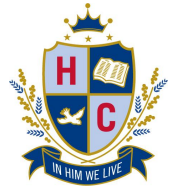


Heritage College

2020 Annual Report



Heritage College

ELC - Year 12

Narre Campus ELC - Year 6

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Table of Contents

School Overview	4
Mission Statement	4
Introduction	4
Child Safety	4
A Message from the Principal	5
History	5
Curriculum	5
The Future	5
2020 Annual Report	6
Domain 1: Adventist Identity - Our Purpose and Pastoral Care	6
Domain 2: Teaching & Learning - Student Achievement and Professional Growth	6
Domain 3: Leading School Improvement - Human Resources & Learning and Improvement Culture	7
Domain 4: Community Partnerships - Professional Partnerships	8
Marketing and Community Engagement	9
Student Attendance	9
National Benchmarks	10
Professional Engagement	12
Staff Attendance	12
Staff Retention	12
Teacher Staff Full Time Teaching Entitlement	12
School Finance Summary	13
Staff Qualifications	14
Professional Development and Learning	15

School Overview

Mission Statement

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

To assist them to achieve their potential, expand their skills, develop positive self-esteem, and, by reflecting Christian values, become vital and compassionate members of the community.

Introduction

Heritage College is an ELC 3-year-old to Year 12, co-educational facility that has an 'Open' enrolment policy – ie. enrolment is available to students from diverse social, cultural, religious, and academic backgrounds.

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

From an initial enrolment of 48 (1999) to 88 in 2003 (Prep-Year 6) the College has grown to 413 students in 2020. More than twenty faiths are represented as is a diverse range of cultural groups.

A broad spectrum of academic abilities is also present, but the College's desire is that all students realise their 'God-given' potential and become the young men and women that God created them to be.

Child Safety

Heritage College continues to create a culture of child safety. Heritage College has satisfactorily met the requirements of the implementation of the 'Child Safe Standards', and is currently up-to-date with all new minimum VRQA requirements. Thus, Heritage College has all the necessary policies and practices that clearly outline the processes that will keep our children safe. All staff and volunteers at the College, annually sign a code of conduct and complete mandatory reporting training in order to recognise and report abuse if suspected.

A Message from the Principal

History

Founded in 1999 in Narre Warren South, Heritage College is affiliated with Adventist Schools Victoria, a system of schools that has been delivering quality education in Victoria for over 100 years. Due to the size of the Narre Warren South Campus and increased demand for student places, an additional 22 hectares of land was purchased 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 has added a year level each year, now achieving a full Primary in 2020. During 2020, Heritage College added eight new classrooms, offices, two primary foyers, an 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 413 students and offers broad curricular and co-curricular programs from Prep to Year 12. This includes involvement in local Arts and Sports programs and a variety of learning excursions and incursions throughout the year. The College continues to provide excellent pastoral support for the students and families in its care through the National School Chaplaincy Program and onsite pastoral meetings with the College Chaplain.

Curriculum

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

The Future

As a College, we believe that it is our duty to cater to our students in a holistic manner – academically, physically, socially, and spiritually. This includes developing a sense of service to others and a love for others. We believe that all students should be given the opportunity to develop to the very best 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

2020 Annual Report

Domain 1: Adventist Identity - Our Purpose and Pastoral Care

Heritage College leadership team looked back over an aspect of our QAS review from 2017 and resurrected an item that was not achieved. Based on our QAS review 2017, Heritage College set a goal to continue to create models of Service that could be integrated into the curriculum from Prep to Year 12. Models of Service are important as they provide scope for leaders, teaching staff and parents to contribute to the development of character. Unfortunately, due to the significant number of interruptions in 2020 with lockdowns and onsite restrictions, this particular goal was not achieved again and will be refocused in future years.

Heritage College staff also set a goal for a continuation of Church visits in 2020. Whilst the intention and desire were genuine, Heritage College did not conduct any Church visits in 2020 due to the numerous restrictions and lockdowns as a result of the spread of the Covid-19 virus. There are plans to resume regular Church visits when restrictions ease.

Heritage College's learning and teaching committee also set a goal in 2019 for Heritage College teachers to reference the Transformational Teaching framework in unit plan documentation for each subject by the end of 2020. Again, this goal was not a priority in 2020 and therefore will be resumed in future years.

