



# COMMUNITY REPORT

2025

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## BOARD CHAIR'S REPORT

**E**ach year, CREST selects a theme that reflects our vision, informs our strategic focus, and unites our community. In 2025, the theme 'Blessing', drawn from Psalm 84 served as a powerful reminder of the favour and fullness found in a life grounded in God. Throughout the year, we have been privileged to witness this blessing across CREST – in the growth and achievements of our students, the commitment of our staff, and the strength and engagement of our wider community.

A significant milestone during the year was the commencement of construction of the CREST Arena, a major strategic project that will deliver a high quality facility for the benefit of all CREST students. This development reflects our long term commitment to providing environments that foster excellence and community connection. We look forward to the completion of a building that will enable the entire CREST community to gather together under one roof, enhancing unity and shared experience.

I extend my sincere appreciation to my fellow Board and sub committee members for their faithful service and the generous contribution of their time in support of the CREST mission. I also acknowledge the dedication of our Executive

team, teachers, and support staff, whose professionalism and commitment underpin the continuing success of our schools. This Community Report provides a snapshot of our progress across key areas, including learning, wellbeing, enrolment, financial stewardship, and infrastructure development, all of which reflect our shared commitment to the delivery of high quality Christian education.

Our CREST Colleges continue to be places where students are nurtured, supported, and encouraged to pursue the unique purpose God has for their lives. As we reflect on a year marked by blessing, we give thanks to God and look ahead with confidence, praying that He will continue to guide and bless the CREST community in the years to come.

**Amelia Munso - CREST Board Chair**



# EXECUTIVE PRINCIPAL'S STATEMENT

**A**s we reflect on 2025, our year of Blessing, we do so with hearts full of gratitude and humility before God. The words of Psalm 84 have framed our year: "Blessed are those who dwell in your house... Lord Almighty, blessed is the one who trusts in you." These verses remind us that true blessing is found in faithfulness, trust and walking together in God's purposes.

Throughout the year, CREST Education has continued to grow and flourish. Strong enrolments across our community reflect the confidence families place in Christian education that is purposeful, future focused and grounded in biblical truth. With growth comes both opportunity and responsibility, and we have embraced both with care and conviction.

This year has marked an important season of alignment across the organisation. In the Senior Learning Centre, we marked an important milestone as our inaugural IB Diploma cohort completed their final examinations alongside their VCE and VCE Major peers, we have focused more intentionally on strengthening consistency, clarity and impact across all campuses. Guided by our Strategic Priorities, we continue to shape CREST as a Christ centred learning community that instils faith, pursues excellence, nurtures wellbeing and serves community.

In instilling faith, we remain committed to being a worshipping community grounded in Scripture and shaped by a biblical worldview. Faith is embedded across learning, relationships and service, and we are encouraged by the growing confidence of staff and students as they seek to live faithfully as followers of Christ.

In pursuing excellence, we have continued to invest in outstanding teaching and learning across academic and vocational pathways, the arts, sport and STEAM. Excellence at CREST is defined not by comparison, but by growth—encouraging each student to develop their God given gifts in service of others.

The nurturing of wellbeing has remained a central priority. In a world of increasing pressure and uncertainty, we strive to be a community marked by



faith, hope, love, joy and peace. Strengthened wellbeing frameworks and support services ensure care is intentional, informed and Christ centred.

Serving community continues to be a visible expression of our discipleship. Through partnerships and service learning opportunities, students are encouraged to respond to God's grace by serving others and stewarding creation well.

As we conclude 2025, we give thanks to God for His provision and blessing upon CREST Education. I sincerely acknowledge the faithful support of the CREST Board, and thank our staff, families and students who together form a vibrant Christian learning community.

Relentlessly committed to Christian excellence, we look to the future with confidence and trust in God's leading. Blessed indeed are those who place their strength and trust in Him.

**Mr Brendan Kelly - Executive Principal**

# LEARNING & TEACHING

## Primary Years

Across Hillcrest and Rivercrest Christian Colleges, the Primary Years experienced a strong year of academic growth, supported by consistent instructional practice and a clear focus on foundational literacy and numeracy.

