

ANNUAL REPORT 2025

HERITAGE COLLEGE KNOX

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Annual General Meeting – Saturday 16 May 2026

HERITAGE COLLEGE KNOX

PREFACE

As Christadelphian Heritage College Melbourne (trading as Heritage College Knox) is a registered non-government school, it undertakes to fulfill all of the requirements and responsibilities expected by the governing authorities. One of the mandatory requirements is for Heritage College Knox to publicly disclose, by way of an annual report, the school's educational and financial performance measures.

We educate students for life: to become young leaders with godly values, confidence in learning and a willingness to serve their communities.

THE HERITAGE WAY



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AN INTRODUCTION TO HERITAGE COLLEGE KNOX

Seeking Knowledge and Wisdom … With God.

Mission Statement

We educate students for life: to become young leaders with godly values, confidence in learning and a willingness to serve their communities.

Introduction

Heritage College Knox is an independent, co-educational, Christian school located in Ferntree Gully. The setting of the College is urban, in the midst of a well-established residential area. The College was established in 2010 through the initiative and cooperation of families from the Melbourne Christadelphian community. It is a sister school to Heritage Colleges in Adelaide, Lake Macquarie (NSW), Sydney and Perth.

In its first year, Heritage College started with 20 students, from Prep through to Year 6. Since settling into our new site in Ferntree Gully, we have grown from 40 students in 2020 to 183 and from Year 6 to Year 12 in 2025.

Heritage draws about 40% of its students from Christadelphian families but welcomes students of all faiths to the College. Students come from the local and wider Melbourne area. The college runs three buses, which collect 50 students most days. Other students are dropped at school by parents.

At Heritage College, all children are valued, and differences are accepted within a supportive school environment. Student wellbeing is a strong focus for the college, with a wellbeing coordinator to support a school-wide approach to wellbeing and a special needs coordinator managing the provision of individual and small group learning support. The curriculum caters for the needs of all children, and the needs of both children with disabilities and highly able children are met appropriately. The college now offers general and specialist facilities in most curriculum areas, with eight general purpose classrooms, an Art room, a Music room, a Science laboratory, a Food and Textiles room, a Wood Technology Centre and a library. The grounds include a garden area, a playground area, a sports oval and a full-size multi-purpose court.

Child Safety

Heritage College Knox strives at all times to maintain 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 minimum VRQA requirements.



COLLEGE BOARD REPORT

2025 has again been a year of significant growth for Heritage College Knox. The Board would like to thank everyone involved for their contribution during this busy year.

The College Board at the end of 2025 comprised of the following members:

Jack Lawson (Chairman)

Luke Steele (Deputy Chairman)

Michael Newman (Treasurer)

Paul Bailye

John Quill

Zoe Henderson (Interim Secretary)

In all, the Board met 8 times during 2025, as well as holding a full day Strategy Meeting in January. Most meetings were attended by all members. In addition to these regular Board meetings, the Heritage College Principals and Chairmen Conference was held in Newcastle on August 29-31. The Principals and Chairmen from all of our Colleges around Australia attended and the formal and informal program provided a great opportunity to learn from each other and share experiences. Our Principal, Maureen Theobald, attended, along with the Board chairman, Jack Lawson.

The Governance Framework used by the Board continues to help clarify and streamline the management of portfolios that are the responsibility of board members. During 2025 our Strategic Pillars were as follows, with board members responsible:

Governance Role	Person Responsible
Leadership & Workforce	Jack Lawson
Masterplan & Facilities	Luke Steele
Finance	Michael Newman
Stakeholder & Community Engagement	Yvonne McCallum
Risk and Governance	Paul Bailye, Zoe Henderson & Sarah Perry
Curriculum	John Quill
Secretary	Zoe Henderson, Sarah Perry

Within these portfolios various sub-committees exist to assist the Board in discharging its ongoing responsibilities. We thank all those involved in these sub-committees for their contribution. All of these activities are designed to provide responsible governance, and appropriate support for our Principal.

During 2025 Sarah Perry was elected to the Board and has taken on the role of Secretary as well as assisting in other areas. We are very pleased to have Sarah join our Board and she comes with a wealth of experience and qualifications specifically related to education. We are blessed to have her. At this year's 2026 Annual General Meeting, in line with our Constitution, two members of our Board have stood down. They are Yvonne McCallum and Luke Steele. Luke has kindly agreed to re-stand. Yvonne has resigned in large part due to health issues she faced during 2025 which have continued into 2026. We pray that she will recover her health soon. Yvonne has contributed to our Board, and to the College in general, in many ways over the years. She was a foundation Board member when the school first opened in 2010 and re-joined us in 2021. She has worked hard for the college and will be greatly missed by us all. We thank her sincerely and wish God's richest blessing on Yvonne and her family.

We are blessed to have Board members with a wide range of skills and expertise to help progress our school.

During 2025 we completed construction of the four new classrooms that now largely comprise our Middle School. This was a large project and we thank all of those who worked so hard to make it a reality. Also we thank the Project Manager, Jonathan King, who did a great job bringing the building to life and is always a pleasure to work with. Anna de Klepper has worked very hard to see this project come to fruition and I would also like to acknowledge the great deal of work done and time freely given by Luke in the development and implementation of our Master Plans.

At the end of last year, we lodged another application with the Block Grant Authority (BGA) for a grant to assist in building our Multi-Purpose Centre. We hope this will become, God willing, not only a great asset for Heritage College, but a hub for Melbourne ecclesias where we can enjoy many combined activities together in a purpose-built facility. A special mention to the Clayton Ecclesia whose generous financial contribution

helped make it possible. I again thank Anna and Luke for the great deal of work done in putting together this application.

