.	

## Marketing and Community Engagement

In 2021, Heritage College continued to adapt to the ongoing uncertainty of school closures and working from home mandates. The restrictions on attendance to schools and movements around the community forced enrolment interviews and school tours to virtual equivalents. The following projects were delivered:

- Event management: Open Night event at Narre Warren South campus, March 2021.
- Media Relations and Stakeholder communication for the official opening of the Primary project.
- Campaign management: Plan, lead, Organise, control the promotional campaigns for Scholarships, Prep, Early Learning, Year 7 entry and Open Night.
- Communications: continue effective archives structure for campus news and events continued.
- Crisis communications: website section setup, Crisis Communications channels identified, writing content for immediate distribution to stakeholders continued.
- Enrolments and Enrolment Pathways: Manage improvements to the Early Learning Centre Enrolment Form continued.
- Development of Virtual Platforms during lockdown period: Moved to virtual platforms for Step into Prep and Step into Secondary, Prep Orientation Day, and Virtual Tours website for Officer campus. Market these announcements on our socials (provide link at least).
- Brand Identify - Uniform and staff apparel: Update suite of Uniform items in alignment with new brand identity, develop Uniform Policy and Change Management Report to leadership and improve ordering processes for staff apparel (polo, beanie, scarf) - continued.

## Student Attendance

Due to Covid-19, student attendance in 2021 was reported and recorded differently. We had more lockdowns and more students working from home and attending classes daily online. Attendance was at 91% for our Officer Campus and 93% for our Narre Warren South Campus.

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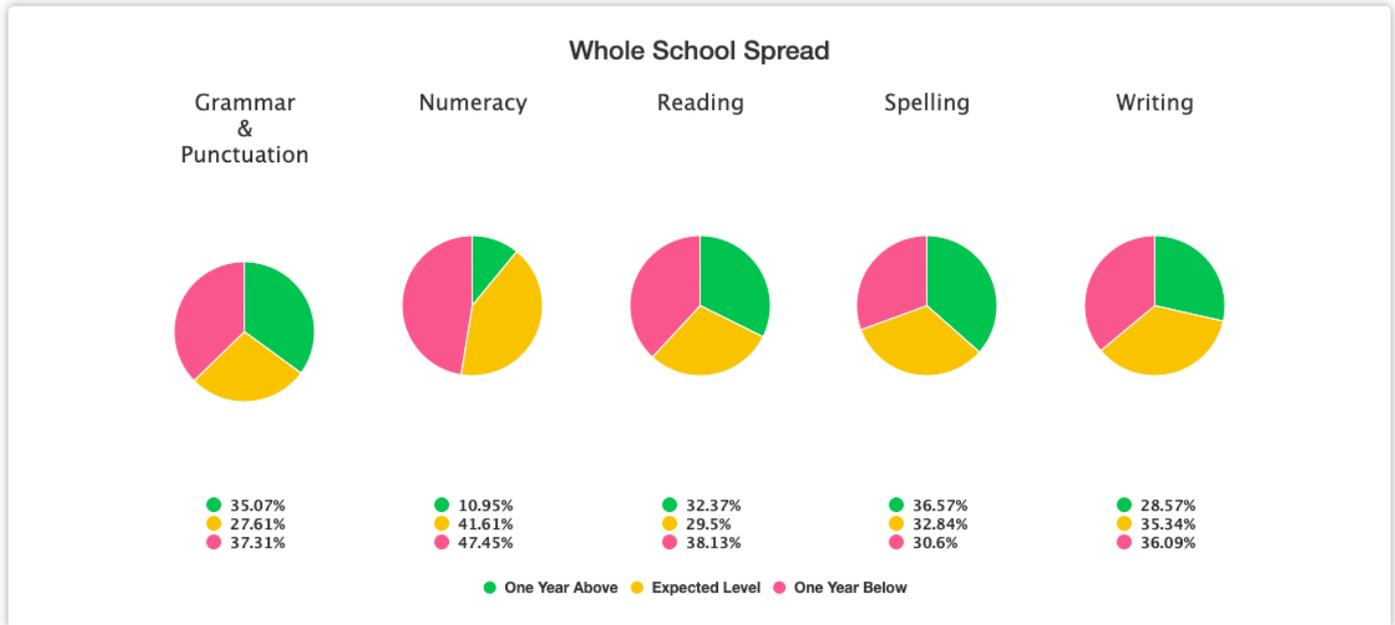
A member of Adventist Schools Australia.

