

# Heritage College

2023 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)

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# School Overview

## Vision Statement

Christ-centered Education for Eternity.

## Introduction

Heritage College is an ELC 3-year-old to Year 12, co-educational Private Christian facility that has a focus on the development of the whole child - mental, social and spiritual. The vision statement emphasises the value of a Biblical worldview, from which the principles undergird every facet of school life.

Heritage College also has an 'Open' enrolment policy – ie. enrolment is available to students from diverse social, cultural, religious, and academic backgrounds. This diversity encourages acceptance and care towards all fellow peers and staff.

In order for young people to learn effectively, there needs to be an environment that is conducive to learning. This is why Heritage College teaches, acknowledges and promotes the Positive Behaviour for Learning framework through the four values of Excellence, Resilience, Respect and Service. Heritage College staff are committed to the philosophy of Restorative Practices towards discipline which supports the PB4L framework for all students.

From an initial enrolment of 48 (1999) to 88 in 2003 (Prep-Year 6) the College has grown to 494 students in 2023. 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 494 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 VCE VM (vocational major) 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 VCE VM exclusively.

## 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**



# 2023 Annual Report

## Domain 1: Adventist Identity

Heritage College staff focused on a Spiritual Master Plan called ABIDE. Staff focused on building genuine connections with others.

### Aims & Achievements

#### Aims

Fully embed the “A.B.I.D.E.” programme across the College (ELC to Year 12).

#### Achievements

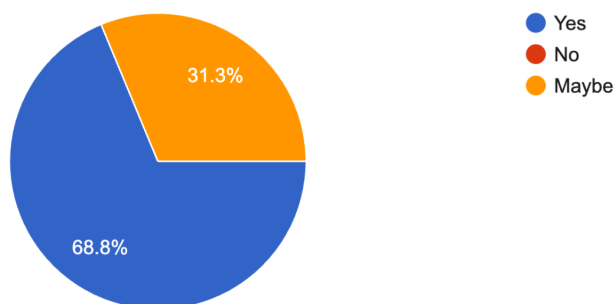
The College commenced the year with a professional development focus on “Intentional Connecting”.

All staff were required to attend the school during the week before the start of school. The staff took part in several activities including a keynote speaker and centred around connecting with each other and connecting with God.

Staff were surveyed to gauge what kinds of connecting activities they wanted to see happen in the school:

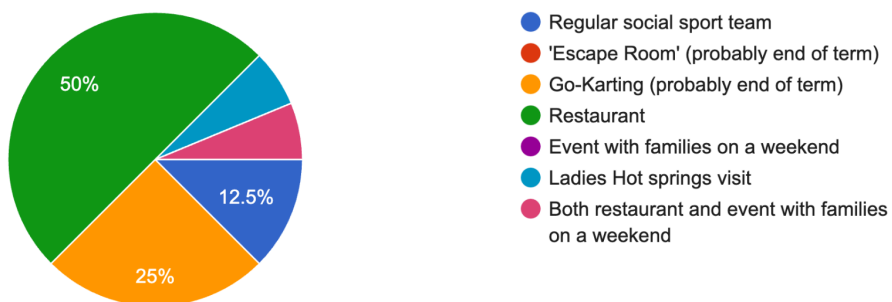
Would you be interested in participating in a staff social event or activity throughout the year?

16 responses



What type of social event would you be interested in?

16 responses



**Next steps:** Heritage College will continue to implement the other words of the acronym. In 2024 the College will focus on Deliberate Learning.

## Domain 2: Teaching & Learning - Professional Learning Communities

### Aims & Achievements

#### Aims

Implement effective Professional Learning Communities (PLC)

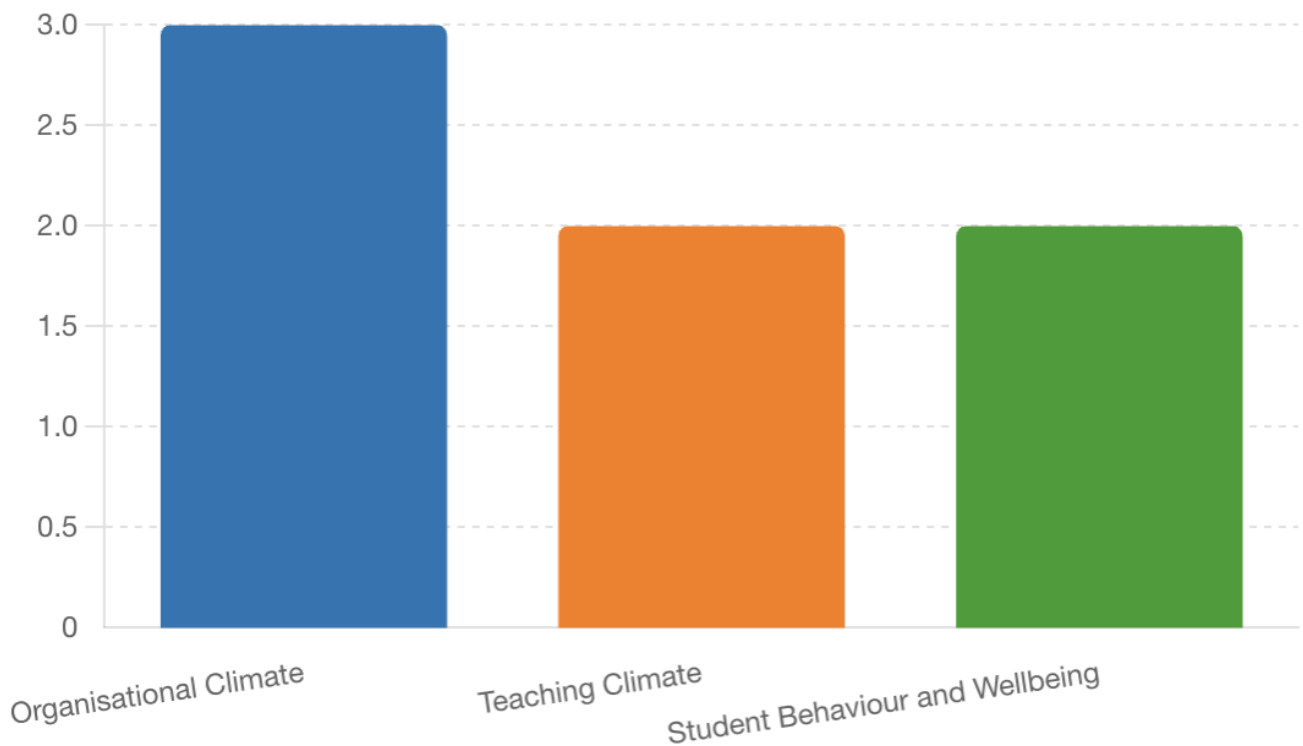
#### Achievements

In 2023, Heritage College staff continued an improvement programme called Building Cultural Capacity (BCC). As a part of the programme the College implemented PLCs in the form of Action teams. The Action Teams were responsible for carrying out the improvement actions to fulfil the improvement targets collated from the School Improvement Team.

