



MERENDA HILLS
CHRISTIAN COLLEGE

2025

Annual Report



Table of Contents

Table of Contents	2
Acknowledgement of Country	2
School Overview	3
Mission	3
Purpose	3
Values	3
Introduction	3
Child Safety	3
2025 Fast Facts	4
Principal's Report	5
Professional Engagement	7
Human Resources	7
Teaching Staff Qualifications	7
Professional Learning	7
Student Learning	9
Curriculum	9
Student Attendance	10
National Benchmarks	10
VCE Results	11
Staff, Parent and Student Satisfaction	11
A Thriving Community	13
Finance	14
Future Direction	15
Quality Practice	15
Building Community	15
Investing in our Future	15

Acknowledgement of Country

Mernda Hills Christian College acknowledges the Wurundjeri People of the Kulin Nation as the land's traditional custodians. We recognise that by learning from the past, we can best care for each other in the future. We are committed to working as Jesus did to achieve a legacy of reconciliation, justice and hope for all Australians.

School Overview

Mission

Nurture for today. Learning for tomorrow. Character for life.

Purpose

Transforming lives through Adventist Education

Values

At Mernda Hills Christian College all staff and students strive to be:

- Respectful
- Responsible
- Resilient
- A learner

Introduction

Mernda Hills Christian College is a Foundation to Year 12, co-educational school with an open enrolment policy which accommodates students from a diverse range of social, cultural, religious and academic backgrounds.

The holistic development of students within a Christian worldview centres around the college's core values of respect, responsibility, resilience and a learner mindset. These values are integral to all elements of college life and are taught explicitly to students through our Positive Behaviour for Learning framework.

Our talented Christian teachers are proud to support students as they pursue excellence, both academically and across a diverse range of co-curricular opportunities available at the college as they realise their God-given potential.

Child Safety

Mernda Hills Christian College is committed to the safety and wellbeing of all children and young people. Mernda Hills has satisfactorily met the requirements of the Child Safe Standards and is up to date with all minimum VRQA requirements. All staff and volunteers undergo a recruitment and induction process as outlined in the Duty of Care, Child Safety Protection and Child Safe Code of Conduct policies. These policies are available on the college website.

2025 Fast Facts

Education Level:	Foundation - Year 12
Type:	Co-educational
Affiliation:	Seventh-day Adventist Church
Total enrolments:	364
Average class size:	21
Teaching staff:	33
Tuition Fees Range:	\$7,596 - \$10,828 per year

School Contacts

Address:	370 Bridge Inn Road, Mernda
Phone:	03 9717 7300
Email:	admin@merndahills.vic.edu.au
Web:	merndahills.vic.edu.au
VCAA No:	15600
Principal/s:	Ms Kristin Forbes <i>BEd, MEd</i>

Principal's Report

This year, our college has been guided by a clear vision of intentional growth and the pursuit of excellence. Drawing inspiration from the Bible verse in Ephesians that shares that every individual is a "masterpiece" in development, we have explored what it means to be part of God's bold plans—not just for our facilities, but for the academic and personal journeys of our students. This Spiritual theme has been central to our staff and student worship times, and Chapel programs throughout the year as we fostered a culture of high expectations and purposeful living.

Infrastructure and Strategic Expansion

God's blessings have been made visible in the dramatic change to our campus landscape over the course of the year to meet the needs of our students and facilitate new opportunities for learning. We have been thrilled to see the culmination of extensive building works that set the stage for a landmark 2026, including two major projects:

- Early Learning Centre (ELC): a brand new facility dedicated to providing Christ-centered education for three and four year olds, which also offers opportunities for a seamless transition into the primary years.
- Multi-Purpose Centre (MPC): A hub for extracurricular and physical excellence, featuring high-quality indoor and outdoor facilities, including resurfaced courts and professional-grade cricket practice nets.

We extend our sincere gratitude to Adventist Schools Victoria and the State Government of Victoria for their vital support and investment in these facilities.