## National Benchmarks

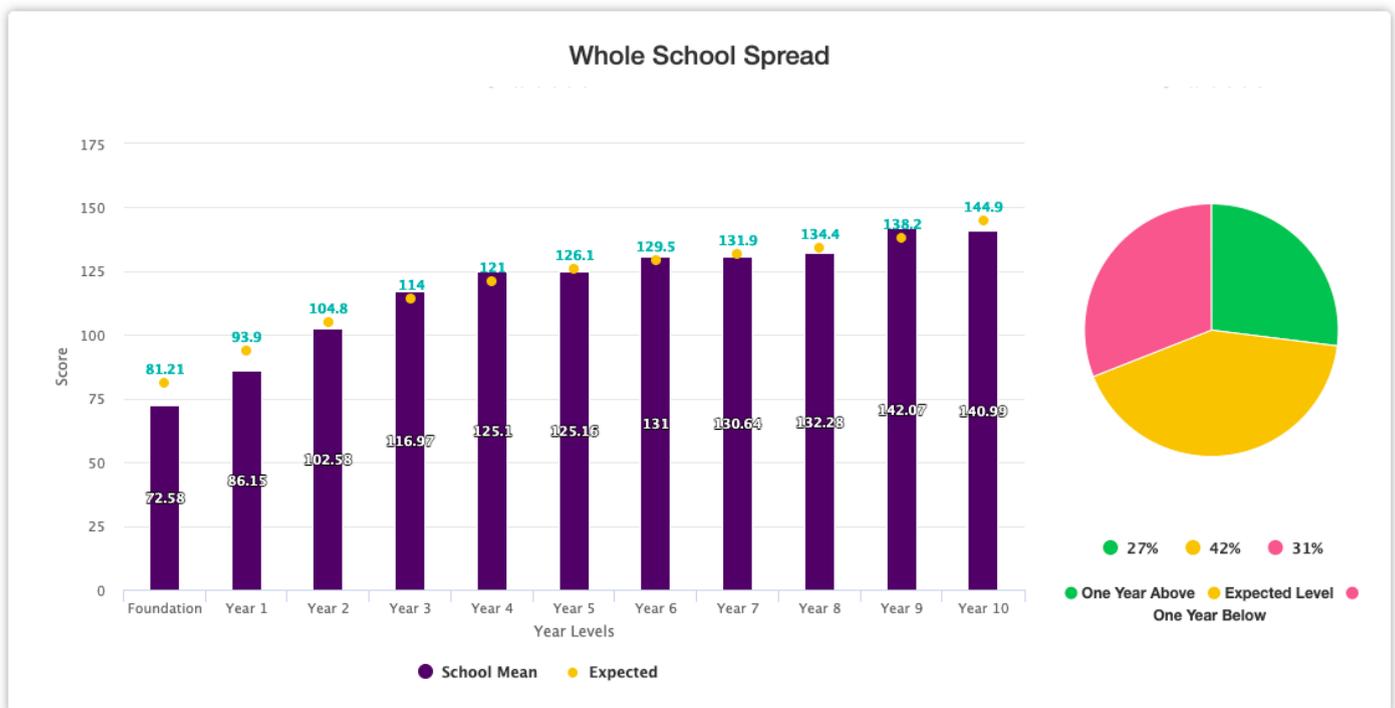
Heritage College staff and students worked hard in 2021, especially given the constant uncertainty of student learning platforms. Lockdowns continued to retard the fluency of learning. The full impact of the COVID-19 restrictions and lockdowns is yet to be fully realised.

The following shows Heritage College NAPLAN data followed by PAT data.