The New Focus

Although many of the 2020 goals for Adventist Identity were not achieved as stated above, it is important to note that there were other areas of our College special character that were achieved as a new focus emerged. Heritage College chaplaincy focused their energies on assisting students, staff and families to cope with the significant stress of Covid-19 restrictions and lockdowns. Chaplaincy connected with all stakeholders throughout the lockdowns in Melbourne either by calling, sms, or Google meet.

Heritage College bus drivers engaged in acts of service by driving learning resources to the students throughout the lockdown periods. It was reported to the bus drivers that even seeing the school bus drive to the house was enough of a wellbeing boost for some students.

Heritage College leadership focused energies on sending food to staff while they were at home teaching, thus encouraging staff wellbeing during the stress of online teaching. The focus certainly shifted from the goals set in 2019, to new goals of staff wellbeing, student resilience and assisting all stakeholders to deal with the new platform of learning.

Domain 2: Teaching & Learning - Student Achievement and Professional Growth

Based on our school review 2018, by the end of 2019, Heritage College set a goal to build a growth mindset (resilience) into the culture of the community (students, parents, staff) at Heritage College. and this was to continue to 2020. All teachers were encouraged to include growth mindset into their teaching however it is yet to be successfully fully embedded. There are currently many classrooms with displays of the nomenclature of 'yet' and 'growth', however, a survey needs to be conducted to gauge the level of competency of the students and confidence of teachers to facilitate the learning on 'growth mindset'.

Based on our QAS review 2019, by the end of 2020 Heritage College aimed to:

Primary: Introduce a buddy system relevant to the teachers needs (i.e. peer coaching), i.e. class observations, peer consultations and opportunities to brainstorm ideas to improve student's learning outcomes. Sessions will be planned in collaboration with leadership to either meet or observe each other once a term. Leadership to take turns rotating each term through teaching classes when buddies are meeting/observing each other (or to provide CRT's). Buddies to be clear on what their expectations are whilst in their buddy classrooms using a proforma to record observations & recommendations.

Secondary: At the end of Term 1 and also the beginning of Term 3 2020, all teachers that teach the same year level will meet to go through every student to discuss progress needs. Different teaching strategies will be discussed and documented then made available to all staff for reference.

The New Focus

The impact of the 2020 lockdowns and Covid-19 virus restrictions had a significantly negative impact on student learning and also teaching proficiency. The new focus became the need for teachers to shift the already familiar platform of on-site, face to face learning and into an unfamiliar new online learning environment. The new focus for our learners became the need to also shift from learning face to face, into learning at home and battling the countless distractions that were literally, only fingertips away. Parents were placed into a difficult position of needing to manage the affairs of the home while also ensuring that students were both engaged in learning online but also having regular brain breaks throughout their day.

Domain 3: Leading School Improvement - Human Resources & Learning and Improvement Culture

Based on our QAS annual review 2018, all school documentation was requested by staff to be updated regularly, in particular the Staff handbook which should be updated and distributed digitally by the beginning of 2019 staff return day. Although this goal was met in 2019, the QAS staff members felt the need for this goal to be carried over to the following year to ensure clarity of expectations for several years in a row. Unfortunately, due to the several lockdowns here in Victoria, the staff handbook was not completed, however there are plans to have the Staff Handbook copied into the online Portal.

Based on our QAS annual review 2018, Heritage College set a goal to continue the learning and improvement culture plans listed below:

Pedagogic Leadership: Weekly leadership meetings, staff meeting schedule and agendas, school improvement plan, QAS meetings, whole school approach to Professional Development, appraisals,

Professional Learning Communities: Level/Department Meeting scheduled on Staff Meeting schedule, Level/Department Meeting minutes, NAPLAN data review and response planning (Level meetings), PAT data review and response planning (Level meetings), Seqta - data collection point

Existing partnerships and community connections: Home Economics Institute, VCAL program, Maths Pathways, Casey Tech, Victorian Association for Teachers of English, SEISS connections and community, Primary connections between campuses and schools with in ASV

Domain 4: Community Partnerships - Professional Partnerships

Based on our QAS annual review 2018, the Administration set a goal to write a Community Partnerships Policy so the committee could re-evaluate the various partnerships that are established within the community. The policy was to align with any guidelines that the SDA Union Conference may have in relation to Community Partnerships and that a draft of the policy should be developed for review early 2019. Heritage College currently has a draft version of the Partnerships Policy and will be confirming this policy in 2021 through the College council.

