



Heritage College

Annual Report



2018

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Heritage College ELC – Year 12

Narre Warren South Campus P-6

333 Centre Road
NARRE WARREN SOUTH VIC 3805
PO Box 293
BERWICK VIC 3806
T (03) 9796 0100

Officer Campus ELC-Year 12

66 Starling Road
OFFICER VIC 3809
PO Box 287
OFFICER VIC 3809
T (03) 5943 2900

E admin@heritagecollege.vic.edu.au

W heritagecollege.vic.edu.au

INTRODUCTION

Heritage College is a Prep to Year 12, co-educational facility that has an 'Open' enrolment policy – ie. enrolment is available to students from diverse social, cultural, religious and academic backgrounds.

Its values education in all year levels encompasses the Positive Behaviour for Learning approach which focuses on four values - Excellence, Resilience, Respect and Service.

From an initial enrolment of 48 (1999), to 88 in 2003 (Prep-Year 6) the College has grown to 339 students in 2018.

More than twenty faiths are represented as is a diverse range of cultural groups.

A broad spectrum of academic abilities are 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.

MISSION STATEMENT

To provide quality Christian education which caters for the development of the mind, body and spirit of all students.

To assist them to achieve their potential, expand their skills, develop positive self esteem

And, by reflecting Christian values, become a vital and compassionate member of the community.

PRINCIPAL'S REPORT

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 an increased demand for student places, an additional 22 hectares of land was purchased at 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 will add a year level each year, becoming a Prep to Year 12 campus by the beginning of 2019. During 2015 a new Science Block was added to the secondary campus in Officer, an Early Learning Centre and new Primary building with five innovative learning pods to host Years 1 to 4 students.

Heritage College has a current enrolment of 348 students and offers broad curricular and co-curricular programs from Prep to Year 12. This includes a variety of lunchtime clubs, enrichment programs from Year 3 upwards, and involvement in local Arts and Sports programs. The College continues to provide excellent pastoral support for the students and families in its care through the National School Chaplaincy Program and onsite pastoral meetings with the College Chaplain.

Curriculum

Heritage College bases the delivery of Prep to Year 10 on the Australian Curriculum through a combination of explicit teaching and guided investigation. The integration of Learning Areas is standard practice at the College, as this allows students to understand each area in relation to the others. During Years 11 and 12, students have the option of choosing from VCE (university entrance), VET (trade preparation) or VCAL (workforce entry) courses. This allows students a variety of choice that is not available in many schools, and also allows them to take a combination of VCE, VET or VCAL.

Heritage College has invested in two School Wide Behaviour Intervention Programs. 'Positive Behaviour for Learning (PB4L)' and 'Restorative Practices'. These interventions are targeted to lift student achievement by creating a culture and environment that is conducive to maximum development both academically and socially. The initiatives are positive both in the delivery and in the time required to deliver the language and expectations. These initiatives involve the entire college community and are backed by ongoing peer reviewed research. As we enter the final year of implementation of these programs in 2018, we will be looking into the need to sustain these programs for a further three years until the features of each initiative are embedded.

Child Safety

Heritage College continues to create a culture of child safety. Heritage College has satisfactorily met the requirements of implementation of the 'Child Safe Standards', following an audit by VRQA into all Colleges within the Adventist Schools Victoria (ASV) company in 2017. Thus, Heritage College have all the necessary policies and practices that clearly outline the processes that will keep our children safe. All staff and volunteers at the College sign a code of conduct and complete a mandatory reporting training in order to recognise and report abuse if suspected.

The Future

As a College, we believe that it is our duty to cater for 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 that they can be, 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



2018 Annual Report Overview

The 2018 Heritage College Annual Report will follow the headings of the Quality Adventist Schools Framework (Adventist Identity, Learning & Teaching, Leading School Improvement and Community Partnerships). Heritage College staff are continually involved in reviewing these key areas of College life, highlighting areas of strength, identifying areas of weakness and establishing future goals for improvement.

DOMAIN 1: ADVENTIST IDENTITY

In 2018, Heritage College Staff, as part of the Quality Adventist School review process, under the domain 'Adventist Identity', reviewed the component of 'Vision, Mission & Values' and identified two areas of need. The staff highlighted the need to create a framework for service projects from prep to Year 12. It was identified that service is a significant aspect of Adventist identity and should be acknowledged and planned for with intentionality.



