

# Heritage College

2022 Annual Report



# Heritage College

## ELC - Year 12

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

333 Centre Road  
NARRE WARREN SOUTH VIC 3805  
PO Box 293  
BERWICK VIC 3806

### **Officer Campus ELC - Year 12**

66 Starling Road  
OFFICER VIC 3809  
PO Box 287  
OFFICER VIC 3809

**T** (03) 9796 0100  
**E** [admin@heritagecollege.vic.edu.au](mailto:admin@heritagecollege.vic.edu.au)  
**W** [www.heritagecollege.vic.edu.au](http://www.heritagecollege.vic.edu.au)

# Table of Contents

<b>School Overview</b>	<b>3</b>
Mission Statement	3
Introduction	3
Child Safety	4
<b>A Message from the Principal</b>	<b>4</b>
History	4
Curriculum	5
The Future	5
<b>2022 Annual Report</b>	<b>5</b>
Domain 1: Adventist Identity - Our Purpose and Pastoral Care	5
Domain 2: Teaching & Learning - Student Achievement and Professional Growth	6
Domain 4: Partnerships	8
Marketing and Community Engagement	10
Student Attendance	11
National Benchmarks	11
Summary	14
<b>Professional Engagement</b>	<b>15</b>
Staff Attendance	15
Staff Retention	16
Teacher Staff Full Time Teaching Entitlement	16
<b>School Finance Summary</b>	<b>16</b>
<b>Staff Qualifications</b>	<b>16</b>
<b>Professional Development and Learning</b>	<b>18</b>
Building Cultural Capacity (BCC) Focus:	18
Development of School Improvement Teams (SIT) and Action Teams:	18
Impact of BCC Framework on Staff Meetings:	19
Bible Verse on Improvement:	19
Finally	20

# 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 460 students in 2022. 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 465 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 (applied learning) 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**

# 2022 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

#### Aims

Incorporate into the curriculum across P-12 service based activity/ projects to highlight the importance of being helpful to others.

#### Achievements

The Service projects implemented across the College continue to be:

##### Prep to Year 6:

Clean up Australia day  
School area clean up

##### Year 3-6:

Mother's day gifts to the community  
Father's day gifts to the community

##### Year 7 to Year 12:

ANZAC morning laying of the wreath (Berwick and Officer) - captains only.

##### Year 12

Nepal service trip

##### Prep to Year 12:

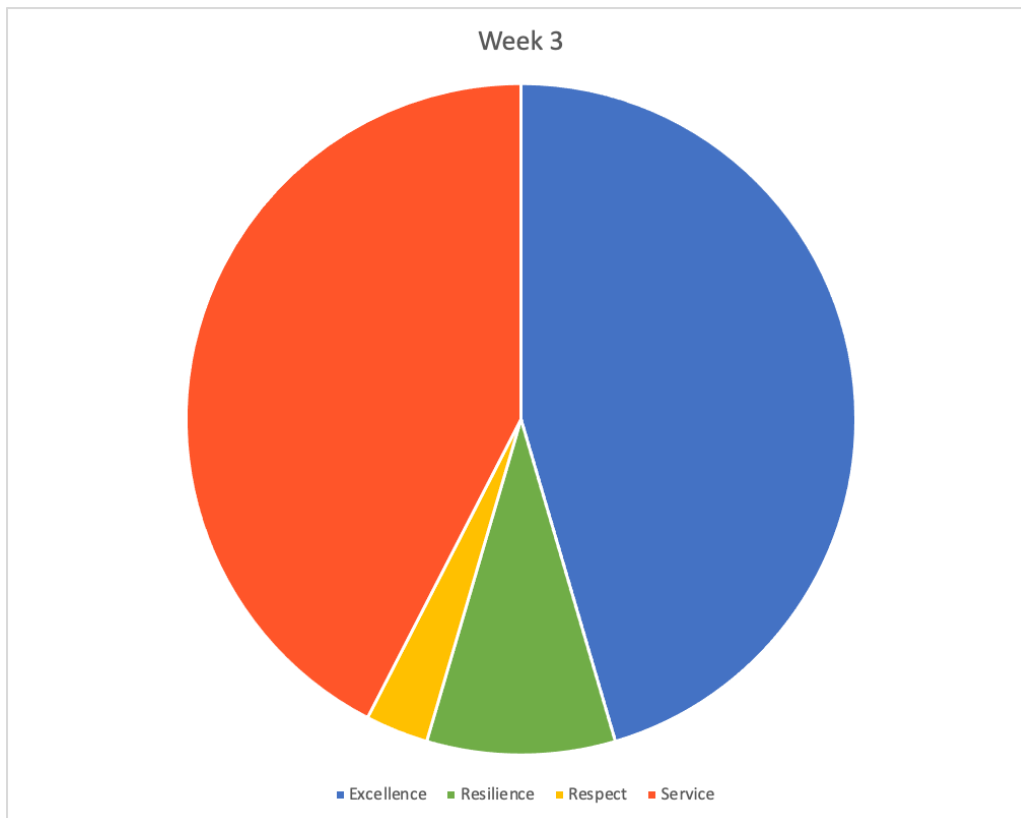
Free dress day (contribution to service activities by bringing a gold coin).