Curriculum Consolidation and Transparency

Our College community continues to expand, with a growth rate of over 20% in student enrolments. To support this momentum, we have focused on academic consolidation and transparency:

- Curriculum Refinement: We have streamlined our academic programs to be more rigorous, well-sequenced, and consistent across all year levels.
- SEQTA Integration: By increasing our use of the SEQTA platform, we have made student achievement and learning growth more visible to families, facilitating a more data-driven and collaborative approach to education.

Culture and Student Wellbeing

The development of our College House system remains a priority in building a sense of identity and belonging. This year, we extended the refreshed Positive Behaviour 4 Learning (PB4L) framework from Secondary into the Primary school. This allows all students from Foundation - Year 12 to:

- Earn commendations for demonstrating core college values.
- Participate in termly Positive Behaviour 'PB' Challenges based on our College values
- Connect with their house group through dedicated mascots, theme songs, and foundational values based in the Bible.

Student Achievement and Professional Dedication

We are incredibly proud of our students' engagement and effort this year. From strong NAPLAN results to the dedication shown by our Year 12 VCE cohort, their success is a testament to their hard work and the tireless support of our teaching staff.

The achievements of our students are not reached in isolation; they are the result of the strong partnership we share with our Mernda Hills families. Thank you for your continued trust and collaboration!

It has been an honour to witness God's bold plans unfold this year. We look forward to 2026 with confidence, continuing to center our growing community on Him.

Kristin Forbes
Principal

Professional Engagement

Human Resources

Mernda Hills Christian College is a learning community in which staff work together to fulfil our mission - to reveal Jesus as we nurture students, help them learn, and support their character development. In 2025, our total teaching staff Full Time Equivalent (FTE) was 29.6 with a total headcount of 34.

Staff retention at Mernda Hills is high, with few staffing changes from year to year. The percentage retention rate from 2025 to 2026 was 95%.

Teaching Staff Qualifications

All teaching staff at Mernda Hills Christian College are qualified and registered with the Victorian Institute of Teaching (VIT) in accordance with government regulations. Many have additional qualifications and expertise to provide excellence in education. The following table outlines the qualifications of teaching staff in 2025:

Qualification	Percentage of Teaching Staff
Bachelor of Education or Bachelor of Teaching	72%
Master of Education	17%
Master of Teaching	11%
Additional supporting degree	19%
Additional supporting diploma	14%

Professional Learning

All staff at Mernda Hills Christian College demonstrate our value of being a learner, and the college places a high value on professional learning to ensure that we provide research-based best practice for our students and families.

There is a broad range of professional development that is facilitated for staff, including both College-based professional development, as well as attendance at external seminars and conferences. New staff participate in an induction program, including the provision of a mentor, and graduate teachers are supported through the full registration process with the Victorian Institute of Teachers.

All staff receive First Aid and CPR training, and participate in regular OHS training to support their safety and wellbeing while at work. In 2025, this OHS training included Warden training, and training in Bullying in the Workplace, Privacy and Cyber Security, Hazardous Manual Tasks, Slips, Trips and Falls, and Work Related Stress.

Other training and development reflected the strategic direction and development of the college, as well as smaller opportunities targeted the needs of specific groups or individuals within the staff team. In 2025 the total expenditure on learning for staff was \$32,700.

Professional development activities this year included:

- Little Learners Love Literacy Training
- SEQTA training
- Leading Instructional Coaching (CCL - Steplab)
- Instructional Coaching (pilot group)
- Steplab Instructional Coaching Intensive
- ASV Teachers Conference (ASVAC)
- PB4L Refresher PD
- Restorative Practice
- STA Training
- School Law
- Curriculum Writing
- Encounter Curriculum
- Keeping Safe: Child Protection Curriculum
- NCCD Moderation
- Wilderness First Aid
- Schools Standing Up to Racism
- Xplor
- Acquaint Program
- Adventist Schools Australia Leadership Conference
- The Age Schools Summit Conference
- The Resilience Project
- ASA Leadership Development Course
- Gen AI Conference
- WIAT II Training
- EdVal Timetabling

Student Learning

Curriculum

Mernda Hills Christian College bases the delivery of curriculum on the Australian Curriculum for Foundation - Year 10. The teaching of Biblical Studies through Encounter is also mandatory for students from Foundation - Year 10. During Years 11 and 12, students participate in the Victorian Certificate of Education course.

