

# Heritage College

## 2024 Annual Report



# Heritage College

## ELC - Year 12

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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 600 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**

# 2024 Annual Report

## Adventist Identity

Heritage College staff focused on a Spiritual Master Plan called ABIDE. In 2024 staff focused on deliberate learning as the spiritual theme.

Aims & Achievements
<b>Aims</b> Fully embed the “A.B.I.D.E.” programme across the College (ELC to Year 12).
<b>Achievements</b>  <b>Deliberate Learning – 2024 Spiritual Theme</b>  In 2024, <i>Deliberate Learning</i> formed the spiritual focus of our College under the broader ABIDE theme. This guiding principle invited both staff and students to intentionally grow in their knowledge of God, His Word, and His calling in their lives.  The year began with an impactful outreach program where each staff member received an <i>ABIDE Bible</i> , generously gifted by the Education Department of the Seventh-day Adventist Church in Victoria. This symbolic gesture set the tone for a year dedicated to spiritual growth and scriptural engagement.  Throughout the year, staff worships provided regular opportunities for reflective learning, including a renewed emphasis on bringing personal Bibles to worship. In addition, staff engaged with key aspects of the Seventh-day Adventist fundamental beliefs, helping to deepen understanding and nurture a shared spiritual identity within the College.  This focus on deliberate spiritual engagement not only enriched our worship experiences but also strengthened our collective walk with Christ, fostering a culture of intentional faith development across our school community.  <b>Next steps:</b> Heritage College will continue to implement the final word of the acronym. In 2025 the College will focus on Extravagant Outreach.

## Teaching & Learning - Numeracy and Literacy focus

### Aims & Achievements

#### Aims

A continued focus on literacy and numeracy across the College.

#### Achievements

By 2024, Heritage College made the strategic decision to transition away from the long-standing use of the Maths Pathway program. This change was prompted by school-wide data indicating a decline in mathematics achievement across Years 3 to 10, a trend further validated by PAT assessment results. In response, the College undertook a comprehensive investigation into evidence-based programs that could deliver the required impact on student learning outcomes.

At the same time, primary teachers began placing greater emphasis on basic facts recall and regular review, leading to noticeable improvements in student fluency and confidence.

While Heritage College explored a potential partnership with the Mathematics Association of Victoria (MAV), the leadership team ultimately decided to adopt a more Explicit Teaching approach through a partnership with CogLearn. This partnership will be formally reviewed in 2026.

**Next steps:** Heritage College will review the impact of its partnership with CogLearn in 2026. As the College navigates this period of significant change, leadership will need to monitor progress closely and implement a considered approach to change management.



## Partnerships - Wider Community

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

Aims & Achievements
<b>Aims:</b> Establish a Reconciliation Action Plan (RAP) for Heritage College
<b>Achievements:</b> Heritage College established a Reconciliation Action Plan (RAP) team to implement a strategic approach for fostering intentional and respectful connections with Aboriginal people and culture. This initiative is designed to align meaningfully with the College's special character, ensuring that reconciliation efforts are both authentic and consistent with our Christian values.  The RAP has led to several key initiatives at Heritage College, including the installation of plaques in both reception areas, the development of a clear RAP statement, an ongoing focus on Welcome and Acknowledgement of Country, and the integration of Aboriginal perspectives and knowledge into the curriculum. While Aboriginal design elements have been incorporated into uniforms within the Early Learning Centre (ELC), this has yet to be extended to staff uniforms across the wider College.
<b>Next steps:</b> Heritage College remains committed to working with the RAP Committee to more fully embed the principles and intentions of the Reconciliation Action Plan across all areas of the College.

### 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 2024, Heritage College continued to focus on delivering excellence in both communication and community connection. With student, family, and staff wellbeing remaining central to our approach, marketing efforts were geared toward strengthening brand consistency, increasing visibility, and enhancing engagement through storytelling, events, and digital platforms.

Our strategy placed particular emphasis on Prep and Year 7 entry points, alongside high-impact enrolment events, targeted advertising, and increased use of video and social media to share the life of the College.

### Year Campaigns

- **Two Major Community Events – Sunday Funday at Both Campuses:**

In 2024, we hosted two highly successful Sunday Funday events—one at our Officer campus (OCP) and one at Narre Warren South (NCP). These events weren't just fun-filled days for families; they doubled as enrolment opportunities, with campus tours integrated into the day, which saw very large groups touring the school. The combination of food trucks, student performances, hands-on activities, and friendly staff made these events a hit with the local community—and a strong contributor to our enrollment growth.

- **Scholarship Program Continued to Grow:**

Our 2025 Scholarship Campaign launched in Term 2 and received significant interest. Backed by a strategic mix of digital and on-campus promotion, the campaign saw a noticeable rise in applications. It continues to serve as a valuable avenue for attracting high-potential students and families aligned with our values.