**Next steps:** Our next steps will be to implement a more intentional service programme for our Secondary students. The next steps will include allowing our Secondary students the opportunity to help formulate those service opportunities. (In the past when service projects were imposed without collaboration, the engagement was very low).

## 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
<p><b>Aims</b></p> <p>Improve consistency of implementation of Tier 2 to Tier 3 PB4L behaviour management in Secondary with feedback to staff.</p>
<p><b>Achievements</b></p> <p>In 2022, Heritage College staff reviewed the following Quality Adventist Schools (QAS) review element:</p> <p><i>“Challenging behaviour is managed by establishing and negotiating clear expectations with students and discipline issues are addressed promptly, fairly and respectfully”.</i></p> <p>This was assessed as a low factor for our College and that we should work on this element to improve it.</p> <p>Heritage College established a school wide behaviour management initiative called Positive Behaviour for Learning (PB4L). This was an Adventist Schools Victoria (ASV) system wide expectation for all schools and would serve to assist schools in providing positive cultures that were conducive for student learning and growth.</p> <p>Heritage College established internal coaches whose role was to champion the new framework and conduct training and fidelity testing to ensure alignment with the new components of the framework.</p> <p>Over time these coaches changed and the programme had various iterations of implementation.</p> <p>In 2022, Heritage College had three internal coaches - two for the primary campuses and one for the secondary campus.</p> <p>The role of the coaches was to facilitate the establishment of Tier one practices.</p> <p>The implementation of Tier two and three practices has been slow. Both Tier one and Tier two practices needs to build on a solid well established Tier one base, thus the continued focus on Tier one.</p> <p>A significant component of Tier two and three processes depends upon the data collected in Tier one practices. Heritage College staff were utilising the Stand Tall cards (positive reinforcement) and also any escalation processes (negative reinforcement - such as Reflection Room), to upload into SEQTA and this allowed the beginnings of Tier two data collection. Below is an example of the data collected by our Tier one internal coaches.</p>



**Figure 1: 2022, Term 1, Values Recognition for Week 3**

This data is then analysed and discussed by our primary staff. For example, according to Figure 1, primary staff were recognising a large percentage of Service and Excellence however Respect and Resilience were not recognised as often amongst the students or not exhibited. This data became very important for weekly discussions amongst our primary staff at both schools. This data collection has continued throughout 2022 and will set up a more salient, confident Tier two and Tier three in 2023.

**Next steps:** Heritage College will continue to focus on establishing cogent Tier one practices across the primary and secondary schools. The next steps will continue to include the monitoring of all classroom behaviour practices and expectations to ensure that students are encouraged towards the same levels of Excellence across the board. The next steps will also include the establishment of a Tier two committee and the implementation of Tier two interventions of support for 15 to 20% of our student body.



## Domain 4: Partnerships

Heritage College staff focused on reviewing and improving our College partnerships for improved outcomes for students.

### Aims & Achievements

#### Aims

Appointment of a School/Church liaison officer

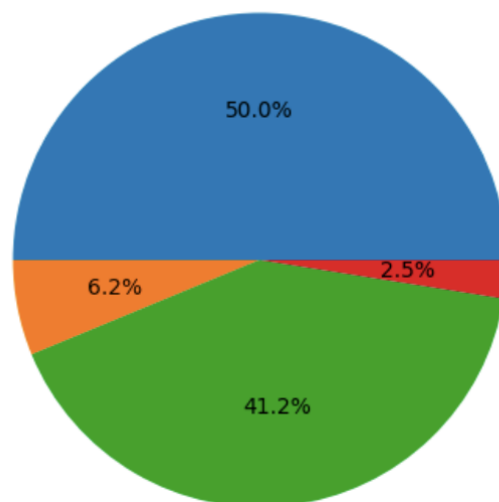
#### Achievements

The appointment of a school/church liaison officer was successful. The following outlines the process and background to this specific aim. In 2021, Heritage College staff reviewed our school partnerships and looked specifically at strategies to ensure school families have regular opportunities to connect with the faith community of a local SDA church. A significant aspect of this goal was to appoint a person to facilitate the partnership.

The goal here was to have the school regularly promote quality experiences of ministry and service that inspire our students to actively engage in church life.