Marketing and Community Engagement

In 2020, Heritage College adapted remarkably well to the sudden impact of COVID19, requiring immediate school closures and work from home. During this time, the following projects and key changes were delivered:

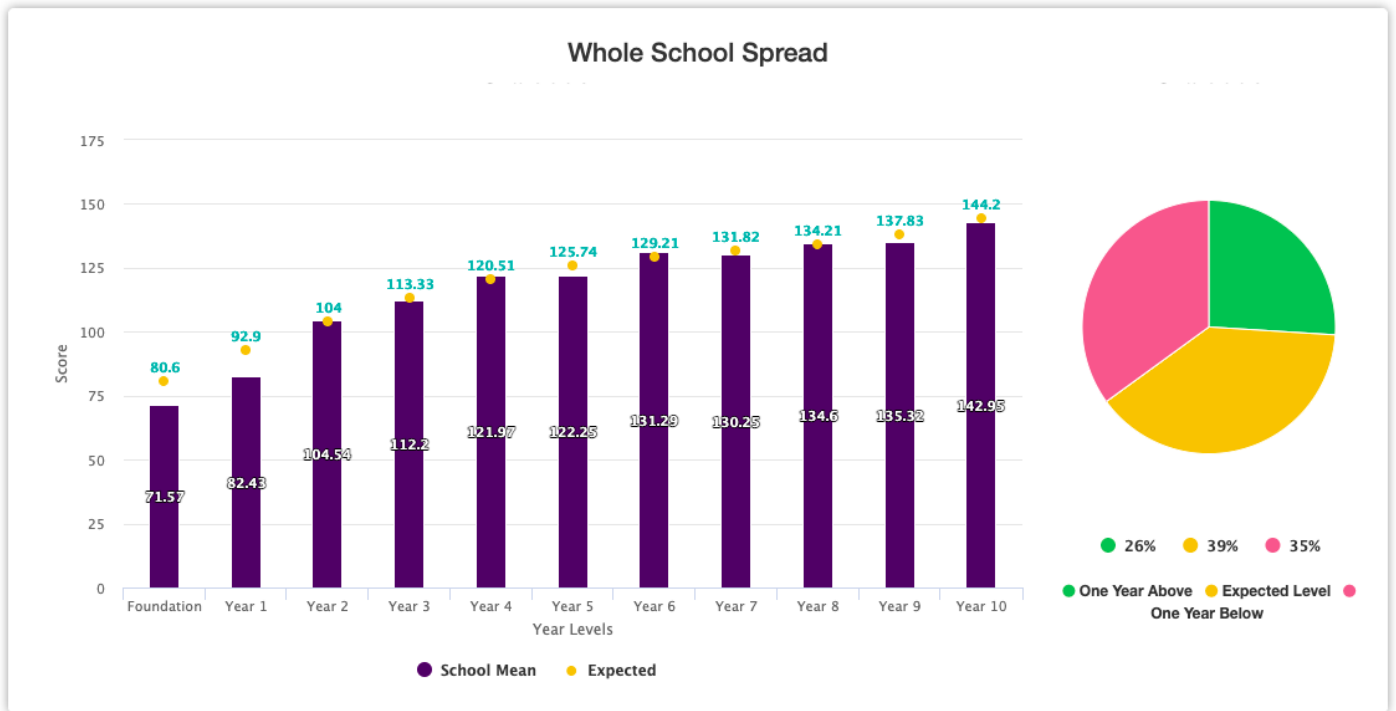
- Event management: Open Night event at Narre Warren South campus, March 2020.
- Media Relations and Stakeholder communication for Infrastructure Project: support including News release for local media (Early Learning Centre, Narre Warren South and Primary Precinct, Officer campus) and development of content for building progress for website and social media.
- Campaign management: Plan, lead, Organise, control the promotional campaigns for Scholarships, Prep, Early Learning and Open Night.
- Communications: continue effective archives structure for campus news and events
- Crisis communications: website section setup, Crisis Communications channels identified, writing content for immediate distribution to stakeholders.
- Enrolments and Enrolment Pathways: Manage improvements to the Early Learning Centre Enrolment Form.
- Development of Virtual Platforms during lockdown period: Moved to virtual platforms for Step into Prep and Step into Secondary, Prep Orientation Day, and Virtual Tours website for Officer campus.
- Brand Identify - Uniform and staff apparel: Update suite of Uniform items in alignment with new brand identity, develop Uniform Policy and Change Management Report to leadership and improve ordering processes for staff apparel (polo, beanie, scarf).