- **Yearbook Transition – Digital First, Print Optional (with measurable engagement):**

In 2024, Heritage College transitioned its Yearbook to a digital-first format—reflecting our commitment to sustainability, accessibility, and modern communication. The new version is interactive, mobile-friendly, and designed to be easily accessed from any device. Families still had the option to order a printed copy, but the majority embraced the online format.

What's more, the impact was measurable. After releasing the digital Yearbook in early December:

- The Yearbook landing page saw **1,082 views** and **788 unique visitors**
- The traffic spike in **December** clearly shows the community's interest and uptake of the new format
- With **only 24 physical books sold**, digital is the way moving forward.

This move not only reduced our environmental footprint but also allowed us to reach more families more effectively—proving that a modern approach can still honour treasured memories.

- **Open Tours Reaching Record Numbers:**

Tour attendance has climbed steadily throughout the year. With a change to Thursday evenings and more targeted advertising, we recorded over 37 families attending a single Open Tour—our largest ever. These evenings have become key touchpoints for prospective families, giving them a genuine feel for the culture and day-to-day experience at Heritage College.

### Results in enrolments:

**2024:** 558 enrolled

**2025:** 627 confirmed

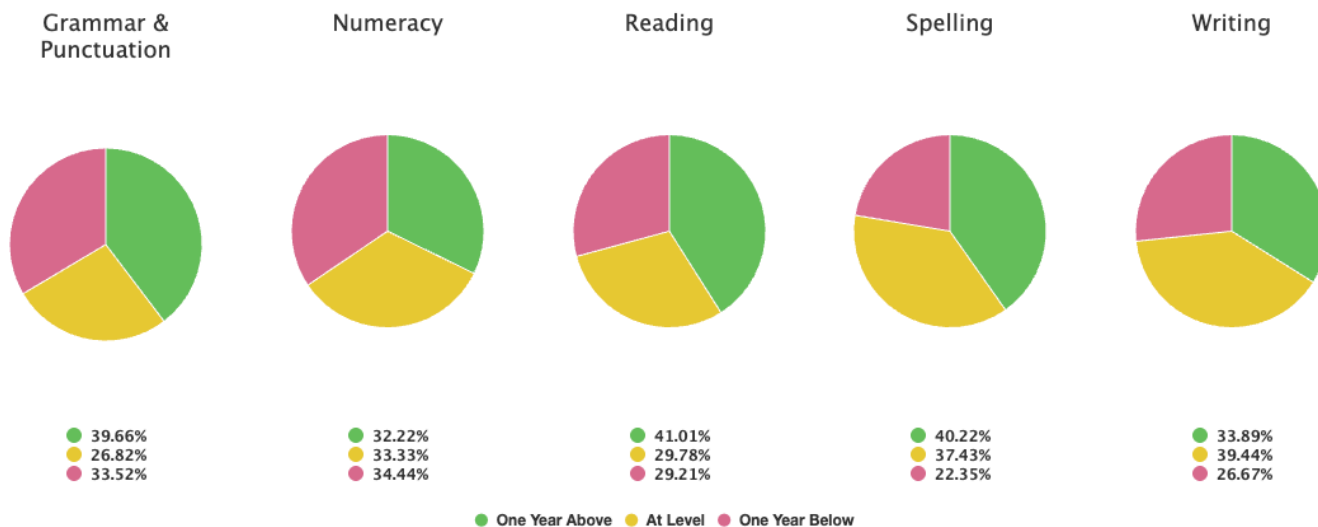
**Projected for 2026:** 690 students

## National Benchmarks

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

### 2024 Naplan

#### Whole School Spread

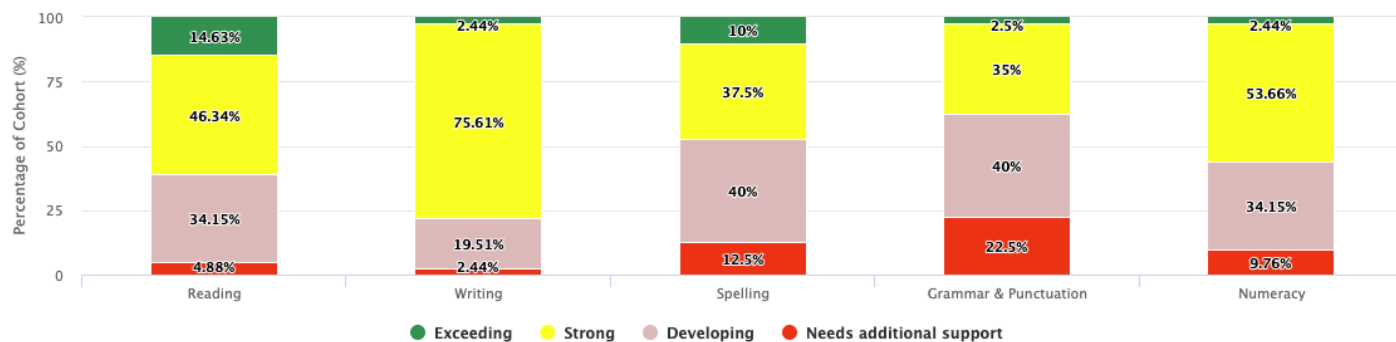


