

Heritage College

2025 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

W www.heritagecollege.vic.edu.au

Table of Contents

School Overview	4
Vision Statement	4
Introduction	4
Child Safety	4
A Message from the Principal	5
Our History & Growth	5
Recent Infrastructure Milestones	5
Curriculum & Pathways	5
Strategic Outlook: The Future	6
2025 Annual Report	7
Strategic Direction 1: Adventist Identity	7
Strategic Direction 2: Improving Teaching & Learning In Mathematics and Reading.	8
Strategic Direction 3: Improving Teacher Pedagogy	12
Strategic Direction 4: Improving Student Behaviour and Wellbeing	13
Marketing and Community Engagement	14
National Benchmarks	15
Summary	24
Professional Engagement	25
Staff Attendance	25
Staff Retention	25
Teacher Staff Full Time Teaching Entitlement	25
School Finance Summary	26
Staff Qualifications	27
Professional Development and Learning	28
Financial Investment	29
Finally	29

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 613 students in 2025. 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

Our History & Growth

Founded in 1999 in Narre Warren South, Heritage College is proudly affiliated with Adventist Schools Victoria - a system with a rich legacy of delivering high-quality education for over a century.

Driven by strong community demand and the rapid growth of our foundation campus, the College strategically acquired 22 hectares of land in Officer to pioneer a second, expansive campus.

By the commencement of 2013, the Officer campus was fully operational for Prep and Years 7–12, while the Narre Warren South campus focused on nurturing our Prep to Year 6 cohort. Following a phased expansion that introduced new primary year levels annually, the Officer campus celebrated achieving a comprehensive Prep to Year 12 offering from the year 2020.

Recent Infrastructure Milestones

Our campuses continue to evolve to meet the needs of modern learners. Recent key developments include:

- Officer Campus: The addition of eight contemporary classrooms, staff offices, two primary foyers, an additional external basketball court, and a completed, streamlined car park.
- Narre Warren South Campus: The confirmation and plan for an upgrade to the Narre Warren South primary school buildings.

Today, Heritage College warmly accommodates a growing community of over 500 students across both campuses, offering dynamic curricular and co-curricular programs from Prep to Year 12. Students regularly engage in local Arts and Sports initiatives, complemented by a diverse range of learning excursions and incursions. Furthermore, the College remains deeply committed to providing exceptional pastoral care for our families through the National School Chaplaincy Program and dedicated, onsite chaplaincy support.

Curriculum & Pathways

From Prep to Year 10, Heritage College delivers a rigorous academic program aligned with the Australian Curriculum. Our teaching methodology blends explicit instruction with guided, inquiry-based investigation. We champion the integration of learning areas, empowering students to make meaningful, cross-curricular connections.

As students transition into Senior Secondary (Years 11 and 12), Heritage College offers flexible, tailored pathways designed to unlock individual potential:

- Victorian Certificate of Education (VCE): Tailored for tertiary and university entry.
- Vocational Education and Training (VET): Focused on practical trade preparation.
- VCE Vocational Major (VCE VM): A dedicated vocational and applied learning pathway.

By still allowing students to select a single pathway or strategically combine VCE, VET, and VCE VM studies, we provide a level of academic agility and choice that sets Heritage College apart.

Strategic Outlook: The Future

At Heritage College, our enduring mission is to nurture the whole child - academically, physically, socially, and spiritually. We are dedicated to fostering a profound sense of community service, empathy, and leadership in every student.

We believe that every young person deserves the opportunity to achieve their personal best. This excellence is cultivated through a robust, collaborative partnership between home and school, all anchored by a growing, meaningful relationship with Jesus Christ.

Mr Sonny Aiono B.SocSci (Hons), Dip.T, M.Ed Admin

Principal

2025 Annual Report

Strategic Direction 1: Adventist Identity

Heritage College staff continued its focus on the Spiritual Master Plan called ABIDE.

Aims & Achievements
Aims Fully embed the “A.B.I.D.E.” programme across the College (ELC to Year 12).
Achievements Extravagant Outreach – 2025 Spiritual Theme In 2025, <i>Extravagant Outreach</i> formed the spiritual focus of our College under the broader ABIDE theme. This guiding principle invited both staff and students to reconsider what outreach looked like and how it actually applies more broadly in what staff do everyday. The year began with an impactful outreach program where each staff member was again invited to our first day of the year ABIDE event. Staff entered the MPC and were greeted by a ‘fiesta’ ‘party’ type event to indicate the extravagant aspect of the theme. The catch phrase for staff presented by our guest speaker was - “Outreach is the regular, every day messages and connections you have with students”. This focus for the year for staff was to continue to look for those everyday opportunities to connect with students, share with students and be ready for opportunities from God for true, organic outreach.
Next steps: Heritage College will look to review our Quality Adventist Schools Survey and seek to implement a spiritual theme to target any areas identified.

Strategic Direction 2: Improving Teaching & Learning In Mathematics and Reading.

Aims & Achievements

Aims
Improving Teaching and Learning in Mathematics and Reading

Achievements
2025 saw a significant positive shift for the College in terms of Numeracy and Literacy. In 2025 Heritage College invested in a partnership with Cog Learn who are a company who partner with schools to implement Explicit Instruction practices to improve student learning in literacy and numeracy and to strengthen teacher pedagogy.

Our base line NAPLAN data and improvement in numeracy and literacy indicates growth across Year 5,6 and 9 cohorts in 2025.

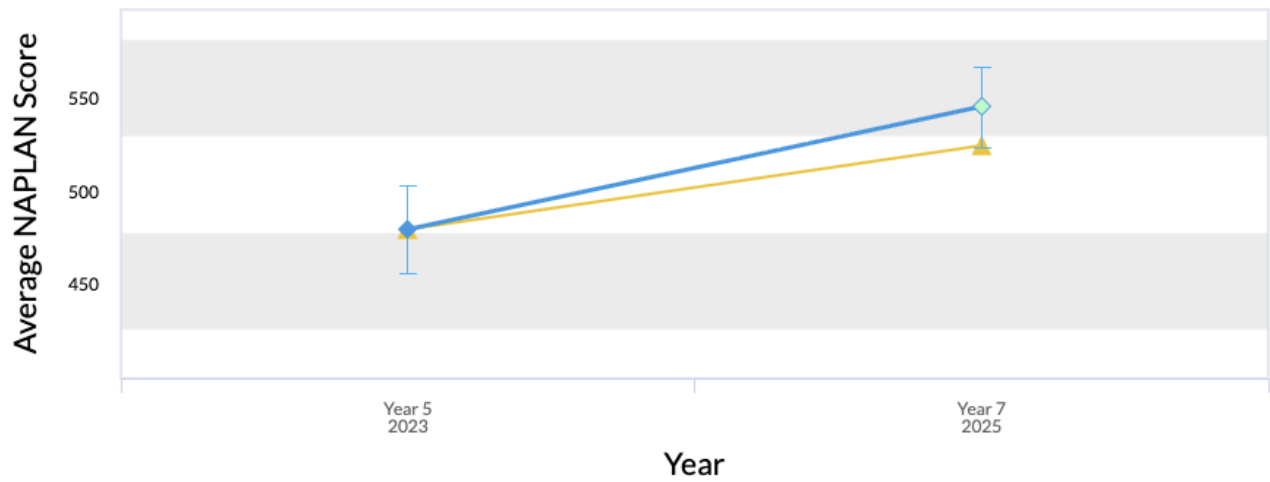
Year 3-5 Reading 2023-2025

Year	Selected School	Students with the same starting score and similar background	All Australian students (Range)
Year 3 2023	~420	~420	~370 - 480
Year 5 2025	500	500	~370 - 480