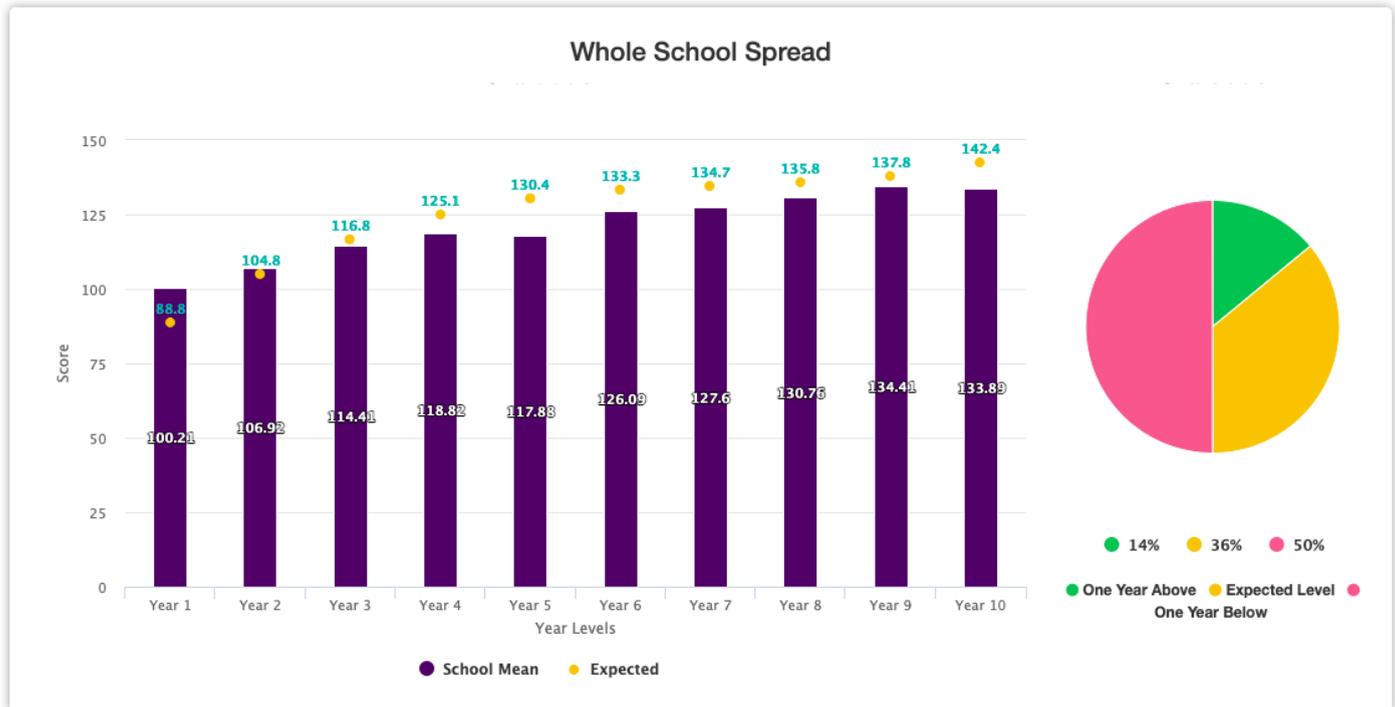
### 2021 NAPLAN



### 2021 Semester 2 PAT Reading



## 2021 Semester 2 PAT Maths



### NAPLAN Data Summary and Trends:

Our NAPLAN data shows that Heritage College students are showing continued improvements in their academic results.

- ❑ Year 3: Students have achieved the highest results across all areas and continue to trend upwards. They are **above** state and national averages in Reading, Writing and Spelling.
- ❑ Year 5: Student results are also trending upwards, but are **below** the state average in all areas. Their growth is trending upwards in Reading and Grammar/Punctuation, but is trending downwards in Writing, Spelling and Numeracy
- ❑ Year 7: While all areas aside from Spelling are **below** the state and national averages, Year 5-7 growth remains above the state level in Reading, Writing, Spelling, and Grammar and Punctuation. Results are trending downwards across all areas from 2019.
- ❑ Year 9: Reading achievement is above state and national averages, trending upwards. All other areas show results **below** state and national averages but have improved since 2019. Growth trends for Year 9 are decreasing in all areas.