### Academic Achievement – NAPLAN (Years 3 & 5) Year 3

At Hillcrest Christian College (HCC), Year 3 students performed above the Victorian state average across all literacy and numeracy domains:

- Reading: mean score 431 (state 417), with 80.5% of students achieving in the Strong or Exceeding proficiency bands
- Writing: mean score 438 (state 424), with a notable 73.8% of students in the Strong band
- Numeracy: mean score 433 (state 418), with 77.8% of students achieving Strong or Exceeding

At Rivercrest Christian College (RCC), Year 3 performance was particularly strong, with results well above state averages:

- Reading: mean score 457, exceeding the state by 40 points, with 86.4% of students in Strong or Exceeding
- Writing: mean score 449 (state 424), with 90.1% of students achieving Strong or Exceeding
- Numeracy: mean score 445 (state 418), with 81.5% of students in the top two proficiency levels

These results reflect the growing impact of explicit early literacy instruction across CREST.

### Year 5

In Year 5, both campuses demonstrated very strong achievement relative to the state, particularly in Writing, Numeracy and Grammar and Punctuation.

Hillcrest:

- Writing: mean score 513 (state 494), with 89.2% of students achieving Strong or Exceeding
- Numeracy: mean score 518 (state 503), with 83.1% of students in the top two proficiency levels

- Grammar & Punctuation: mean score 524 (state 507)

Rivercrest:

- Writing: mean score 515, exceeding the state by 21 points
- Numeracy: mean score 517 (state 503)
- Grammar & Punctuation: mean score 522, with 77.8% of students achieving Strong or Exceeding

### Learning and Teaching Development

The CREST Instructional Model was developed to be embedded across all Primary classrooms, establishing a shared approach to lesson structure, explicit instruction, and formative assessment.

The InitialLit program became a core component of literacy instruction in the early Primary years across CREST, while Year 3 teachers undertook formal training in the SpellEx program for rollout in 2026.

Teachers planned collaboratively using common CREST Connect unit planning templates, improving consistency and coherence across year levels and campuses. This work was guided and supported by the CREST Literacy Working Party, alongside targeted instructional coaching in mathematics and literacy, which supported teachers to refine practice and respond precisely to student data.

### Secondary Years

The Secondary Years consolidated a consistent approach to teaching, assessment and feedback, aligned closely with developments in the Primary Years and the CREST Instructional Model and the foundational principles of effective teaching illustrated in the AITSL standards.

### Academic Achievement – NAPLAN (Years 7 & 9) Year 7

Both campuses achieved strong results across all domains, performing well above state averages.

Hillcrest:

- Reading: mean score 574 (state 549), with 90.3% of students achieving Strong or Exceeding
- Writing: mean score 595 (state 552), with 86.5% in the top two proficiency bands
- Numeracy: mean score 588 (state 555), with 91.0% of students achieving Strong or Exceeding

Rivercrest:

- Reading: mean score 574, matching HCC and exceeding the state by 25 points
- Writing: mean score 594 (state 552)
- Numeracy: mean score 591, with 93.0% of students in Strong or Exceeding

### **Year 9**

Year 9 outcomes were particularly strong across CREST, with several domains showing substantial margins above the state.

Hillcrest:

- Numeracy: mean score 588 (state 582), with 80.0% of students achieving Strong or Exceeding
- Writing: mean score 614 (state 587)

Rivercrest:

- Reading: mean score 615, exceeding the state by 38 points
- Writing: mean score 625, with 89.5% of students achieving Strong or Exceeding
- Numeracy: mean score 615 (state 582), one of the strongest results across CREST secondary cohorts

### **Curriculum, Leadership and Pathways**

Secondary teaching practice developed to align with the CREST Instructional Model, ensuring consistent expectations across campuses.

Curriculum Leaders engaged in targeted professional learning, developing expertise in collaborative inquiry, evidence-informed curriculum review, and faculty improvement cycles.

At Hillcrest Christian College, secondary reporting formats were updated to clearly reflect achievement against Victorian Curriculum standards. Both campuses completed a significant overhaul of Mathematics and Science teaching and assessment, strengthening alignment between curriculum intent, instructional practice, and assessment design.

Key secondary learning highlights included:

- The Ascent Senior Art and Design Exhibition, showcasing excellence across senior pathways
- A USA Study Tour
- Hosting of Japanese and German exchange students
- The successful completion of CREST's first IB Diploma Programme cohort
- Introduction of Junior Secondary Examinations at both Hillcrest and Rivercrest to strengthen academic readiness

### **Learning Diversity**

The BRIDGE Program completed its first full year of implementation, with strong academic and engagement growth evident across the inaugural cohort. Students demonstrated improved learning outcomes within a flexible, individualised framework designed to support high-needs learners.