Select Categories:

☒ Selected School ☒ Students with the same starting score and similar background ⓘ ☐ All Australian students

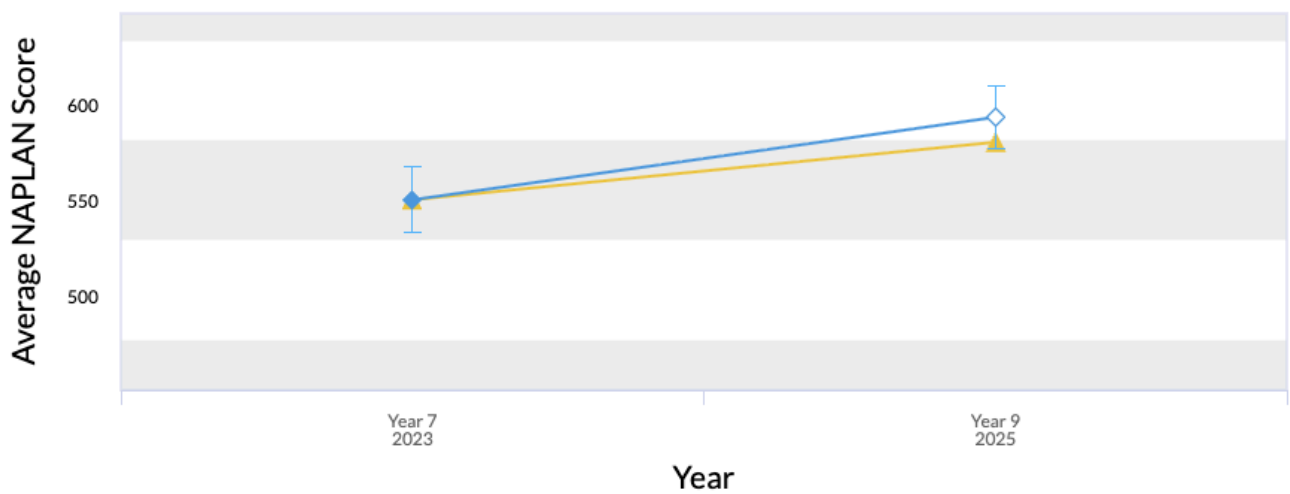
Year 5-7 Reading 2023-2025



Select Categories:

☒ Selected School ☒ Students with the same starting score and similar background ⓘ ☐ All Australian students

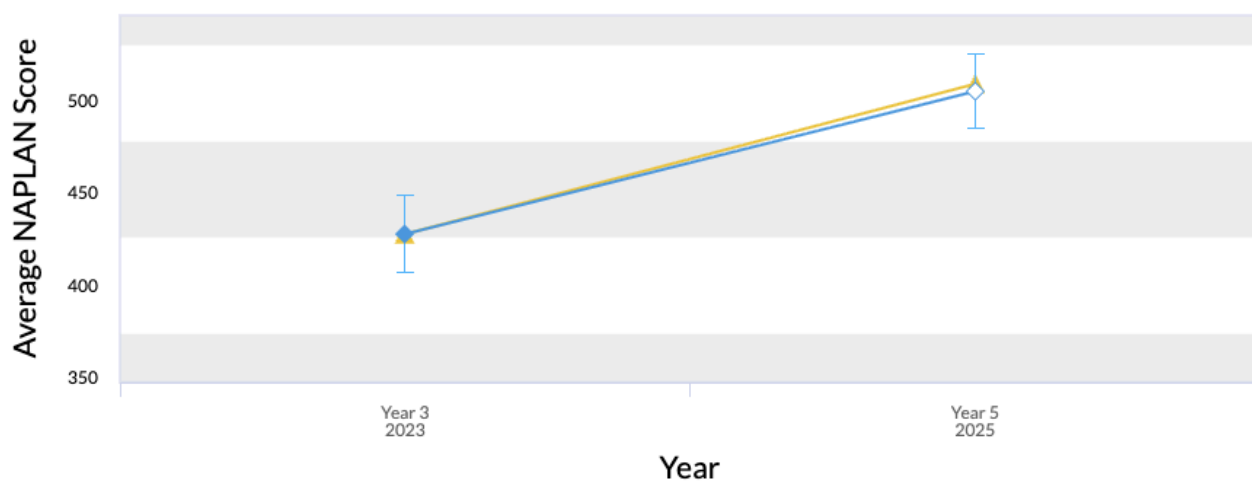
Year 7-9 Reading 2023-2025



Select Categories:

☒ Selected School ☒ Students with the same starting score and similar background ⓘ ☐ All Australian students

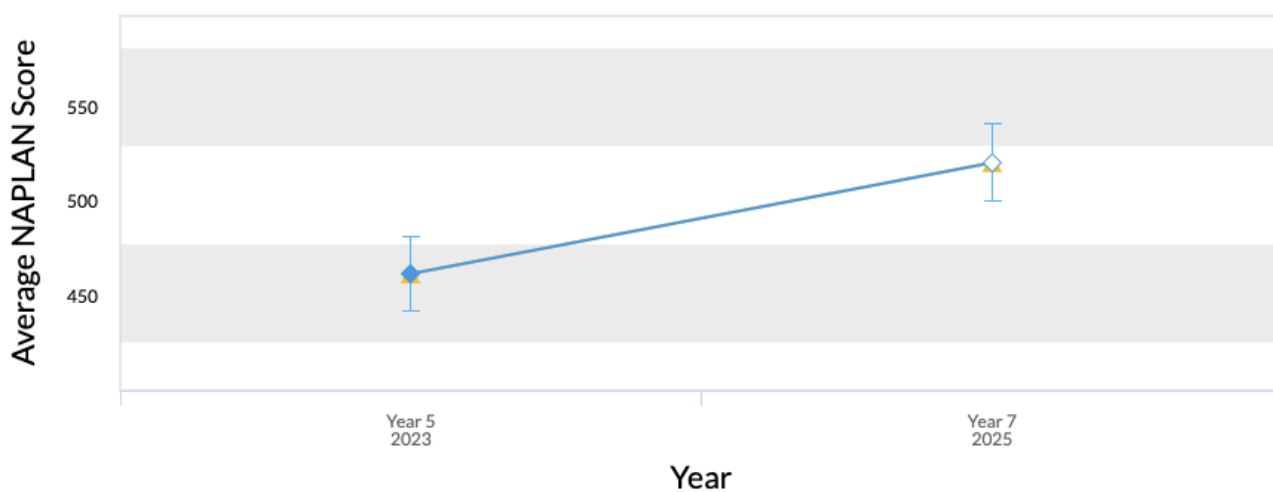
Year 3-5 Numeracy 2023-2025



Select Categories:

☒ Selected School ☒ Students with the same starting score and similar background ⓘ ☐ All Australian students