#### NAPLAN Data Summary and Trends:

- ❑ **Year 3:** Year 3 results in 2024 showed a decline across all domains when compared to 2023. Mean scores dropped in Grammar and Punctuation, Numeracy, Reading, Spelling, and Writing, with the most significant decreases seen in Grammar and Punctuation (-43.78) and Numeracy (-41.87). Compared to the state and national averages, the school was below in all five areas, including Writing, where it had previously been slightly above. Proficiency band data reflects this overall decline, with an increased proportion of students falling into the 'Developing' or 'Needs Additional Support' categories in Grammar and Punctuation, Spelling, and Numeracy. While Reading saw a small increase in students performing in the 'Exceeding' category (from 10.81% to 14.63%), this was not enough to offset the rise in students below level. Writing continues to show a high concentration of students at level (over 70%), but very few above and a growing proportion below. These results indicate a clear need for targeted intervention, particularly in Grammar, Spelling, and Numeracy, to reverse the downward trend and lift more students into the Strong and Exceeding bands.

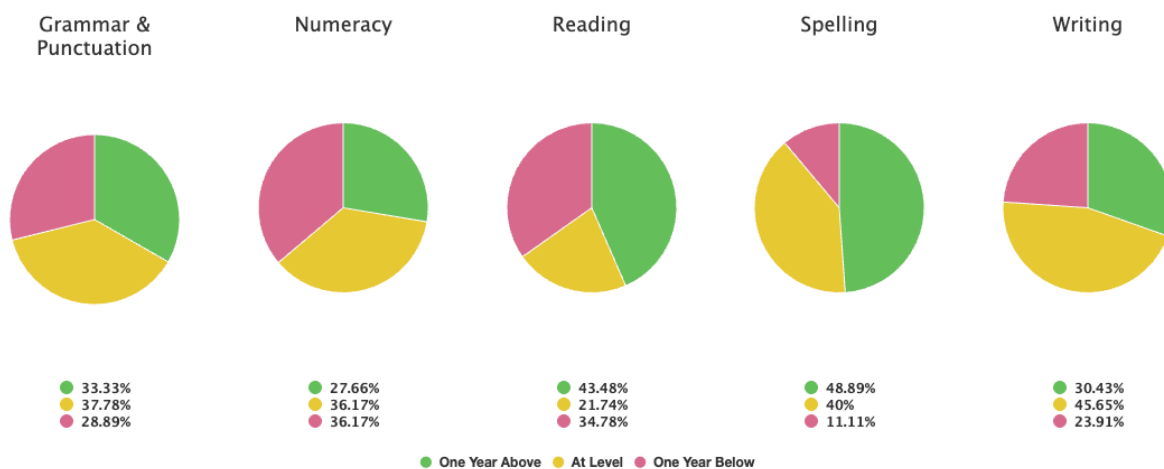


## 2024 Proficiency Standards for Year 3 in NAPLAN

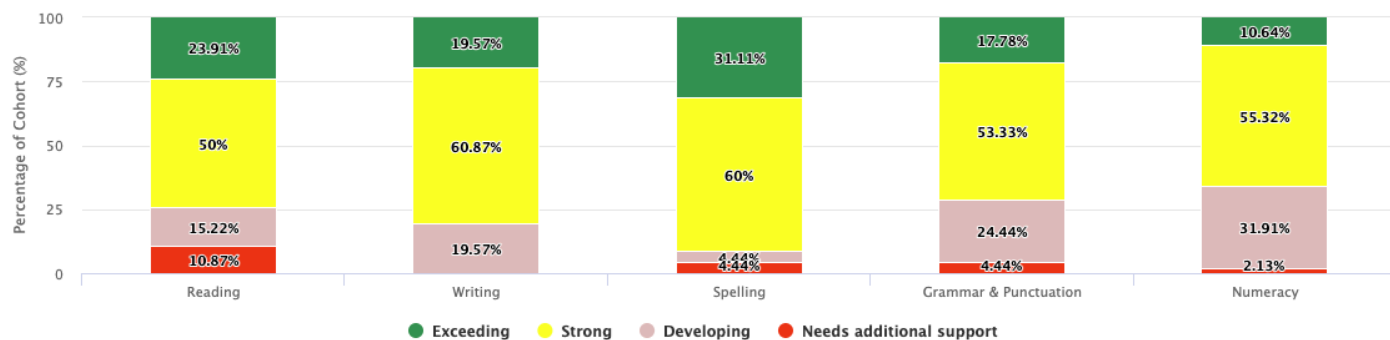


**Year 5:** Student results indicate that performance in Grammar and Punctuation, Spelling, and Writing was above the state and national averages, while results in Numeracy were slightly below. Reading results were strong overall, with 43.48% of students achieving one year or more above, and the school mean sitting above both benchmarks. The proficiency bands show that the majority of students are 'Strong', however additional support is needed to improve Grammar and Punctuation and Numeracy outcomes, with 24% and 31% of students respectively in the 'Developing' category. Compared to 2023, results have improved across most domains, with strong gains in Grammar and Punctuation, Spelling, and Writing. While Reading saw a modest increase in the mean score, the proportion of students below level remained largely unchanged.