Maureen Theobald continued as Principal throughout the 2025 school year. On behalf of the Association, the Board would like to thank her for the tremendous amount of hard work she has done for our school during the past year. Maureen has approached the task with great energy and enthusiasm. She works long hours and manages the school extremely well, maintaining the ethos and educational objectives of our college. Her dedication is an example to us all. The students are delighted, too, to have a principal who at times is so much fun! The ongoing strong growth in enrolments is a testimony to the trust and confidence our school community has in Maureen. Heritage College is now registered to provide education from Prep to Year 12, and this is due in no small part to the dedication and hard work of Maureen and her staff. We congratulate Maureen and her staff, too, on the outstanding academic achievements Heritage College Knox achieved in 2025. Both our VCE and NAPLAN results for 2025 were exceptional, especially for a school our size, and we also had our first Year 12 graduate in Joshua Jowett.

Congratulations to all our students and staff who continue to Strive for Excellence.

The Board would like to pass on its thanks to all who have contributed to the work of Heritage College in 2025, and who continue to do so in 2026: to all the teaching staff, including teacher assistants, who give so much of their time and expertise; to the administration staff, cleaners, ground staff and others without whom the school would not be able to operate; to our bus drivers, who work many hours to safely transport our children; and again, to the many other volunteers who are doing so much to ensure that Heritage College can continue to provide the great environment that it does for our children. We thank you all deeply. Finally, to the parents who entrust the education and care of their children to our school we thank you also, and our students, who make our school what it is and who are always enthusiastic and energetic. As we continue to grow, their care for each other and for Heritage College is wonderful to see. A school community is a multi-faceted entity, and we feel very blessed to work with the community that is Heritage College Knox.

Finally, we thank our Heavenly Father for all His blessings. He has seen us safely through another year, with its many challenges. We can look back and see so many ways that He has blessed and guided us, and we pray that He will continue to do so in the years ahead. It is important to state that we all realise that all our plans for the future will only take place God willing, and we are all very grateful for His guidance and love.

On behalf of the Board



Jack Lawson

Chairman





PRINCIPAL'S REPORT

2025 was a year of change. The most noticeable change was the excavation of the site to make way for future building. First came the mountains of soil – 5000 cubic metres - followed by lines of dump trucks removing the mountains. After this came the wall – the Great Wall of Heritage – which now towers over the eastern boundary. Finally, came the beautiful new middle school building with its spacious rooms and gracious veranda. Overall - on time and under budget - it was a great build. Thanks to Mr Jonathon King our builder and his team, and Ms. Anna de Klepper, our project manager and Mr Luke Steele and the Board of Governors.

With the new buildings came the opportunity to implement our vision of a middle school where years 5-8 were grouped in a separate program tailored to the academic, social and physical needs of our 'tweens'. Planning on the middle school program progressed through 2025, developing the structure of learning. An important part of this were the signature programs 'Thrive' and 'Pursuits' that would provide time to engage in learning about learning, reflecting on the role and impact of living with technology, managing friendships, growing in leadership along with inquiry learning, problem solving and authentic assessment.

Following on from the middle school, was the introduction of The Rite Journey, a program that runs concurrently with the Duke of Edinburgh Award. The Rite Journey explores the responsibilities of growing up, formally celebrating the move from childhood to young adulthood for our students, and marking an important milestone in their lives.

Academically, the college continues to improve with our best NAPLAN results in all year levels. This is a great testament to our junior school where the focus on literacy and numeracy is strong. These rooms are always abuzz with learning and activity and thanks to all our teachers and teacher assistants in this area for the work they do.

The college continued its growth, starting Year 11 in 2025 (and graduating our first Year 12 student). There was extra excitement as most Year 11 students were completing their first Year 12 subject. The results were excellent with an average study score of 36. Congratulations to the students and to Ms Bridget Gooda and Mr Liam Carusi in their work in establishing and leading our first VCE cohort.

This year also saw a review of student leadership in the college with the selection of our first senior student leadership team and the creation of a Student Representative Council (SRC). This meant a change at other levels in the college with the appointment of class captains who form part of the SRC. Thanks to Mr Rob D'Angelo and Mr Liam Carusi for their extensive work in reviewing and establishing this important part of the college community.

It was a pleasure to enjoy an additional worship component in our college calendar with the Praise and Worship mornings. These were times of celebration as we remembered our Heavenly Father and his son, the Lord Jesus Christ. It is very precious to take time out of our day to reflect through spiritual songs, Bible reading and sharing of wisdom from God's word. Many thanks to Ms Kiri Ullman for the organisation of these events.

2025 was also a production year and we enjoyed the delightful Dr Doolittle, his adventures and antics. It is a lovely story, and the cast did a wonderful job portraying the adventures of the Doctor and his friends in their search for the Great Glass Sea Snail. Thanks to the cast and production team for another amazing and joyous event.

Once again, we have been very blessed with another year of growth and activity. We are very grateful to our Heavenly Father and all that he has provided us with. We look forward to 2026!



SUMMARY OF FINANCIAL INFORMATION

The College has delivered financial performance in line with the Board's expectations for 2025. The operating surplus increased by 15.2% to $1,310,988, up from $1,111,490 in the previous year.

While the reported surplus strengthened, the underlying operating surplus, adjusted to exclude one-off capital grants, was a deficit of 278,222 compared with a breakeven position in 2024. This shift was expected and reflects several factors:

- Increased operating costs associated with expanding and running the senior years of the College
- Ongoing investment in capital works, particularly those relating to the Middle School development and early preparatory works for the planned multi-purpose center
- Commitment to maintaining low student-to-teacher ratios while the teaching community develops and the approach to tailored education continues
- Prioritizing rebalancing the proportion of Christadelphian teachers within the community

The variance between the reported and underlying surplus is due to the capital works grant received for facility expansion. The underlying financial position reflects a college in a growth phase. Investments were made to secure full P-12 registration, while focus has shifted to bolster the student populace across all year levels to realize the full benefit of this expansion. As reported in the previous year, the College is part way through a financial transitional period and seeks to continue building momentum in growing class sizes to capacity. The ongoing softening of financial surpluses is expected to continue for another year. During this transition, particular operational focus is being given to day-to-day cash flow management and budget controls.