A review of Gifted and Talented provision led to a shift toward high-achievement and talent-development support, broadening opportunities for students with advanced learning potential.

Greater consistency in Individual Learning Plan (ILP) processes across CREST improved clarity for teachers and families, while strengthened NCCD data recording practices enhanced accuracy, compliance, and alignment with evidence requirements.

### **Research and Inquiry**

Library and inquiry initiatives continued to strengthen reading culture across CREST. Borrowing increased across both campuses, supported by expanded eBook access and targeted Senior Learning Centre borrowing strategies. Student voice played a growing role in shaping library collections.

Primary campuses expanded the Read to Me Program, reinforcing oral language development, while a broader culture of reading project supported consistent practice across year levels.

At Hillcrest, the redesign of the Secondary library created a flexible and contemporary learning environment. Community initiatives such as The Great Book Swap, aligned with Reconciliation Week, further promoted literacy and social responsibility.

### **Learning Technologies**

A strategic review and consolidation of digital platforms ensured alignment with emerging research on the effective use of technology in education. Professional learning supported teachers to critically evaluate when technology meaningfully enhances learning.

The 1:1 device program was reviewed and aligned across Hillcrest and Rivercrest, streamlining processes across CREST. The redesigned CREST Connect Concierge replaced traditional handbooks, while lesson planning templates within CREST Connect strengthened curriculum documentation and collaborative planning.

**Mr Andrew Hindle**

**CREST Deputy Principal - Learning & Teaching**



# STAFF & STUDENTS

## Wellbeing Program

Wellbeing at CREST continued to strengthen in 2025 through a consistent, whole-school approach. Student programs such as Elephant Education, Black Dog Institute - mental health Pat Cronin Foundation - Rethinking Anger, Ben Price Cyber Safety, Victoria Police - Staying Safe, Glen Gerreyn - Men of Honour, Peer Mediation training, Brainstorm Productions - student resilience, and Elevate Education supported students in building resilience, respectful relationships, and positive decision-making.

Staff professional learning in areas including trauma-informed practice and respectful conversations, alongside increased parent engagement through Inform and Empower sessions and SchoolTV, strengthened a shared approach to care.

The completion of the Responsible Behaviour Framework designed in consultation with student leadership teams, Wellbeing Check-Ins, increased counsellor hours and a new referral system enhanced consistency and early intervention, contributing to a proactive and faith-informed culture of wellbeing across the College.

## Performing Arts

CREST Performing Arts continued to grow in 2025, with strong participation and high-quality student outcomes. Productions of Charlie and the Chocolate Factory (Secondary) and Pirates of the Curry Bean (HCC Primary) engaged large numbers of students across performance and technical roles.

Music, Dance, and instrumental programs, including CREST Orchestra, flourished, with students performing at events such as the Victorian School Music Festival and the Kool Schools Awards Showcase.

These programs continue to build confidence, creativity, and community connection, with future focus on expanding opportunities and strengthening facilities to support growth.

## Sporting Successes

Sport at CREST remained a significant contributor to student development, fostering participation, excellence, and school pride. Programs provided inclusive opportunities alongside emerging high-performance pathways, with Basketball continuing to model academy development. It was a pleasure to welcome our new Director of Sport, Mr Nicholas Slade, who was present

to help turn the first sod marking the start of the new CREST Arena stadium development. Students achieved strong results across inter-school competitions, with highlights including Under 15 Girls State Basketball champions and a Year 9/10 soccer team finishing runners-up at the Melbourne Invitational.

Hillcrest recorded multiple SIS successes, while CREST achieved strong results winning both the Under 13 Banner and Junior Shield at the SIS Division B Athletics Carnival.

VET Sport and Recreation students undertook Pool Lifeguard and Swim Instructor certification.

These achievements reflect the breadth of sporting opportunities and a growing culture of commitment, teamwork, and excellence.

## Outdoor Learning

Outdoor Learning programs provided valuable opportunities for students to engage in experiential learning across diverse environments, including the Environmental Reserve, Phillip Island, Allambee, Camp Rumbug, Baw Baw, the Cathedral Ranges, Wilsons Promontory, the Mornington Peninsula and metropolitan locations.