Student Attendance

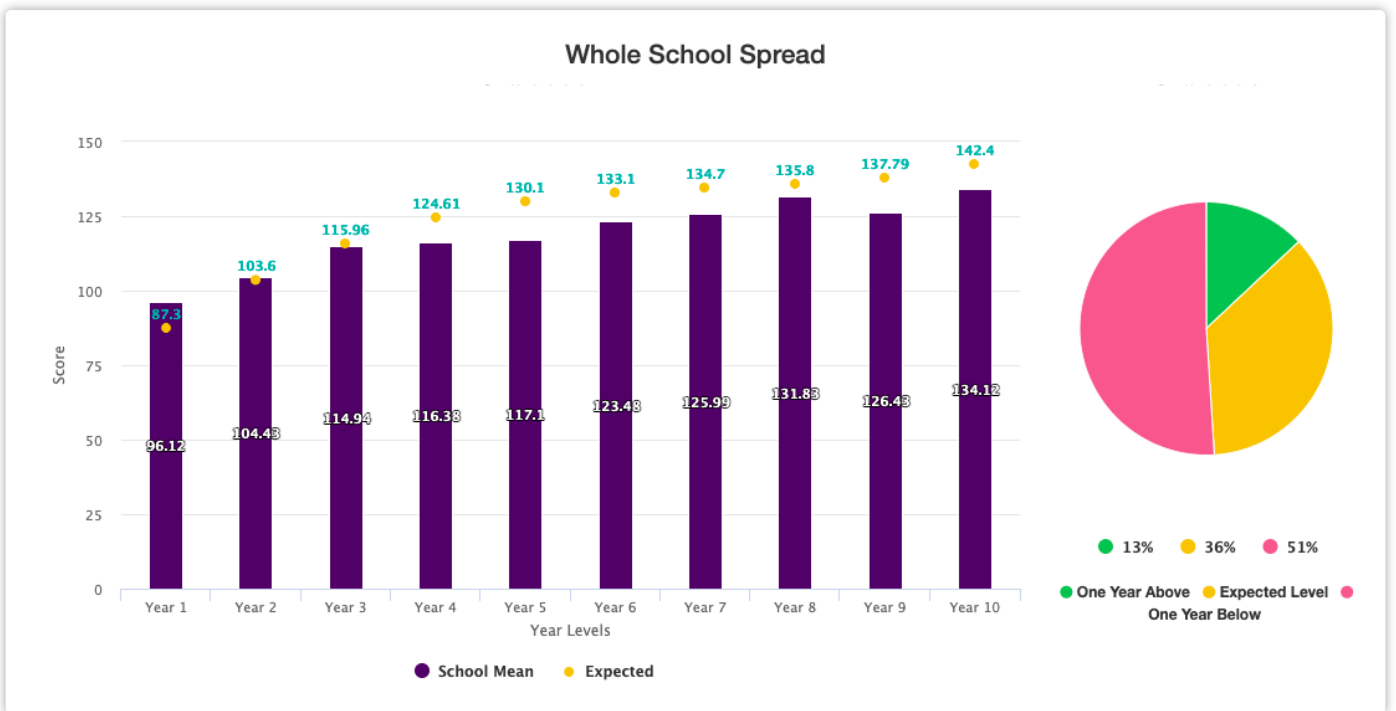
Due to Covid-19, student attendance in 2020 was reported and recorded differently. Most students attended online classes daily and conducted home learning for the better part of the year. Attendance was at 87% for our Officer Campus and 90% for our Narre Warren South Campus.

National Benchmarks

2020 Semester 2 PAT Reading



2020 Semester 2 PAT Maths



Summary

Heritage College experienced its greatest impact from COVID-19 lockdowns in the area of teaching and learning. Due to the inability to proceed with NAPLAN testing in 2020, Heritage College facilitated Progressive Achievement Tests (PAT) for most Year groups in September 2020.