### Goals And Initiatives Summary



Y Number of Initiatives by X Categories



#### Organisational Climate:

- Action Team Objective: Enhance staff learning, culture, and wellbeing.
- SMART Goal: Identify stressors affecting staff and develop a wellbeing action plan by the end of Term 1.

#### Teaching Climate:

- Action Team Objective: Improve student learning and engagement.
- SMART Goal: Develop and trial an enhanced reading program for each year level by the end of Term 1.

**Student Behaviour and Wellbeing:**

- Action Team Objective: Improve socio-emotional outcomes for students.
- SMART Goal: Gather valid data from Year 3-6 students to explore their perceived support needs with wellbeing by the end of Term 1.

**Next steps:** Heritage College will review the improvement framework and the BCC Action teams process. A possible next step is to revert back to Level action teams in the primary and department action teams in the secondary.



## Domain 4: Partnerships - Wider Community

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

### Aims & Achievements

**Aims:** When Adventist schools foster productive and authentic community partnerships, opportunities for mutual support and collaboration are created for all partners through the sharing of resources and expertise.

**Achievements:** The following list was compiled by staff as evidence of Heritage College partnerships in the wider community:

- SSV Program and Calendar - See school calendar
- School Calendar
- ASV Sporting Events - see school calendar
- Interschool Sports - Liana
- Casey Arc/Cardinia Life Swimming - see school calendar
- Culturally Sustaining Schools (PD Term 3, 2023)
- Newsletter Articles
- SEQTA Engage/ Individual Class 'seesaw', Google Classroom etc
- Consent 2 Go- Incursion/ Excursion invites
- Facebook/ Instagram (Social Media Platforms)
- Fathers/Mothers Day Community walks - Email feedback, Calendar, community feedback
- Insight SRC survey - See leadership
- Primary feedback emails - Heritage College Emails
- Program Reflections - See curriculum documents
- External Hirers
- Work Experience Forms and feedback

**Staff also considered these as new initiatives with indicators of levels of achievement:**

QAS Initiative	Achievement
<ul style="list-style-type: none"> <li>● Connecting with parents about opportunities to encourage partnerships in community.</li> <li>● Work experience/VM placements partnerships - clarity around yearly intake of students etc.</li> <li>● More school visibility in the community.</li> <li>● Community leaders attend Multicultural Day - encourage diversity and inclusion.</li> <li>● Reformed community leaders/ people with diverse backgrounds to address students about wider community issues and involvement</li> <li>● After school activities- choir, band, clubs etc</li> <li>● SRC and student leadership in order to drive community connection</li> <li>● Adding a specific curriculum link to our Consent 2 Go/ information sharing in relation to the incursion/ excursion.</li> <li>● Could we debrief with students more on external community events that they attend (eg ANZAC Day)</li> <li>● Widening the ethnicity representation of community partnerships and utilising these partnerships to provide another avenue of ongoing feedback.</li> <li>● Encouraging community partnerships within current events eg adding other elements to multicultural day by inviting families to share, sing, dance etc.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>In progress</b> Plans for Home and School Committee in 2024.</li> <li>● <b>In progress</b> Planned employment of VCE/VM/VET coordinator. Continue Year 10 work experience.</li> <li>● <b>In progress</b> Marketing on socials and school fun days</li> <li>● <b>To be commenced</b> Plans for a cultural liaison person 2024.</li> <li>● <b>In progress</b> PD sessions being organised for 2024. Plans for a cultural liaison officer.</li> <li>● <b>To be commenced</b></li> <li>● <b>In progress</b> New in Secondary 2023. Ongoing in Primary.</li> <li>● <b>To be commenced</b></li> <li>● <b>To be commenced</b></li> <li>● <b>To be commenced</b></li> <li>● <b>To be commenced</b></li> </ul>

**Next steps:** There are a number of initiatives listed above that will require a scope and sequence to achieve over the coming years. A review of each of the QAS domains is necessary to ensure we are covering essential areas of College growth and improvement.

**Ongoing College Focus Areas:**

**Pedagogic Leadership:** Weekly leadership meetings, staff meeting schedule and agendas, school improvement plan, QAS meetings, whole school and school-specific approach to Professional Development, staff professional 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 2023, 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 and Year 7 entry points, to online advertising and social media presence.

The following projects were also delivered:

### Semester 1 Campaigns

- **Open Tours:** In Semester 1, the decision was made to change the tour nights from Tuesday to Thursday, which saw 38 families attend, turning into our largest tour night.
- **Sunday Funday:** At the beginning of Term 2, we held Sunday Funday at our Officer campus. Which, from all the feedback given, was our most successful. We had several hundred people in attendance.
- **Scholarships:** The Scholarship campaign for 2025 began at the beginning of Term 2, with many applications submitted.
- **Video Displays:** Across the school, we've implemented a system where we can now share all the amazing events and activities that happen. Showcasing in both front offices, as well as TV Displays across the school.
- **Newsletter:** We've moved our newsletter over to Mailchimp, which now allows us to track everything. Rather than a click-heavy approach to the newsletter, it's now laid out in a simple scroll format, which boosts engagement.

### Semester 2 Campaigns

- **Open Tours:** In Semester 1, the decision was made to change the tour nights from Tuesday to Thursday, which saw 38 families attend, turning into our largest tour night.
- **Sunday Funday:** The plan is to run Sunday Funday at the beginning of Term 4. We will aim to run this at Narre Warren, with a big push again for the community to be involved.
- **Yearbooks:** We are going to be moving over to a digital copy of our Yearbook this year, and offering a physical copy of the book that can be ordered separately.
- **AV Club:** As of Semester 2, the AV club, which is made up of several students across secondary, will be in charge of filming and photography around the school.

### Results in enrolments:

**2023 - 494** (We had 62 withdrawals by the end of 2023).

**2024 - 558** (We have had 27 withdrawals so far for 2024).

**2025 - 635** (553 fully confirmed and 82 apps received and in various stages of interview/enrolment process. Total expected 635).

## Student Attendance

Student attendance in 2023 was reported at 91% for Narre Campus Primary and 90% for Officer Campus.