Increased student enrolments remain key to long-term financial sustainability. Enrolments for 2026 provide encouragement, supporting a positive financial outlook. Continued investment in promoting the College's educational pathway remains a priority. In parallel, the College is investing in attracting and retaining the highest caliber of teaching talent, having embarked on a program to attract overseas Christadelphian teachers wanting to explore a career within the brotherhood. This is crucial to maintaining alignment between the College's spiritual ethos and the ambition toward educational excellence.

The Board acknowledges the invaluable generosity of Association members and the wider Brotherhood, expressed both financially and through countless hours of voluntary support. This collective contribution remains vital to the College's continued growth and success.

The following tables reflect a summary of the financial information on income and expenditure of the College:

Operating Costs Percentage	2024	**2025**
Employment costs	72%	72%
Interest and Finance Changes	6%	6%
School Operations	7%	5%
Property & Maintenance Costs	4%	4%
Depreciation	5%	5%
Other	6%	7%

Operating Income Percentage	2024	**2025**
Tuition	11%	13%
Government Operational Grants	63%	59%
Capital Grants	1%	24%
Bus	1%	1%
Donation and Fundraising	2%	2%
Major Donations	21%	0%
Other	1%	1%

PARENTS AND FRIENDS ASSOCIATION REPORT

The Heritage PFA was busy with the yearly events in 2025, specifically the Mothers' and Fathers' Day Stalls. We had some new people volunteer for these events and appreciated the fresh help. The PFA took the opportunity to host the Sunday afternoon BBQ at the Christadelphian Combined Weekend in November 2025; this was an unexpected fundraising opportunity and many hands joined in to make light work.

In Term 4 the PFA hosted a new fundraising event – a community garage sale. Individuals could hire a stall (table and place) at the school to sell their own wares and the PFA itself ran a white elephant stall. Despite the rain we had a great turn out and once again the community spirit was energetic and fun. Various stall holders sold books, art and craft, plants and quality second hand items such as games, puzzles and toys. We were very grateful to volunteers who helped with the White Elephant stall, the sausage sizzle BBQ and the donut and coffee van.

Another highly successful PFA fundraising initiative is our school canteen. Operating every Friday and offering a wide range of food options for students, this much-loved service is run entirely by volunteers and generates approximately $10,000 in profit each year. We extend our sincere thanks to Mel, Paul, Nadine, and the entire canteen team for their tireless dedication and ongoing efforts in running the canteen so successfully.













TECHNOLOGY AT HERITAGE

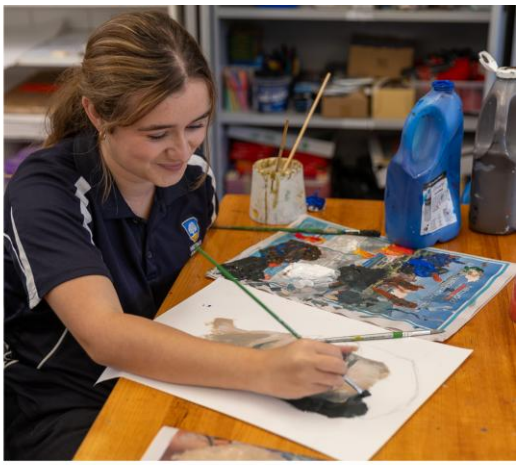
Since as early as 2020, alarm bells were starting to ring regarding the use of technology in the classroom; in particular, the smart phone and the computer. Student phones were banned in schools, by 2022 the government started talking about the social media ban and critical works such as Jonathon Haidt's The Anxious Generation and Dr Jared Horvath's The Digital Delusion presented data that highlighted the cracks that were appearing in the halcyon promises of "technology"

These problems, while having a widespread effect on all ages, seemed to be of most threat to our young people and the developing brain. Anxiety, bullying, gaming addiction, distraction, decreasing attention spans, reduced learning outcomes, and adverse physical brain development are some of the side effects of the constant and invasive use of technology in our daily lives.

At Heritage we have responded to these threats in a very positive way. Our students hand their phones in every morning and they are locked in phone boxes all day. They are collected at 3:30pm. Increasingly our parents are moving to "dumb" phones so students have methods of communication without the availability of the negative uses of the smart phone.











Computers in the classroom, whether school owned or student owned, have become a distraction to thinking deeply and processing new information with diversions such as likes, pop-ups, notifications, and sneak-in-side-of-screen advertising and chats. Game-like learning programs are engaging but evidence suggests they provide very little in the way of lasting learning. And Gen AI has the potential to have even worse outcomes.

Gen Z (1997-2012) often known as 'Zoomers' are the first generation to have had computers in the classroom, not as a skill to be learned but a vehicle for learning. "The result is the first generation to test cognitively lower than their parents."

It appears that learning is hard and it isn't always fun but it is rewarding. And handwriting physically engages our brain in a way that technology doesn't. Textbooks provide valuable learning in their physicality as well as the reliability and structure of their content.

In the Junior School, Heritage became screen free from Prep to Grade 4 which means our youngest learners do not have daily access to screens. Although, our teachers did not have students using computers a lot, the students have responded well to the screen free learning.

In the Middle School, the policy is technology-limited, and students are using computers only for structured research activities, preparation for NAPLAN and programs such as learning to use a computer. Students in Year 7 & 8 no longer have their own devices, using school computers when required in class. Homework does not require technology, and all student work is handwritten.

We are currently reviewing senior school use of technology. While we recognise that students live in a digital world and have to learn the skills to use technology, these are taught discretely in classes focussed on how to use technology, rather than being an essential of every class.

Schools are now navigating a new pathway to our technological world as we process the research. At Heritage we recognise that we are nurturing growing brains and we are committed to implementing evidence-based strategies that will develop healthy brains, inquiring minds, and independent learners.

Here at Heritage, we are not anti-tech, we are just pro-learning.