Across the board for Reading Comprehension the results indicate 26% of students are one year above their expected reading level. 39% of students indicate achieving at their expected level by September and also 35% indicated reading below their expected level of reading proficiency.

It is also quite likely that the extended lockdowns negatively impacted the level of Mathematics learning across the board. PAT results indicate that 51% of students from Prep to Year 10 tested below their expected level. 36% of students from prep to Year 10 achieved at their expected level in Mathematics and finally 13% of students achieved one year above their expected level of proficiency in Mathematics.

While it is important to consider all variables and influences on student learning and achievement, and consider various reasons why students have not achieved as expected, the negative impact of lockdowns due to COVID-19 cannot be overlooked.

Azevedo, Hasan, Goldemberg, Geven and Iqbal (2021) examined the impact of school lockdowns on student learning across the world in 2020. Studies already conducted around the world showed that lockdowns had a significantly negative impact on students in countries such as Belgium, Sweden, and even Switzerland. These studies revealed that in all countries researched, students who had adequate support and encouragement at home during lockdown, achieved better than students who did not have these support structures. This agrees with a study carried out by Asanov, Flores, McKenzie, Mensmann, and Schulte (2021) who surveyed 1500 secondary students in Ecuador and found that students from more disadvantaged homes completed less homework than those from more privileged homes. Results from surveys also indicated that while most students stated they were happy with lockdown, 16% of students surveyed showed signs of depression through their mental health scores.

The qualitative data collected from Heritage College parent and student surveys also indicate high levels of stress, desperation to reunite with friends and significant levels of disengagement due to distractions throughout the lockdown period. Year 12 students especially reported experiencing higher levels of stress due to the pressure of time, and the lack of preparedness for exams due to lockdowns and interruptions.

It is also a plausible hypothesis, to state that students showed significant learning loss post lockdown due to not having adequately learnt the curriculum for their Year level at that particular point in time before moving on to the next topic. The teacher naturally moves on with the curriculum and students fall farther behind. Asanov et al (2021) state that “...teaching at a higher level compared to where children are reduces how much children learn” (p. 8).

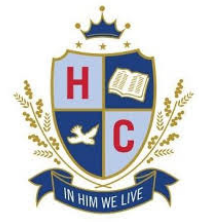
In Conclusion, the 2020 lockdowns have had a considerable impact on learning loss at Heritage College across the board. The quantitative and qualitative data is proof of this. While it is encouraging to know that Heritage College is not alone on this journey to academic recovery, it will still be a lot of hard work and certainly a journey where students, teachers and parents alike will need to link hands with God and trust His teachers and His school to assist in the recovery process.

References:

Asanov, I., Flores, F., McKenzie, D., Mensmann, M., & Schulte, M. (2021). Remote-learning, time-use, and mental health of Ecuadorian high-school students during the COVID-19 quarantine. *World development*, 138, 105225-105225. <https://doi.org/10.1016/j.worlddev.2020.105225>

Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. *The World Bank Research Observer*, 36(1), 1. <https://doi.org/10.1093/wbro/lkab003>

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 2020 school year, the College staff experienced the drastic impact of the Covid-19 pandemic and perhaps endured fewer days of sickness but mental health was a real issue and a hard area to report.