The staff developed goals around the idea of service. The service goals targeted different year levels. Service programmes for Prep to Year 3 focused on service in the home. Service programmes for Year 4 to Year 6 focused on service in the College. Service programmes for Years 7 to 9 focused on service in the community. Service programmes for Years 10 to 11 focused on Service in the nation and finally, service programmes for Year 12 would focus on service in the world.

The following service programmes are offered at Heritage College to align with these goals: Year 4 to 6 focus on service in and around the school with the School Representative Council encouraging students to place rubbish in the bins and to ensure food scraps are placed into a specific coloured bin, ready for placing in the gardens as compost. Students in Years 4 to 6 are also encouraged to participate in Clean Up Australia day which again encourages service to the College but also to the community at large as students walk around the local area picking up rubbish. In Year 11, students attend Avondale College where students get to focus on academic options for the following year, however, a true service aspect is yet to be established for this year group. Year 12 students are deeply involved in service through an international service project in Nepal. The years that are still yet to have embedded service projects in the home are Prep to Year 3, and our Years 7 to 9 are yet to have quality activities for service in the community. It is the hope that these areas of service will be developed moving forward.

The QAS analysis also identified the need for Heritage College to participate in an organised StormCo. A StormCo is an organised service activity, usually encouraging Years 10 and above to travel to a place of identified need. Students are coached to gain skills to run the children programme and service projects. This will have to be a project tagged for another year as it has not had the opportunity to be organised yet.

DOMAIN 2: LEARNING & TEACHING

In 2018, Heritage College Staff, as part of the Quality Adventist Schools review process, under the domain 'Learning & Teaching', reviewed the component 'Teaching Practices'. Under this component, staff identified the need to improve teaching and learning across the College. The goal associated with this component was to develop a school-wide curriculum plan to incorporate Growth Mindset theory and practices in each level of school'. It was identified that Growth Mindset was a pedagogical approach to teaching and learning that develops the teacher and also assists the learners.

As a part fulfilment to this goal, there were several staff meetings that were allocated to the teaching of Growth Mindset to all staff. We are yet to see a full development of Growth Mindset across the College and will continue to target this in the future.

Additionally, staff identified the need for leadership to investigate and with staff collaboration choose and facilitate the running of student and parent questionnaires to enhance student academic learning and teacher effectiveness. Since the review, the College has continued to utilise the Insight SRC surveys which are distributed amongst all staff, parents and students in the College community. More work needs to be done with the understanding of the analysis of the gathered data and follow up based on the data collected.

Finally, the staff also identified the need to increase the consistency and regularity of teacher feedback to students in order to encourage self-assessment amongst the students. Staff would like to see students using more agency and student voice to encourage learning. Throughout 2018, staff were encouraged to give feedback regularly. This is an area of focus that will need to continue into future years as there was not enough time to develop this area of teaching and learning.

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DOMAIN 3: LEADING SCHOOL IMPROVEMENT

Heritage College Staff, as part of the Quality Adventist Schools review process for 2018, under the domain 'Leading School Improvement', reviewed the component 'Improvement processes & planning'. The staff identified the need for more assistance for students who were struggling. The recommendation was for more learning assistants to be employed to assist the increasing numbers of students with learning needs in the school.

In 2018, a significant increase of teacher aides were employed at Heritage College in fulfilment of this perceived need. These aides were employed to assist the students with higher needs throughout the College.

A teacher for English as an Additional Language was also requested to meet the needs of our students who are struggling with English however it was agreed that our teacher aides will help bridge the identified gap.

Furthermore, it was identified that mentoring programmes for both students and staff were required. The strategies to be employed were for senior teachers to be mentored by other staff members and for regular meeting times to be facilitated. Since our review, all staff members are 'buddied' up with another staff member. Times are set aside during each week for all Year groups to meet with other staff members and discuss challenges and ideas.

It was also identified that students also need to have regular and sustained mentoring time especially where high school students can show leadership to their primary counterparts. It is evident that this aspect of the mentoring goal needs to continue to be an ongoing focus in the future.

DOMAIN 4: COMMUNITY PARTNERSHIPS

Heritage College Staff, as part of the Quality Adventist Schools review process, under the domain 'Community Partnerships', reviewed the component 'Church Partnerships'. The staff identified the need for Heritage College to participate in at least one Church programme for the year. This goal was exceeded in 2018 as the College optimistically set out to cover three Church presentations - Casey Church, Pakenham Church and the Dandenong Filipino Church.

