



COMMUNITY REPORT

2018

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CHAIR'S REPORT

Board members are mindful of the ongoing opportunities to sustainably grow Crest across the two Colleges, the Ayr Hill Equestrian Centre and the further planning towards more effective use of the Environmental Reserve at the eastern end of the property. It is a challenging task, one which each Board member commits to wholeheartedly.

There are a number of important changes which have been seen in 2018, which have involved substantial discussions at Board level. In these matters, we have greatly valued the ongoing input from the senior executive leadership of Crest. I would like to focus on three such changes in this report:

1. It has been the first year since the current 'Ayr Hill' campus started in 1996 that we have moved away from the Junior/Middle/Senior structure at Hillcrest and adopted the current Primary/Secondary model. This came about as the Board accepted the proposal that such a change would improve a number of outcomes for students and staff. We have carefully monitored the transition and have seen some positive indicators from the change of structure. Given that the restructure is both a singular event and an ongoing process, we look forward to further continuous improvement which will come as a result of this change.
2. Throughout 2018, there were ongoing discussions with the Crest Cabinet about the reshaping of the core Crest statements – the Vision, Mission and Philosophy statements. The Board agreed that they needed refreshing and so they were adopted after some months of consideration, along with the newer Guiding Principles, Staff Portrait and Crest Charter.
3. The ongoing growth of Rivercrest – which started as an ELC – Year 1 campus in 2014 – has resulted in the need

to build the first stage of the Middle Years campus for the commencement of the 2019 school year. We are mindful of the great commitment required to continue to build the Rivercrest campus, whilst ensuring that Hillcrest keeps getting upgraded. It is an ongoing balancing act which requires godly wisdom.

The Board of Crest Education has a significant responsibility to guide the strategic direction of the entire Crest community and to diligently govern the entire operation. As such the members of the Board are aware of the enormous responsibility on them to provide clear and consistent direction for the future. We have seen God's blessing across Crest for many years and 2018 has been no different. We shall continue to lift the Crest community in prayer before the Lord well into the future.

Mrs Natalie Graham – Crest Board Chair

CHILD SAFE STATEMENT

Crest has zero tolerance for child abuse and is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

EXECUTIVE STATEMENT



Major Developments Across Crest

Some significant decisions and changes were witnessed throughout 2018 which will have a long term impact on our operations. Some of these changes have been structural (such as the building of the Rivercrest Middle Years Stage 1 and the ongoing refurbishment of the Hillcrest Primary precinct) whereas others are not in 'bricks and mortar' but are every bit as important.

1. VRQA audit of our Equestrian Centre. Our five yearly audit by the VRQA (Government regulators) of our Registered Training Organisation (RTO) which oversees the running of our VET Equestrian programs for our senior students resulted in a great deal of productive work by our dedicated Equestrian staff which saw us re-registered until Feb 2024.
2. The Hillcrest restructure necessitates an embedding of the future-focused, faith-based education which we aspire to, both at primary and secondary. This will require ongoing cultural changes, some of which will challenge our educational paradigms.
3. The ongoing growth of Rivercrest is to be celebrated as the opportunities for students to flourish are ever expanding. It is no simple thing to establish a brand new school and I am so deeply impressed by the ongoing efforts of Dr Michelle Cafini and her exceptional team.
4. The adoption of new key statements. Along with updating the Vision, Mission and Philosophy statement in 2018, we have also adopted:
 - Crest Guiding Principles – which help to shape our core beliefs

- Crest Staff Portrait – which gives a four dimensional view on what we want to see in all of our Crest staff – teachers, support staff, admin, maintenance and exec leadership
- Crest Charter – an important summary of what we believe to be important about Christian education, now and into the future

Student & Staff Wellbeing

Along with the ongoing focus on Child Safe practices, which is a core commitment at Crest, there is a broader focus on the overall wellbeing of students, recognising that students who are struggling in terms of social and emotional health are not going to be free to learn to the best of their ability. As a result the addition of Student Wellbeing Co-ordinators at Hillcrest and the role of Deputy Head of Primary (Wellbeing) at Rivercrest, means that students are supported, not just in their cognitive development but also holistically at a spiritual, emotional and relational level. This is an integral part of what genuine Christian education looks like at ground level.

As we head toward the 40th anniversary of Hillcrest/Crest in 2021, this is not a time to be resting on our laurels but instead we need to be continuing to be the 'leading provider of quality Christian education' which our original and updated Vision statements call for.

Mr Geoff Grace – Executive Principal

RESEARCH & INNOVATION

Ensuring that our Christian ethos remains strong is a core priority. To that end, throughout 2018, our Crestwide staff professional learning focus has been on 'Kingdom Education'. Workshops and discussions have covered a number of topics including: Christian Education in the 21st Century, Understanding Worldview Development and Excellence in the Christian School Context. We have engaged with leading thinkers outside our organisation including Dr Natasha Moore and Dr Glen Schultz.