STUDENT LEADERSHIP DEVELOPMENT REPORT

In 2025, the College undertook a structured review of student leadership across Years 9-12 to better align leadership with the Heritage Way.
This work was guided by the inquiry:
How can student leadership play a central role in defining and sustaining a senior school culture that values academic excellence and meaningful community connections?
Process
The review followed an evidence-informed approach:

- Student and Staff Survey Data:
  Collected and analysed across three domains: academic culture, community culture, and student leadership. This provided measurable insight into student behaviours, engagement, and perceptions.
- Student Focus Groups and Staff Consultation:
  Used to validate survey findings and gather deeper qualitative insight into student experience and expectations of leadership.
- Professional Learning:
  Engagement with the Independent Schools Victoria Teacher Fellowship supported an inquiry-based and research-informed process.
- Leadership Model and Selection Process:
  A revised structure was developed, and a clearer and more consistent application process was introduced

Key Outcomes

- Greater clarity and consistency in leadership roles and expectations
- Stronger student voice, with more structured opportunities for input and involvement
- Improved alignment between student leadership and whole-school priorities

Next Steps

- Ongoing monitoring through student survey data
- Further development and capacity building of student leaders
- Continued strengthening and accountability of leadership roles.

We are pleased to announce the 2026 student leadership team and look forward to the impact they will have in shaping our college culture.

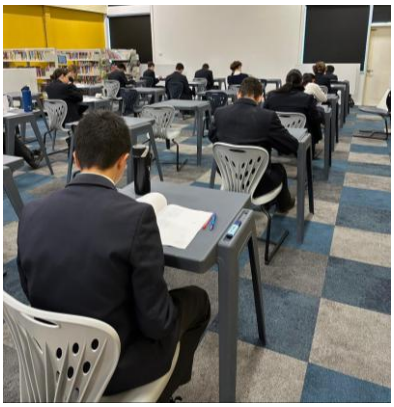
School Captains: Abigail Johnson & Skyla Yau
Academic Captain: Kaida Lewis-Rogers
Sport Captain: Mia Lawson
House Captains: Mia Lawson, Shayla Walker & Beau Mackinnon-Gibb





STUDENT OUTCOMES IN NATIONAL ASSESSMENTS

NAPLAN



Due to the small numbers of NAPLAN participants at Heritage each year, caution should be used when drawing conclusions from data. It cannot be concluded with statistical certainty that the students performed at a higher or lower level than Australian students on average.

Outlined below is the average Heritage student achievement compared to the average achievement of all Australian students over the last five years. The phrases are taken directly from the ACARA "My School" website. The phrase "close" indicates that our students are meeting expected learning milestones.

	2025	2024	2023	2022	2021
YEAR 3					
Reading	*Below reporting threshold	Close to	Above	*Below reporting threshold	*Below reporting threshold
Writing		Close to	Close to		
Spelling		Close to	Above		
Language Conventions		Close to	Close to		
Numeracy		Close to	Close to		
YEAR 5					
Reading	Above	*Below reporting threshold	*Below reporting threshold	Below	*Below reporting threshold
Writing	Above			Close to	
Spelling	Above			Below	
Language Conventions	Above			Close to	
Numeracy	Above			Close to	
YEAR 7					
Reading	Above	Close to	Close to	*Below reporting threshold	*Below reporting threshold
Writing	Above	Above	Close to		
Spelling	Close to	Below	Close to		
Language Conventions	Above	Above	Close to		
Numeracy	Close to	Close to	Close to		
YEAR 9					
Reading	Above	Close to	*Below reporting threshold	No data prior to 2023	
Writing	Well Above	Close to			
Spelling	Above	Below			
Language Conventions	Well Above	Close to			
Numeracy	Above	Below			

The NAPLAN results are limited due to the sample size which in many cases is less than 11 (below the reporting threshold).

Even in year levels where there are comparable results, it needs to be noted that the group size is under 20 and individual results can significantly skew the data.

The NAPLAN participation rate in 2025 was 93%, which is slightly below the national participation rate of 95%.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Teacher Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines and who are registered with the Victorian Institute of Teachers (VIT)	27

Professional Learning

Throughout 2025, Heritage staff, volunteers and Board Members undertook the following external professional development activities. Each participant who attended separate professional development was available to present relevant information at subsequent meetings and/or through other collegiate conversations.

Description of professional learning activity	Number participating
Mandatory Training	
Provide CPR HLTAID001	All staff
Provide First Aid HLTAID003	All staff
ASCIA Anaphylaxis in schools Victoria E-training	15
Asthma Australia – Asthma First Aid for School	12
Anaphylaxis preparation for 2026, Anaphylaxis Advice & Support Line (RCH) 29/10/2025	2
Managing Anaphylaxis in Schools, Emergency Response, Anaphylaxis Advice & Support Line (RCH) 19/08/2025	2
Camps and Excursions Anaphylaxis Management, Anaphylaxis Advice & Support Line (RCH) 23/07/2025	2
First Aid Management of Anaphylaxis 22578VIC	3
(Non-Government Schools) Protecting Children – Mandatory Reporting and other Obligations	22
Child safe policy presentation (1 hour)	All staff
Protecting Children – Codes of Conduct	Board
Child Safe policy workshops (1 hour)	15
Emergency Management Plan Review	All staff
Future Directions – School Review and Data Analysis	All staff

Description of professional learning activity	Number participating
Teaching and Learning Training	
Grammar and Writing (Masterclasses), Marian Nicolazzao (Melb Uni) (16 hours)	5
ACHPER Victoria 2024 Secondary HPE Teachers Conference	2
Health Teachers' Network VCE Exam Preparation	1
Explicit Teaching (Reviews) (3 hours)	All staff
Behaviour Management (Dynamic Learning Group) (Full day)	4
Light Rigid Bus Licence training and assessment	1
Elastik Training (2 hours)	Teaching staff
Data Management Training (Elastik) (2 hours)	Teaching staff
Supporting Students in Science-Based Reading and Spelling Instruction by Australian Teacher Aide (ATA Professional Development)	1
Teamwork in the Classroom by Australia Teacher's Aide (ATA Professional Development)	1
Food Safety Supervisor Certificate	1
Psychological Health Regulations:A Focus on risk management	2
RASNET online seminars (Religion and Society)- 3 hours	1
Reading- Harnessing the Science of Learning (Nathaniel Swain)- 5 hours	1
Reading- You Know the Fair Rule (Bill Rogers)- 5 hours	1
CDES Psychology conference (7.5 hours)	1
Oxford Science Curriculum (1 hour)	1
Breaking down the VIT (1 hour)	1
VIT Mentoring (Variety)	5
Teaching Gifted and Talented Students	1
Pearson User Level B training	1