It was also identified that Heritage College students would benefit by hearing from Chaplains from outside our own College. Thus we had several speakers who graciously accepted the call and were invited to speak to our children - both young and old.

SERVICE PROGRAMS

Each year Heritage College students engage in a variety of service oriented activities. Students engage in age appropriate opportunities to demonstrate the values of the College by engaging in acts of service to others. Some examples of this include the collection of items for hampers for people in need leading up to Christmas again, the Nepal service trip for Year 12 students, fundraising for various charities such as the Cancer Foundation, Mother's and Father's Day gifts to neighbours of the College, Clean Up Australia Day, fundraising to sponsor two orphans in Cambodia and collecting for ANZAC day veterans. 2018 saw all of these service activities continue and flourish.

COMMUNITY ENGAGEMENT

During 2018, Heritage College hosted many community events. These included a very special Mother's Day brunch, Multicultural Day, Book Week Parade and activities, Sunday Fundays at both Officer and Narre Warren South campuses. Planned and presented ANZAC Day and Remembrance Day ceremonies. Families were also invited to attend several student presentations such as a special Choir night for both secondary and primary, and also a piano recital held at the Heritage College chapel in Narre Warren South.

We also had a fabulous Home and School committee who organised a large scale 'gala day'.

These events are important in establishing connections with the extended school community and strengthening the Heritage College culture.

STUDENT ATTENDANCE

Student attendance averaged 95% across the twenty-one classes at Heritage College in 2018.

This percentage translates to an average of 10 days per student being missed every year by the 354 students that we had at Census time in August.



2018 Annual Report Overview

MONITORING STUDENT ACHIEVEMENT

As a part of our annual academic targets, Heritage College teachers aimed to improve student achievement in literacy and numeracy across the board. The following data reflects the impact of teaching and learning in the junior school (Year 3), senior primary (Year 6) and upper secondary before VCE/VCAL (Year 10). The test results used in this report are the Progressive Standardised Tests for Reading Comprehension and Mathematics, from September 2018.

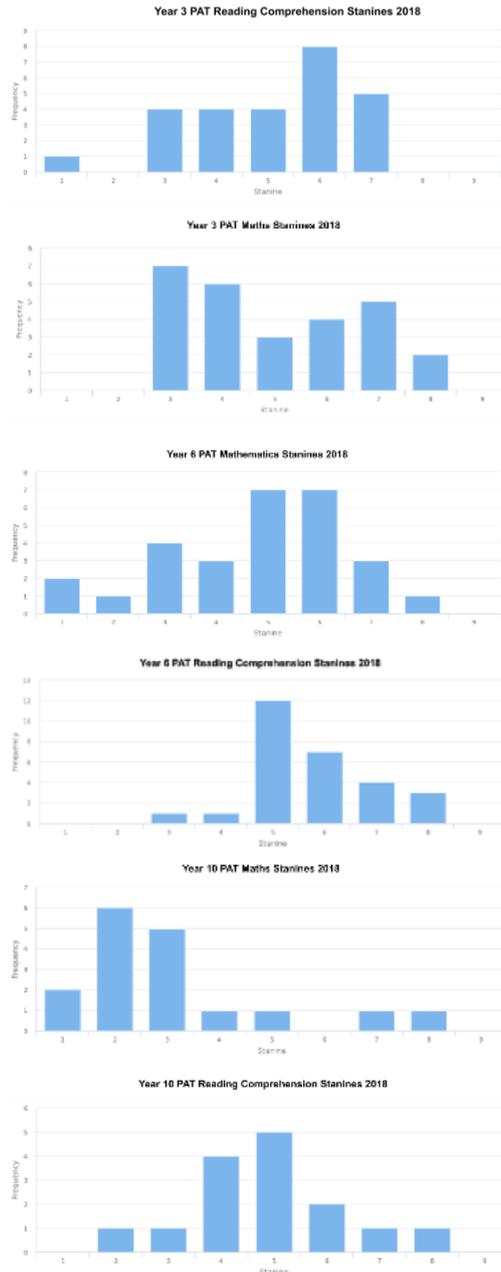
The results for the junior and senior primary in both reading comprehension and Mathematics are pleasing.