### Priorities identified for improvement:

Despite some cohorts achieving their best results in a number of years, Numeracy is our area of greatest need for improvement across the college. 47% of student results are a year or more below the expected level. Grammar and Punctuation, and Reading, are also areas for improvement. As Reading continues to be an ongoing focus, our top priorities for 2022 are Numeracy and Grammar/Punctuation.

### PAT Data - 2021

#### Patterns and Trends:

Although the majority of our year levels are achieving below the expected level, the positive thing to note is that 2/3 of our year levels in Mathematics and Reading are trending upwards or have remained stable.

## **Reading**

- ❑ Year 3, 4, 6 and 9 achieved **above** the expected level in Reading. Their growth rate from 2020 to 2021 is also noted to be above the expected level.
- ❑ Foundation - Year 2, Year 5, 7, 8 and 10 are all achieving **below** the expected level in Reading. Year 2 growth rate from 2020 - 2021 is close to the expected growth rate, while all other Year levels are working below the expected level of growth for their year level.
- ❑ 31% of our students across the college are working one year or more **below** the expected level in Reading. Over 50% of the students in Year 7 and Year 8 are currently one year or more below.
- ❑ 27% of our students across the college are working one year or more **above** the expected level in Reading. 92.59% of Year 3 students are either at or above the expected level and 55% of Year 4 students are working one year or more above the expected level.
- ❑ Only 13 of the 25 students enrolled in Year 10 completed the PAT Reading test.

## **Mathematics**

- ❑ Year 1 and 2 both achieved **above** the expected level for Mathematics. The growth rate from 2020 - 2021 for Year 2 is around 4 points above the expected growth within one year.
- ❑ Years 3-10 are all working **below** the expected level. Our Year 5 cohort is particularly low, working 12.52 points lower than the expected level for Year 5.
- ❑ All years except Year 3, Year 5 and Year 8 are either stable or **trending upwards** from previous years.
- ❑ The growth trend is moving **up** in Years 2, 9 and 10, and is stable in Year 7. However, for Year 7, while the growth trend is moving slightly upwards, the results for the past two years are significantly lower than the trend for 2018 - 2019.
- ❑ Only 14 of the 25 students enrolled in Year 10 completed the PAT Maths test
- ❑ **50%** of students at our college are working one year or more **below** the expected level

## Summary

Heritage College entered into 2021 with great caution considering the “year that was” but also ever mindful that the term might bring about fewer lockdowns and greater wellbeing. The year commenced with large gatherings outside and the College continuing to physically distance from each other and tracking the exposure and spread of COVID-19 disease.

Heritage College experienced its greatest impact from COVID-19 lockdowns in the area of teaching and learning. Due to the inability to proceed with NAPLAN testing in 2020, Heritage College facilitated Progressive Achievement Tests (PAT) for most year groups in September 2020.

Across the board for Reading Comprehension, the results indicate 26% of students are one year above their expected reading level. 39% of students indicate achieving at their expected level by September and also 35% indicated reading below their expected level of reading proficiency.

It is also quite likely that the extended lockdowns negatively impacted the level of Mathematics learning across the board. PAT results indicate that 51% of students from Prep to Year 10 tested below their expected level. 36% of students from prep to Year 10 achieved at their expected level in Mathematics and finally, 13% of students achieved one year above their expected level of proficiency in Mathematics.

While it is important to consider all variables and influences on student learning and achievement, and consider various reasons why students have not achieved as expected, the negative impact of lockdowns due to COVID-19 cannot be overlooked.

Azevedo, Hasan, Goldemberg, Geven and Iqbal (2021) examined the impact of school lockdowns on student learning across the world in 2020. Studies already conducted around the world showed that lockdowns had a significantly negative impact on students in countries such as Belgium, Sweden, and even Switzerland. These studies revealed that in all countries researched, students who had adequate support and encouragement at home during lockdown, achieved better than students who did not have these support structures. This agrees with a study carried out by Asanov, Flores, McKenzie, Mensmann, and Schulte (2021) who surveyed 1500 secondary students in Ecuador and found that students from more disadvantaged homes completed less homework than those from more privileged homes. Results from surveys also indicated that while most students stated they were happy with lockdown, 16% of students surveyed showed signs of depression through their mental health scores.