The two key school activities that promoted this was the School Festival of Faith that took place at all three schools with two different keynote speakers. The week-long Festival of Faith engendered interest in another ongoing intervention of Bible Studies conducted by our Chaplains. All of these activities in 2022 were facilitated by our School chaplains (including the new appointed - part time Chaplain).

**Figure 2: 2022 College Spiritual activities (hours)**



Key:

	Morning worship
	Church visits
	Festival of Faith
	Chapel

Figure 2 shows the hours allocated to general Spiritual activities for students (hours) in 2022. This indicates that the College chapel programme provides the majority of spiritual guidance for our students while partnerships with the Churches is minimal. Of course, while this is a natural conclusion given the hour allocation and frequency there is still a lot of room for improvement in the area of this partnership.

**Next steps:** Heritage College will continue to work with our Chaplains to facilitate in school activities that promote Spiritual growth amongst our students. Unfortunately Heritage College is not able to employ a stand alone school/church liaison officer at this present time. The College can partner with the School Council to regularly meet and evaluate the school-church partnership. The School Council includes members of Churches in the surrounding areas and will be the conduit for encouraging a greater partnership of students with the Churches with the hope of having more external connections through open nights, lunch time activities, and maybe even future Friday evening worship.

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.

## Marketing and Community Engagement

In 2022, Heritage College adapted to a new normal in relation to Community engagement - looking after student, family and staff wellbeing. The strategy for Marketing was to continue to focus on Excellence in all areas of our school operations - from student uniform, to promotion of events, to prep & year 7 entry points, to online advertising and social media presence.

The following projects were also delivered:

- Scholarship campaign concluded; testing phase for 10 candidates in Year 7 and Year 10.
- New event: Scholar's Morning Tea.
- Scholarship Campaign for 2024 commenced in Semester 2.
- Projected enrollment for 2023: 521 students.
- Need for stronger withdrawal processes identified.
- Term 1, 2022 Highlights
  - Successful grand opening of Officer Primary Campus.
  - Advertising for Prep 2023 concluded.
- Prep Strategy
  - Early application submission for Prep entry initiated.
  - 19 Officer ELC and 20 NWS ELC students applying for Prep 2023.
- Future Plans
  - Planning for School Production 2022 and Open Night completed early.
  - Draft Uniform Breach and Student Leadership policies under review.
- Semester 2 Campaigns
  - Prep 2024 and Scholarships 2024 advertising campaigns to begin.
  - Prep 2023 Campaign
    - Successful integrated marketing campaign.
  - Goals for Prep 2023 met: filled classroom capacity and announced two Prep class enrollment numbers at Officer and NWS campuses.
  - Waitlist: 3 children at Officer, 13 at NWS.
- Early Learning 2023 Campaign
  - Campaign underway to attract prospective families.
  - Current enquiries: Officer 30, Narre Warren South 41.