## National Benchmarks

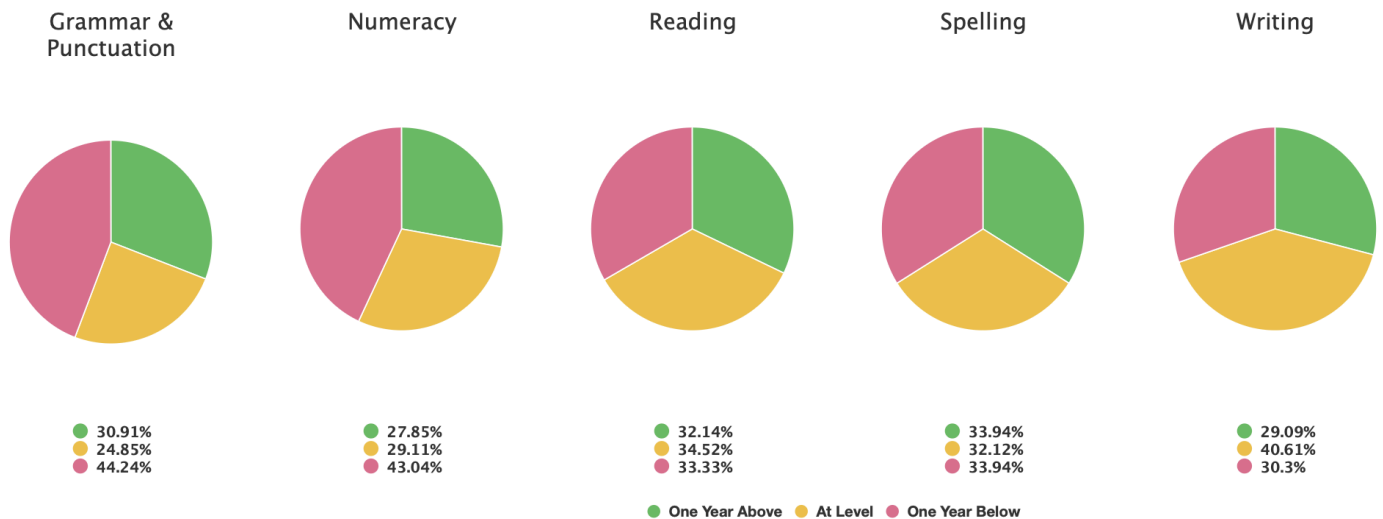
Heritage College was again blessed with a 'normal' year where no plagues or viruses locked down our schools. As we progressed through the year, it was somewhat notable that our students in Year 3 in particular, had a few learning gaps as they were our 2020 Covid Preps. Certain areas of Numeracy and Writing at the beginning of the year were noted by the classroom teachers for improvement.

It is also important to note that this year, NAPLAN, while being completed online for the second year in a row, was also the first year using the new marking system. While in previous years student achievement has been shown across 6 of 10 bands, students results from 2023 onwards, are now shown in 1 of 4 proficiency standards; Needs Additional Support, Developing, Strong, and Exceeding. According to ACARA, we are unable to compare the previous years results with this year's results due to the different marking system. However,

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

### 2023 Naplan

#### Whole School Spread

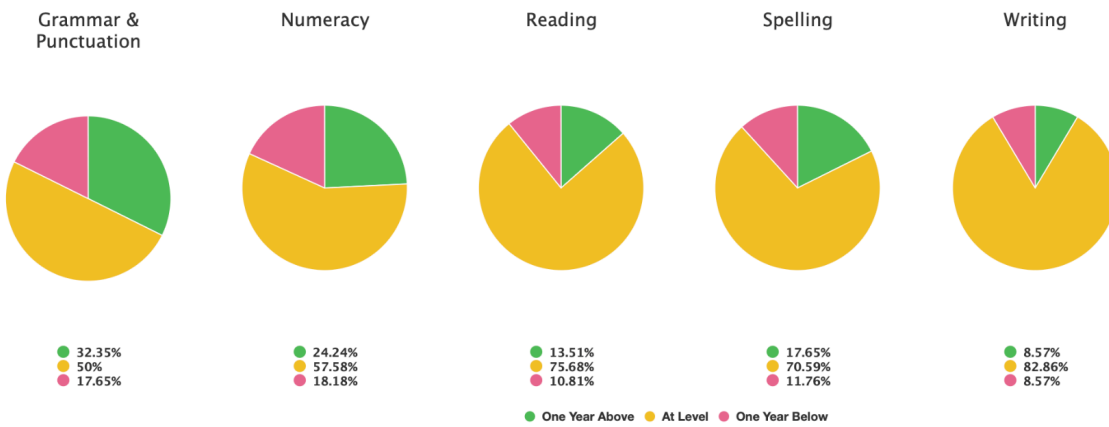
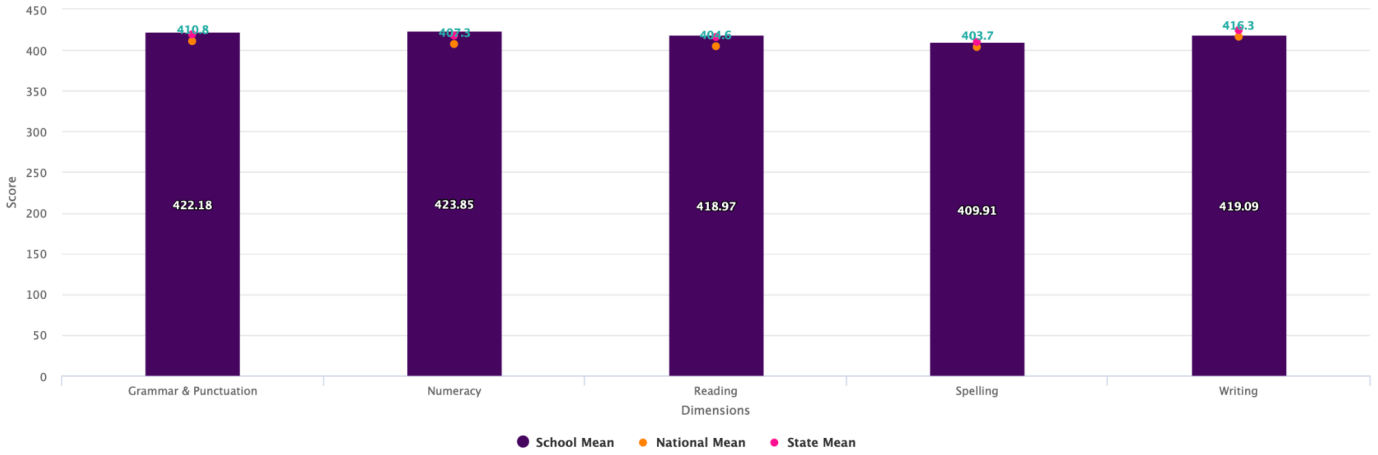


### NAPLAN Data Summary and Trends:

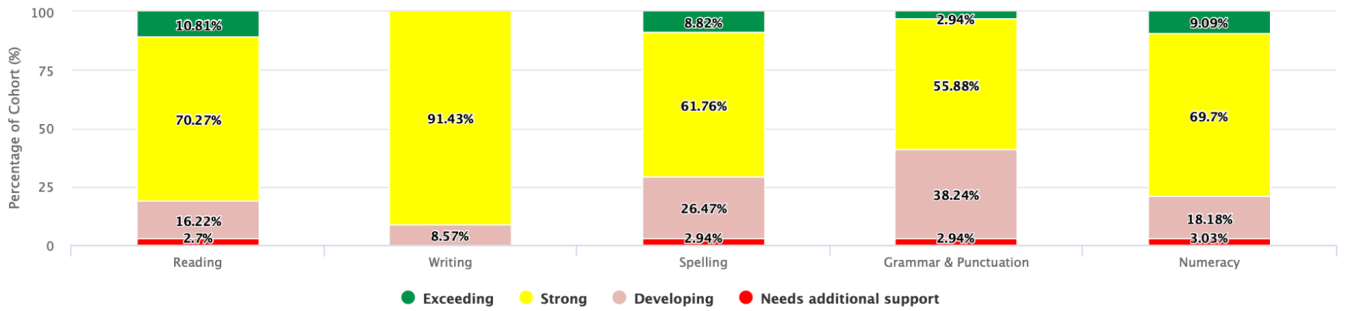
Without being able to properly compare previous years results, we use the SPA platform, in conjunction with the proficiency bands to analyse our students achievement and compared with state and national levels. \*\*It is important to take into account that there appear to be different cutoff points between the 'developing' and 'needs additional support' sections, compared to 'one year below' as shown in the above graphic.