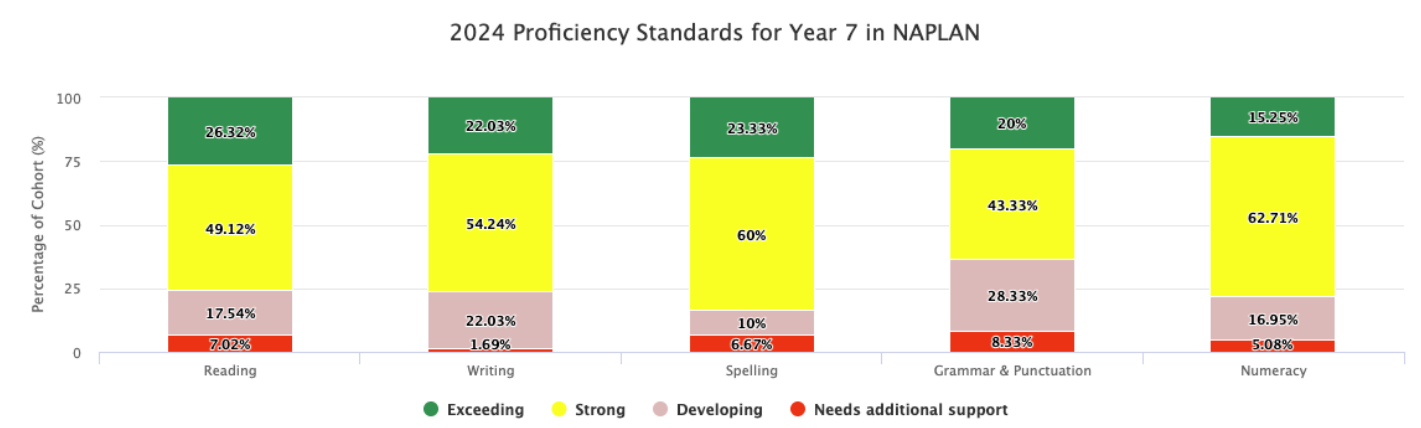
Year 5



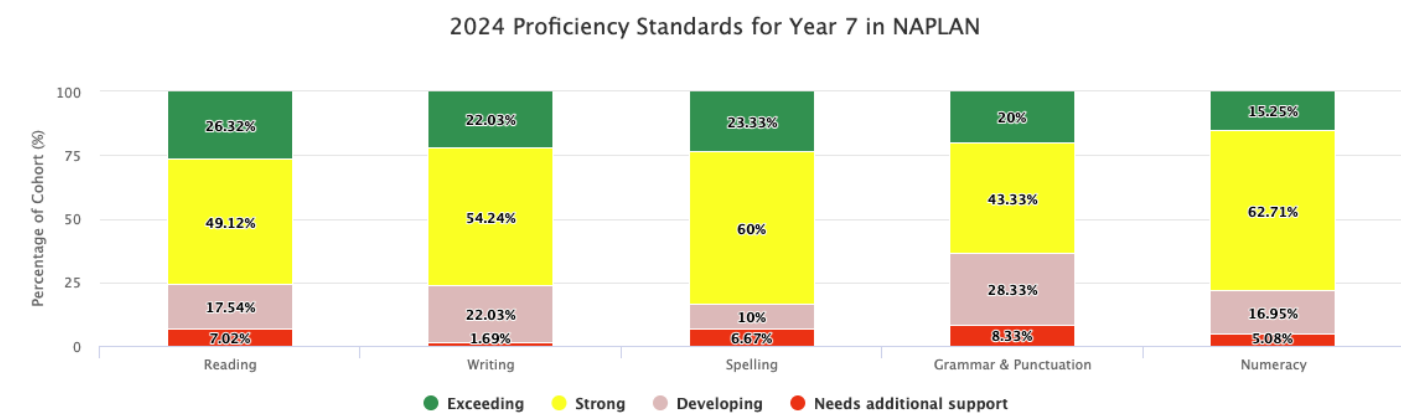
## 2024 Proficiency Standards for Year 5 in NAPLAN



**Year 7:** There has been an improvement in the results of our Year 7 students compared to the 2023 data. Notable gains were made in Reading, Spelling, and Writing, with over 50% of students performing one year above the expected level, as shown in the SPA graphs. According to the proficiency standards, approximately 20% of students are achieving at the 'Exceeding' level in Reading, Writing, and Spelling. The mean results for our Year 7 cohort are above both the state and national averages across all tests. In Grammar and Punctuation, however, there is a significant disparity, with a limited number of students performing at level, and most students falling either one year above or one year below the expected standard.