Primary School	Years 7-8
Compulsory Subjects: • Biblical Studies • English • Mathematics • Science • HASS • Health & Physical Education • Languages (Spanish) • Chapel • Performing Arts • Visual and Media Arts • Digital and Design Technologies • Sport	Compulsory Subjects: • Biblical Studies • English • Mathematics • Science • Humanities • Languages (French) • Technologies (Food, Textiles, Wood & Plastic) • The Arts (Visual, Music, Drama) • Health & Physical Education • Sport
Years 9-10	Senior School (VCE)
Compulsory Subjects: • Biblical Studies • English • Mathematics • Science • Humanities • Careers • Learning for Life (Yr 9) • Health & Physical Education • Sport Electives: • The Arts - Visual Art • The Arts - Music • Design Tech - Food • Design Tech - Wood & Plastic • Languages - French • Outdoor Education • Sports Academy • Fast Track - VCE Psychology	Compulsory Subjects: • English • Religion & Society Electives: • Biology • Chemistry • Foundation Maths • General Maths • Health & Human Development • Business Management • Maths Methods • Physical Education • Physics • Psychology • Art Making and Exhibiting Virtual Schools Victoria / Victorian School of Languages: • Applied Computing • English Literature • Art • French

Student Attendance

In 2025 the average daily attendance rate for students was 90.5%. The count of students with an attendance rate of >90% was 68.7%.

National Benchmarks

The National Assessment Programs in Literacy and Numeracy (NAPLAN) testing is conducted annually to show how a school or individual student is progressing according to national benchmarks. The assessments occur for all students in Years 3, 5, 7 and 9 across the following areas: Reading, Writing, Language Conventions (grammar, punctuation and spelling) and Mathematics. The charts below indicate how students at Mernda Hills Christian College performed in 2025.

NAPLAN 2025 - Percentage of Students Achieving 'Strong' or 'Exceeding'

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	64%	80%	57%	35%	57%
Year 5	84%	96%	84%	64%	76%
Year 7	91%	81%	92%	74%	81%
Year 9	92%	84%	96%	68%	84%

NAPLAN 2025 - Student Result Averages

Mernda Hills Christian College student result averages (MH Ave) have been compared with the Australian national average (Aus Ave) in the table below, for both 2024 and 2025. Every result shaded in light green indicates where College student averages are above the national average, and dark green indicates that results are significantly above (10 points or more).

Test	Reading				Writing				Spelling				Grammar & Punctuation				Numeracy			
	MH Ave '24	Aus Ave '24	MH Ave '25	Aus Ave '25	MH Ave '24	Aus Ave '24	MH Ave '25	Aus Ave '25	MH Ave '24	Aus Ave '24	MH Ave '25	Aus Ave '25	MH Ave '24	Aus Ave '24	MH Ave '25	Aus Ave '25	MH Ave '24	Aus Ave '24	MH Ave '25	Aus Ave '25
Year 3	435	404	390	402	446	416	407	414	426	401	417	405	437	409	367	408	421	404	391	405
Year 5	527	492	506	492	534	485	522	480	536	486	519	487	530	498	517	497	527	489	518	492
Year 7	563	535	564	538	553	540	579	538	548	540	581	542	544	537	558	539	554	554	577	545
Year 9	582	565	606	568	578	574	620	575	578	567	600	569	577	555	594	559	581	565	611	573

Summary of Results

The work of our staff to continue to support students and enhance their academic performance has shown positive outcomes across many year levels. We are proud of our 100% NAPLAN participation rate again in 2025, and our particularly impressive results across the Year 5 cohort where student achievement was well above national averages in all testing areas!

College staff continue to use evidence-based approaches to support student learning, and particular focus will be given to reviewing and refining the quality of our teaching practice in 2026. This will ensure our teaching practice consistently supports students to achieve their best, with a focus on ensuring our teaching practice is directly aligned with the science of learning. Furthermore, we look forward to seeing the impact of the introduction of our new literacy program in lower primary feed into our Year 3 NAPLAN results in coming years, and will continue to refine the way we support student achievement from NAPLAN years into the rigor of the VCE program.