- **Year 3:** Pleasingly, our school average for Year 3 is **above** the National Mean for each section of NAPLAN. Our school average was also **above** the state average for Grammar and Punctuation, Numeracy and Reading, and just 0.01 **higher** than the state in Spelling. Our results for writing were **slightly below** the state average. While the proficiency bands showed Grammar and Punctuation, and Spelling as our two areas that had the highest percentage of students either at 'developing' or 'needs additional support', the pie charts in SPA when looking at the same test results show the results slightly differently, with Numeracy and Grammar and Punctuation being areas with the highest percentage of students below the expected level.

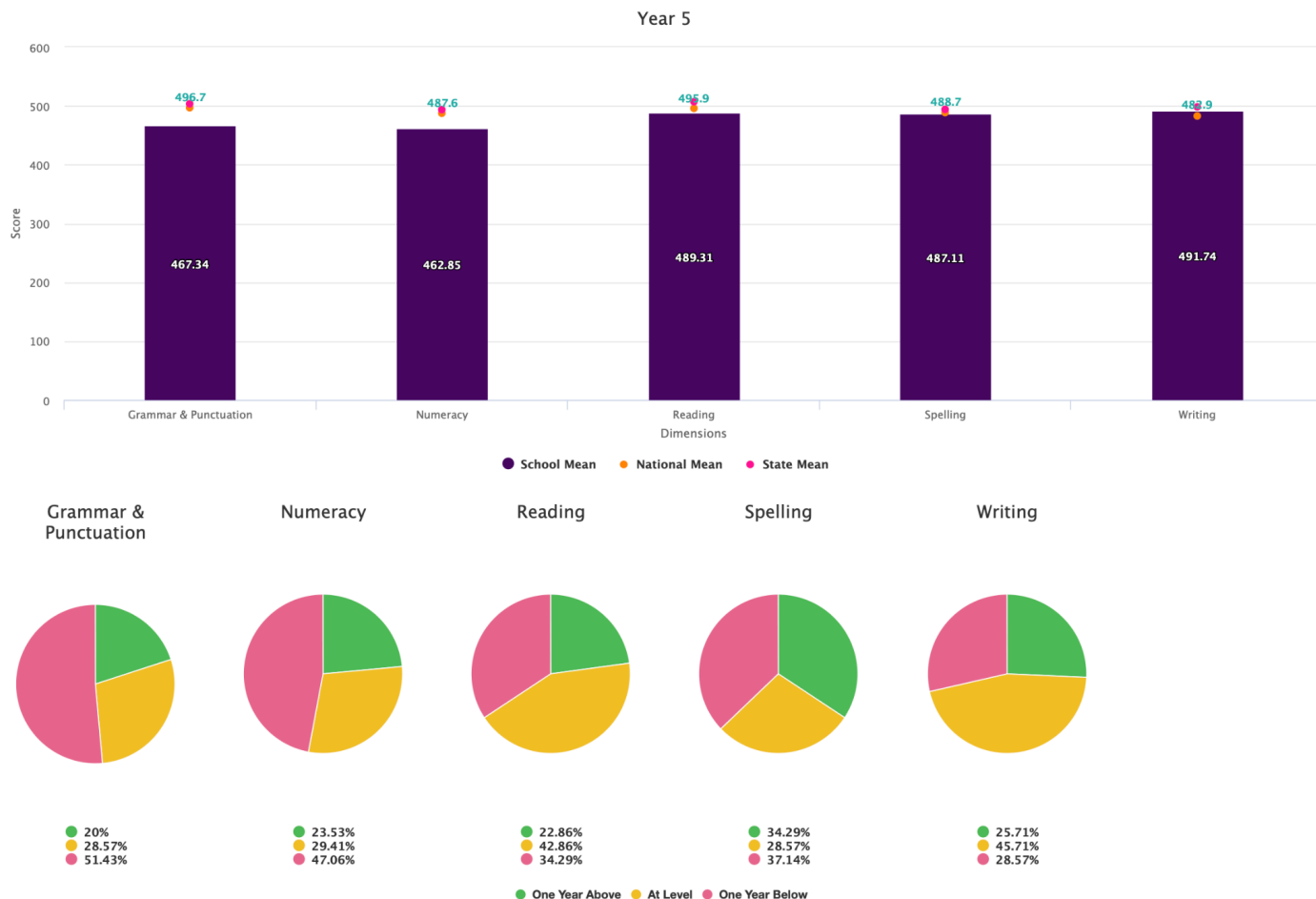
### Year 3



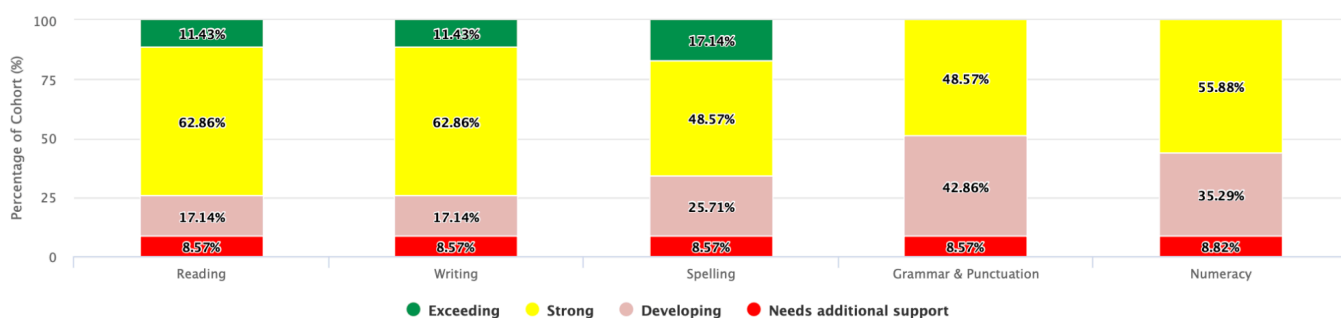
### 2023 Proficiency Standards for Year 3 in NAPLAN



□ **Year 5:** Student results here showed our students were **below** the state average for all areas of NAPLAN. Our results were similar when compared to the national average, with the exception of our writing results, which were above. Both the proficiency band graphics, and the SPA platform graphics showed Numeracy and Grammar and Punctuation as the two areas where a higher percentage of our students were not at the expected level. There has been an increase in students above the expected level in Grammar and Punctuation (up 3%), and Numeracy (up 9.27%). Results generally seem to have stayed steady.