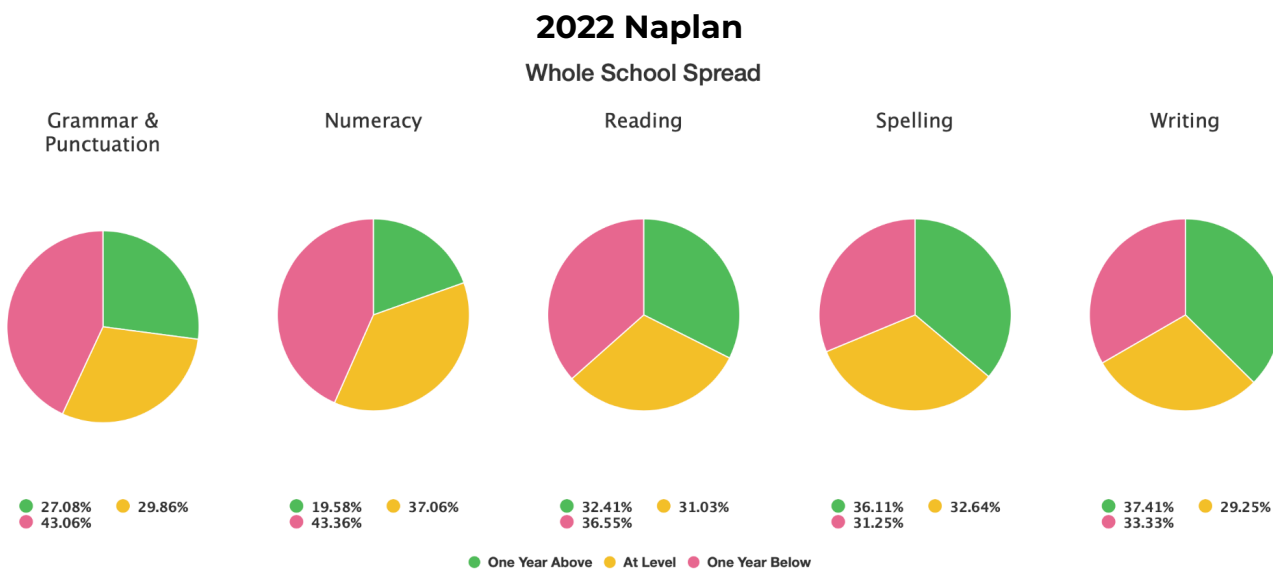
## Student Attendance

Student attendance in 2022 was reported at 87% for the Narre Warren South Campus and 86% for the Officer Campus. Even though we did not report any lockdowns in 2022, Covid-19 was still prevalent, keeping students and staff at home for lengthy periods.

## National Benchmarks

Heritage College staff and students were glad to be back to face to face teaching all year, with no lockdowns. The full impact of the COVID-19 restrictions and lockdowns is yet to be fully realised as we start to see some gaps in students learning and development, along with the continued impact on student and teacher wellbeing.

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



### NAPLAN Data Summary and Trends:

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

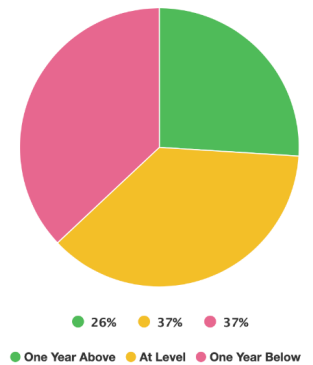
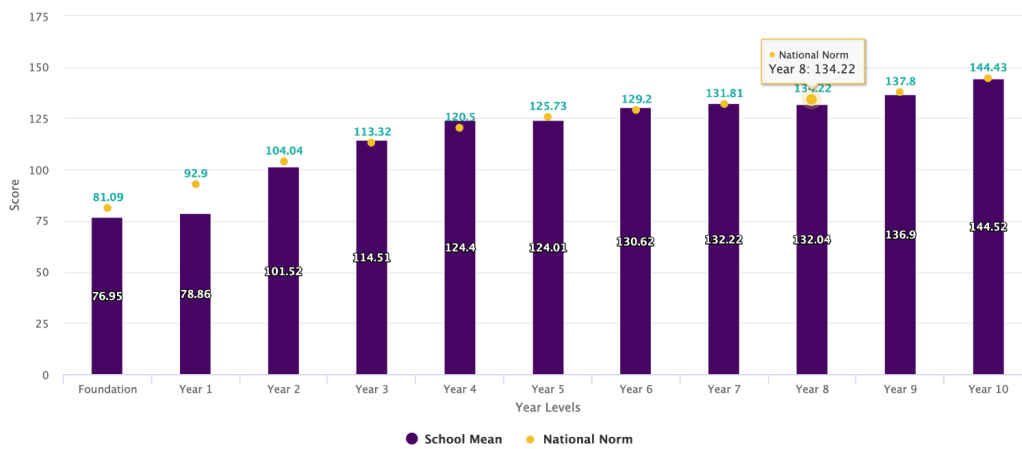
- ❑ **Year 3:** Results for Grammar and Punctuation, Numeracy, and Spelling continue to trend upwards, and are **above** the state average. Reading and Writing results have dropped slightly from last year with writing being **slightly below** state average.
- ❑ **Year 5:** Students results varied across dimensions. Grammar and Punctuation, Reading, Spelling and Writing are lower than previous years results and are **below** the state average; Writing mean has dropped but the top 95% have improved. Numeracy is showing continued improvement and trending upwards; results are still **below** the state average.
- ❑ **Year 7:** Student results are trending upwards in all areas with Spelling and Writing means being **above** the state average. All other areas continue to be **below** the state average.
- ❑ **Year 9:** Students results dropped in all areas compared to last year, with the exception of Numeracy. Although Numeracy has seen a drop in the top 95% results, there has been improvement in both mean, and lower 95% of students results. All mean scores for results in Year 9 are **below** the state average

### Priorities identified for improvement:

Although we are seeing some upward trends in results, Numeracy and Grammar and Punctuation are two areas needing further focus and improvement across the school. 43% of our students are below the expected level in these areas. Reading continues to be an ongoing focus for all teachers. Our priorities for 2023 remain the same as 2022 as we aim for continued improvement in Numeracy and Reading, as well as Grammar and Punctuation.