VCE Results

We are proud of our graduating class of 2025 and their determined efforts in completing their VCE studies. Holistic development is important at Mernda Hills, and we have worked hard to create an environment where students belong, are nurtured, and are challenged to achieve their best so that they can enter their career of choice when graduating from Mernda Hills Christian College.

Summary of VCE Results

Total Year 12 students	18
Number of Tertiary (VTAC) applicants	14
University	61%
TAFE or Private Provider	28%
Apprenticeship / Full-Time Work	11%
Other	0

Staff, Parent and Student Satisfaction

A range of data is used to measure satisfaction throughout the year, including the Insight SRC Survey, student and staff attendance rates, staff interviews, and Pulse wellbeing data.

Staff and student satisfaction with the College overall remains strong and consistent with the experience of previous years, and we were pleased to welcome a number of new staff to the College this year as our student enrolments continue to rise.

Survey data indicates that the Christian practices of the College are improving, that the organisational climate has increased significantly, and student wellbeing levels remain stable. Staff feel that the quality of their teaching practice has also improved this year, that it is more engaging for students, and that as a result teacher confidence levels are high.

Students reported higher morale levels this year, and felt that their relationships with their teachers are stronger. As a result of these strong teacher-student relationships, student eagerness to learn and sense of collaboration has also improved over the last 12 months. Furthermore, students expressed a significant increase in their perception of the strength of behaviour management practices of the College.

Parent forum data indicates that families are generally happy with the College, feel excited about the new sporting and extra-curricular opportunities that the completion of our Multi-Purpose Centre will facilitate, and are enjoying increased visibility and involvement in their child's learning through Seqta Engage.

Incoming enrolment data reflects this sense of satisfaction with the College - with the majority of new students enrolling because of a direct referral from an existing family or local community member, or from the positive reputation that the College is establishing in the community.

A Thriving Community

At Mernda Hills Christian College, we strive to provide a Christian environment where students can thrive academically, but also build their relationship with Jesus, their peers, and their community. This underpins all opportunities we provide for students throughout the year. Throughout 2025 there were a vast range of different activities, events and programs for students to be involved in school life as part of a thriving community.

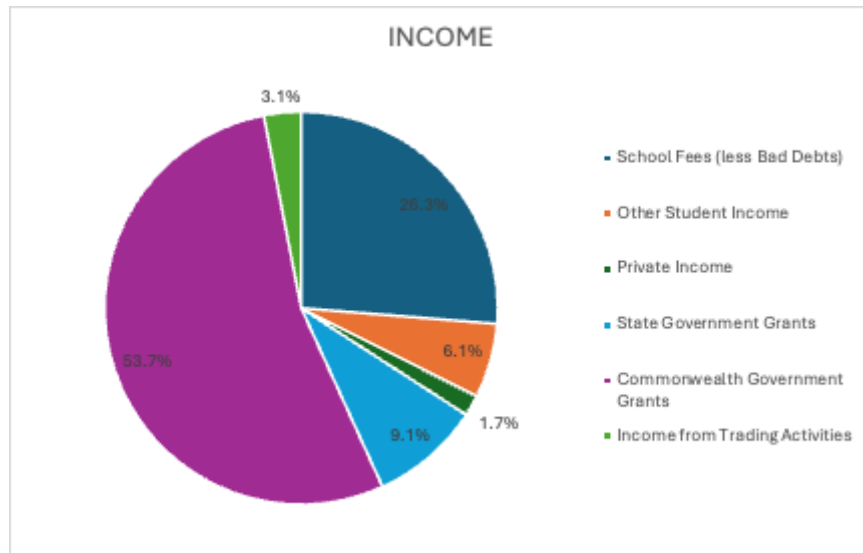
These included:

- Flourish Program (Secondary School)
- Buddy Program (Foundation and Year 6)
- Year 9 Learning for Life program
- Camps programs (Years 5, 6, 7, 8, 9, 10, 11 and 12)
- Classroom and subject specific excursions and incursions
- Primary lunchtime clubs - including Gardening, Bible and Ukulele Club
- Academic Competitions including ICAS & The Australian Mathematics competitions
- Social Emotional Learning club
- Student led chapel and worship programs
- Positive Behaviour for Learning pastoral care program
- ASV Interschool Sports program
- Weekly interschool sport competitions
- School Sports Victoria program participation
- Combined School Athletics Carnival
- Primary swimming lessons
- School Dedication Night
- Book Week Celebrations
- Harmony Day
- Tutoring program
- After school Secondary Maths support program
- SRC events- Mothers and Fathers Day
- Homework Club
- Festival of Faith - theme: God's Bold Plans
- Bush School (Foundation)
- Year 1 - Year 3 Christmas program

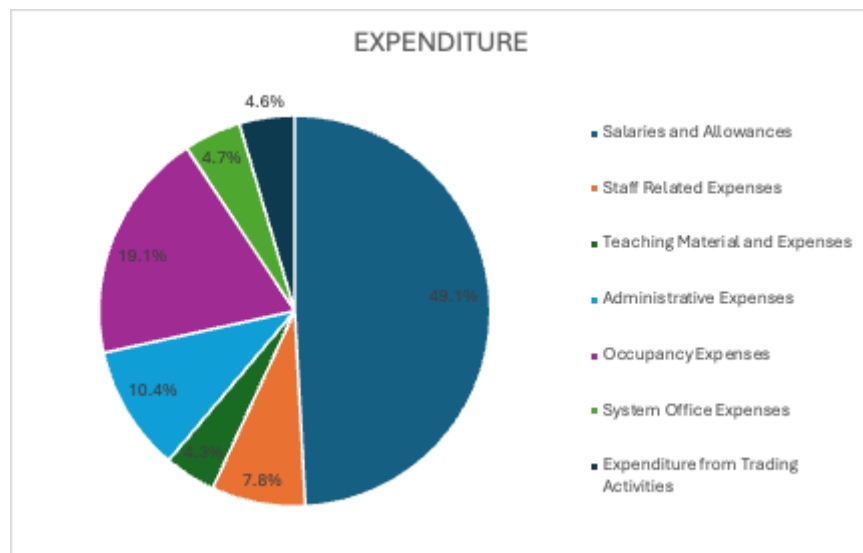


Finance

Income for 2025



Expenditure for 2025



Future Direction

As we look forward to a new year, we are excited with the upcoming opportunities for growth and development across the College.

Quality Practice

Our staff remain committed to delivering high quality practice, both in the classroom and out. In 2026 we will continue to embed the work we have done with the consistency and quality of our curriculum, and will extend this to revise and improve the quality of our teaching practice. Best practice in education is ever changing as we learn more about how students learn, and how we can best teach to meet these needs. We will focus on ensuring that our practices are evidence-based and consistent, and that teaching staff have high quality opportunities for growth and development. Highly effective teachers support highly effective learning and we are excited to provide additional professional development support to our teachers so that they, and our students, can thrive.

Building Community

The heart of our College is to build a thriving Christ-centred learning community. We want to support students and staff to recognise the importance of collaboration and community. Next year, we will focus on consolidating our growing community to be centered on Christ, with a real sense of connectedness and belonging at school. We will work on strengthening connections between our Primary and Secondary schools, as well as establishing strong links between our ELC and Foundation-12 students and using our new MPC facility to build community through sport and extra-curricular activities across the College.

As the College grows, we have also recognised the need for a clearer pastoral care framework and structure to support student wellbeing. In 2026, this work will include the appointment of a Mental Health and Wellbeing Leader, as well as increased support for students as part of our House culture and structure.

Investing in our Future

After two years of heavy construction work, 2026 will be a year of consolidation and preparation for future works. We will prepare for the second stage of our MPC building, and plan for future works for grounds redevelopments, including the College oval. Significant planning for the 2028-2032 period will also be undertaken to ensure our students and staff have the facilities they need to continue providing high quality Christian education well into the future.

Over the course of 2026, we also plan to commence road developments on Bridge Inn Road and Grafton Street, improving safe access to the College. Smaller maintenance and development projects to ensure the College remains a safe and enjoyable learning environment for all College members will also be undertaken, including new shade sails for play spaces, and upgrades to our bus parking facilities.