Research has also been an important element of our work this year. In particular, we have focussed on how we need to reconceptualise Christian education for the 21st century to ensure that we not only remain true to our vision, but also provide students with learning opportunities which will see them well-equipped for their lives beyond school. Crest is committed to being aware of, and continually working to implement, best educational practices. To this end, we have undertaken reviews of the research literature and visited other schools that have implemented innovative practices. We have fostered strong relationships and partnerships with a number of leading educators and educational

institutions both locally and globally from whom we can learn, be challenged and receive support. As a result of our research, we have developed our own Crest Charter for Quality Education and continue to explore and implement new programs and pathways for our students. Part of our Charter includes recognition that student wellbeing is a key pre-requisite for both learning and flourishing. Last year we engaged in a national study looking at student relationships and we are continuing to unpack the data from this study in order to improve processes and structures in a way that will contribute positively to student wellbeing.

Crest Education exists to offer students a holistic education established on a Christian foundation. Our vision is to see each student equipped for a life of faithful service. This means that, going forward, we will continue to review practices, stay abreast of research and seek to implement innovative new approaches to learning and teaching.

Mrs Maria Varlet – Head of Research & Innovation



HEAD OF COLLEGE RIVERCREST

THE THEME FOR RIVERCREST IN 2018 WAS 'A YEAR TO REFLECT'.

The theme was selected to coincide with a pivotal point in our journey as we opened our final year (Year 5) of the Primary Years Programme. As plans started to take shape for the Middle Years campus, it was also timely to reflect on the growth of Rivercrest since 2014.

Curriculum

Throughout 2018, staff participated in mentoring sessions under the guidance of the Pedagogical Leadership Team, to focus on improving their nominated teaching strategy – areas included differentiation, questioning, explicit teaching, feedback and assessment strategies. Rich discussion took place in sessions as staff reflected on their own practice and collaborated to grow collectively.

Mrs Caryn Johnson launched a programme for gifted students where they were challenged to extend their knowledge and skills, and apply them to complex problem-solving situations. These students entered a variety of competitions across different curriculum areas, such as Maths Olympiad, the Science Talent Search and CSEN WordPlay, achieving excellent results.

A highlight of 2018 was the inaugural Year 5 Exhibition. The PYP Exhibition, the culminating project in the final PYP year, allows students to apply their learning, their conceptual understanding and transdisciplinary skills to investigate a central idea. In 2018 this was 'Children worldwide encounter a range of challenges, risks and opportunities'. Students chose to research issues such as poverty, Motor Neurone Disease, homelessness, foster care and Autism. The depth of their learning and their strong desire to act to educate others about issues faced by children was commendable.

College Operations

In 2018 we opened our Fellowship Building (which houses our Café) along with the Gym. These have been wonderful additions to our school facilities. With the new administration building fully functioning from the start of 2018, we remodelled the old staffroom to become a student leadership room. This has been a valuable space for various

groups to gather throughout the year.

Much of 2018 was also spent finalising plans for Stage One of the Middle Years campus, in readiness for its opening in 2019. Employing staff, developing curriculum and timetables, finalising uniform and creating policies and procedures specific to the operation of this new campus all took place throughout the year.

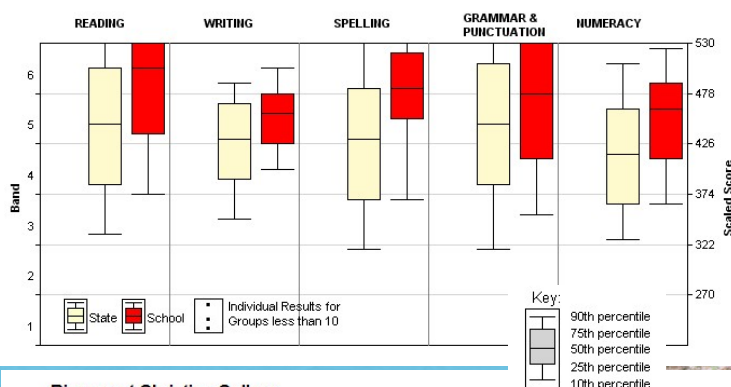
During 2018, the ELC play spaces were reshaped to create greater opportunities for a variety of outdoor play experiences and the development of gross motor skills.

2018 NAPLAN Results

- Year 5: reading was their strongest area, with their median and mean above the state. Their numeracy results indicated that their skills have continued to improve since they completed the 2016 test in Year 3. Overall, the group summary data indicated that 98% were at or above minimum standard in reading and numeracy, 97% were at or above minimum standard in spelling, grammar and punctuation, and 96% were at or above minimum standard in writing.