### 2023 Proficiency Standards for Year 5 in NAPLAN

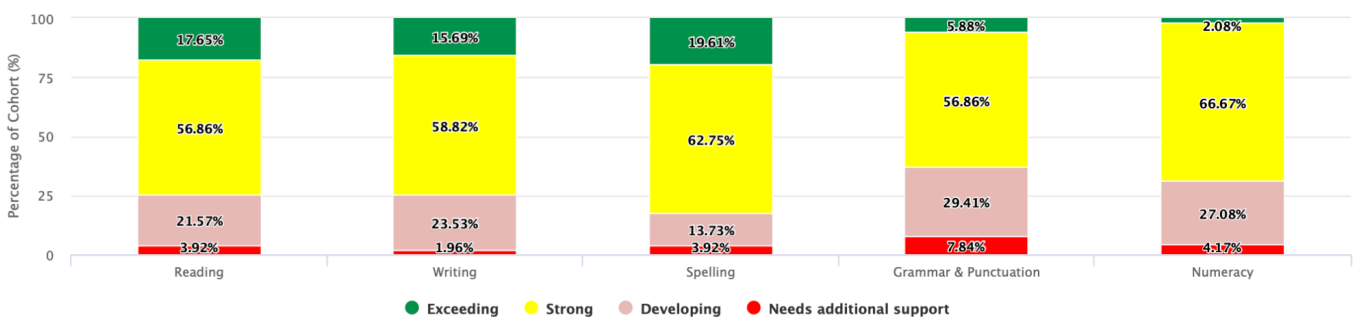




☐ **Year 7:** Our students gained some interesting results, particularly in Reading, Spelling and Writing, with 40+% of students being 'one year above' when viewed with the SPA graphs. Looking at the proficiency standards, there is a good percentage of students in the exceeding level in Reading, Writing and Spelling. Our Year 7 students mean results are **above** the state and national averages in Reading, Spelling and Writing.



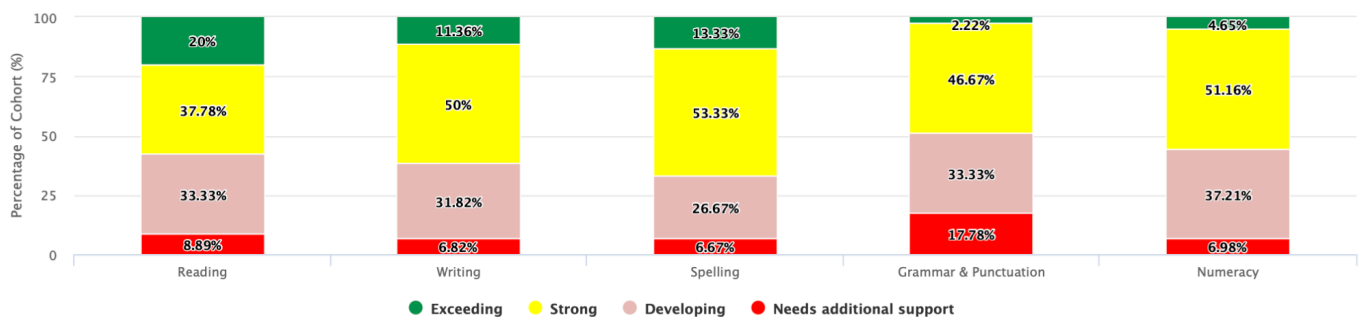
2023 Proficiency Standards for Year 7 in NAPLAN



☐ **Year 9:** While students **below** the expected level in all areas are a large proportion of the cohort, it is pleasing to note that the percentage of students **above** the expected level have increased from the previous year in all areas. All our mean results for Year 9 are **below** state and national levels. Reading is the best result for our Year 9's, with over one third of students achieving above the expected level.



2023 Proficiency Standards for Year 9 in NAPLAN



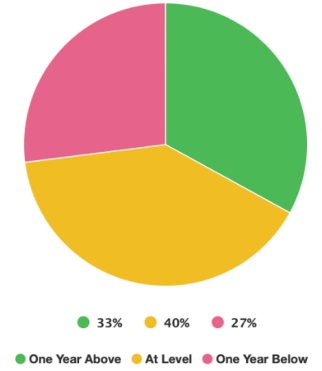
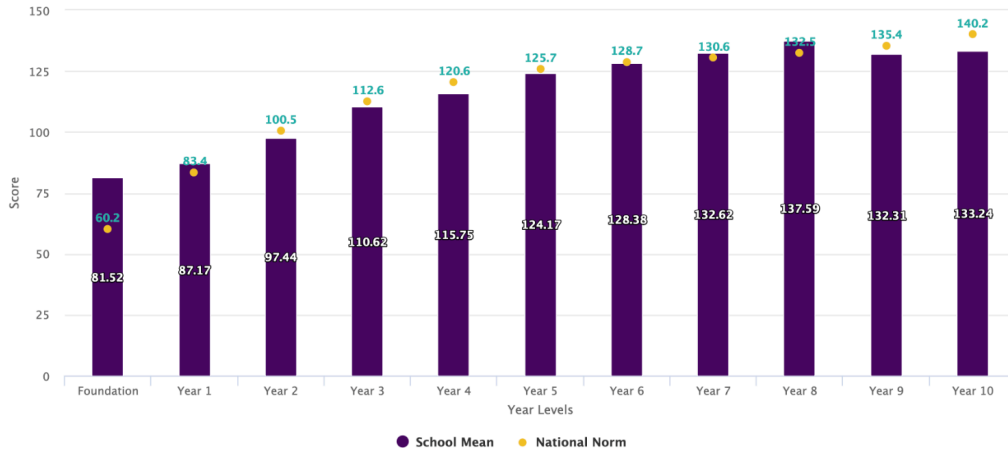
**Priorities identified for improvement:**

While the results from our students still have quite a bit of room for improvement, significant gains in students being at or above level, particularly in Year 3 and 9 will hopefully see a continued rise as we move forward. Results for both Primary and Secondary showed that Numeracy and Grammar and Punctuation are areas for improvement. In Secondary, 2023 Learning and Teaching goals centred around these two learning areas.

In Primary, we continued to focus on Numeracy, particularly number patterns, number facts and problem solving using real world examples. Primary will also continue to also focus on Reading, particularly reading comprehension rather than Grammar and Punctuation at this stage, as we believe the key to our students success in tests such as NAPLAN, is improved comprehension.