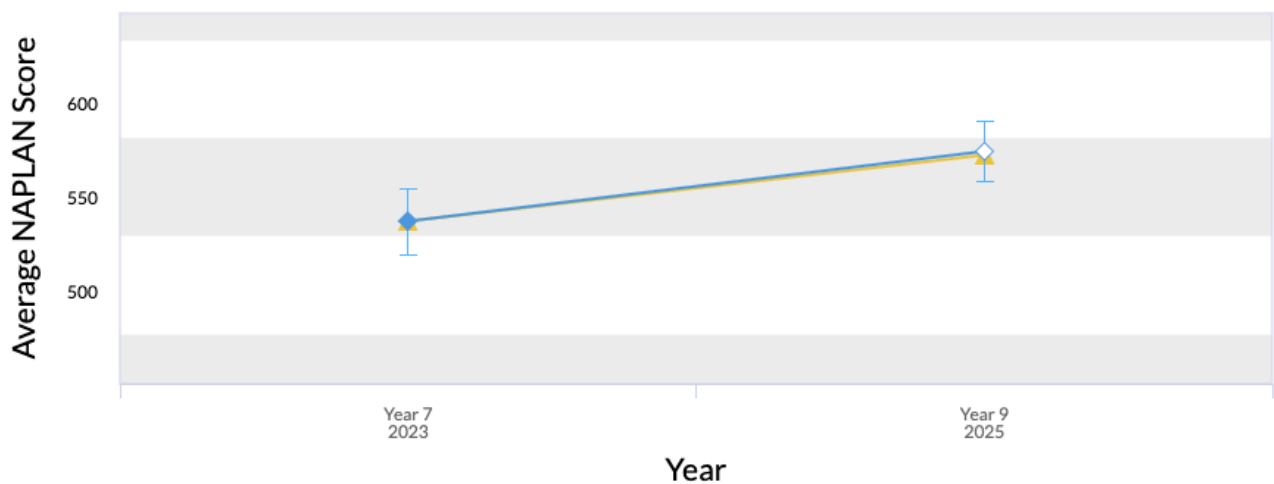
Year 5-7 Numeracy 2023-2025



Select Categories:

☒ Selected School ☒ Students with the same starting score and similar background ⓘ ☐ All Australian students

Year 7-9 Numeracy 2023-2025



Select Categories:

☒ Selected School ☒ Students with the same starting score and similar background ⓘ ☐ All Australian students

Conclusion

This data strongly highlights that our current educational frameworks are working. By maintaining pedagogical consistency and focusing on student-centric interventions, Heritage College is successfully extending our students' academic capabilities, ensuring they outpace national growth trajectories by the time they reach senior secondary education.

Next steps: Heritage College will continue to review and implement any improvements on the 2025 literacy and numeracy programs in order to gauge impact on student learning.

Strategic Direction 3: Improving Teacher Pedagogy

Heritage College staff focused on improving their teaching practice in all classes.

Aims & Achievements

Aims: For teachers to implement high impact teaching strategies.

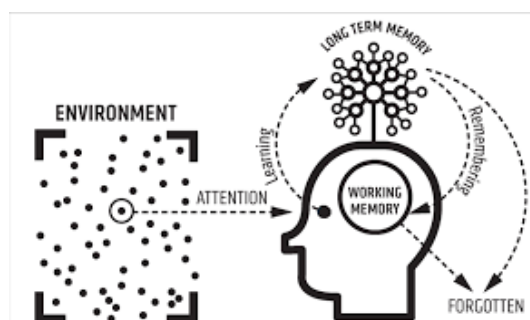
Achievements: Heritage College made a **significant** leap forward in their pedagogical practices across the teaching departments and levels from Primary to Secondary.

Heritage College teachers commenced a journey where a number of teachers were nominated as Lighthouse teachers. These teachers would receive training from CogLearn in the area of Explicit Instruction and then move into classes to model the various strategies of teaching and learning.

It was integral to the success of improving teacher practice that we implemented our very own pedagogical framework called Elevate. Elevate was selected as the title because it best describes the “elevation” of classroom practice as well as the Biblical model of growing into Jesus Christ character “day by day” from “glory to glory” and “moment by moment”.

The Heritage College Elevate Pedagogical Model is based on the understanding that learning takes in a particular way. In fact, under Rosenshine’s model, learning is not an unstructured “discovery” process; rather, it is the **systematic, successful transfer of knowledge from a limited working memory into a well-connected, permanent long-term memory network (a schema).**

At Heritage College in 2025 we established that because the human working memory is easily overwhelmed, true learning occurs when a teacher introduces new concepts in small, digestible steps, pairs them with clear modeling, and guides extensive practice.



As illustrated by this cognitive model, a modern classroom environment is rich with competing stimuli (represented by the dots on the left). However, a student can only process and commit information to their long-term memory if they focus on it directly. For this reason, Heritage College, in 2025, recognised that **attention is the absolute gateway to learning**. By deliberately managing classroom clarity and minimizing cognitive overload, we ensure student focus is directed precisely where true learning occurs.

Figure 1: The Learning Process (adapted from Sherrington, 2020).

Our Elevate model contains 8 teaching strategies that all teachers primary to secondary will be introduced to via our weekly professional learning sessions. These 8 strategies are the following:

1. Gaining Attention
2. Daily Review
3. Learning Intention
4. Activate Prior Knowledge
5. Concept Development
6. Guided Practice (I do, We do, You do).
7. Closing (review of learning)
8. Independent practice (provision of tasks for repetition).

Finally, Heritage College launched the Instructional Coaching model of granular teacher feedback in order to deliberately improve teacher practice.

Next steps: Heritage College will continue to commit to the pedagogical framework and instructional coaching started at the College.

Strategic Direction 4: Improving Student Behaviour and Wellbeing

Heritage College staff focused on making improvements to the Positive Behaviour for Learning framework especially at the higher tiers.

Aims & Achievements
Aims To improve teacher use of Tiers 1, 2 and 3.
Achievements Tier 2 and 3 Processes In 2025, Heritage College systematized its Tier 2 and 3 intervention processes, ensuring targeted focus of student support for those students who were not successfully accessing learning through tier 1 support. This essentially meant that students who were struggling to follow school rules and guidelines who may have quickly in the past been moved to penalties or severe consequences would instead be placed on a support program by a support committee called the Tier 2,3 committee. While this committee was operational in 2024 it required a more intentional focus for improved practices and shared processes so that all teachers could access the resources early before a student We complemented these systems with targeted professional development and coaching to ensure high fidelity to the model. We restructured our internal data collection cycles, aligning standardized testing with weekly formative classroom assessments to give teachers a clearer, real-time view of student trajectories. Crucially, the College established dedicated follow-up protocols and collaborative data review meetings. This empowered staff to confidently identify learning gaps early, design precise adjustments to classroom practice, and ensure no student fell through the cracks.
Next steps: Heritage College will continue to focus on strengthening Tier 1 processes across the College and also improving Tier 2 and 3 interventions.

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

Throughout 2025, Heritage College maintained its dedication to communication excellence and meaningful community connection. With a steadfast focus on the well-being of our students, families, and staff, our marketing initiatives focused on reinforcing brand consistency, elevating our public profile, and fostering deeper connections through impactful storytelling, vibrant events, and dynamic digital platforms.