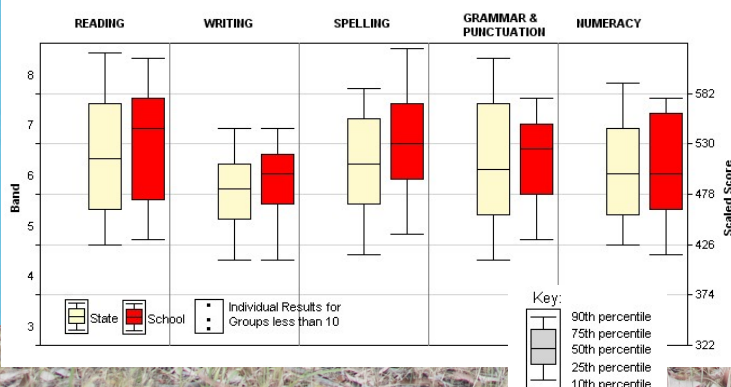
Rivercrest Christian College School Summary Report

National Assessment Program - Literacy and Numeracy Tests 2018
Year 3 - Gender: All, LBOTE: All, ATSI: All



Rivercrest Christian College School Summary Report

National Assessment Program - Literacy and Numeracy Tests 2018
Year 5 - Gender: All, LBOTE: All, ATSI: All





- Year 3: The results indicated that these students were above the state mean and median in all areas assessed, with all students at or above minimum standards.

Spiritual Growth

In 2018 staff at Rivercrest further developed their faith through a focus on understanding of Biblical principles as part of morning devotions, professional development sessions and prayer groups. Chaplain Dan supported staff to expand upon the Christian lines of inquiry in the transdisciplinary units. Dan led class devotions across the College, and answered some very challenging and curious questions students have raised. In 2018 chapel was split into Prep - Year 2 and Year 3 - Year 5, to allow the topics addressed to be more age-appropriate and to allow more opportunities for classes to lead these services. It has been a blessing to be able to utilize the gym for our Chapel services, along with our family worship gatherings each term.

Wellbeing

2018 saw the introduction of our student leadership programme, with eight Year 5 students capably filling the roles of captains and vice-captains throughout the year. Our Year 5 cohort were also involved in an enrichment programme in Term 4, providing them with the opportunity to participate in equestrian lessons, or sessions in cooking, robotics, bike education and problem solving.

Many small group programmes were run throughout the year to support student social and emotional development in areas such as resilience, friendship, play skills, grief and coping with change. Transition sessions were held throughout the year, to prepare the Year 5 students for their move to the Middle Years campus, and for our 4-Year-Old ELC students as they prepared to enter their formal schooling journey in Prep.

Parent education sessions also continued throughout 2018, in literacy, numeracy, IT and wellbeing.

Mrs Sheils commenced a playgroup for Rivercrest families with babies and toddlers to allow them to meet together weekly to connect with each other over stories, coffee and yummy treats.