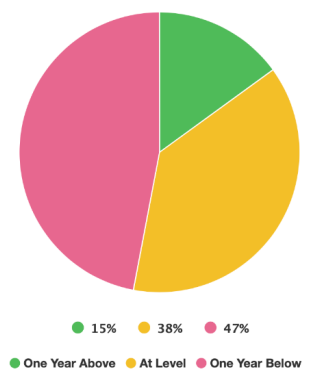
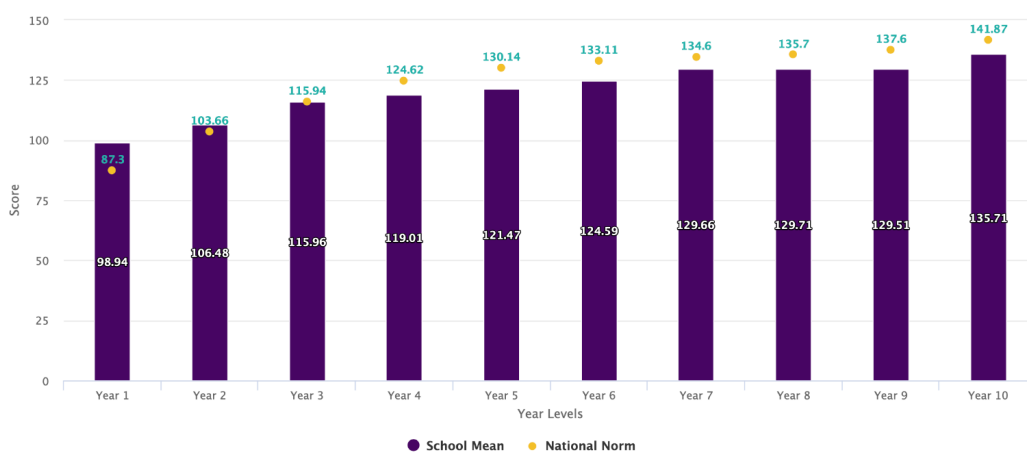
## 2022 PAT Reading (Semester 2)

Whole School Spread



## 2022 PAT Mathematics (Semester 2)

Whole School Spread



### 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, 7 and 10 achieved **above** the expected level in Reading.
- ❑ Our Year 1 cohort results indicate that 72% of the students are working one year or more **below** the expected level. It is uncertain as to whether this is a flow on effect of the Covid-19 lockdowns in their first year of school in 2021.
- ❑ While our Prep and 1 classes are significantly below the national norms, the majority of our year levels are **close** to the national norms (except Year 2, 5 and 8).
- ❑ Prep, Years 1, 3, 4, 7, 9 and 10 results across the past 5 years are seeing an **upward trend**, despite some cohort results this year being lower than the previous year's results.
- ❑ Years 8, 6, 5 and 2 appear to be **mostly stable**, but there does seem to be a **downward trend** over the past 3 years in our Year 2 area.
- ❑ Across the school, 37% of our students are reading one year or below the expected level.

- ❑ 75% of our Year 3 students and 76% of our Year 4 students are **working at or above** the expected level in Reading. Year 6 and Year 10 also demonstrate  $\frac{2}{3}$  of the students are **working at or above** the expected level.

### **Mathematics**

- ❑ The majority of the school is **below** the national norm in Mathematics. **47%** of students in our college are working one year or more **below** the expected level.
- ❑ Year 1 and 2 achieved **above** the national norms, and Year 3 just passing the national norms, being 0.1 point **above**.
- ❑ There appears to be a decrease in results around Year 4 where student achievement is **below** the expected level. This same result appears in all cohorts through to Year 10.
- ❑ Our Years 1, 2, 3, 4, 5, 7, and 10 cohorts are demonstrating an **upward trend** in results compared to previous years.. Our Year 6, 8 and 9 cohorts achieved results **lower** than the previous year.
- ❑ 88% of students in Year 9 in 2022 were determined to be working one year or more **below** the expected level

## Summary

In the pivotal year of 2022, Heritage College proudly returned to full-time, on-site education, resuming our commitment to uninterrupted learning. This year has been a significant marker in our resilient journey, navigating the shifting terrain of education amid a post-pandemic world.

Our first priority has been understanding the impact of COVID-19 interruptions on student learning, and developing effective strategies to address any ensuing gaps. Initiatives included personalized learning plans, tutoring support, and incorporation of adaptive learning technologies, which have shown great promise in meeting individual student needs.

Returning to on-site schooling brought challenges of fatigue and stress for our devoted staff. We've implemented professional support to promote staff wellbeing, including a Building Cultural Capacity initiative to assist in promoting high levels of ownership of the improvement journey and seeking more staff voice .

In 2022, our marketing efforts were focused on our school's entry points, primarily Prep and Year 7, ensuring our presence resonated in these critical transition stages. Our school's holistic and nurturing environment, combined with high academic standards, were the core message of our outreach activities.