Our strategic approach placed a strong emphasis on key entry points for Prep and Year 7. This was supported by high-impact enrolment events, targeted advertising campaigns, and an increased utilisation of video and social media content to showcase daily life across our campuses.

Key Campaigns and Milestones

Sunday Funday Success:

We hosted two highly successful Sunday Funday events across our Officer (OCP) campus, with over 750 people in attendance. Beyond providing a fantastic, fun-filled day for our families, these events served as major enrolment drivers. A major highlight was our campus tours, which drew a record-breaking 125 registered individuals eager to explore our facilities. The lively mix of food trucks, live student performances, interactive activities, and welcoming staff resonated deeply with the local community while significantly boosting our enrolment pipeline.

Expanding the Scholarship Program:

The 2025 Scholarship Campaign rolled out in Term 2, generating substantial interest across the community. Driven by a synchronised blend of digital marketing and on-campus promotion, the campaign yielded a remarkable surge in applications. This initiative remains a premier avenue for welcoming high-potential students and families who share the core values of Heritage College.

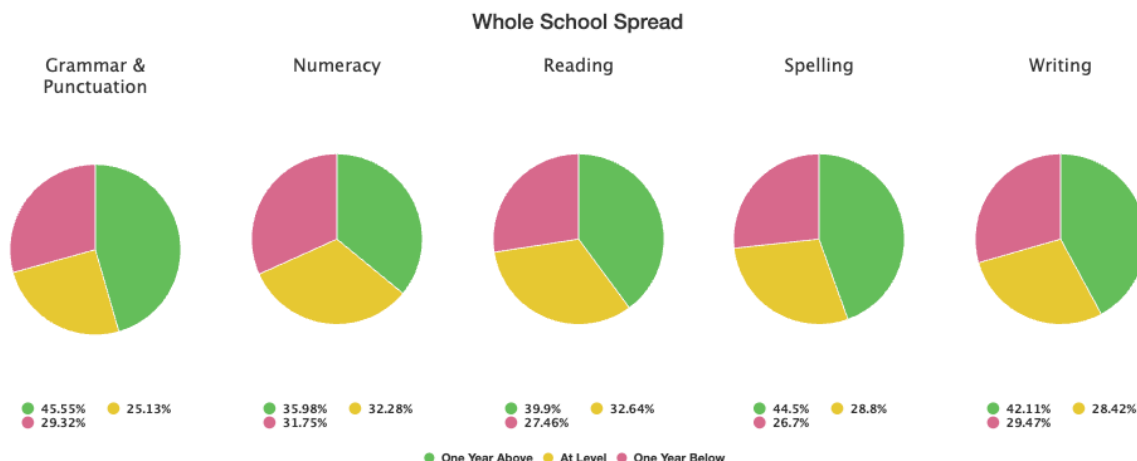
Enrolment Growth and Projections

Our strategic marketing and community initiatives continue to yield measurable results, reflected in our steady, year-on-year growth. We have had a large amount of waitlist that has been building up with a current waitlist pushing back past 2032.

National Benchmarks

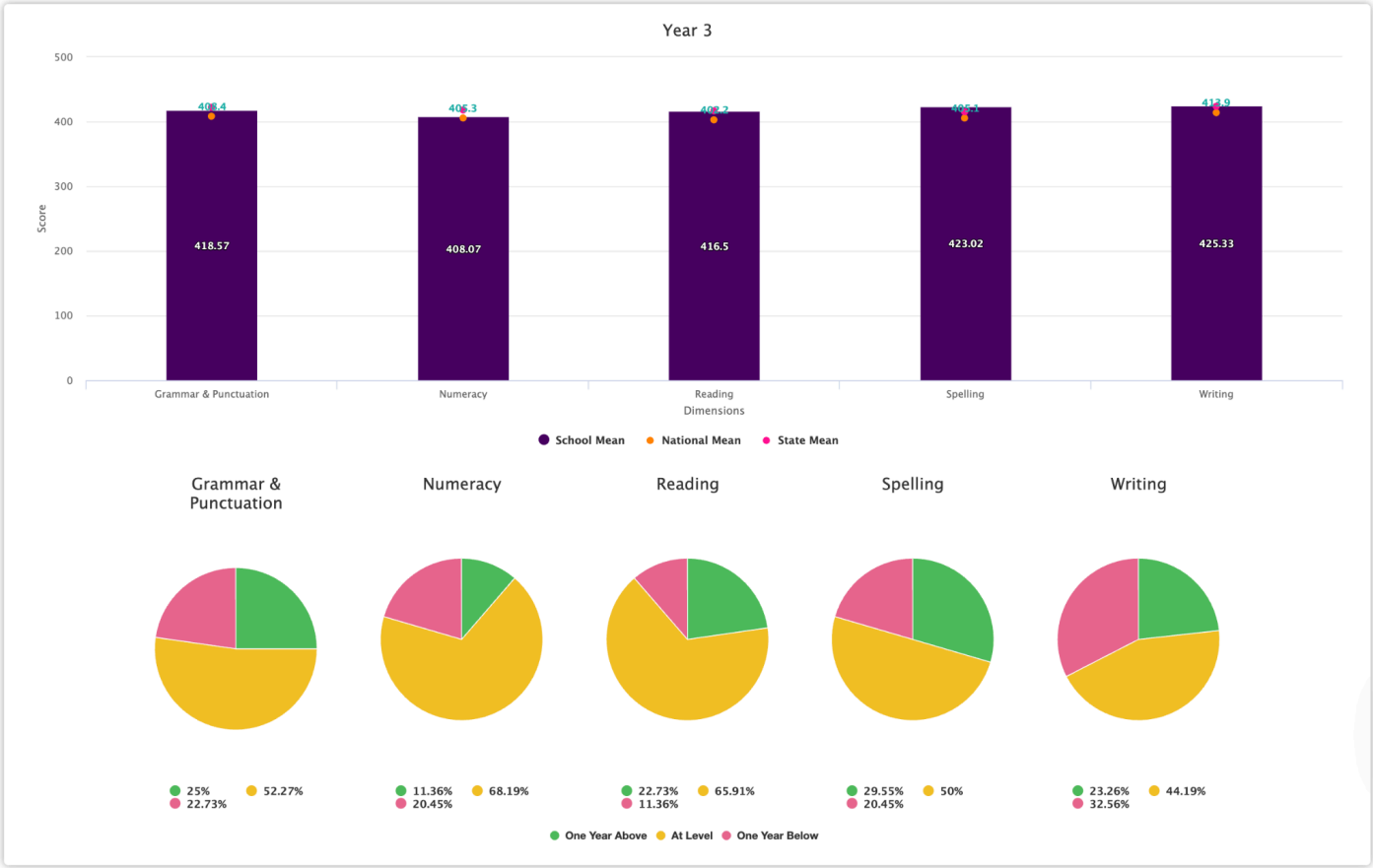
The following shows Heritage College NAPLAN data followed by PAT data.