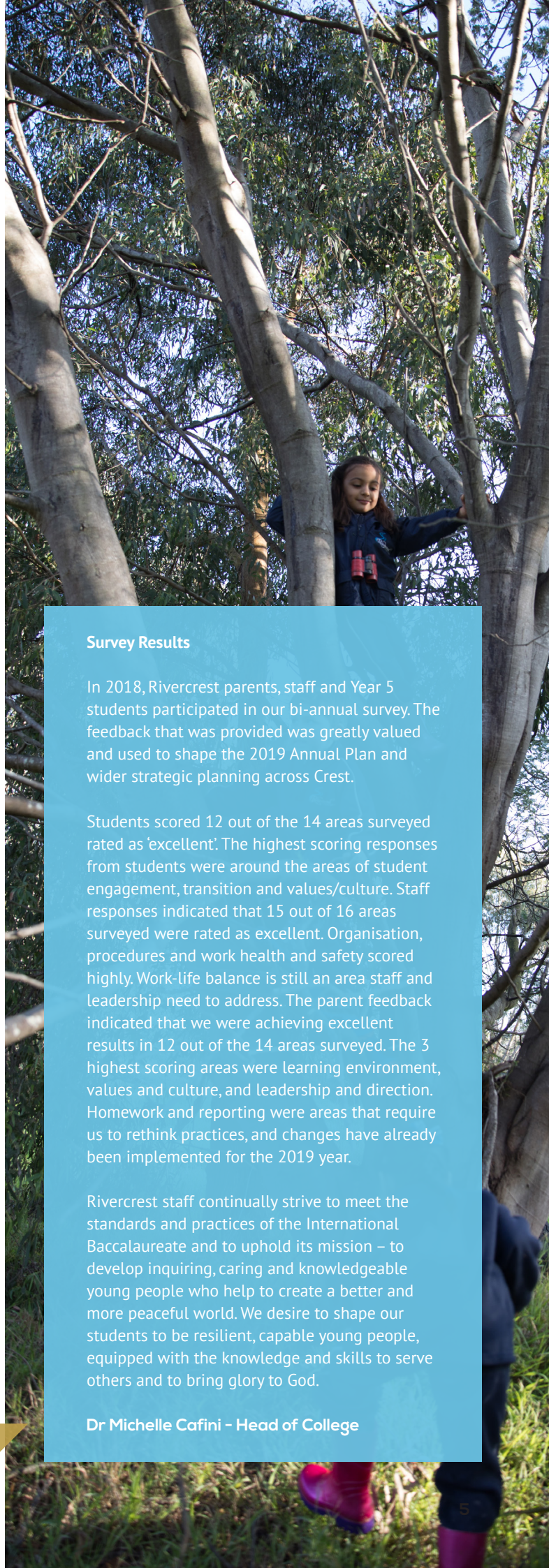
Survey Results

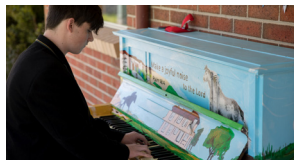
In 2018, Rivercrest parents, staff and Year 5 students participated in our bi-annual survey. The feedback that was provided was greatly valued and used to shape the 2019 Annual Plan and wider strategic planning across Crest.

Students scored 12 out of the 14 areas surveyed rated as 'excellent'. The highest scoring responses from students were around the areas of student engagement, transition and values/culture. Staff responses indicated that 15 out of 16 areas surveyed were rated as excellent. Organisation, procedures and work health and safety scored highly. Work-life balance is still an area staff and leadership need to address. The parent feedback indicated that we were achieving excellent results in 12 out of the 14 areas surveyed. The 3 highest scoring areas were learning environment, values and culture, and leadership and direction. Homework and reporting were areas that require us to rethink practices, and changes have already been implemented for the 2019 year.

Rivercrest staff continually strive to meet the standards and practices of the International Baccalaureate and to uphold its mission – to develop inquiring, caring and knowledgeable young people who help to create a better and more peaceful world. We desire to shape our students to be resilient, capable young people, equipped with the knowledge and skills to serve others and to bring glory to God.

Dr Michelle Cafini - Head of College





HEAD OF COLLEGE HILLCREST



2018 marked one of the most significant years in the history of Hillcrest Christian College, with the implementation of the College restructure from a three-school model to a two-school model of Primary and Secondary. So many people worked together in a wonderful way in ensuring that the shift has brought about very positive outcomes for students and staff. The impact of such a change was significant as staff, students and families adjusted to emerging new cultural norms and practices, teaching and learning approaches, leadership constructs, and so much more. The two reviews conducted with staff and students during the year determined that the vast majority of staff and students adapted readily to the changes, with a commitment to working through the various ramifications, both expected and unanticipated.

Vibrant & Caring College Culture

Over the course of the year there were noteworthy improvements made in a range of areas associated with student and staff wellbeing, student voice and leadership, and the spiritual and community life of the College. These included:

- Improved provision of student wellbeing support services with the appointment of Student Wellbeing Coordinators at both Primary and Secondary, the establishment of the College-wide SWELL Team, and the adoption of the Victorian Healthy Schools Achievement program
- New transition programs and processes, especially from Year 6 to Year 7
- The establishment of Student Representative Councils for Primary and Secondary

- Significantly more students accessing Chaplaincy support
- The promotion of student-initiated and student-led projects e.g. recycling, bible studies
- The introduction of "students mentoring students" programs
- An expanded buddy program across Primary and Early Learning Centre
- The establishment of an active Crest Staff Wellbeing Committee
- The conducting of comprehensive community surveys along with full analysis and incorporation into action plans
- An expanded and highly active Community Association
- The full implementation of the Crest Child Safe policy and procedures
- Introduction of a College Alumni portal

Developing Exemplary Teaching & Leadership Practice

Substantial work and progress was made in many important areas, with the focus very much on the provision of professional development for quality practice. This included:

- The development of a comprehensive "Quality Pedagogical Framework" to shape teaching and learning
- The full implementation of the Hillcrest GROWTH Professional Development and Appraisal Plan
- Establishment of new Senior Leadership Teams for Primary and Secondary
- Phase 1 of coaching training for many of our middle level leaders
- The introduction of "Kingdom Education" with staff
- The undertaking of 360° reviews for the College Executive team
- More effective positioning of staff across all levels of the College, enable teachers to maximize their specialist training and teaching strengths
- Better leadership of curriculum with the establishment of Primary and Secondary Learning and Teaching Coordinators
- Strengthening of College-wide and Secondary Faculty teams

Providing Innovative Learning Programs

The restructure along with other resetting of priorities meant that we could introduce some important first steps in reshaping the delivery of curriculum and co-curricular programs and opportunities for students.

2018

2018 marked one of the most significant years in the history of Hillcrest Christian College...