These experiences supported the development of respect and care for our environment and resources, personal resilience, independence, and community connection. Ongoing program development continues to strengthen curriculum alignment, transition support, and student voice.

## Human Powered Vehicle (HPV)

The HPV program continued to be a highlight of student engagement, promoting teamwork, resilience, and innovation. Students achieved strong results at the Energy Breakthrough event in Maryborough, with the all-girls Middle School team crowned 2025 State Champions at Casey Fields.

The program is strongly supported by staff and families, fostering a sense of community and excellence, with ongoing focus on student-led design and sustainable development.

**Ms Nicole Rietveld**  
CREST Deputy Principal - Staff & Students

# CAMPUS OPERATIONS

## **CREST Senior Secondary**

The three senior pathways—VCE, VCE-VM and the International Baccalaureate Diploma Programme—have continued to strengthen, offering students increased flexibility and choice in the SLC. A significant milestone for CREST was the graduation of Rivercrest Christian College's first Year 12 cohort, joining Hillcrest students in a unified CREST Graduation—an important expression of CREST as an integrated K–12 learning community. CREST also celebrated its first IB Diploma Graduates, with both Hillcrest and Rivercrest students completing this globally recognised qualification.

## **CREST Early Years**

The Rivercrest Early Learning Centre's Exceeding rating against the National Quality Standards remains a significant affirmation of the strength of the programme.

Both centres have deepened their pedagogical approaches, with the SHALOM wellbeing framework guiding development at Rivercrest and Reggio Emilia-inspired practices continuing to grow at Hillcrest. Rich, play-based learning environments and outdoor experiences such as Bush Kinder have supported curiosity, creativity and holistic development.

Strategic planning has also progressed, with stakeholder consultation informing future provision models and highlighting both the strength of current programmes and opportunities for expanded access.

## **Hillcrest Primary**

Hillcrest Primary has continued to strengthen its focus on academic growth, wellbeing and community engagement. The implementation of explicit teaching practices, particularly in literacy, has enhanced consistency and supported improved learning outcomes.

Students have engaged in a wide range of opportunities, including strong participation in STEM initiatives such as VEX Robotics. Wellbeing programmes, including Grow Your Mind, have supported the development of resilience, emotional awareness and a positive learning mindset.

Community engagement remains a key strength, with initiatives such as Jump Rope for Heart and Hoodie Up for Autism reflecting a commitment to service and connection. These experiences contribute to a vibrant and inclusive school culture.

## **Hillcrest Secondary (Years 7–10)**

Hillcrest Secondary has experienced a year of strengthened culture and improved engagement, supported by a clear focus on curriculum development and consistency in teaching practice. This has resulted in a more cohesive and purposeful learning environment for students.

Leadership opportunities have continued to expand, with students engaging in mentoring, service and peer leadership. These experiences have supported the development of confidence, responsibility and a strong sense of contribution to the school community.

Ongoing work in refining subject offerings and pathways has ensured students are well prepared for senior secondary studies.

## **Rivercrest Primary Years (PYP)**

The successful IB Evaluation provided affirmation of the campus's inquiry-based, student-centred approach and its alignment with CREST's strategic pillars.

Students have engaged in rich and authentic learning experiences, including the PYP Exhibition, STEAM Week and Market Day, fostering creativity, collaboration and critical thinking. Ongoing curriculum development, including the review of the Programme of Inquiry, has ensured continued alignment with both IB expectations and the Victorian Curriculum.

The campus has strengthened its approach to inclusion and differentiation, with targeted intervention programmes and the BRIDGE classroom supporting diverse learners. A strong culture of wellbeing, student leadership and service continues to underpin the life of the campus.

## **Rivercrest Middle Years (MYP)**

Rivercrest Middle Years has continued its strong growth trajectory, with expansion to a fourth Year 7 stream reflecting increasing demand and confidence in the programme. The opening of new administration facilities has enhanced support for students, staff and families.

Students have engaged in a broad range of academic and co-curricular opportunities, with a strong emphasis on inquiry, critical thinking and real-world application. Participation in the IB Festival of Learning and preparation for the MYP Personal Project have strengthened understanding of the IB continuum.

The campus continues to prioritise wellbeing, faith formation and student leadership, with strong engagement in service initiatives and community activities.