**Year 9:** There has been a significant improvement in Year 9 results in 2024, with students performing above the state and national mean across all areas. It is particularly pleasing that 50% or more of our students in Grammar and Punctuation, Numeracy, and Reading are achieving at least one year above the expected level. Additionally, over 20% of students are in the 'Exceeding' category according to the proficiency standards. Numeracy, however, shows the greatest disparity between students performing above and below level, indicating a notable gap in understanding and skills. Continued consolidation is needed to reduce the number of students performing one year below.





### **Priorities identified for improvement:**

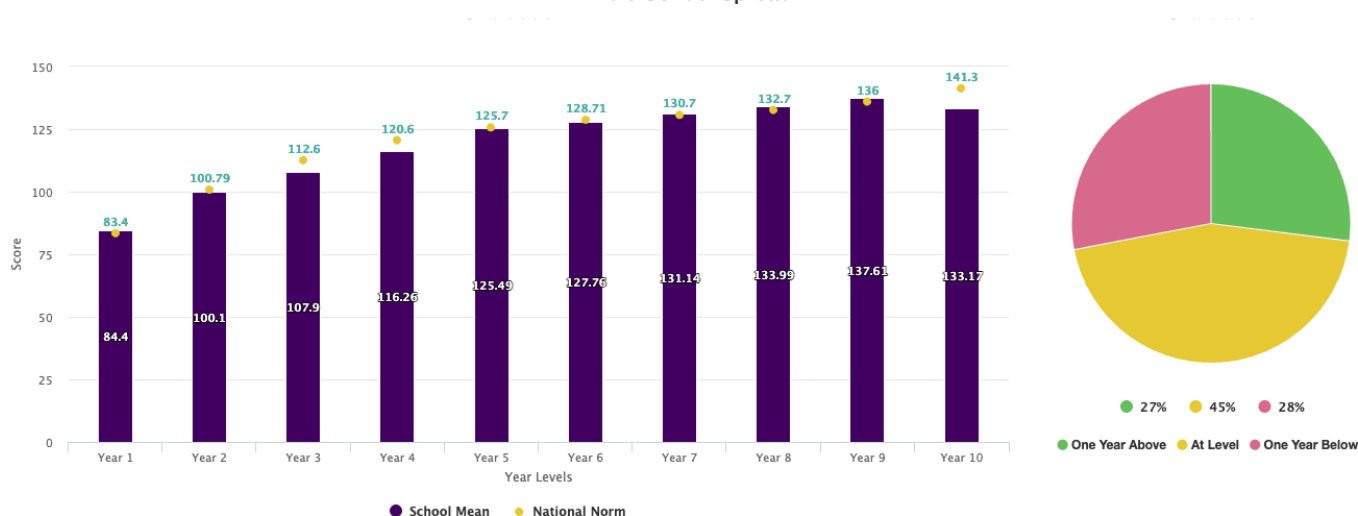
The 2024 NAPLAN results show a mixed picture across the school. In Primary, Year 5 results improved across all areas, with strong gains in Grammar and Punctuation, Numeracy, and Spelling. These align well with the 2023 focus areas and indicate progress. However, Year 3 results declined in all domains, with increased numbers of students below level, particularly in Writing and Spelling. This highlights the need to strengthen foundational skills in early years.

In Secondary, the focus on Grammar and Punctuation and Numeracy has led to significant improvement in Year 9, with both domains well above state and national averages. However, Year 7 results remain mixed, with a large proportion of students below expected level in Reading, Writing, and Grammar. Continued focus on explicit instruction in core areas across the middle years will be essential.