2025 Naplan

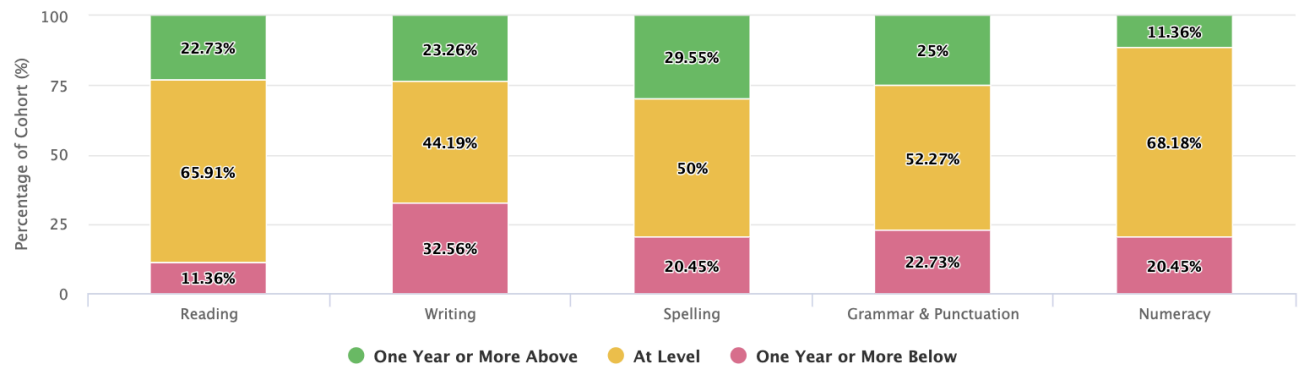


NAPLAN Data Summary and Trends:

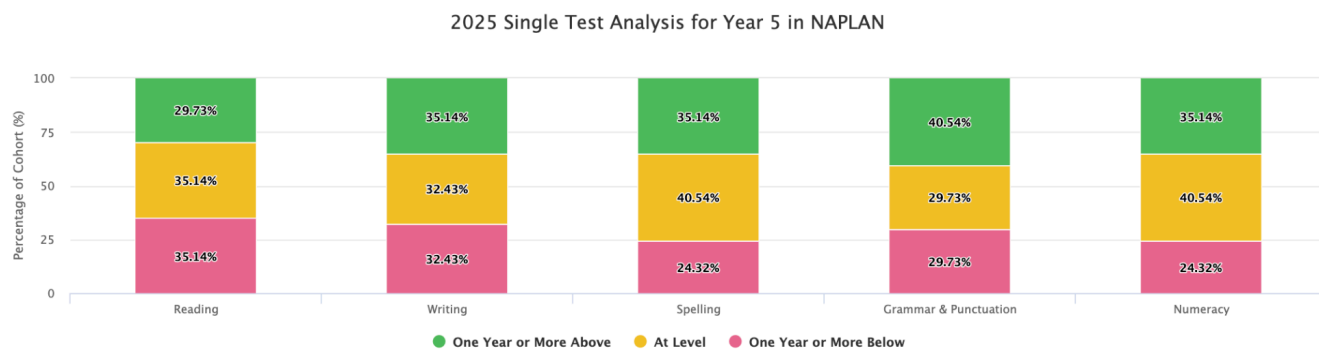
- ❑ **Year 3:** Year 3 results in 2025 showed positive growth across all domains when compared to 2024. Mean scores increased across Grammar and Punctuation (+40.17), Numeracy (+26.09), Reading (+29.3), Spelling (+48.17), and Writing (+26.96), with the most steady improvement seen in Spelling and Grammar and Punctuation. Compared to the state and national averages, the school successfully closed previous gaps and is now tracking above both benchmarks in all five areas. Proficiency data reflects this encouraging upward trend, showing a steady reduction in the proportion of lower-performing students, most notably in Grammar and Punctuation where the percentage of students tracking 'One Year Below' standard decreased from 32.5% to 22.73%. Alongside these overall gains, Writing results show that nearly 68% of students are tracking at or above expected levels; however, a minor imbalance remains, with 32.56% of students still developing their skills in the 'One Year Below' category. These results suggest that while recent teaching strategies have been highly effective in lifting overall student achievement, continued supportive intervention in foundational writing mechanics will help guide the remaining students toward meeting their benchmarks.



2025 Single Test Analysis for Year 3 in NAPLAN



- ❑ **Year 5:** Year 5 results in 2025 showed steady, mixed progress when compared to 2024. Mean scores saw a notable increase in Numeracy (+19.8) and a slight rise in Writing (+1.62), while experiencing minor, gentle dips in Grammar and Punctuation (-8.17), Reading (-3.75), and Spelling (-13.7). Compared to the state and national averages, the school performed well, tracking above both benchmarks in Numeracy, Reading, Spelling, and Writing, while remaining just slightly below the national mean in Grammar and Punctuation. Proficiency data reflects this solid baseline, showing a strong concentration of students performing at or above expected levels, particularly in Numeracy where the school average comfortably exceeded broader trends. However, a minor area of focus remains in literacy, as approximately 35.14% of students in Reading and 32.43% in Writing are currently tracking in the 'One Year Below' category. These results suggest that while the cohort has made encouraging gains since their Year 3 assessments, continued supportive intervention in reading and writing frameworks will help strengthen their literacy skills and guide more students toward the higher proficiency bands.



Year 7: Year 7 results across 2024 and 2025 demonstrate sustained high achievement, with school means remaining well above state and national benchmarks. In 2025, around 50% or more of the cohort achieved at least one year above the expected level in Reading, Spelling, Writing, and Grammar & Punctuation. This is reinforced by the proficiency standards, where the vast majority of students achieved 'Strong' or 'Exceeding' results, led by Reading at 83.34%. Notably, the proportion of students requiring additional support in Grammar & Punctuation fell from 8.33% in 2024 to 4.62% in 2025. Numeracy continues to show the greatest internal disparity. Despite a strong 2025 mean of 555.71, students performing one year above level dipped slightly to 41.54%, while those tracking as 'Developing' rose to 23.08%. Continued targeted consolidation is required in Numeracy to support these developing students and maximise growth as they progress.



Year 9: There has been a sustained track record of high achievement in Year 9 results across 2024 and 2025, with students consistently performing well above state and national means. It is particularly pleasing that in 2025, over 50% of students achieved at least one year above the expected level in Grammar & Punctuation, Numeracy, Writing, and Spelling. This growth is mirrored in the proficiency standards, where a remarkable 33.33% of the cohort reached the 'Exceeding' band in both Writing and Grammar & Punctuation. Additionally, the proportion of students requiring additional support in Grammar & Punctuation successfully dropped from 8.82% to 2.22%. Numeracy, however, continues to show the greatest internal disparity. While the school mean remains strong and the 'Exceeding' band expanded to 9.3%, a notable gap persists; 41.86% of students are tracking one year below level, and those needing additional support rose slightly to 4.65%. Continued targeted intervention is required in Numeracy to close this gap and reduce the number of students performing below the expected level.