NCCD Network Meeting (ISV)	1
Glen Pearsall Classroom Management (5 hours)	1
Engaging Learning PD	1
VCAA workshop for new VCE Auslan Study Design	1
VCE Business Management Units 3 and 4 (Full day) - VCTA	1
eTAPS Module 1- How to prepare for student learning	8
eTAPS Module 1- How to prepare for student learning (2 hours)	8
eTAPS Module 2- How to support student learning (3 hours)	8
eTAPS Module 3- How to give feedback to students (3 hours)	8
eTAPS Module 4- How to give feedback to teachers (2 hours)	8
The interaction of PDA and ADHD: Traits and strategies (2 hours).	8
Understanding Pathological Demand Avoidance	8
Supporting students with ODD (2 hours)	8
What is executive functioning? (3 hours)	8
MAV Conference	2
Principal's Conference (3 days)	1
ISV Webinars – Risk and Compliance (6 hours)	1
Principals Conference (ISV) (1 day)	1
Mentoring new teachers (VIT)	1
Administration Training	
Webinar: Special Examination Arrangements	1
Compass (2 hours)	All staff
Chief Examiner Training (VCAA) – GAT (3.5 hours) & Final exams (3.5 hours)	4

WORKFORCE COMPOSITION

Full Time Equivalent	Male	% of total	Female	% of total	Combined total
Teaching	7.5	20.5	12.8	35	55.5
Learning Support	0.11	0.30	8.33	22.8	23.1
Administration	0	0	3.8	11	10.5
Maintenance	2.0	5.5	0	0	5.5
Bus	0.66	1.8	1.32	3.6	5.4
TOTAL	10.27	28.1	26.28	71.9	100.0

We are also extremely thankful to the many volunteers who assist the school in many different areas. In 2025, there were no Indigenous staff working at the College.



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Attendance Rate

The student attendance for 2025 was 89% on average.

Attendance Rate by Year Group	
Year Level	**Percentage**
Prep	87%
Year 1	93%
Year 2	93%
Year 3	93%
Year 4	90%
Year 5	91%
Year 6	87%
Year 7	93%
Year 8	93%
Year 9	88%
Year 10	84%
Year 11	86%
Year 12	87%
Total average	89%

Management of Non-Attendance

Heritage College traditionally has relatively low rates of absence, with student non-attendance being due mainly to illness or holidays. For absences of extended periods such as chronic illnesses, students are supported and encouraged to continue as far as possible with the academic work covered by their class during their period of absence.

For the handful of students who are still struggling with attendance, the College is working closely with families to support more regular attendance. This includes a range of strategies such as but not limited to: Individual Learning Plans, online support, limited days of attendance, uniform adjustments and wellbeing support.

Although the College attendance rates were negatively affected over the COVID period, it is pleasing to see the attendance rates gradually returning to their pre-COVID levels.



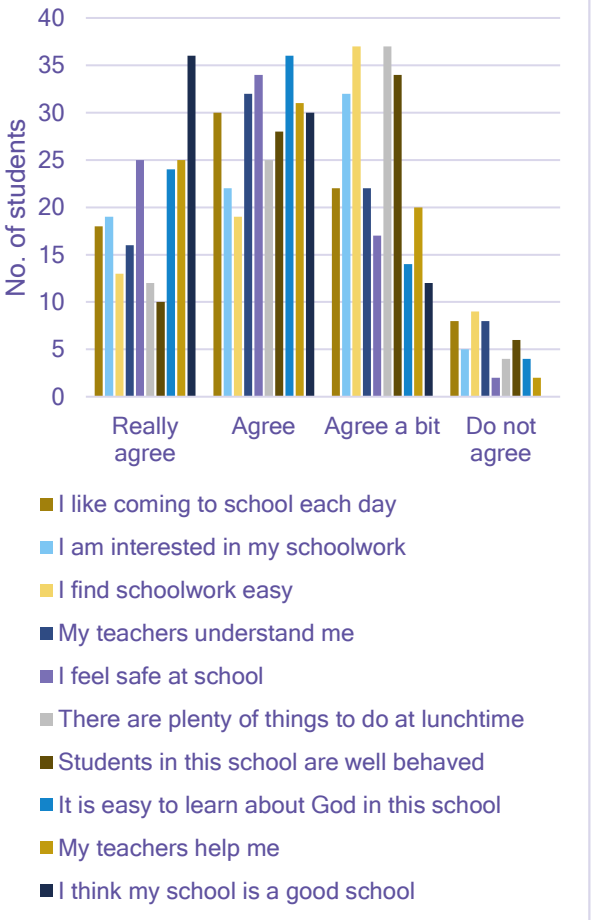
STUDENT, PARENT AND TEACHER SATISFACTION