The qualitative data collected from Heritage College parent and student surveys also indicate high levels of stress, desperation to reunite with friends and significant levels of disengagement due to distractions throughout the lockdown period. Year 12 students especially reported experiencing higher levels of stress due to the pressure of time, and the lack of preparedness for exams due to lockdowns and interruptions.

It is also a plausible hypothesis, to state that students showed significant learning loss post lockdown due to not having adequately learnt the curriculum for their Year level at that particular point in time before moving on to the next topic. The teacher naturally moves on with the curriculum and students fall farther behind. Asanov et al., (2021) state that “...teaching at a higher level compared to where children are reduced how much children learn” (p. 8).

In Conclusion, the 2020 and 2021 lockdowns have had a considerable impact on learning loss at Heritage College across the board. The quantitative and qualitative data is proof of this. While it is encouraging to know that Heritage College is not alone on this journey to academic recovery, it will still be a lot of hard work and certainly a journey where students, teachers and parents alike will need to link hands with God and trust His teachers and His school to assist in the recovery process.

**References:**

Asanov, I., Flores, F., McKenzie, D., Mansmann, M., & Schulte, M. (2021). Remote-learning, time-use, and mental health of Ecuadorian high-school students during the COVID-19 quarantine.

World development, 138, 105225-105225. <https://doi.org/10.1016/j.worlddev.2020.105225>

Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates.

The World Bank Research Observer, 36(1), 1. <https://doi.org/10.1093/wbro/lkab003>



# 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 of compassionate leave should they experience bereavement.

Across the 2021 school year, the College staff experienced the drastic impact of the Covid-19 pandemic and perhaps endured fewer days of sickness but mental health was a real issue and a hard area to report.

## Staff Retention

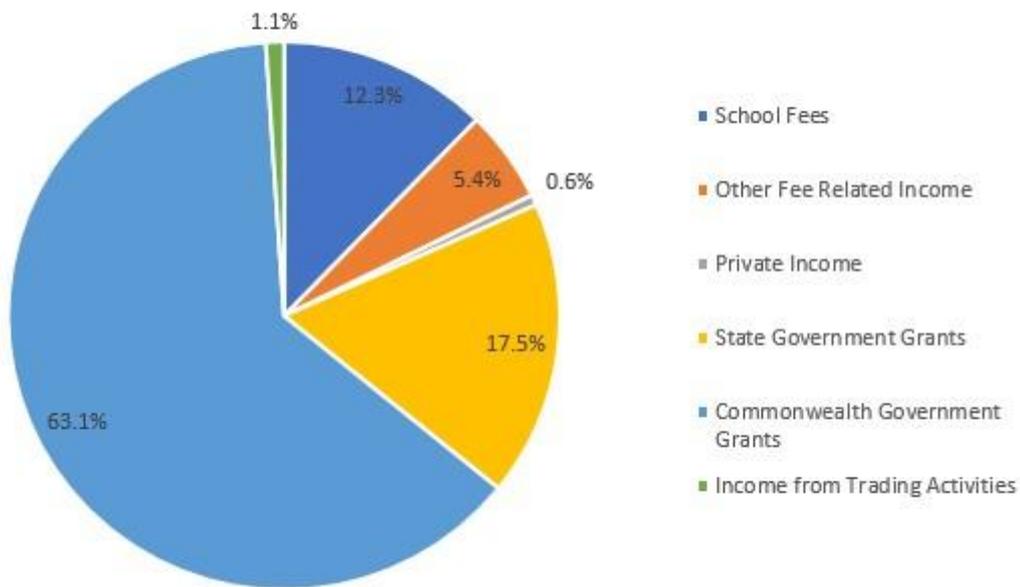
At the end of the 2021 school year, Heritage College retained most staff with only a very small number of part-time staff securing full-time positions in other schools.