These included:

- The successful investigation, application and approval for introduction of VCAL for senior secondary students in 2019.
- The decision to align our curriculum with the Victorian Curriculum
- The design of additional subject offering for 2019 including VET music and VCE Global Politics
- A stronger Digital Technology program across Primary
- The establishment of a STEM Action Team who worked on curriculum development, including a new STEM course at Year 8 for 2019
- Expansion of Music performance groups
- Enhanced provision of Learning Support delivery models and processes under the leadership of the new Learning Support Coordinators at both Primary and Secondary
- Full implementation of all recommendations from the 2016 Careers Review

- A very successful mission and service trip to Cambodia in partnership with Samaritan's Purse
- The formal establishment of two sister school relationships with schools in Stuttgart, Germany and Tokyo, Japan
- The introduction of an exchange program with the FES Sister School in Germany

Ensuring Effective & Sustainable Operations

In order to bring about the extensive advancements summarised above requires careful and detailed operational planning and delivery that ensures we can continue to build year by year. Some of the notable operational improvements and changes included:

- Increase of Christian families applying and being enrolled
- Improved enrolment retention rates, especially across the majority of secondary levels
- New and improved approaches to online and ongoing assessment and reporting
- More effective timetabling of curriculum delivery, especially in Junior Secondary
- The development and launch of a new College Website
- Improved consistency of administrative procedures
- Improved Bus services including App tracking
- Crest Connect being further developed as the key intranet for every aspect of communications, student learning, assessment and reporting
- The remodelling of four primary learning spaces, one for Prep and three for Year 1 students (Stage 2)
- Commencement of Stage 3 Junior School Classroom Modifications
- Building of a permanent steel construction cover for the Primary Hardcourt
- Provision of a Year 12 Common Room
- The architectural planning and building of a new Year 5 and 6 Block that houses nine flexible learning spaces
- Planning and funding secured for Primary MPC to be built ready for use during 2020
- The remodelling of an existing block into a Secondary staffroom and office/team spaces

Dr Gregg Weaver
Head of College



VCE RESULTS & TERTIARY PLACEMENTS

There were many top performers in the year with our highest ATAR 99.2. The top three students achieved ATAR scores of 99.2, 93.85 and 93.35.

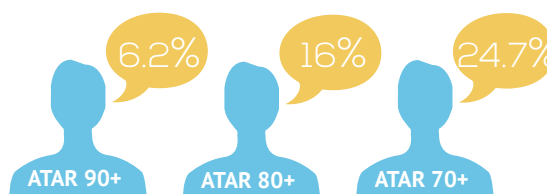
Of the 85 students who received an ATAR, 5 gained an ATAR of 90 or above, placing them in the top 10% of the state.

- 6.2% of our students achieved an ATAR score over 90
- 16% of our students achieved an ATAR score over 80
- 24.7% of our students achieved an ATAR score over 70

The median ATAR was 59.5, with the average ATAR at 60.9. The median study score was 29, with the average study score at 28.7.

The highest study scores obtained were: 46 – English and English, 45 – Biology, 42 – English, English and Health and Human Development, 41 – Chemistry, English and Legal Studies, 40 – Biology, Biology, Business Management, Computing – Software Development (Distance Education), English, English, Health and Human Development, History (Revolutions), Legal Studies and Mathematical Methods. In each of these subjects, our students were placed in the top 8% of students in the state.

The majority (87%) of our Year 12 students applied for tertiary placements through VTAC. Of these students, 95%



were offered places. Those who did not apply have entered the workforce, moved interstate, undertaken traineeships or chosen to study elsewhere.

Year 12 students of 2018 have been successful in gaining places to Tertiary institutions including, Deakin University (23%), Federation University of Australia (22%), RMIT University (19%), Monash University (8%) and Swinburne University of Technology (8%). Students have obtained places in the following courses: Aerospace Engineering, Arts – Commerce, Biomedical Science, Business, Design, Education Studies, Engineering, Law/ International Studies, Nursing, Veterinary and Wildlife Science.

Congratulations to Sheryllin Tan who was named Dux of the College for 2018. Sheryllin completed 6 Unit 3 and 4 subjects across Year 11 and Year 12, along with a University subject; and achieved an ATAR of 99.2. Sheryllin recorded a study score of at least 40 in English, Biology, Chemistry and Mathematical Methods and has been offered a place at the University of Melbourne to study Commerce.

ATTENDANCE FIGURES

Attendance rates have traditionally been very strong. The Crest Colleges use the Synergetic Student Management System for attendance monitoring. Attendance is formally collected twice a day (am/pm) and there is an expectation that teachers keep a record of attendance in each of their classes. Absence lists are generated and sent to all appropriate staff.

The parent or guardian of any student who is absent without appropriate reason / notice are contacted by the College by phone that day. If attendance is becoming problematic, systems are in place to ensure parents are informed of the situation and that procedures are in place to remedy or alleviate the situation.