Under the umbrella of teaching and learning, we reinforced our behaviour management focus, striving for a balanced blend of discipline and empathy. We promoted our Positive Behaviour for Learning (PB4L) programme including a refocus on excellence, resilience, respect, and service, equipping students with the tools to navigate their social environment confidently, especially after a fiercely disruptive 2020 and 2021.

Central to Heritage College's mission is our spiritual focus. In 2022, we invested further in spiritual programs to deepen our community's faith. From Bible study groups with students to faith-based community service, our aim has been to nurture a spiritually vibrant environment, strengthening our communal bonds. This focus also continued with our staff who focused on Bold Godliness throughout the year.

In summary, 2022 has been a year of triumph over adversity, of adaptability and resilience, a testament to the spirit of our Heritage College community. We look forward to the opportunities and challenges 2023 may bring, confident in our ability to nurture our students' growth in mind, body, and spirit.

# 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 2022 school year, the College staff still experienced the 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

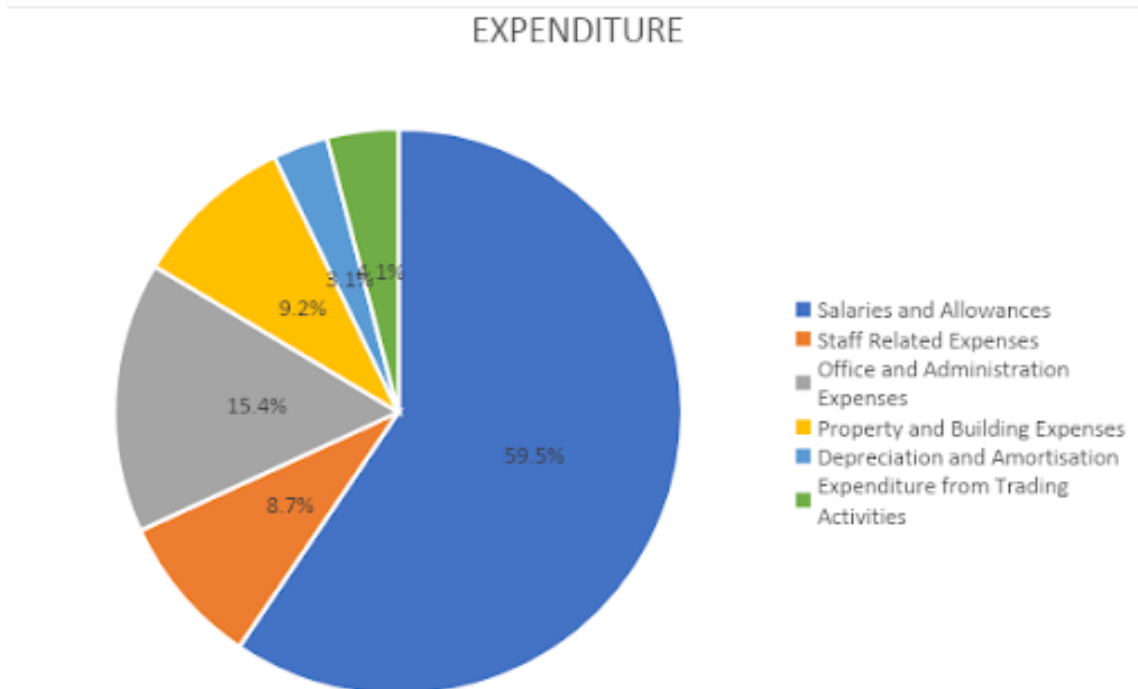
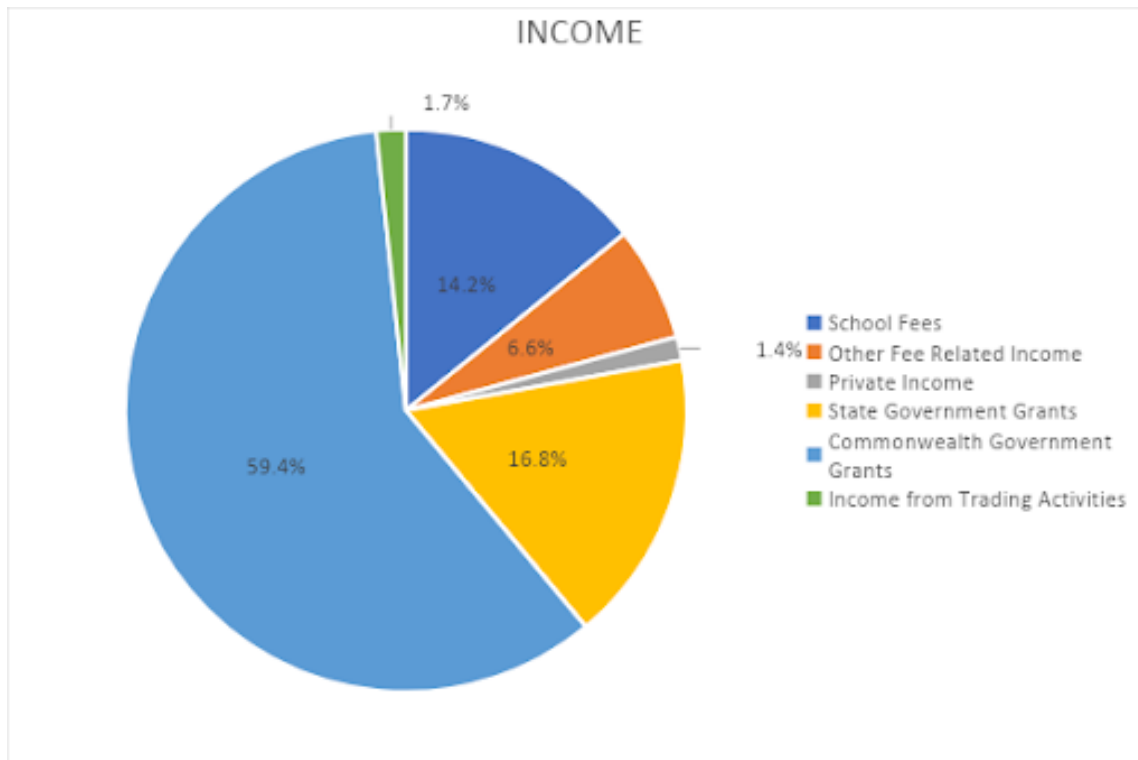
At the end of the 2022 school year, Heritage College received a higher than usual departure rate with 10 staff moving on to other positions or retiring.