The data for both Reading Comprehension and Mathematics in Years 3 and 6 indicate a shifting of the bell curve towards the higher stanines.

Typically, teachers aim to facilitate one year of academic growth in a calendar year for every student relative to needs and ability. Students across all levels of the primary school years acquired sufficient value add over the 12 month from October 2017 to October 2018 (which is the typical standardised testing period of measure).

The data in Year 10 for Mathematics highlights a significant area for focus and support for students. Heritage College have implemented a variety of interventions to assist the lower scores evidenced in this particular testing period. We are hopeful for better results over the time of our future interventions.

Fortunately, the standardised test results for Year 10 students from their Reading Comprehension scores indicate high numbers of students achieving in the low average to average range with a few students spread over the above average to well above.



GRADUATE OUTCOMES

All Year 12 students who chose to apply for further education through VTAC received offers in their chosen career path at the completion of 2018, with forty percent receiving an offer for their first preference. This included students taking VCE, VET and VCAL courses, and students were accepted into apprenticeships, TAFE and university courses dependent on their field of study, with Deakin University and Federation University the most popular choices. In 2018, the average ATAR result achieved by students improved from the previous year.

Seventeen percent of all 2018 graduates scored in the eightieth percentile of ATAR scores. Fifty percent of all 2018 graduates scored in the sixtieth percentile of ATAR scores.

YEAR	READING 2017	READING 2018	WRITING 2017	WRITING 2018	SPELLING 2017	SPELLING 2018	GRAMMAR & PUNCTUATION 2017	GRAMMAR & PUNCTUATION 2018	NUMERACY 2017	NUMERACY 2018
Year 3 students NWS	22	18								
% meeting National Minimum Standard	6%	17%	9%	6%	19%	17%	13%	6%	23%	11%
% ABOVE NMS	81%	83%	89%	94%	75%	72%	78%	89%	77%	78%
Year 3 students OC	5	6								
% meeting National Minimum Standard	0%	40%	20%	0%	40%	33%	0%	50%	40%	20%
% ABOVE NMS	100%	60%	80%	100%	60%	67%	100%	33%	60%	80%
Year 5 students NWS	21	26								
% meeting National Minimum Standard	24%	20%	10%	4%	10%	15%	24%	4%	20%	20%
% ABOVE NMS	76%	80%	86%	85%	90%	77%	71%	85%	80%	86%
Year 5 students OC	7									
% meeting National Minimum Standard		29%		0%		0%		29%		29%
% ABOVE NMS		71%		86%		100%		57%		71%
Year 7 students	23	24								
% meeting National Minimum Standard	18%	17%	18%	22%	23%	22%	5%	26%	29%	17%
% ABOVE NMS	77%	75%	77%	78%	68%	74%	77%	57%	67%	75%
Year 9 students	24	22								
% meeting National Minimum Standard	21%	23%	22%	48%	26%	19%	36%	19%	13%	9%
% ABOVE NMS	63%	77%	61%	38%	48%	67%	64%	71%	87%	86%

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 for compassionate leave should they experience bereavement.

Across the 2018 school year the College staff experienced the usual array of viruses and sickness, resulting in an average of 1 to 5 days of leave per semester per teacher. This does not include other types of leave such as Long Service or Maternity Leave.