Year Level	Attendance Rate %
Prep	93.32
1	93.57
2	93.53
3	92.88
4	92.81
5	92.55
6	93.27
7	93.44
8	92.27
9	92.23
10	88.76
11	91.88
12	90.64
Total	92.40

HILLCREST

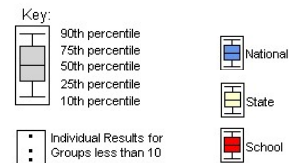
Prep	90.71
1	92.71
2	92.50
3	91.85
4	90.66
5	93.48
Total	91.99

RIVERCREST

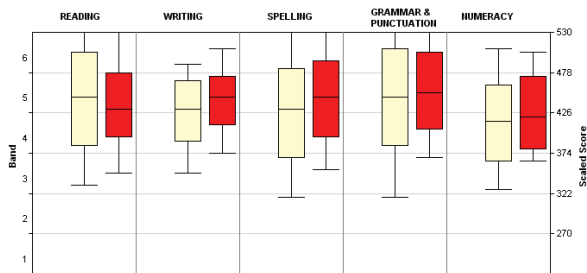
HILLCREST NAPLAN RESULTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for all Year 3, 5, 7 and 9 students in Australia. NAPLAN tests provide a snapshot of students' achievement in relation to national benchmarks.

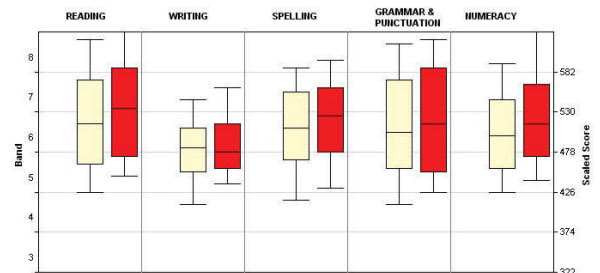
As the following graphs show, in 2018 Hillcrest Christian College median scores for most tests across all levels exceeded the State median scores.



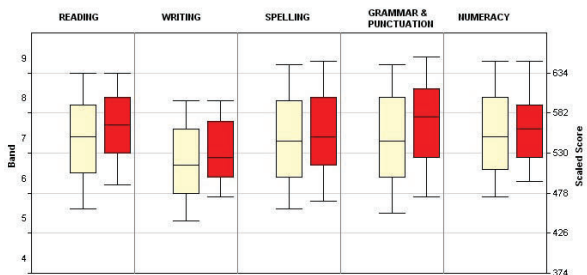
Year 3



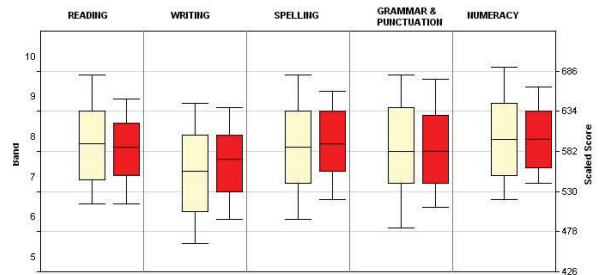
Year 5



Year 7



Year 9



AYR HILL EQUESTRIAN CENTRE

The biggest achievement of 2018 was the successful VRQA reaccreditation of our Certificate II Equine Studies program for our VET cohort. The reaccreditation means AHEC is able to operate as a Registered Training Organisation (RTO) for the next 5 years. This result was no small feat and was accomplished by a hard working team.

The 2nd year (Unit 3-4) VET students were able to complete their course through our new online program with much success. 1st year (Unit 1-2) VET Students will be able to access this system in 2019. Another exciting first for 2018 was our first Interschool Hillcrest Dressage day where we had over 60 competitors and their horses compete. We also had 16 HCC students compete on our school horses. The weather was not on our side but this did not stop our

students from having a fantastic event. We look forward to hosting another Interschool Dressage Day, as well as our first Combined Training Event in 2019. (Combined Training involved both Dressage and Show Jumping).

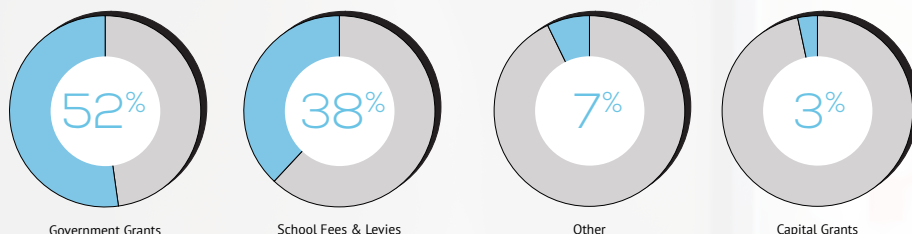
AHEC welcomed Rivercrest Christian College Year 5 students, for the first time, in Term 4 to our centre. These students came with a smile on their faces as they were able to get to know our horses. We look forward to seeing more RCC students in the future. AHEC ran both After School Riding Lessons and School Holidays programs in 2018 with much interest from both our HCC and RCC students.