## Teacher Staff Full Time Teaching Entitlement

Our total teaching staff number in 2021 was 40.5FTE with a total head-count of 48.  
(FTE =Full-time Equivalent)



# School Finance Summary



# 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	21	First Aid, PhD, Instructional Coaching, Readings on Formative Assessment, ASA Leadership Conference
Mrs Annali Baxter	B.Ed (Secondary)	7	First Aid, SIT PD, PB4L Refresher, Masters study
Mrs Courtney Bennetts	B.Early Childhood	11	First Aid, Book Week Webinar, Risk Management
Mrs Loren Bertoncello	MA Ed (Early Learning & Primary)/ Grad.Dip of Religious Education	4	First Aid, Embedding Aboriginal and Torres Strait Islander content into the classroom, Sketchnoting, Gina Ruffcorn: Student Autonomy
Mrs Janette Bower	B.Ed	30	First Aid
Mrs Meagan Henriques	B.Teach (Secondary)		First Aid
Mrs Aloma Camps	B.Ed (Primary)	10	First Aid
Mr Scott Camps	Grad.Dip Tech.	17	First, ABIDE, Velpic, SIT
Mrs Joanne Capon	B.Ed (Primary)	15	First Aid
Mr Nathanael Capon	B.Ed (Maths/Science)	13	First Aid
Mr Darrell Chang	B.Physio, Dip.Tch	7	First Aid
Mr Sean Charles	B.Nursing, B.Teach	8	First Aid, Warden Training, Child Safety, VELPIC
Ms Valli Chockalingam	B.Arts, B.Sci, PGDip.Teach (Secondary)	10	First Aid, Manual Handling, ABIDE, JLTAV Conference
Mr Nigel Eales	B.Ed (Primary), B.Applied Sci	14	First Aid, Damstra, Smart Spelling, Mandatory Reporting, Behaviour Management Strategies
Mrs Catherine Gillard	B.Arts, B.Teach (Secondary)	6	First Aid
Miss Anne-Marie Godfrey	B.Teach (Secondary)		First Aid
Mrs Belinda Graceson	B.Teach (Secondary)		First Aid
Miss Kristin Hankins	B.Ed (Primary), MA Ed	11	First Aid
Mrs Yolanda Horne	B.Arts, Dip.Ed	20	First Aid
Mr John Kama	BSC Biology, PGD, PGC Science Communication	15	First Aid
Mrs Jasmine Keecher	B.Ed (Primary)		First Aid
Mr Troy Kimpton	B.Ed (Primary)		First Aid
Mrs Maria Liu	B.Commerce & Law, Master of Teaching	9	First, Fire Awareness, Child Safety PD, Ladder Safety
Ms Bianca Maggs	B.A/Teach (Secondary)	3	First Aid
Mr Darren Martin	B.A/B.Teach	12	First Aid
Mrs Alicia Nobes	B.Ed Early Childhood	8	First Aid
Mr Christian Orellana	B.Ed (Primary)		First Aid
Miss Sarah Perry	B.A, B.Ed (Hons).	4	First Aid
Mr Steven Petrou	B.Arts, B. Teaching (Secondary)	5	First Aid
Mrs Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	27	First Aid, Mandatory Reporting, NCCD Funding, Maths Planning
Mrs Velia Roos	B.Ed (Primary)	12	First Aid
Mrs Liana Rutgrink	B.Ed (Primary)		First Aid
Mrs Shanandoah Schaffers	B.Ed (Primary)		First Aid
Mrs Lian Scheermeijer	B.AppMths, Grad Dip Ed	24	First Aid
Mr Daniel Schlegel	M.Teaching (Secondary)	1	First Aid, PB4L, VCAL Discussion, Maths Pathway
Mr Sam Schubert	B.Arts, DipEd (P-12)	13	First Aid
Mr Roger Sevenhuysen	B.Ed (Primary)	24	First Aid
Mrs Palolo Sione	B.A/B.Teach(Hist&VA)	10	First Aid
Mr Reuben Slight	BA/B.Teach (History and PE)	4	First Aid, ABIDE, Manual Handling, Differentiation
Mrs Sharlene Stratford	Dip.Ed Grad, Dip.Ed	23	First Aid
Miss Elyse Taylor	BA.BTch	12	First Aid
Mrs Bronwyn van Dyk	PGCertEd.		First Aid, ABIDE, Gllson College visit, Keepin Safe
Mr Evan Varty	Grad Dip	19	First Aid, ABIDE, Differentiation, ATOM, SIT
Mr Andrew Waldrip	BA.InfoTech, BA.DipPriEd	11	First Aid, Mandatory Reporting, Encounter Webinar
Ms Jennifer Wells	B.Ed (Primary)		First Aid