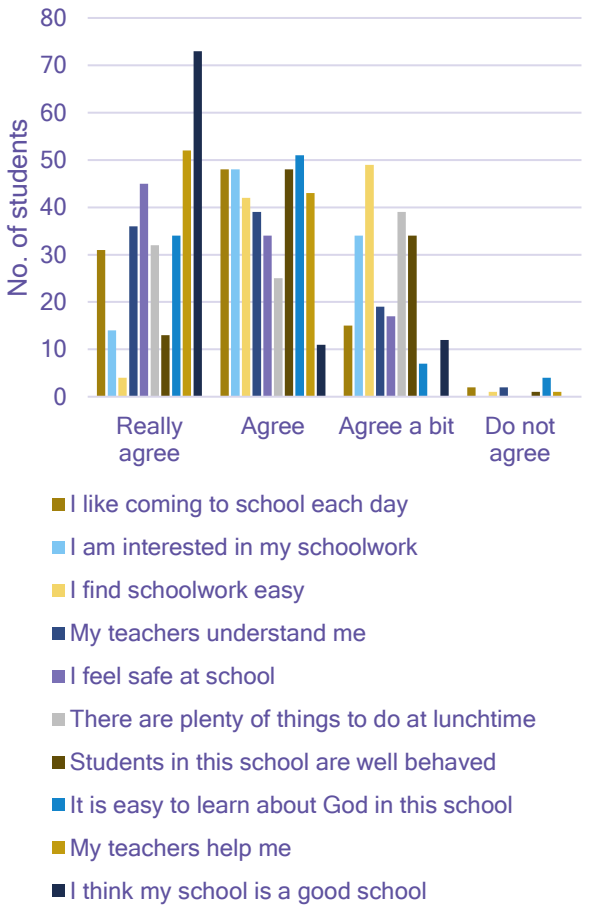
Student Attitude to School in 2025

Overall, students enjoy school and believe the College is a good school. The secondary students have a less positive view than their primary counterparts but that is a reflection of age and the growing pace and complexity of study. Despite this, secondary students still believe the school is a good school.

It is pleasing to note that, with the exception of a few, most students feel safe at school and there tends to be a higher interest in their studies, in secondary school where electives allow students to make choices based on interest.

Areas for further discussion and improvement are increasing the available activities at lunchtime and ways to support students who are finding work too difficult. Another area of interest is student perceptions of behaviour in class which varies with teacher perceptions.





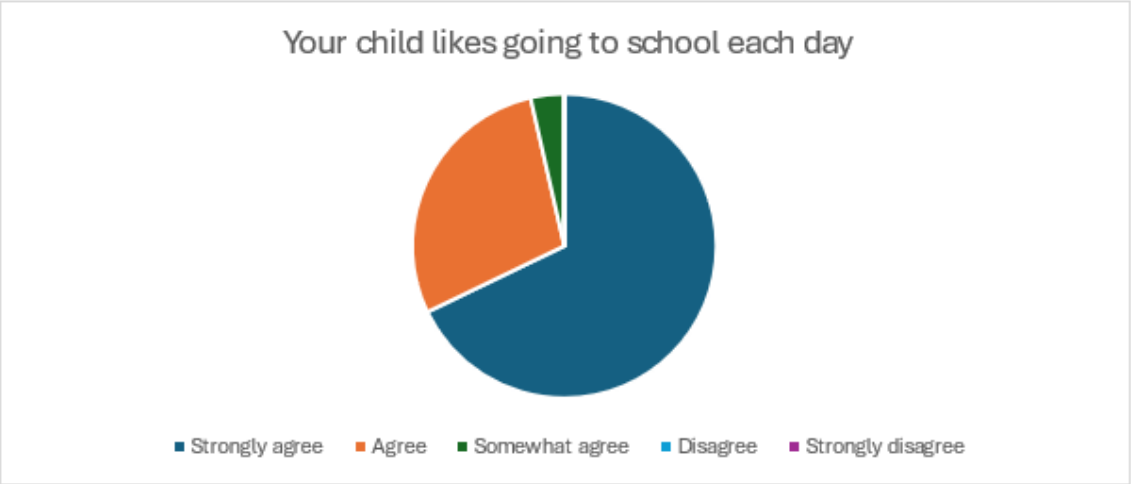
Parent Opinion Survey 2025

The Parent Opinion Survey shows high satisfaction with the College, with a quarter of families completing the survey.

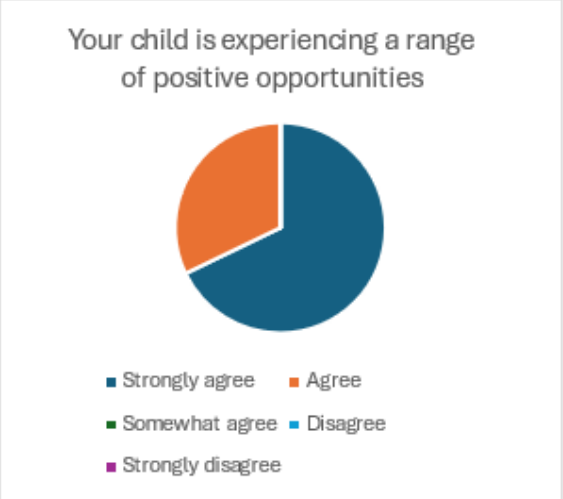
As the College grows, areas such as communication are being reviewed to ensure that parents continue to feel informed and welcome in the College.

Staff are well respected, and parents continue to feel that their students' learning is supported.