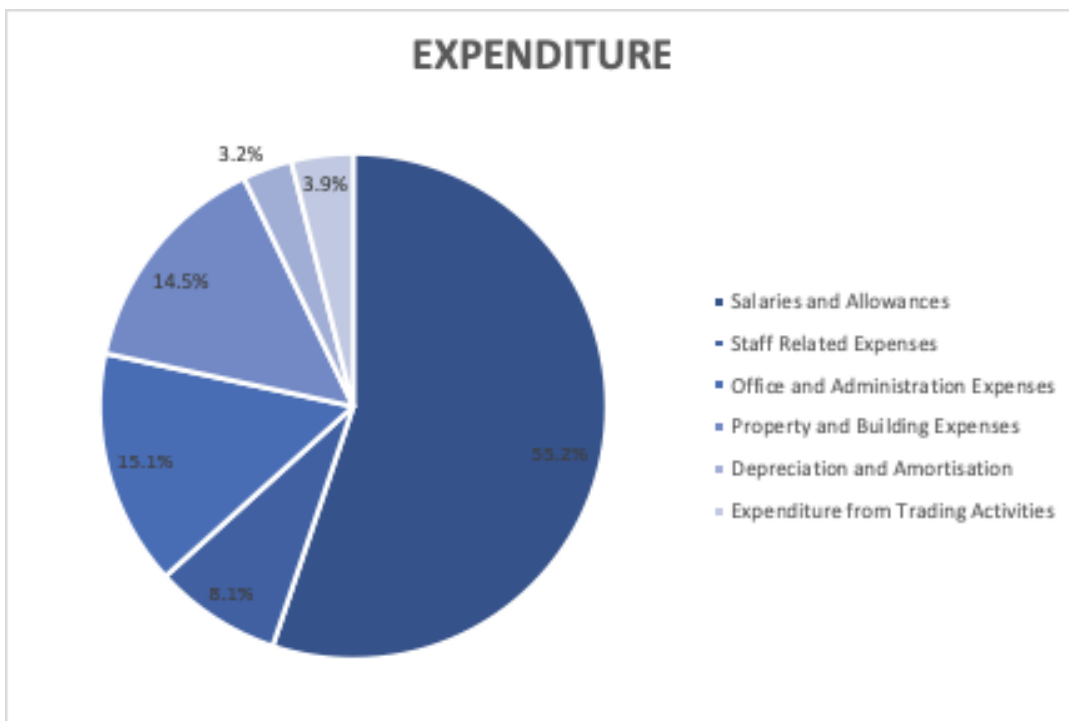
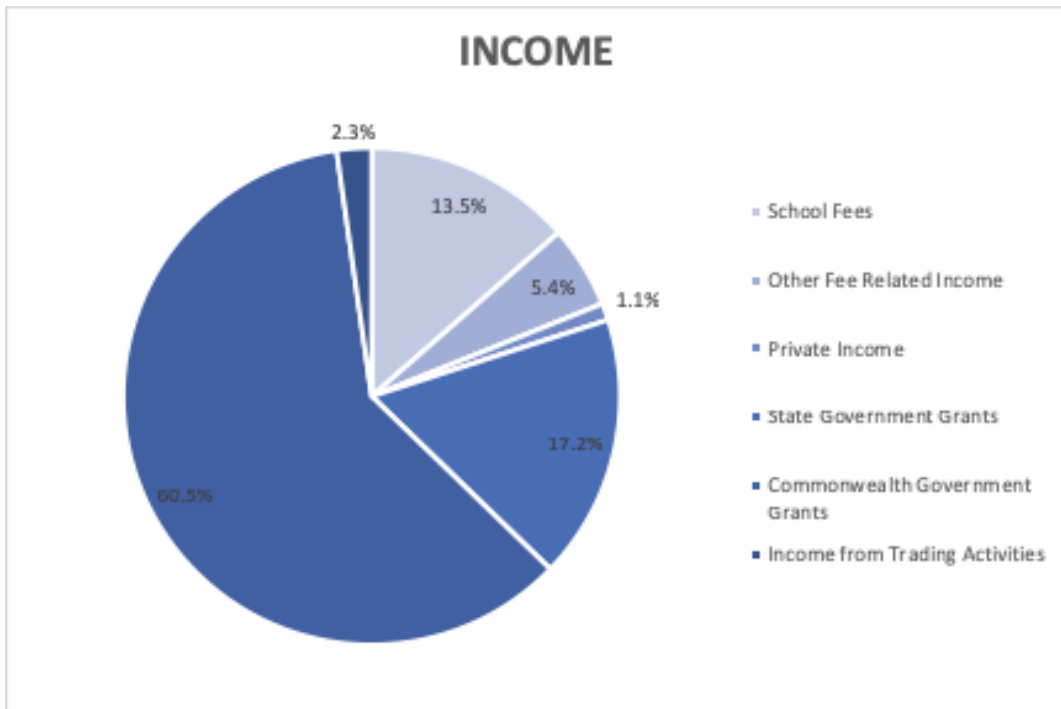
Staff Retention

At the end of the 2020 school year, Heritage College retained most staff with only a very small number of part-time staff securing full-time positions in other schools.