## Teacher Staff Full Time Teaching Entitlement

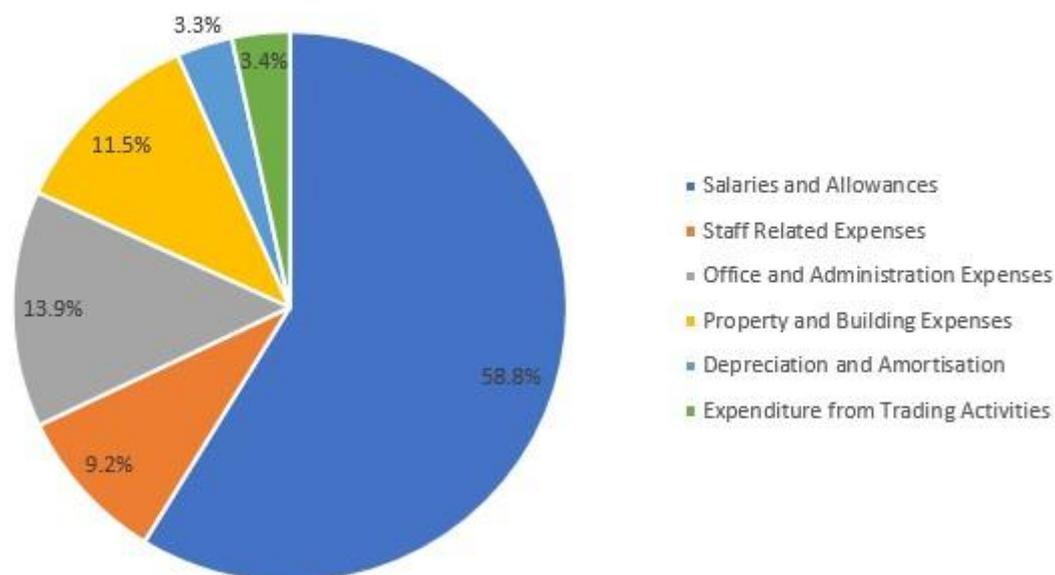
Our total teaching staff number in 2021 was 38.14FTE with a total head-count of 46.  
(FTE =Full-time Equivalent)

# School Finance Summary

## INCOME



## EXPENDITURE



# Staff Qualifications

All staff undertake First Aid Training, complete online VELPIC Modules each term and the online Mandatory Reporting Module.