STAFF RETENTION

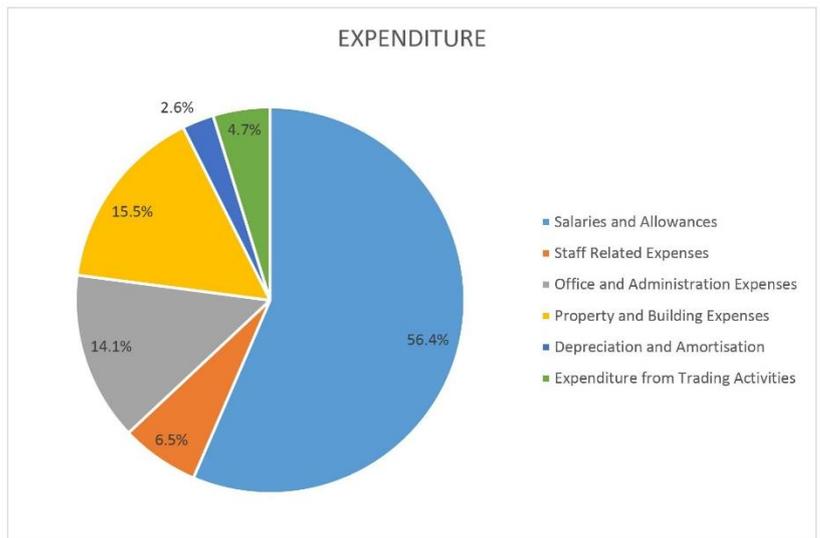
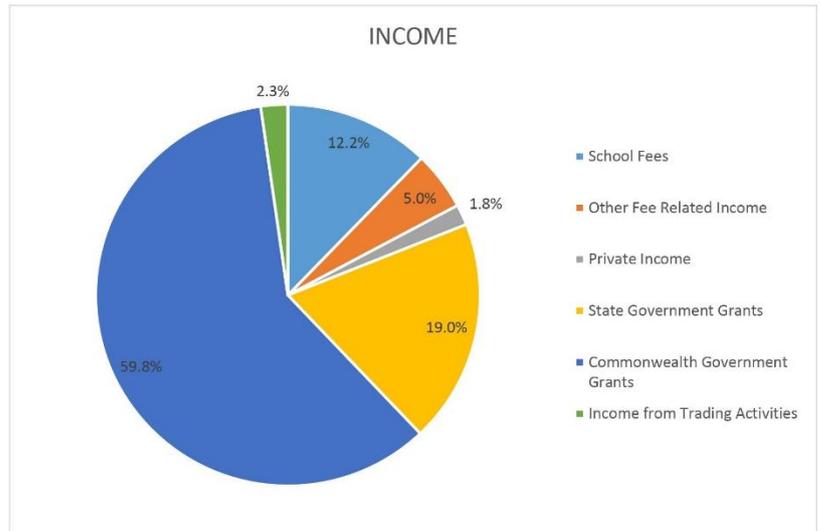
Staff retention from one school year to the next in the past several years has been consistently high. At the end of the 2018 school year, we experienced a small number of staff members moving on for one reason or other.

TEACHING STAFF FTE

Our total teaching staff number in 2018 was 30.91 (FTE) with a total head-count of 37.

(FTE =Full-time Equivalent)
(This is not all staff)