Teacher Staff Full Time Teaching Entitlement

Our total teaching staff number in 2020 was 35.61 with a total head-count of 43.
(FTE =Full-time Equivalent)

School Finance Summary



Staff Qualifications

Name of Teacher	Qualifications	Yrs of Exp.	Professional Development
Mr Sonny Aiono	B.SS(with honours), Grad.Dip of Teach, MA Ed Admin	19	ASVAC, First Aid, Revive Sessions, Create an Exceptional Onboarding Experience, Velpic
Mrs Janette Bower	B.Ed	28	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Aloma Camps	B.Ed (Primary)	8	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Scott Camps	Grad.Dip Tech.	15	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Joanne Capon	B.Ed (Primary)	13	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Nathanael Capon	B.Ed (Maths/Science)	11	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Darrell Chang	BPhysio, Dip.Tch	5	ASVAC, First Aid, Velpic, Learning and Teaching Online
Miss Tanja Dennis	B.Ed (Primary)	15	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Nigel Eales	B.Ed (Primary), B.Applied Sci	12	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Yolanda Horne	B.Arts, Dip.Ed	18	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr John Kama	BSC Biology, PGD, PGC Science Communication	13	ASVAC, First Aid, Velpic, Learning and Teaching Online
Miss Michelle Kammermann	B.Ed (Primary)	15	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Palolo Lafaitale	B.A/B.Teach(Hist&VA)	8	ASVAC, First Aid, Velpic, Learning and Teaching Online
Ms Bianca Maggs	B.A/Teach (Secondary)	1	ASVAC, First Aid, Velpic, Lift PD, Learning and Teaching Online
Mr Darren Martin	B.A/B.Teach	10	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Naomi Moss	B.Ed	12	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Alicia Nobes	B.Ed Early Childhood	7	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Kim Nuske	B.Tch, B.Ed	5	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr David Nuske	B.Science, B.Ed	4	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Steven Petrou			ASVAC, First Aid, Velpic, Lift PD, Learning and Teaching Online
Mrs Janet Robertson	B.Arts, B.Ed, (PG) (P-12)	25	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Marcelle Rogers	B.Ed	38	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Terry Rogers	B.Ed, MA	28	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Lian Scheermeijer	B.AppMths, Grad Dip Ed	22	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Roger Sevenhuysen	B.Ed (Primary)	22	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Reuben Sleight	BA/B.Teach (History and PE)	2	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Cheryl Sonter	B.Ed, Grad Dip Bus, MA Ed Admin & Leadership	29	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Sharlene Stratford	Dip.Ed Grad, Dip.Ed	21	ASVAC, First Aid, Velpic, Learning and Teaching Online
Miss Elyse Taylor	BA.BTch	10	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mrs Bronwyn van Dyk	PGCertEd.		ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Evan Varty	Grad Dip	17	ASVAC, First Aid, Velpic, Learning and Teaching Online
Mr Andrew Waldrip	BA.InfoTech, BA.DipPriEd	9	ASVAC, First Aid, WOH&S, Mandatory Reporting, Remote Learning and Teaching PD, SEQTA Marksbook Training, Velpic

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. Heritage College continued the practice of setting the direction for corporate training and direction for professional development. Again, staff who had specific learning development requirements for their particular subject or area of focus were given allowance to submit a request for consideration. Otherwise, all staff were encouraged to either complete a course through linkedin.com (previously known as lynda.com).

2020 was tagged to further development of the Feuerstein Instrumental Enrichment (FIE) programme. Heritage College was going to conduct a full week however due to lockdown restrictions this professional development did not proceed.

Heritage College continues its development in Restorative Practices and Positive Behaviour for Learning (PB4L). Heritage College has an ongoing subscription with Real Schools and continues to receive professional guidance from the PB4L coaches at Adventist Schools Victoria (ASV).

Heritage College staff continued their development in the language of Growth Mindset. There are still plans for FIE to be taught across the College in future years. This however would necessitate a full training programme across all teachers in the College.

To facilitate the achievement of personal professional goals, Heritage College staff attended a wide variety of external Professional Learning over the 2020 year, the cost of which amounted to \$22,773.00. 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 \$1,602.00. Therefore, the total direct cost to the College for Professional Learning in 2020 was \$24,375.00.

All staff at Heritage College are also required to complete regular Health and Safety courses which are delivered via an online platform called Velpic. Adventist Schools Victoria (ASV), organise the regular online courses throughout the calendar year. In 2020 Heritage College staff were trained in: Risk management, Ladder safety and slips, trips and falls.