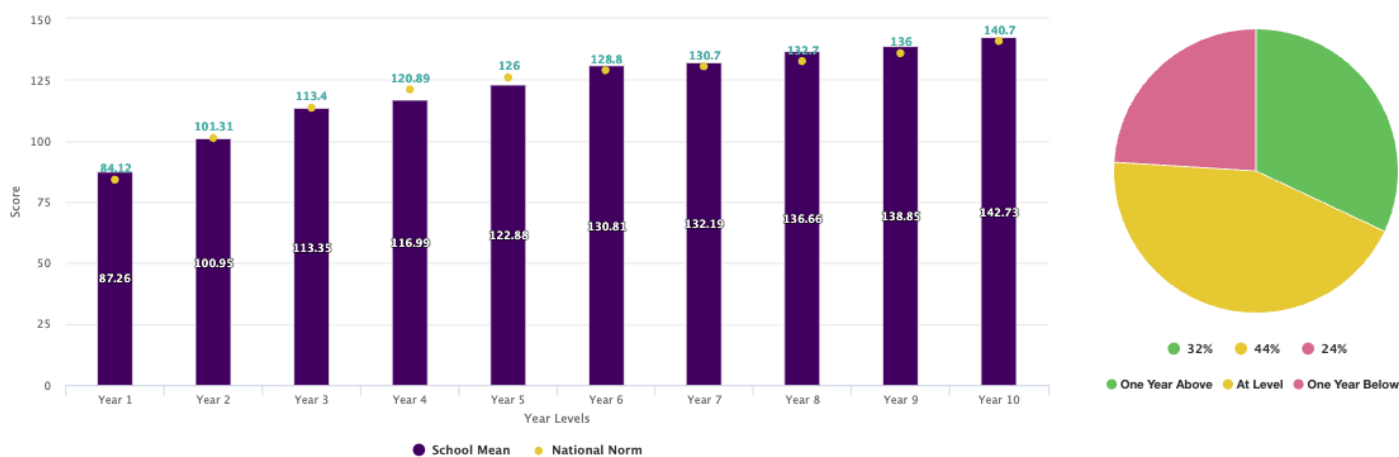
Priorities identified for improvement:

Based on the data for both Year 3 and Year 5, the main school-wide priority is addressing the persistent performance gap in literacy, particularly in Reading and Writing, where a significant portion of students remain one year below level or sit within the 'Developing' categories. Targeted primary interventions must focus on upper primary reading and writing frameworks to support the large tail of students tracking a year below level in Year 5.

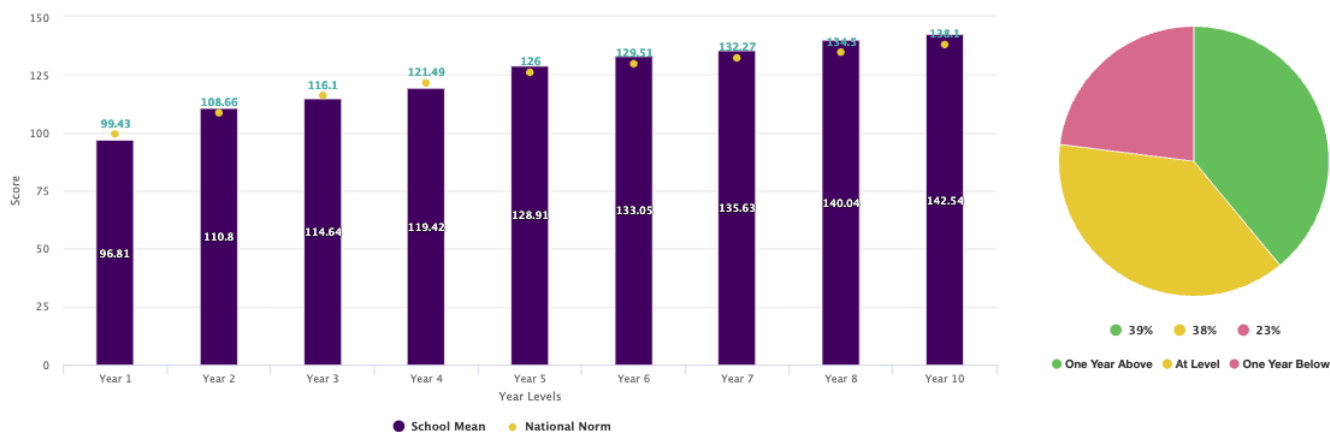
In Secondary, based on the data for both Year 7 and Year 9, the main school-wide priority is addressing the persistent performance gap in Numeracy, where a significant portion of students remain one year below level or sit within the 'Developing' band. Targeted literacy interventions must also focus on Reading to arrest the growth of students tracking a year below level in Year 9. Cultivating these core skills across both year levels will ensure the school minimises cohort disparities and maximises student growth as they progress through secondary schooling.

PAT Data - 2025

2025 PAT Reading (Semester 2)



2023 PAT Mathematics (Semester 2)



Patterns and Trends:

PAT Maths

PAT Maths results from 2024 to 2025 show improvement across most year levels, with the majority of cohorts increasing their mean scale scores. Standout growth occurred in Year 8 and Year 10, with Year 10 showing a particularly strong gain, moving from notably below the national norm to exceeding it. Years 2, 3, 5, 6, and 7 also recorded positive movement. Year 1 and Year 4 were the only cohorts to decline, though Year 1 remains close to its national norm.

Across the school, the proportion of students working below the expected level decreased significantly from 32% to 23%, and the proportion performing one year above level rose from 34% to 39%. Students working at level remained steady at around 34 to 38%. This is a strong and encouraging shift, indicating the school is successfully moving students upward across the distribution. Year 8 and Year 10 have both moved to exceed their national norms, a notable turnaround from 2024.

PAT Maths 2024-2025 Data Trends			
Year Level	2024 Mean	2025 Mean	Change
Year 1	97.18	96.81	-0.37
Year 2	109.29	110.80	+1.51
Year 3	111.02	114.64	+3.62
Year 4	122.94	119.42	-3.52
Year 5	126.71	128.91	+2.20
Year 6	127.84	133.05	+5.21
Year 7	133.61	135.63	+2.02
Year 8	133.55	140.04	+6.49
Year 9	138.95	—	—
Year 10	134.06	142.54	+8.48

Priorities identified for improvement:

- Address the decline in Year 4, which recorded the largest drop across any cohort at 3.52 points. A targeted review of curriculum delivery and intervention strategies is warranted.
- Monitor Year 1, where a slight decline and ongoing gap below the national norm suggests a need for continued focus on foundational numeracy skills.
- Sustain momentum in Year 8 and Year 10 to consolidate significant gains and ensure both cohorts maintain their positions above the national norm.
- Extend high-achieving students, with 39% now performing one year above expected level. Structured extension opportunities should be embedded to maintain challenge and prevent plateauing among top performers.

PAT Reading

PAT Reading results from 2024 to 2025 show positive improvement across most year levels, with the majority of cohorts increasing their mean scale scores. Standout growth occurred in Year 10, which moved from below to above the national norm, and Year 3, which nearly closed its gap with national expectations entirely. Meaningful gains were also seen in Years 6 and 8, while Years 1, 7, and 9 showed steady progress. Year 5 was the only cohort to decline, widening its gap from the national norm.

Across the school, the proportion of students working below the expected level decreased from 28% to 24%, and the proportion performing one year above level rose from 27% to 32%. Students working at level remained stable at around 44–45%. This shift indicates the school is successfully moving students upward, with fewer falling behind and more exceeding expectations. Years 8, 9, and 10 now exceed national norms, and Year 3 is close to parity, reflecting the growing effectiveness of reading instruction and intervention strategies across the school.