INCOME AND EXPENDITURE



Professional Engagement

Name of Teacher	Qualifications	Yrs of Exp.	Professional Development
Mr Sonny Aiono	B.SS(with honours), Grad.Dip of Teach, MA Ed Admin	17	ASVAC, First Aid
Mrs Rose Axiaq	B.Sci	30	ASVAC, First Aid, Edutech Expo, Disability Standards, Protecting Children
Mrs Janette Bower	B.Ed	27	ASVAC, First Aid, Students with Defiant Behaviour, QASF, Keeping Safe Curriculum
Mrs Aloma Camps	B.Ed (Primary)	7	ASVAC, First Aid
Mr Scott Camps	Grad.Dip Tech.	14	ASVAC, First Aid, Casey Tech School Information, Restorative Practice, Trauma, School IT Skills Development
Mrs Joanne Capon	B.Ed (Primary)	12	ASVAC, First Aid
Mr Nathanael Capon	B.Ed (Maths/Science)	12	ASVAC, First Aid
Mr Darrell Chang	Dip.Teach	4	ASVAC, First Aid
Mrs Camilla Christian	B.Ed	9	ASVAC, First Aid
Miss Tanja Dennis	B.Ed (Primary)	14	ASVAC, First Aid, 7 Steps to Writing Success, Working with Defiant Children, Digital Assessment, Literacy – A Shared Understanding
Mr Nigel Eales	B.Ed (Primary), B.Applied Sci	11	ASVAC, First Aid
Mrs Yolanda Horne	B.Arts, Dip.Ed	17	ASVAC, First Aid
Ms Nomi Jackson	Dip.Tch, Grad.Dip Music Ed, Grad.Dip TSOL	42	ASVAC, First Aid
Miss Mary-Jane Jean	MA.Teach	2	ASVAC, First Aid
Miss Michelle Kammermann	B.Ed (Primary)	14	ASVAC, First Aid
Ms Chloe Kent	B.Ed (Primary)	9	ASVAC, First Aid
Mr Samuel Ladson			ASVAC, First Aid
Mrs Palolo Lafaitete	B.A/B.Teach(Hist&VA)	7	ASVAC, First Aid
Miss Jody Lawson	B.Sci, P.Grad.Tch	13	ASVAC, First Aid
Mr Darren Martin	B.A/B.Teach	9	ASVAC, First Aid, Trauma, Restorative Practice, ASA Wellbeing Symposium, Mandatory Reporting, SEQTA
Mrs Isabelle Millien	B.Ed (Primary)	8	ASVAC, First Aid, PB4L Tier 3, Real Schools, Introduction to Research
Mrs Naomi Moss	B.Ed	11	ASVAC, First Aid
Mrs Kim Nuske	B.Tch, B.Ed	4	ASVAC, First Aid, Winter School – Masters, ODD PD, Real Schools
Mr David Nuske	B.Science, B.Ed	3	ASVAC, First Aid, Digital Tech, Jacaranda PD, Trauma
Mrs Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	24	ASVAC, First Aid
Mrs Marcelle Rogers	B.Ed	37	ASVAC, First Aid
Mr Terry Rogers	B.Ed, MA	27	ASVAC, First Aid
Mrs Lian Scheermeijer	B.AppMths, Grad Dip Ed	21	ASVAC, First Aid
Mr Roger Sevenhuysen	B.Ed (Primary)	21	ASVAC, First Aid
Mr Reuben Sleight	B.Art/Teach	2	ASVAC, First Aid
Mrs Cheryl Sontter	B.Ed, Grad Dip Bus, MA Ed Admin & Leadership	28	ASVAC, First Aid
Mrs Sharlene Stratford	Dip.Ed Grad, Dip.Ed	20	ASVAC, First Aid
Miss Elyse Taylor	BA.BTch	9	ASVAC, First Aid
Mrs Bronwyn van Dyk	B.Arts, Post Grad Cert in Education	12	ASVAC, First Aid
Mr Evan Varty	Grad Dip	16	ASVAC, First Aid, Being Smart Online, QASF, Trauma, NAPLAN, Visit to Dandenong Secondary College
Mr Andrew Waldrip	BA.InfoTech, BA.DipPriEd	8	ASVAC, First Aid, 7 Steps to Writing Success, Real Schools
Ms Jen Wells	B.Ed	17	ASVAC, First Aid
Miss Alicia Wold	B.Ed Early Childhood	6	ASVAC, First Aid

PROFESSIONAL DEVELOPMENT AND LEARNING

Heritage College places a very high value on Professional Learning as a means to ensure that the pedagogies used are research based and up to date with best practice. This year, the teaching and learning coordinator, together with the leadership team, decided on the best approach towards professional development in the College for all teachers in 2018. All other professional development was to be sought through professional reading and/or via lynda.com (an online professional development resource with thousands of ready-made certified courses).

The two whole school initiatives for Heritage College concluded in 2018. Restorative Practices and Positive Behaviour for Learning (PB4L). Restorative Practices was again facilitated by Adam Voigt from Real Schools Ltd and PB4L was facilitated by Dr. Shiralee Poed from the University of Melbourne. Heritage College has a three-year partnership with Real Schools in order to embed the practice of restoring student relationships through positive relationships and language.

The college also continued to sustain the development of Visible Learning in the classroom and eLearning. Visible learning is expected to be embedded into teacher practice by having level meeting reminders, visible reminders and facilitated professional coaching. The use of eLearning is to be a vehicle that teachers use to help facilitate learning.

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2018 year, the cost of which amounted to \$25,383. In addition, all teachers attended the Adventist Schools Victoria Annual Conference (ASVAC) at the beginning of the school year, the focus of this being to network with teachers from across Victoria and to develop student well-being. The cost of ASVAC amounted to \$3,388. Therefore, the total direct cost to the College for Professional Learning in 2018 was \$29,226.

All teachers at Heritage College were also involved in a buddy program (relabelled from coaching in 2017). All teachers in 2018 selected a buddy to work with during the year. This program is still under development. New to service teachers (graduates) were also allocated a mentor teacher, and thus engage in a stringent induction program for a period of two years. This induction program is very closely monitored by the Victorian Institute of Teaching (VIT) and is the avenue through which new to service teachers are able to achieve full teacher registration. All new to service teachers at Heritage College engaged in this program.