# Professional Development and Learning

At Heritage College, we firmly believe in the importance of developing every staff member to their fullest potential. As the principal, I am delighted to share the highlights of our Professional Development efforts in the year 2022, with a special focus on Building Cultural Capacity (BCC) within the College.

## **Building Cultural Capacity (BCC) Focus:**

In 2022, Heritage College placed a significant emphasis on Building Cultural Capacity (BCC) throughout the institution. We recognized the importance of cultivating an inclusive, respectful, and culturally responsive environment that celebrates diversity and promotes understanding among our staff and students.

## **Development of School Improvement Teams (SIT) and Action Teams:**

To effectively implement BCC and drive continuous improvement, we established School Improvement Teams (SIT) comprising dedicated and passionate staff members from various departments. These teams worked collaboratively to identify areas of improvement, set goals, and devise strategic plans to address challenges and embrace cultural diversity effectively.

Subsequently, we formed smaller Action Teams that played a crucial role in guiding the improvement processes within the school. These Action Teams were task-oriented and focused on specific objectives, allowing for more targeted and effective improvements.

## **Impact of BCC Framework on Staff Meetings:**

To ensure that the principles of BCC were woven into the fabric of our school's culture, we introduced innovative staff meeting protocols. These protocols served as a platform to reinforce the importance of BCC and provided opportunities for staff members to engage, learn, and share from one another.

The staff meeting protocols included the following components:

1. Rotating Meeting Roles: Every staff member was given the opportunity to take on different meeting roles, fostering a sense of inclusivity and teamwork.
2. Allocation of Meeting Time: The meeting time was thoughtfully divided, with 25% dedicated to operational discussion points, 25% to strategic discussions and planning, and a significant 50% devoted to learning from one another and sharing experiences that mattered.

## **Financial Investment**

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2022 year, the cost of which amounted to \$37,725. Due to Covid-19, our usual annual teacher conference did not go ahead. The total direct cost to the College for Professional Learning in 2022 was \$37,725.

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 2022 Heritage College staff were trained in: Risk management, Ladder safety and slips, trips and falls.

## **Bible Verse on Improvement:**

As a Christian school, our commitment to continuous improvement aligns with the values and teachings of the Bible. One particular verse that encapsulates our dedication to the growth and development of all staff, and by extension, our students, is:

"As each has received a gift, use it to serve one another, as good stewards of God's varied grace." - 1 Peter 4:10 (ESV)

This verse reminds us of the responsibility we have to nurture and utilize the unique gifts and talents bestowed upon us. It also emphasizes the significance of serving one another, fostering an environment of support, and collectively striving for improvement in all aspects of our educational community.

## **Finally**

In conclusion, Heritage College's commitment to the development of every staff member is evident in our focus on Building Cultural Capacity (BCC) in 2022. By forming School Improvement Teams (SIT) and implementing effective staff meeting protocols, we have facilitated a culture of continuous improvement and inclusivity. As we move forward, we remain guided by the principles of our faith, aiming to serve one another and create an environment where both staff, students and families can thrive and grow together in grace and knowledge.