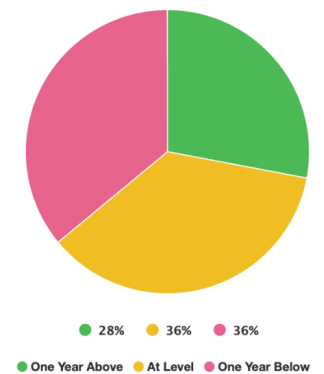
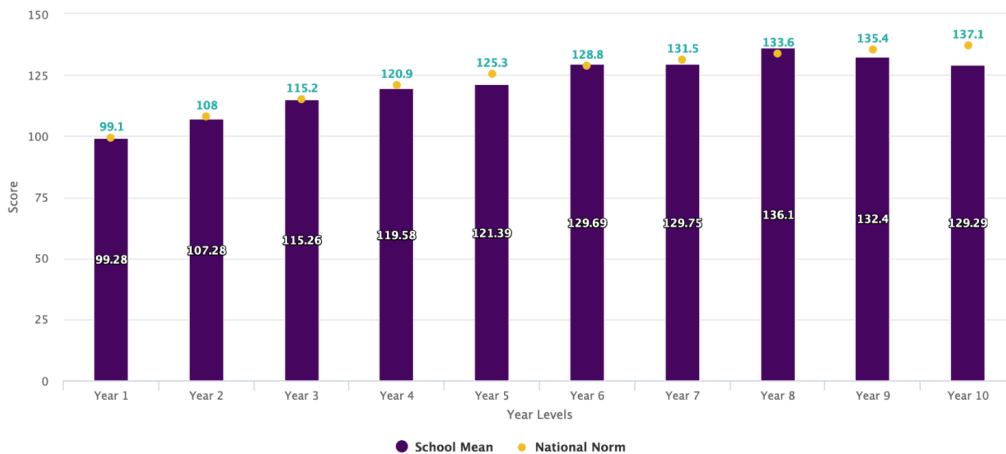
### 2023 PAT Reading (Semester 2)

Whole School Spread



### 2023 PAT Mathematics (Semester 2)

Whole School Spread



**Patterns and Trends:**

This is the first year that our school has used the adaptive PAT tests (aside from Prep, who continue to do the Early Years test). These tests differ in that students in a particular year level don't all see the same questions. The test adapts to the students answers as the test progresses.

We continue to see our students in the lower years gain strong results but see a dip around Year 5 and 6, then Year 9 and 10. However, it is good to see that we are seeing reductions in the number of students below the expected level from 2022 to 2023 and in increase in students who are above the expected level in some cohorts. We have had a slight problem analysing students year to year growth, with student data not matching in the primary school due to an update of their details in ACER/PAT that has not transferred well to SPA. This is being worked on by the Learning and Teaching coordinators.

## Reading

- ❑ Prep, Year 1, Year 7, Year 8, results are trending **upwards**. 100% of our Prep students, and 97% of our Year 1 students are working at or above the expected level in Reading according to the assessment. In our Year 7 cohort, 70% of our students are working above the expected level, and 60% are working above the expected level in Year 8.
- ❑ Year 2, Year 3, Year 4, Year 9, and Year 10 results do seem to be in a **downward trend**. It is important to note that our **Year 2 and 3** students were in **Prep during the Covid lockdowns**. Additionally, our Year 3 students' first two years of schooling were during those times where students worked from home. The results appear to indicate that although our Prep and Year 1 teachers worked hard with their students online during these times, the impact of students not having consistent support at home, created some learning gaps, and these are starting to show through in the results, as well as in the classroom.
- ❑ Year 5 and Year 6 cohort results **remain steady**. While there are 1/3 of students in Year 6 below the expected level in Reading indicated in the data, it is important to note that this cohort has some students with learning difficulties that are either A3 or A4.
- ❑ Across the school, 27% of our students are working **below** the expected level, which is 10% less than the previous year.
- ❑ The percentage of students working **above** the expected level across the school remains steady with a 1% difference between this year and last year's results.
- ❑ While some of our results are very close to being equal with the national mean, Prep, Year 1, 7 and 8 mean scores are **above** the national average. Year 4, 9 and 10 means are 3 or more points **below** the national mean, which is indicated in the number of students who are working below the expected level.

## Mathematics

- ❑ The majority of the school is either **close to or above** the National average in Mathematics. Year 5, Year 9 and Year 10 are between 3-8 points **below** the National mean, which is also indicated in the year level charts where over 50% of students in each cohort are working below the expected level.
- ❑ Across the school, 36% of students are working below the expected level, which is lower than 47% last year; a 9% **improvement**.
- ❑ In our Year 1, 2, 3, 4, 6, and 8 cohorts, over 2/3 of students are working either **at or above** the expected level in Mathematics.
- ❑ Almost 3/4 of our Year 10 students and 54% of students in Year 9 are working **below** the expected level. Many factors can be attributed to the students results in these cohorts including inconsistencies in the application and teaching using Maths Pathway and Year 10 having their first two years of secondary school during the 2020 and 2021 covid lockdowns, with Year 9 their first year. Inconsistencies in attendance and work habits during online classes, support at home and potentially reduced coverage of topics due to online learning could also have been factors in these students results.
- ❑ It is important to note that our Year 9 and 10 cohorts performed similarly the previous year.

## **Priorities identified for improvement:**

In our Primary Learning and Teaching goals, we have included areas from our PAT tests that we found during our analysis that need improvement. In English, we will focus on working with our students to find directly stated information in non-fiction texts and genre's other than narratives, as this was an area in quite a few of our year levels that the students struggled with.

In Mathematics, number patterns, problem solving and number fact recall are areas that many of our students struggled with in the test. We also found that money was another area that students found difficult and we added these areas to our future focus in teaching Maths. Secondary will look at similar areas as part of their Mathematics focus

## Summary

The year 2023 marked a period of growth, reflection, and intentional connection for our College. We commenced the year by embracing the spiritual theme of "intentional connecting," fostering a positive environment where staff, students, and parents felt a deeper sense of community and shared purpose. This Christ-centered focus underscored our commitment to providing an education for eternity, ensuring our children are nurtured in a safe and spiritually enriching environment.

A notable highlight of the year was the significant increase in enrolments, driven primarily by organic marketing and word of mouth. This growth is a testament to the positive reputation our school has built within the community. The influx of new students was matched by the addition of dedicated new staff members, who have seamlessly integrated into our school culture, further enhancing the supportive and collaborative atmosphere that defines our institution.

The introduction of our first triple stream Year 7 class necessitated a comprehensive review and acceleration of our secondary academic policies and accountability measures. This milestone reflects our ongoing commitment to academic excellence and the provision of robust educational pathways for all students.

The Building Cultural Capacity programme was another key initiative this year, aimed at improving our meeting protocols and enhancing our understanding of the College Insight Survey data. While we have made progress, this programme also presented challenges that we are actively working through to ensure the long-term success and impact of an improvement culture.