Parent Survey – Primary: Year 1 to 6



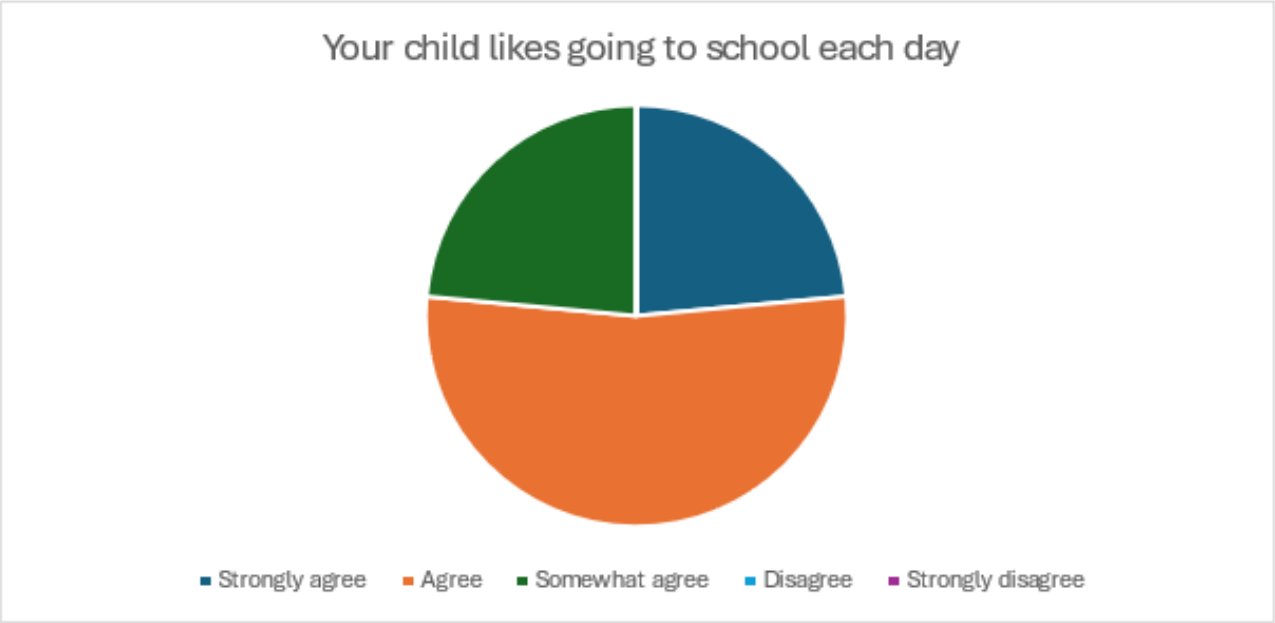


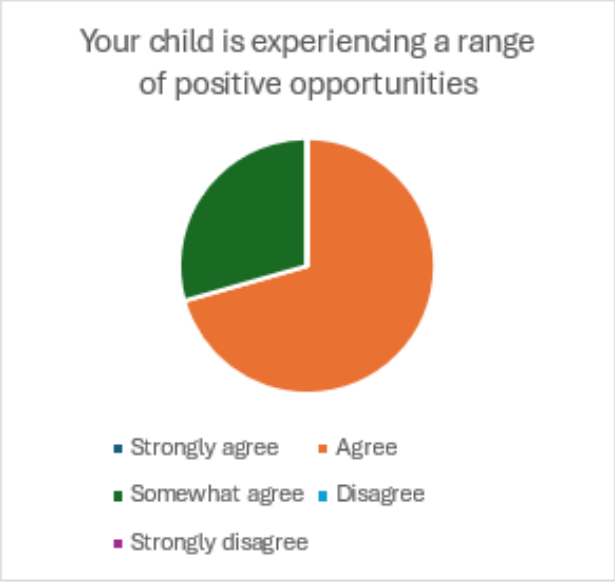


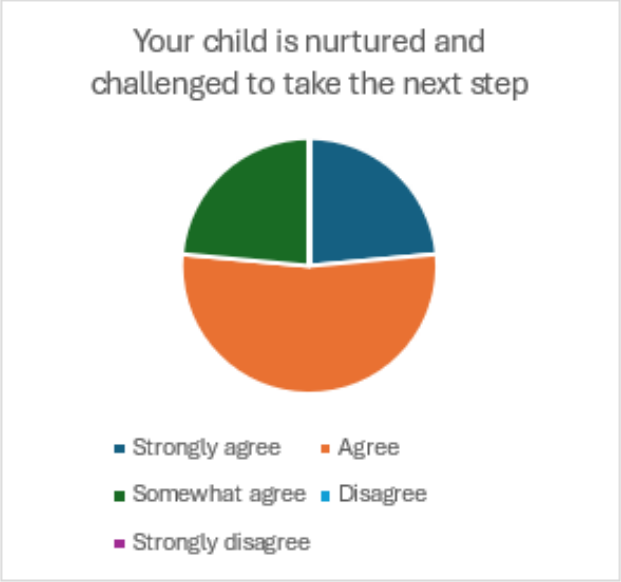


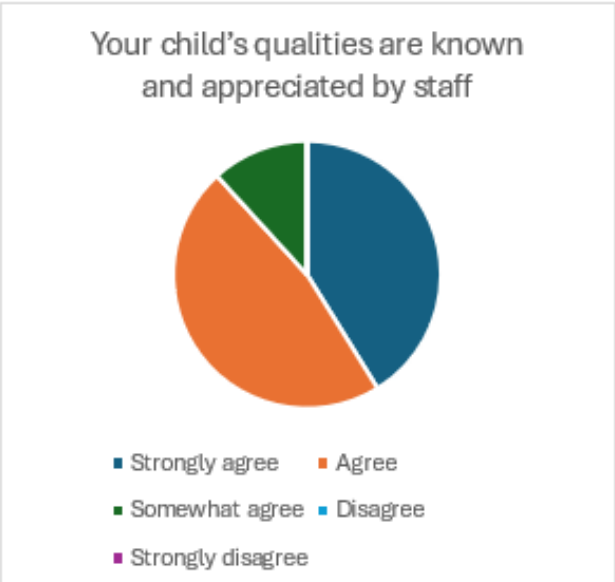


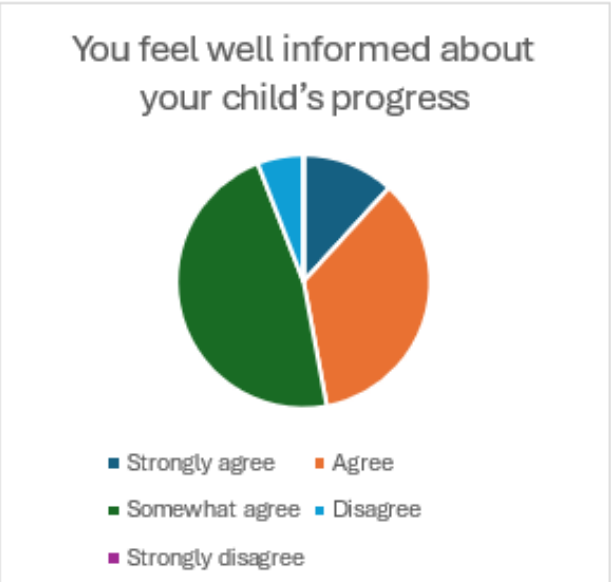
Parent Survey – Secondary: Year 7 to 12



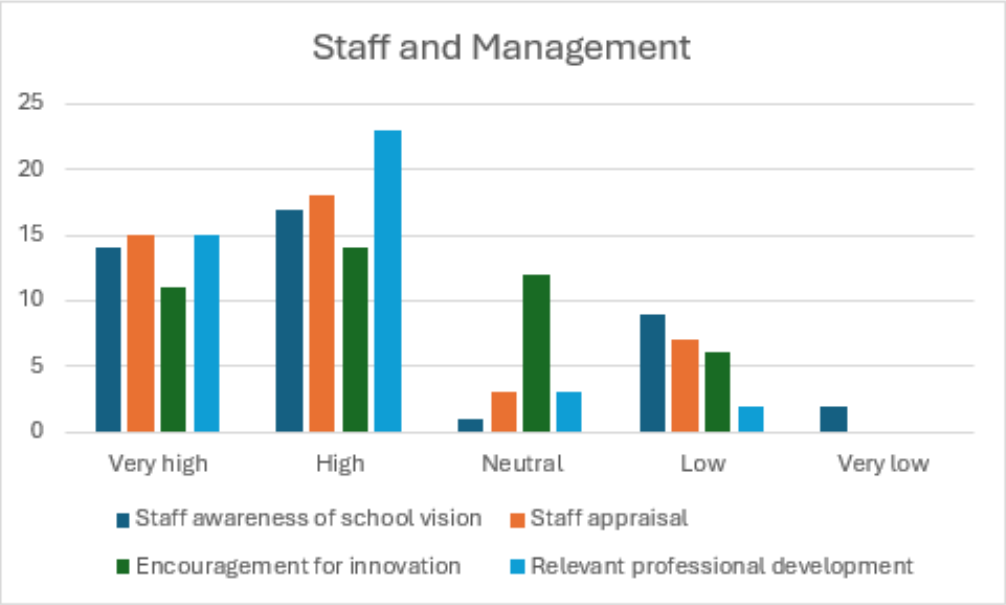


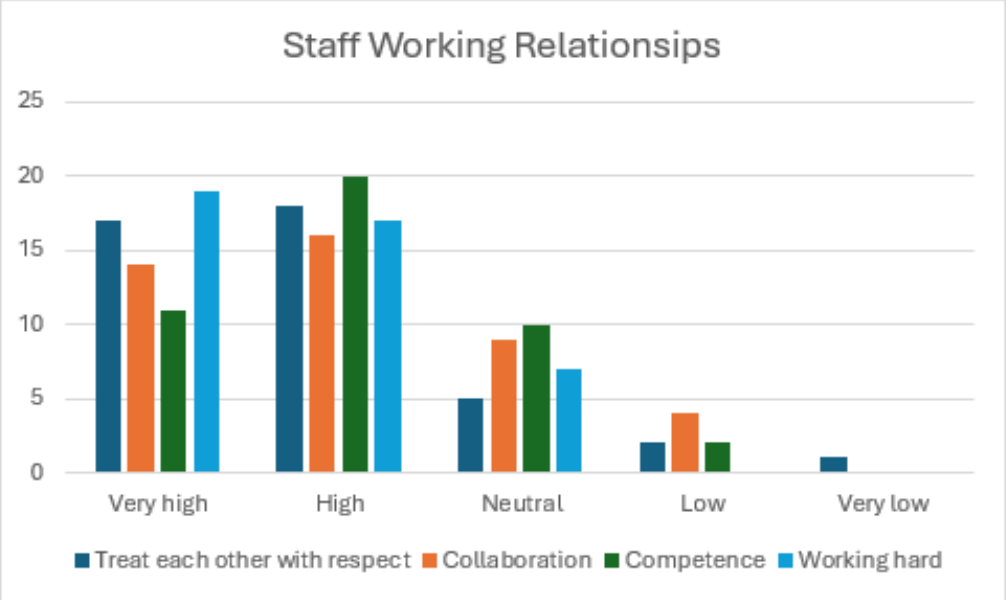