### **PAT Data - 2024**

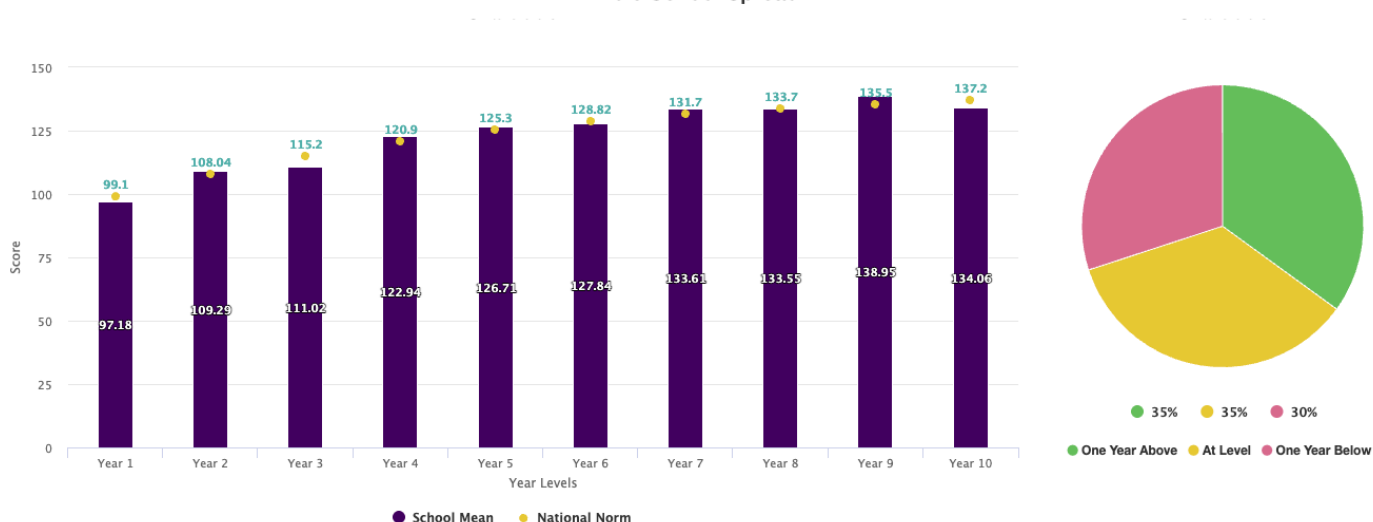
#### **2023 PAT Reading (Semester 2)**

Whole School Spread



#### **2023 PAT Mathematics (Semester 2)**

Whole School Spread



### **Patterns and Trends:**

#### **PAT Maths**

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A member of Adventist Schools Australia.

PAT Maths data shows improvement in both overall means and distribution of achievement across year levels. Strong gains were recorded in Years 5, 7, 9 and 10, with Year 9 showing a growth of over six scale points. These improvements contributed to a more favourable spread of results across the school: the percentage of students performing above level increased from 28% to 35%, while those below level decreased from 36% to 30%.

Despite these positive shifts, some cohorts experienced a drop in performance, most notably Years 1, 3, 6, and 8. These results indicate that while overall progress is being made, there remains a need to strengthen core numeracy skills in the early and middle years.

As a whole, the data shows encouraging trends in secondary Maths, particularly in the upper year levels, and suggests that recent changes to practice and support strategies are having a measurable impact. Ongoing refinement in instructional focus on problem solving, number patterns, and number fact recall remains essential to consolidating this growth.

PAT Maths 2023-2024 Data Trends			
Year Level	2023 Mean	2024 Mean	Change
Year 1	99.28	97.18	-2.1
Year 2	107.28	109.29	2.01
Year 3	115.26	111.02	-4.24
Year 4	120.9	122.94	2.04
Year 5	121.39	126.71	5.32
Year 6	129.69	127.84	-1.85
Year 7	129.75	133.61	3.86
Year 8	136.1	133.55	-2.55
Year 9	132.4	138.95	6.55
Year 10	129.29	134.06	4.77

## PAT Reading

PAT Reading results from 2023 to 2024 show consistent improvement across most year levels, with all cohorts except Year 10 increasing their mean scores. Notable growth occurred in Years 2, 3 and 5, and steady gains were seen in Years 7 and 8. Prep, Year 1, Year 7, and Year 8 outperformed national norms, while Years 4, 9 and 10 remained three or more points below.

Across the school, the proportion of students working below the expected level rose slightly from 27% to 28%. At the same time, the proportion at level increased from 40% to 45%, while those above level declined from 33% to 27%. This shift suggests that while more students are achieving expected outcomes, fewer are currently performing well above benchmark. Continued focus is needed to maintain upward momentum while reintroducing targeted extension for high-performing students.

PAT Reading 2023-2024 Data Trends			
Year Level	2023 Mean	2024 Mean	Change
Year 1	81.52	84.4	2.88
Year 2	87.17	100.1	12.93
Year 3	97.44	107.9	10.46
Year 4	110.62	116.26	5.64
Year 5	115.75	125.49	9.74
Year 6	124.17	127.76	3.59
Year 7	128.38	131.14	2.76
Year 8	132.62	133.99	1.37
Year 9	137.59	137.61	0.02
Year 10	133.24	133.17	-0.07

### **Priorities identified for improvement:**

Analysis of the 2024 PAT data highlights several key priorities for continued improvement across both Reading and Mathematics.

In Reading, the decline in the proportion of students working above expected level, particularly in Years 4, 9 and 10, suggests a need to reintroduce structured extension opportunities. Comprehension of non-narrative texts, including the ability to locate directly stated information, remains a consistent area of challenge across several cohorts and will continue to be a targeted teaching focus.

In Mathematics, although overall performance improved, dips in Years 1, 3, 6 and 8 point to a need to strengthen foundational number skills in the early and middle years. Specific areas identified for further development include problem solving strategies, number patterns, recall of basic number facts, and money concepts. Continued attention to these skill areas will support both consolidation for students currently below level and provide challenge for those ready to move beyond expected outcomes.