Mrs Lauren Ward - Equestrian Centre Manager

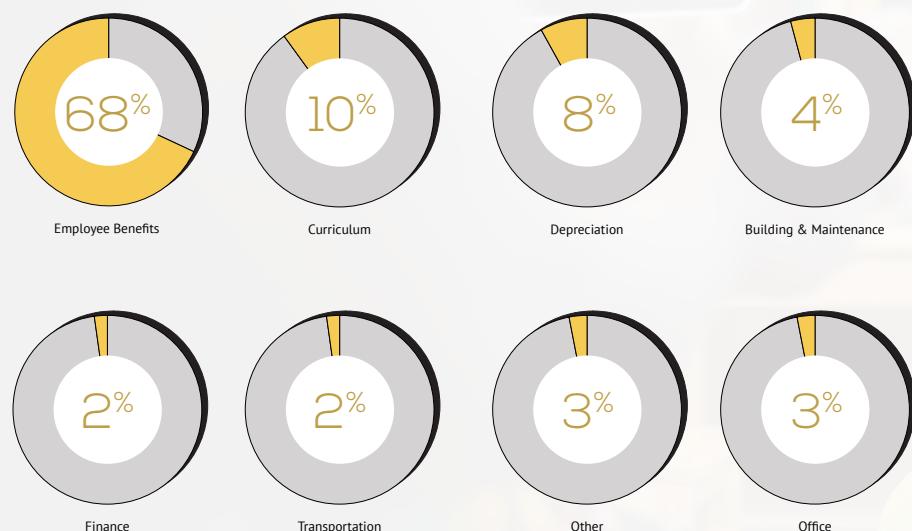
FINANCE & DEVELOPMENTS

Crest Education is a not-for-profit organisation, and we adhere to contemporary commercial business and governance practices to ensure that finances are managed in an effective and efficient manner. All end-of-year surpluses are applied to facility development and/or repayment of borrowings. Crest has also been successful in maintaining school fees at an affordable level that are amongst the lowest in this area. The major sources of income and expenditure for 2018 were:

income sources



expenditure focus



In line with its strategy over recent years, in 2018, Crest Education continued to invest significantly in facilities and infrastructure to meet the needs of our growing and dynamic school communities. Rivercrest continues to be the main focus of committed Capex spend, particularly with the establishment of the new Middle Years campus, whilst the Board has also committed funds so that Hillcrest can improve and add to its excellent facility offerings.

Rivercrest Classrooms

The new Middle Years campus building was constructed and it includes four classrooms, two specialist rooms, breakout areas and administration facilities. In addition, as this was effectively a 'greenfield' site, a significant infrastructure investment was required to complete the project, which included expenditure on new services, a hard court, grass play areas, landscaping, car parking and a major upgrade to the internal access road. An Australian Government grant of \$840,000 partly funded this project.

Hillcrest Developments

The upgrade of Primary facilities continued with work commencing on a minor upgrade of two Primary classrooms. The Board also approved a project to deliver six new classrooms for Year 5 and 6, with works expected to be complete in April/May 2019. In addition to this, our Primary school was also blessed with a grant of \$1,333,000 from the Australian Government to assist in the construction of a Primary Multipurpose Hall which will be commence construction in September 2019. The Board has also requested that a plan be developed to refurbish and upgrade areas in the Secondary precinct during 2019.

Masterplanning

Whilst the masterplans for both schools is fairly resolved, we continue to update these as we plan new projects. There will also be minor changes whilst residential development continues in the areas immediately adjacent to the school.

SATISFACTION SURVEYS

In 2018, as part of our commitment to improving quality, Satisfaction Surveys for Parents, Students and Staff were conducted using the MYP Corporation toolkit. The school leadership teams reviewed the survey feedback so that we could identify, assess and plan to address areas requiring improvement.

Student Satisfaction

The student satisfaction ratings were varied between our Colleges and generally all areas scored well. This was the first time that students from Rivercrest participated, with 38 students involved.

Hillcrest

Survey responses were received from 665 out of a total of 931 eligible respondents. This equates to a response rate of 71.5%. Hillcrest Christian College recorded an overall satisfaction score of 72% (3.61 out of 5) with some differentiation between primary and secondary students. Best practice areas include: Co-curriculum, Resources and Facilities, School Communication.

Rivercrest

Survey responses were received from 38 out of a total of 42 eligible respondents. This equates to a response rate of 90.5%. Rivercrest Christian College recorded an overall satisfaction score of 87% (4.35 out of 5). Best practice areas include: Student Engagement, Student Transition, Values and Culture.

Parent Satisfaction

Overall the parent satisfaction ratings are generally in line with industry benchmarks, with Rivercrest exceeding these. It is pleasing that parents are positive about our Colleges and their feedback is extremely valuable.