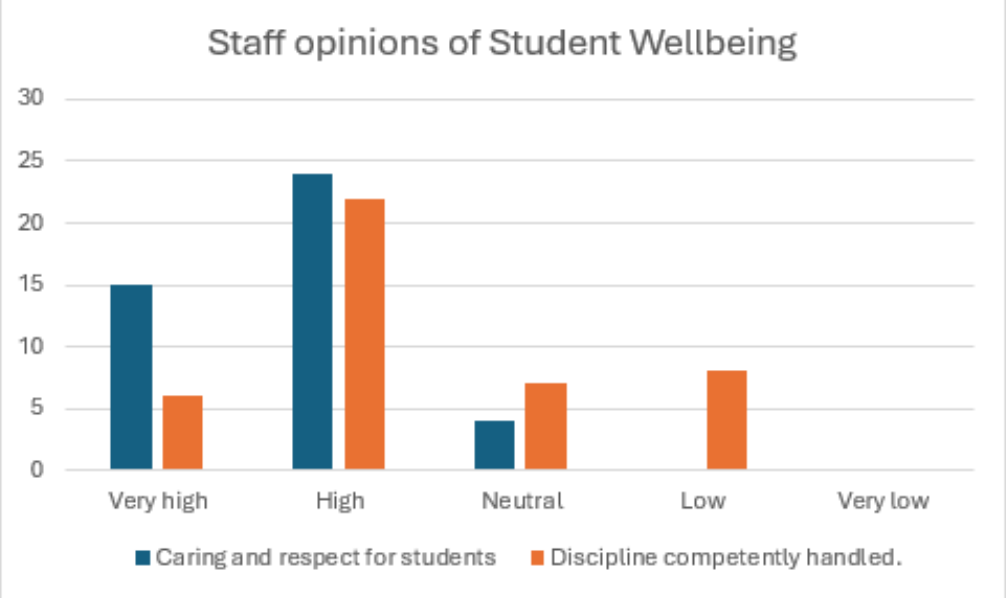




Staff Opinion Survey 2025







HERITAGE COLLEGE
KNOX



Distribution of Annual Report

Victorian Registration and Qualifications Authority

Via email to the School Association

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Copies available from Reception (and advertised through the College newsletter)