PAT Reading 2024-2025 Data Trends			
Year Level	2024 Mean	2025 Mean	Change
Year 1	84.4	87.26	+2.86
Year 2	100.1	100.95	+0.85
Year 3	107.9	113.35	+5.45
Year 4	116.26	116.99	+0.73
Year 5	125.49	122.88	-2.61
Year 6	127.76	130.81	+3.05
Year 7	131.14	132.19	+1.05
Year 8	133.99	136.66	+2.67
Year 9	137.61	138.85	+1.24
Year 10	133.17	142.73	+9.56

Priorities identified for improvement:

- Support Year 5 - the only cohort to decline, with a gap from the national norm widening to -3.12 points; investigate comprehension, vocabulary, engagement, and whether current interventions are appropriately targeted.
- Accelerate growth in Years 2 and 4 - both cohorts showed minimal gains (+0.85 and +0.73 respectively), suggesting a need to review instructional approaches and whether students are adequately challenged.
- Strengthen performance in Years 1 and 4 relative to national norms - these cohorts remain among the weaker performers against national benchmarks and would benefit from targeted support strategies.
- Sustain and extend high achievement - with more students now performing above expected levels, ensure extension opportunities are in place to maintain upward momentum and prevent plateauing among high-performing students.

Summary

College Summary

In 2025, Heritage College advanced its multi-year strategic transformation, building upon previous years' foundations to accelerate academic growth, refine pedagogical practice, and deepen its authentic Christian mission.

Following the pivotal decision in 2024 to transition away from individualised digital math programs due to declining results, 2025 saw the full-scale embedding of the Explicit Teaching model through the College's formal partnership with CogLearn. This shift was operationalised through the launch of the internal "Elevate" Pedagogical Model. This eight-step framework - grounded in Rosenshine's instructional principles and Sherrington's cognitive science - firmly establishes that student attention is the absolute gateway to learning. Backed by intensive professional development, a newly minted Instructional Coaching cycle, and classroom modeling led by designated "Lighthouse teachers," the College successfully minimized cognitive overload and lifted standard instructional practice from Primary through to Secondary levels.

The immediate impact of this explicit pedagogical shift is clearly validated by the 2025 longitudinal NAPLAN data. Following a targeted emphasis on reading mechanics, basic facts recall, and highly structured mathematics blocks, the College recorded excellent learning growth across the Year 5, 6, and 9 cohorts. Secondary students particularly thrived, systematically out-pacing national growth trajectories and benchmarks for similar school profiles. To ensure these strategies mature and their full longitudinal impacts can be accurately measured, the College has committed to maintaining strict strategy and program continuity heading into the upcoming reporting cycles.

Simultaneously, student wellbeing and behaviour management reached a new milestone with the formal systematization of Tier 2 and Tier 3 intervention processes under the Positive Behaviour for Learning (PB4L) framework. By restructuring internal data collection to align standardized PAT testing with weekly formative classroom assessments, staff gained a real-time view of student trajectories. Supported by regular, collaborative data-review meetings, teachers were empowered to identify learning gaps early and provide targeted, small-group interventions with high fidelity. As the College moves forward, strategic focus will balance the continuous refinement of these higher-tier interventions with a reinforced strengthening of school-wide Tier 1 processes.

Spiritually, the College community flourished under its overarching ABIDE master plan, anchoring its operations in the 2025 annual theme of "Extravagant Outreach." This directive successfully challenged staff members to view outreach not as isolated events, but as the intentional, organic, everyday connections forged with students during daily school life. As Heritage College looks to the future, it will utilize the latest Quality Adventist Schools Survey data to target upcoming spiritual goals. Supported by a robust home-school partnership, a highly resilient teaching staff, and a deep commitment to helping every student achieve their God-given potential, the College concludes 2025 academically stronger, structurally cohesive, and firmly unified in its Christ-centered mission.

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 2025 school year, staff experienced ongoing workload pressures, with staffing shortages creating challenges at various times. In response, the College continued to prioritise staff wellbeing through proactive support, open communication, and a continued focus on fostering a positive, sustainable, and caring workplace culture.