Hillcrest

Survey responses were received from 651 out of a total of

1444 eligible respondents (response rate of 45.1%). Hillcrest Christian College provides educational services to students from 700 families. Hillcrest Christian College recorded an overall satisfaction score of 78% (3.88 out of 5). Best practice areas include: Learning Environment, Resources & Facilities.

Rivercrest

Survey responses were received from 229 out of a total of 464 eligible respondents (response rate of 49.4%). Rivercrest Christian College provides educational services to students from 210 families. Rivercrest Christian College recorded an overall satisfaction score of 82% (4.1 out of 5).

Best practice areas include: Learning Environment, Values & Culture, Leadership and Direction.

Staff Satisfaction

The staff satisfaction ratings were very positive. The leadership have noted areas we will target to improve as Crest strives to live out its aspiration to be an 'employer of choice'.

Hillcrest

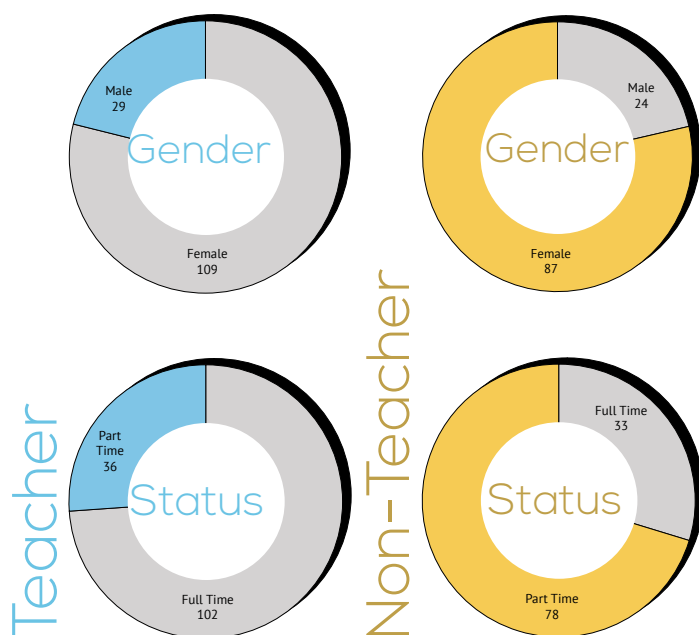
Survey responses were received from 165 out of a total of 187 eligible respondents (response rate of 88.2%).

Hillcrest Christian College recorded an overall satisfaction score of 79% (3.95 out of 5). Best practice areas include: WH&S, Procedures and Resources.

Rivercrest

Survey responses were received from 44 out of a total of 49 eligible respondents (response rate of 89.8%). Rivercrest Christian College recorded an overall satisfaction score of 89% (4.43 out of 5). Best practice areas include: Organisation, WH&S and Procedures.

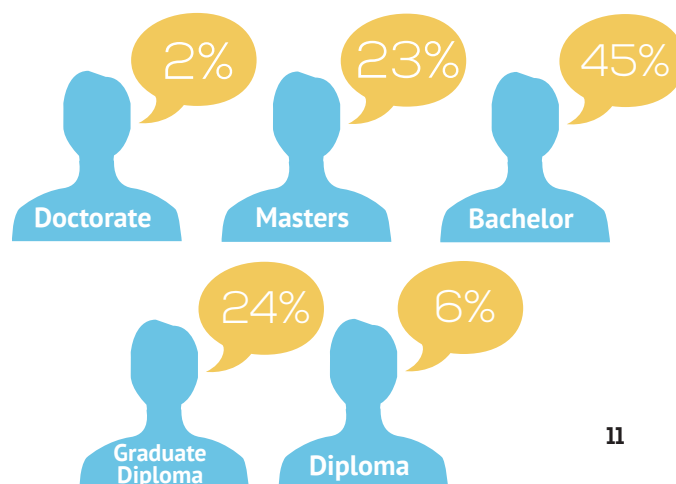
WORKFORCE MAKEUP



TEACHER QUALIFICATIONS

The Victorian Institute of Teaching (VIT) monitors the registration of teachers throughout Victoria, ensuring all teachers meet the standards of professional teaching practice within three domains of knowledge, practice and engagement.

Besides the formal tertiary qualifications that are necessary for a teacher to gain registration through the VIT, teachers are encouraged to work towards a high level of continual professional learning.





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VISION

To be a leading provider of quality Christian education delivered by Christian staff, ensuring the gospel message is an integral part of all we do.



Crest Education is a leading provider of quality Christian education to the Casey and Cardinia communities of South East Melbourne. Our magnificent 138 acre property serves as a precinct for two Colleges, Hillcrest and Rivercrest, an Equestrian Centre, Agriculture/Horticulture precinct and Environmental Centre with a significant area set aside for waterways and reclaimed bush bordering Cardinia Creek.