As we look ahead, our focus is on achieving greater clarity regarding our school vision and continuing to move forward as a cohesive and collective group. By fostering unity and collaboration among staff, students, and parents, we aim to create an even stronger foundation for our children's future. Together, we are dedicated to upholding our mission of Christ-centered education, ensuring that every child is equipped with the knowledge, values, and faith to navigate the complexities of the world with confidence and grace.

In summary, 2023 has been a year of meaningful connections, growth, and ongoing commitment to excellence. We are excited about the future and remain steadfast in our mission to provide a nurturing and spiritually enriching environment for all our students.

# 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 2023 school year, the College staff continued to experience high levels of stress due to workload. Covid-19 was still prevalent amongst our staff and staffing shortages were a real concern.

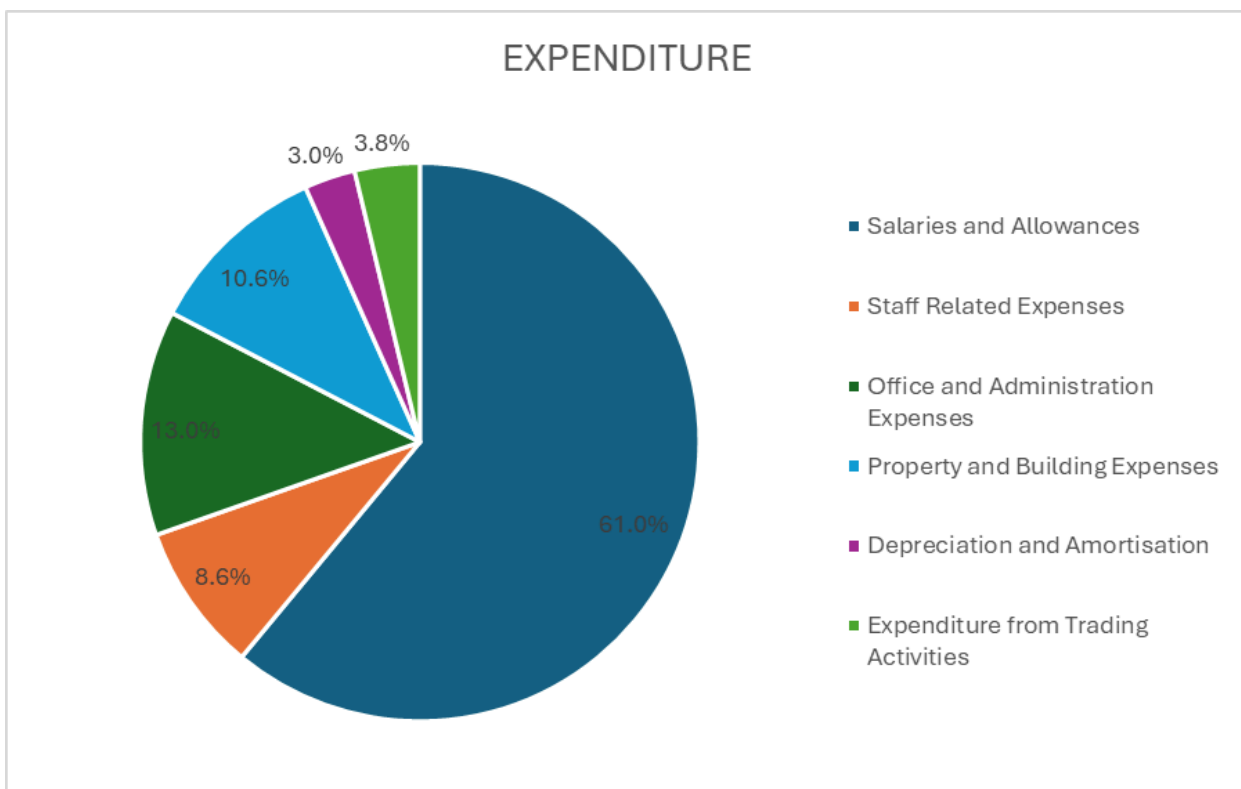
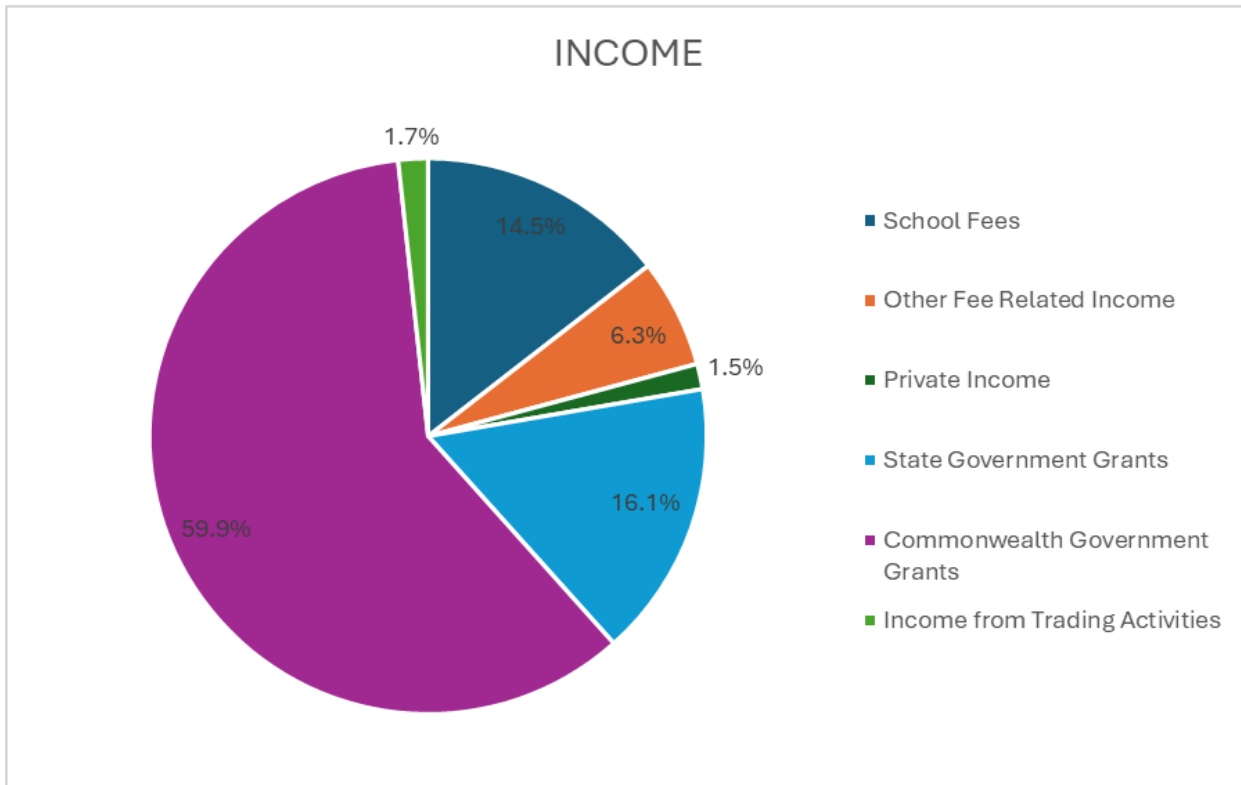
## Staff Retention

At the end of the 2023 school year, Heritage College retained the majority of staff across the College from ELC to Year 12 teachers to most ancillary staff.