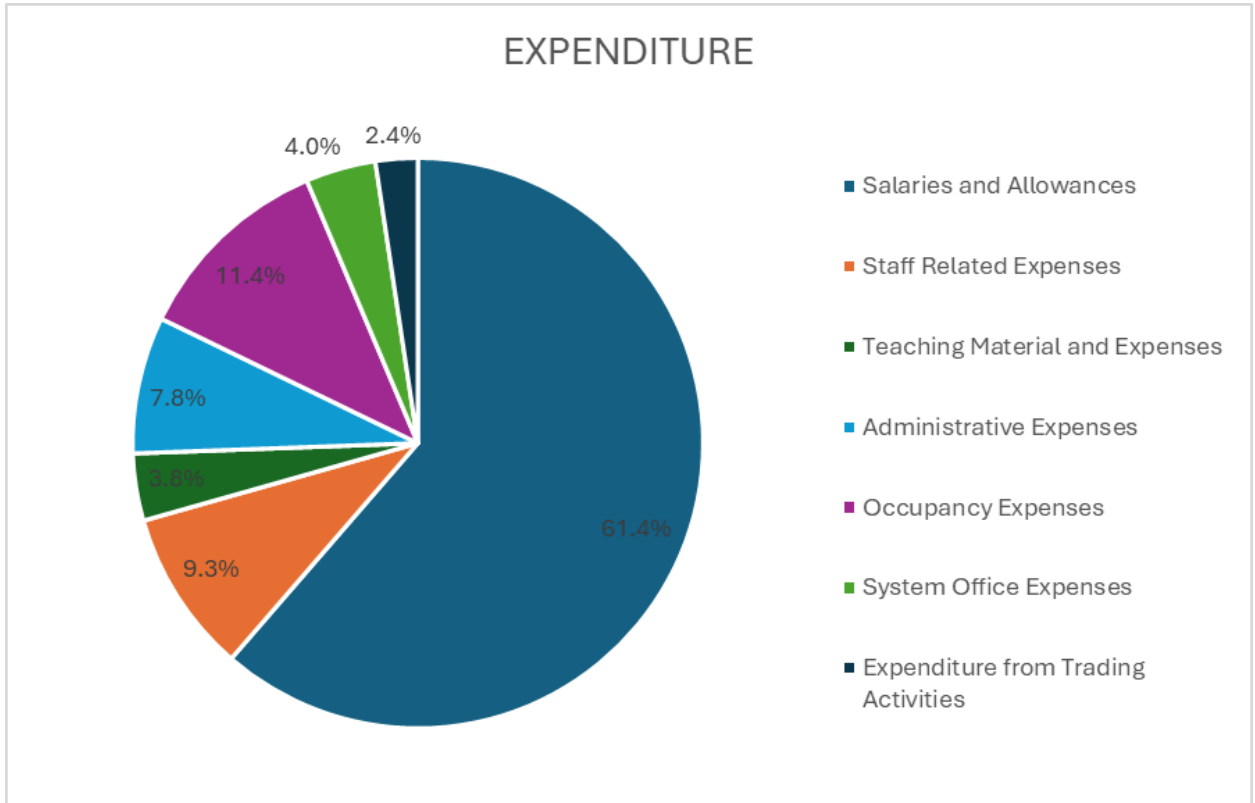
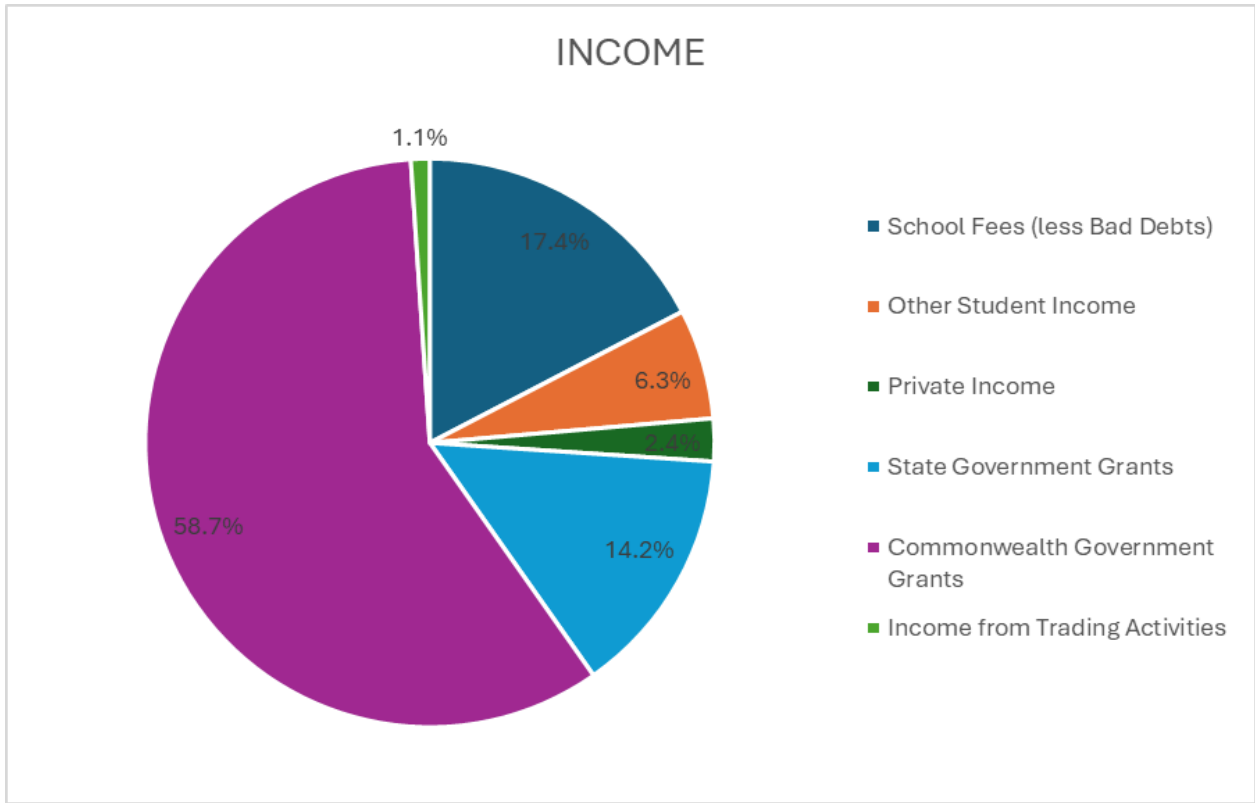
Staff Retention

At the end of the 2025 school year, Heritage College retained most of its 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 2025 was 53.42 FTE with a total head-count of 62.
(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.

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 – 2025

During 2025, Heritage College furthered its commitment to a unified strategic vision for Professional Development, emphasizing the continuous refinement of instructional excellence. This endeavor remained anchored in evidence-based practice and Explicit Instruction, aimed at elevating student performance through the systematic application of high-impact pedagogical strategies.

A primary objective throughout the year was the exploration of the Science of Learning, focusing on the cognitive mechanisms through which students internalize and apply knowledge. Our staff engaged with frameworks from educational researchers like Barak Rosenshine, whose principles offer a robust foundation for effective classroom engagement. Central to this focus was the acknowledgment that student focus serves as the essential portal to knowledge acquisition, necessitating deliberate teacher efforts to secure and maintain classroom attention.

In the Secondary sector, weekly professional learning sessions remained dedicated to teacher pedagogy, offering targeted opportunities to strengthen classroom delivery. These sessions reinforced the importance of Explicit Instruction, routine daily reviews, and clarity in lesson structure. By prioritising student engagement and purposeful routines, the College continues to foster a calm environment conducive to deep academic pursuit. (There is an intent to launch a weekly professional learning session in the primary in 2026).

The formal partnership with CogLearn represented a significant infrastructure milestone in 2025, assisting staff in bridging the gap between cognitive theory and classroom reality. This collaboration provided essential support for the College's broader academic trajectory, ensuring that evidence-informed practices are applied with high fidelity across all teaching departments. Coglearn worked with a group of teachers who became the "lighthouse" teachers and who would model best practice for other teachers to observe and critique.

The development of the "Elevate" Teaching and Learning Model, which has evolved into the College Teaching Playbook, was a key outcome of our internal professional development cycle. This project has provided our teachers with a crucial **shared** vocabulary and a unified instructional framework, supporting teachers in their ongoing professional development.

Instructional Coaching was further elevated as a cornerstone of professional growth. Staff were empowered to scrutinise their own practices and identify granular areas for improvement. The integration of Steplab provided the necessary data-driven support, allowing teachers to practice and refine specific elements of instruction to ensure that no student falls through the cracks.

Finally, professional learning at the College continues to reflect our belief that professional growth is inseparable from our spiritual mission. Staff are encouraged to pursue excellence with humility and a dedication to serving our community. The milestones achieved in 2025 have solidified a foundation of instructional consistency and Christ-centered service, positioning the College for continued progress in the years ahead.

Financial Investment

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2025 year, the cost of which amounted to \$ 52,490. The Annual Teacher Conference was held for a total cost of \$ 12,294. The total direct cost to the College for Professional Learning in 2025 was \$ 64,784.

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 2025 Heritage College staff were trained in: Cyber Security and Phishing, Privacy Awareness, Bullying in the Workplace, Managing Hazardous Manual Tasks, Slips, Trips and Falls and Work Related Stress.

Finally

Conclusion

As we reflect on 2025, we do so with gratitude for God's leading and for the many ways He has continued to bless Heritage College. It has been a year of growth, learning, challenge, and progress. Across the College, we have continued to strengthen our focus on quality teaching, student wellbeing, staff development, and the spiritual life of our school community.

The work undertaken throughout 2025 has helped lay important foundations for the years ahead. Through a continued focus on deliberate learning, instructional improvement, and Christ-centred education, we have sought to ensure that our students are not only growing academically, but also developing in character, faith, and service.

As we look to 2026 and beyond, we remain committed to the mission of Heritage College. Every lesson, every initiative, and every connection matters. Our prayer is that all we do continues to point our students to Jesus and prepares them for lives of purpose, excellence, and service. With confidence in God's guidance, we look forward to building on the work He has begun in our College community.