Name of Teacher	Qualifications	Yrs of Exp.	Professional Development
Mr Sonny Aiono	B.SS(with honours), Grad.Dip of Teach, MA Ed Admin	20	ASVAC, First Aid, Revive Sessions, Create an Exceptional Onboarding Experience, Velpic
Mrs Rachel Aiono	B.Ed	2	Seven Steps, Maths Pathway, Cars and Stars
Mrs Loren Bertoncello	MA Ed (Early Learning & Primary)/ Grad.Dip of Religious Education	3	Planning for Progress, Mental Health, Student Voice and Agency, Understanding school wide positive behaviour support, HITS #9 Metacognitive Strategies, Developing a growth mindset in your students
Mrs Janette Bower	B.Ed	29	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Aloma Camps	B.Ed (Primary)	9	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Scott Camps	Grad.Dip Tech.	16	Beyond Behaviours, CAD OnShape, VELPIC, First aid
Mrs Joanne Capon	B.Ed (Primary)	14	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Nathanael Capon	B.Ed (Maths/Science)	12	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Darrell Chang	BPhysio, Dip.Tch	6	Making it a Success, Teaching and Behaviour Support Strategies For Students with Autism Spectrum Disorder by Sue Larkey
Miss Tanja Dennis	B.Ed (Primary)	16	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Nigel Eales	B.Ed (Primary), B.Applied Sci	13	VIT Panel Interview, Autism and ADHD Training, Understanding Reconciliation, SEQTA Marksbook
Miss Kristin Hankins	B.Ed (Primary), MA Ed	10	ASA Leadership Institute Training - Dealing with Conflict as a Leader and How do I bring emotional intelligence to my leadership?, Instructional Leadership, Myers Briggs Training, Effective Mentoring PD
Mrs Yolanda Horne	B.Arts, Dip.Ed	19	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr John Kama	BSC Biology, PGD, PGC Science Communication	14	ASVAC, First Aid, Velpic, Learning and Teaching Online
Miss Michelle Kammermann	B.Ed (Primary)	16	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Palolo Lafaitale	B.A/B.Teach(Hist&VA)	9	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Maria Liu	B.Commerce & Law, Master of Teaching	8	Maths Pathway, AR Reading, Teaching students with special learning needs
Ms Bianca Maggs	B.A/Teach (Secondary)	2	ASVAC, First Aid, Velpic, Lift PD, Learning and Teaching Online
Mr Darren Martin	B.A/B.Teach	11	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Naomi Moss	B.Ed	13	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Alicia Nobes	B.Ed Early Childhood	7	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Kim Nuske	B.Tch, B.Ed	6	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr David Nuske	B.Science, B.Ed	5	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Steven Petrou	B.Arts, B. Teaching (Secondary)	4	ASVAC, First Aid, Velpic, Lift PD, Learning and Teaching Online, CDES Psychology Conference
Miss Sarah Perry	B.A, B.Ed (Hons).	3	HTAV VCE Conference, Next Level Classroom Collaboration, 40 Hour Work Week Fast Track
Mrs Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	26	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Marcelle Rogers	B.Ed	39	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Terry Rogers	B.Ed, MA	28	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Velia Roos	B.Ed (Primary)	11	ABIDE, Restraint Policy, Acquaint Program
Mrs Lian Scheermeijer	B.AppMths, Grad Dip Ed	23	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Roger Sevenhuysen	B.Ed (Primary)	23	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Reuben Sleight	BA/B.Teach (History and PE)	3	Level 0 Mountain Bike Instructor Course, ACHPER Online Conference
Mrs Cheryl Sonter	B.Ed, Grad Dip Bus, MA Ed Admin & Leadership	30	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Sharlene Stratford	Dip.Ed Grad, Dip.Ed	22	Workplace Stress
Miss Elyse Taylor	BA.BTch	11	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Bronwyn van Dyk	PGCertEd.		Abide Day, Science of Reading, First Aid, Grammar with Lynda Cutting, First Aid
Mr Evan Varty	Grad Dip	18	Return to school, STEM Network Meeting, SRC Insight Survey
Mr Andrew Waldrip	BA.InfoTech, BA.DipPriEd	10	Staff meeting content

# Professional Development and Learning

Heritage College continues to place a high value on Professional Learning as a means to ensure that the pedagogies used are research-based and up to date with best practices.

Heritage College teachers participated in corporate Professional Development throughout the 2021 calendar year. Individual professional development was left to the discretion of both the Head of Primary and/or the Head of Secondary together with the teacher.

Heritage College continues its development in Restorative Practices and Positive Behaviour for Learning (PB4L). Heritage College also continues to receive professional guidance from the PB4L external coaches at Adventist Schools Victoria (ASV).

Heritage College teachers also engaged in Professional Development with the School Spiritual Master Plan (A.B.I.D.E). The staff focused on Abundant Discipling which is an exploration of how the College engages parents in the Christian culture of the school; a challenge for teachers to consider the different ways they share their faith with other students and staff; an exploration also of how to make our Chapel programmes more effective and engaging for all students and staff alike.

Heritage College staff also engaged in professional development regarding the Reconciliation Action Plan (RAP) facilitated by an external consultant from the Indigenous Community.

Finally, Heritage College teachers received a refresher course on Positive Behaviour For Learning (PB4L). This is an important course to re-engage teachers in the understanding of restoring relationships and reinforcing behaviour guidelines for our students in order to maximise student learning.

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2021 year, the cost of which amounted to \$41,037.37. Due to Covid-19, our usual annual teacher conference did not go ahead. The total direct cost to the College for Professional Learning in 2021 was \$41,037.37.

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 2020 Heritage College staff were trained in: Risk management, Ladder safety and slips, trips and falls.