## Teacher Staff Full Time Teaching Entitlement

Our total teaching staff number in 2023 was 44.2FTE with a total head-count of 53.  
(FTE =Full-time Equivalent)

# School Finance Summary





# Staff Qualifications

All staff undertake First Aid Training, complete online VELPIC Modules each term and the online Child Safe Mandatory Reporting Module. All teaching staff also attend ASVAC.

Name of Teacher	Qualifications	Yrs of Exp.	Professional Development
Sonny Aiono	B.SS(with honours), Grad.Dip of Teach, MA Ed Admin, PhD current	22	PhD current, Instructional Coaching course, Articles/Readings: Marzano Model of Effective teaching, Organisational Stress, High Reliability Schools, Running the Room, Explicit Direct Instruction, Rigorous Schools and Classrooms.
Paulina Argendra			
Courtney Bennetts	B.Early Childhood	12	Raising Boys, Fire Awareness
Loren Bertoncello	MA Ed (Early Learning & Primary)/ Grad.Dip of Religious Education	5	
Janette Bower	B.Ed	31	
Aloma Camps	B.Ed (Primary)	11	
Scott Camps	Grad.Dip Tech.	18	Flat water canoeing, SIT School Improvement Data
Joanne Capon	B.Ed (Primary)	16	
Nathanael Capon	B.Ed (Maths/Science)	14	
Darrell Chang	BPhysio, Dip.Tch	8	
Sean Charles	B.Nursing, B.Teach	9	
Valli Chockalingam	B.Arts, B.Sci, PGDip.Teach (Secondary)	11	
Nigel Eales	B.Ed (Primary), B.Applied Sci	15	
Carin Eastburn	B.Ed (PE)		
Catherine Gillard	B.Arts, B.Teach (Secondary)	7	
Yolanda Horne	B.Arts, Dip.Ed	21	
Timothy Huddleston	M.Teach (Pri/Sec)	1	Breaking out of TEEL PD, Running the Room, How to Teach Editing
John Kama	BSC Biology, PGD, PGC Science Communication	16	
Jasmine Keecher	B.Ed (Primary)		
Troy Kimpton	B.Ed (Primary)		
David Latola			
Maria Liu	B.Commerce & Law, Master of Teaching	10	Culturally Sustaining Schools, The Art of Drawing
Bianca Maggs	B.A/Teach (Secondary)	4	
Heather Maslen	Dip.Teach. B.Ed. (Prim)	35	Keeping Safe Curriculum, SMART Spelling program, Seven Steps and Encounter PD, Effective Assessment Design
Michelle McCreesh	Grad.Dip.Ed (Sec) B.Comm A.Dip. of Professional Writing and Editing	12	Standing Up to Racism Conference, SEQTA Marksbook, Behaviour Management, PB4L - A Secondary Focus
Shane Nicholas	MA. Fine Art (research) Grad.Dip.Ed B.Fine Art	14	Work Related Stress, Edrolo in the Classroom, Mastery in Teaching,
Alicia Nobes	B.Ed Early Childhood	9	
Christian Orellana	B.Ed (Primary)		
Sarah Perry	B.A, B.Ed (Hons).	5	Steplab Instructional Coaching (Intensive), Coaching in Action, HTAV Mentor Program
Steven Petrou	B.Arts, B. Teaching (Secondary)	6	
Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	28	Smart Spelling, Intro to Understanding Epilepsy
Velia Roos	B.Ed (Primary)	13	Seven Steps Narrative Modules, SMART Spelling
Benjamin Rosenberg	B.Ed (Primary) B.Science (Maj. Biology)	18	
Liana Rutgrink	B.Ed (Primary)		
Shanandoah Schaffers	B.Ed (Primary)		
Lian Scheermeijer	B.AppMths, Grad Dip Ed	25	
Daniel Schlegel	M.Teaching (Secondary)	2	

Sam Schubert	B.Arts, DipEd (P-12)	14	
Roger Sevenhuysen	B.Ed (Primary)	25	
Reuben Sleight	BA/B.Teach (History and PE)	5	
Annali Stevenson	B.Ed (Secondary)	8	
Amnei Steyn			
Tegan Tinsley	B.Sci (Major in Genetics and Molecular Biology) B.Ed (Sec) M.Leadership in Curriculum and Pedagogy	9	
Bronwyn van Dyk	PGCertEd.		
Evan Varty	Grad Dip	20	ABIDE, Report Writing, Differentiation, Explore Retrieval Learning
Andrew Waldrip	BA.InfoTech, BA.DipPriEd	12	Administration of Emergency Medication, Transforming Lives through Adventist Education
Jennifer Wells	B.Ed (Primary)		
Michelle Yates	B.Ed	7	The best strategies and resources for teaching Unit 1&3 VM Literacy, Explicit Teaching Practices for Language Disorders

# 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 2023, with a special focus on Building Cultural Capacity (BCC) within the College.

## **Professional Learning in 2023: Continued Focus on BCC**

In 2023, our commitment to the BCC model remained steadfast, even as we encountered various challenges. Implementing BCC presented obstacles, including resistance to change and the complexity of addressing deeply rooted cultural biases. However, through perseverance and dedication, we managed to overcome these hurdles.

### **Challenges and Perseverance:**

1. *Clarity* - staff were often confused about the direction of the improvement model.
2. *Sustained Commitment*: Ensuring sustained commitment to BCC requires continuous reinforcement. We integrated BCC principles into everyday practices and celebrated small victories to maintain momentum. It is difficult to sustain commitment when there is a lack of clarity.

### **Key Strategies for Perseverance:**

1. *Enhanced Training*: We enhanced our professional development training to include more interactive and practical sessions on cultural responsiveness.
2. *Support Systems*: Established action groups to encourage collaboration and mutual improvement.
3. *Feedback Mechanisms*: Implemented regular feedback mechanisms to monitor progress and make necessary adjustments.

Despite the challenges, our staff's resilience and dedication to fostering an inclusive environment have led to meaningful progress. The College leaders will need to consider the next steps having completed the final year of the BCC programme.

## **Financial Investment**

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2023 year, the cost of which amounted to \$52,801. Annual Teacher Conference was held for a total cost of \$3,385. The total direct cost to the College for Professional Learning in 2023 was \$56,186.

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.

## **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 2023. By forming School Improvement Teams (SIT) and implementing effective staff meeting protocols, we have facilitated a culture of continuous improvement and inclusivity.

Despite the challenges faced, our perseverance and dedication have strengthened our community, fostering an environment where intentional connection and support are paramount. As we move forward, we remain guided by the principles of our faith, aiming to serve one another and create an environment where staff, students, and families can thrive and grow together in grace and knowledge.