# Summary

## College Summary

In 2024, Heritage College undertook several strategic initiatives to strengthen academic achievement, cultural awareness, leadership connection, and spiritual growth—while remaining firmly rooted in its Christian identity.

As mentioned, following a review of longitudinal data, including PAT assessments, the College made the significant decision to transition away from the long-standing Maths Pathway program. This was prompted by a school-wide decline in mathematics achievement across Years 3 to 10. In response, the College engaged in a thorough investigation of evidence-based programs and adopted a more Explicit Teaching model through a partnership with CogLearn. This partnership will be formally reviewed in 2026. In the Primary years, teachers also introduced a renewed focus on basic facts recall and ongoing review, which—as mentioned—has already shown encouraging gains in student confidence and fluency.

While the College had previously focused on Building Cultural Capacity as a school-wide priority, 2024 marked a necessary pivot toward rebuilding staff and leadership connection. As mentioned throughout various staff feedback forums, this shift recognised the importance of relational trust, clear communication, and collaborative engagement. Throughout this period of change, staff have remained exceptionally hard-working, resilient, and supportive of the College's strategic direction.

Culturally, Heritage College strengthened its commitment to reconciliation through the establishment of a Reconciliation Action Plan (RAP) team. As mentioned in previous planning documents, key initiatives include plaques installed in both reception areas, a clearly articulated RAP statement, the regular practice of Welcome and Acknowledgement of Country, and the integration of Aboriginal knowledge across the curriculum. While Aboriginal design elements have been incorporated into Early Learning Centre uniforms, this is yet to be extended to staff uniforms more broadly. The College remains committed to partnering with the RAP Committee to embed reconciliation principles throughout the school.

Spiritually, the College has continued to grow in its identity as a Christ-centred learning community. As mentioned during staff worship services and key gatherings, the 2024 theme of *Deliberate Learning* has framed not only academic pursuits but also spiritual development. Staff devotionals and collegial worship services have reflected a growing intentionality in engaging with Scripture, resulting in a deeper shared commitment to living out biblical values in both personal and professional spheres.

# 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 2024 school year, the College staff continued to experience high levels of stress due to workload. Staff shortages were a real concern.

## Staff Retention

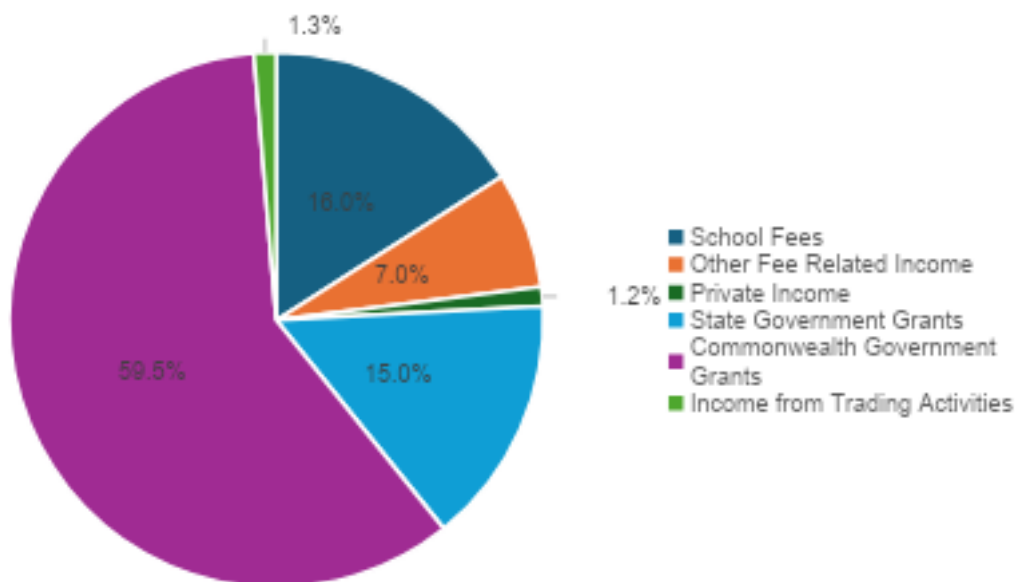
At the end of the 2024 school year, Heritage College retained most of our staff across the College from ELC to Year 12 with a few staff choosing to take leave for the following year to pursue other passions.

## Teacher Staff Full Time Teaching Entitlement

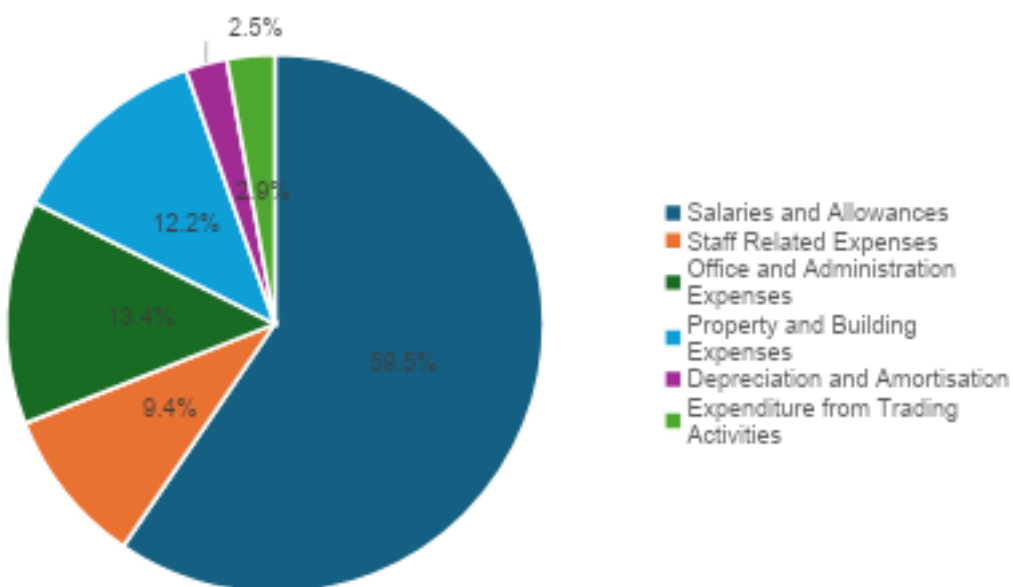
Our total teaching staff number in 2023 was 47.3FTE with a total head-count of 57.  
(FTE =Full-time Equivalent)

# School Finance Summary

INCOME



EXPENDITURE



# Staff Qualifications

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

In addition our staff participated in many other days relevant to their area of teaching. These are just some of the topics covered.

Setting a positive learning environment	Unlocking Learning: A teachers guide to Effective Entries
Wilderness First Aid	Technology Teacher Networking
Schools Standing up to Racism	Renaissance PD
Cultivate Attention	PB4L
Navigate Difficult Students	Manage Behaviour
RAP	Rennaisance Star Reading Program
Relate Conference	Humanities meeting
Improving learning engagement	Aspiring leadership
TI Calculator seminar	Planning well-structured lessons
Responding to behaviour	Steplab Certificate of Instructional Coaching Leadership
Cognitive thought process	Transformational teaching
Edrolo	Establishing & Reinforcing learning
planning effective teaching	How to grade to ACARA standards
VCAA assessor training	Improving learning engagement
Establishing & Reinforcing learning	Advanced Coaching
Written Feedback	Writing High Quality Reports
Effective Parent/Teacher Interviews	



# Professional Development and Learning

## Professional Development Summary – 2024

In 2024, Heritage College prioritised a strategic and cohesive approach to Professional Development (PD), with a focus on strengthening instructional practice across all areas of the school. This has been anchored in the College's commitment to Evidence-Based Practices and the broader goal of improving student outcomes through high-impact teaching strategies.

In the Secondary school, the PD focus centred on building the foundations for Instructional Coaching and moving towards a consistent model of Explicit Teaching. Staff engaged in targeted sessions to explore research-based frameworks, including Rosenshine's Principles of Instruction, and began implementing structured routines such as entry tasks, daily review, and checking for understanding. The introduction of these practices aimed to support a culture of continuous improvement, with an emphasis on clarity, consistency, and student engagement.

Across the wider College, professional learning was framed by the spiritual theme of *Deliberate Learning*, encouraging staff to be intentional not only in instructional practice but also in their personal and professional growth. Staff worships and team devotions also reflected this theme, with increasing engagement in Scripture and reflection on how biblical principles inform teaching, leadership, and service.

Ongoing professional learning also supported staff to align with College-wide priorities, including the implementation of the Reconciliation Action Plan (RAP), re-establishing leadership-staff connections, and preparing for upcoming curriculum changes. As Heritage College looks ahead, the 2024 PD program has laid a strong foundation for continued instructional excellence and spiritual intentionality.

## **Financial Investment**

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2024 year, the cost of which amounted to \$22,918. Annual Teacher Conference was held for a total cost of \$11,434. The total direct cost to the College for Professional Learning in 2024 was \$34,352.

All staff at Heritage College are also required to complete regular Health and Safety courses which are delivered via an online platform called Damstra. Adventist Schools Victoria (ASV), organise the regular online courses throughout the calendar year. In 2024 Heritage College staff were trained in: Discrimination and Harassment, Risk Management, and Ladder Safety.

## **Finally**

### **Conclusion**

With 2024 now behind us, Heritage College looks ahead with renewed clarity and purpose. The foundations laid through deliberate learning, instructional refinement, and spiritual growth have positioned the College for continued progress in 2025 and beyond. As we move forward, we remain committed to deepening our Christ-centred mission - ensuring that every initiative, every lesson, and every connection is shaped by faith, excellence, and a desire to serve. Trusting in God's leading, we step confidently into the future, ready to build upon the work He has begun in our community.