## **Conclusion**

2025 has been a year of consolidation, alignment and forward momentum across CREST Education. Across all campuses, there is clear evidence of a strengthening organisation—characterised by improved consistency, growing capacity and a deep commitment to the CREST pillars.

Significant milestones, including the IB Festival of Learning, the continued development of the Senior Learning Centre, and the graduation of Rivercrest's first Year 12 cohort, reflect both the progress made and the strength of the foundation now in place.

As CREST looks ahead, it does so with confidence—committed to nurturing faith, pursuing excellence, and serving its community through outstanding educational practice.

**Mr Jonathan Shrapnel**

**CREST Deputy Principal - Campus Operations**



## SENIOR SECONDARY RESULTS & TERTIARY PLACEMENTS

### Dux & Proxime Accessit

**F**or the first time, we celebrate graduating students from both Hillcrest and Rivercrest Christian Colleges, as well as our inaugural cohort of International Baccalaureate Diploma Programme (IBDP) graduates.

In total, 138 students completed their senior secondary studies across VCE, VCE Vocational Major (VM) and the IB Diploma Programme. Of these students:

- 93 completed the VCE
- 27 students completed the VCE Vocational Major pathway
- 18 IB Diploma Programme candidates successfully completed their qualification

Across all pathways, the College maintained a 99.3% senior completion rate, reflecting our ongoing commitment to supporting every student to complete Year 12 with confidence and purpose.

### Dux and Proxime Accessit

The CREST VCE Dux for 2025 was Daniel Zhong, who achieved an outstanding ATAR of 96.25. Our CREST VCE Proxime Accessit was Darren Raguo, with an excellent ATAR of 95.25.

For the International Baccalaureate Diploma Programme, the CREST IBDP Dux was shared by Keshav Sankar and Amaya Kuruwitaarachchi, who each achieved an IB score of 35 out of 45, translating to an ATAR-equivalent of 90.60.

### VCE Academic Performance

Academic results in the VCE continue to demonstrate areas of notable strength:

- 10.6% of students achieved an ATAR of 90.00 or above, the highest proportion in the College's history
- 23.1% achieved an ATAR of 80.00 or above
- 48.1% achieved an ATAR of 70.00 or above
- The highest ATAR for 2025 was 96.25

At the study score level, 29 VCE study scores of 40 and above were achieved in 2025, representing 6.1% of all study scores. This is the highest proportion of 40+ study scores since 2017.

Subjects in which students achieved study scores of 40 and above included: English, Business Management, Economics, Equine Studies, General Mathematics, Geography, Legal Studies, Psychology & Theatre Studies.

### International Baccalaureate Diploma Programme

2025 marked a landmark year for CREST, with the graduation of our first International Baccalaureate Diploma Programme cohort. The IB Diploma is a rigorous, internationally recognised qualification, typically offered in select-entry government schools or high-fee independent schools, and its successful implementation represents a significant achievement for our community.

Strong subject results were recorded across the cohort, with scores of 6 out of 7 achieved in: English Language and Literature, Business Management, French, Biology, Chemistry, Mathematics: Analysis and Approaches, Mathematics: Applications and Interpretations.

The success of this inaugural cohort affirms the College's capacity to offer diverse, high-quality senior pathways that meet a wide range of learner aspirations and post-school goals.

### VCE Vocational Major

The VCE Vocational Major (VM) pathway continues to play an important role in supporting students pursuing applied, hands-on learning experiences. In 2025:

- 27 students completed the VCE VM certificate
- Students successfully transitioned into further education, training and employment pathways aligned with their interests and strengths

The ongoing growth and success of the VCE VM pathway reflects the College's commitment to valuing multiple definitions of success and ensuring meaningful outcomes for all learners.

### Tertiary Placements and Pathways

The Class of 2025 demonstrated a wide range of post-school aspirations. Graduates from both VCE and IB pathways received offers across a diverse array of institutions and disciplines, including business, engineering, law, health sciences, psychology, teaching, creative industries and technology.

Students received offers from a broad range of tertiary providers, including Monash University, Deakin University, RMIT University, Swinburne University, La Trobe University, Federation University, the University of Melbourne, and several specialist and pathway institutions.

This diversity of destinations reflects both the academic breadth of the graduating cohort and the effectiveness of the College's futures guidance and senior pathways support.

# ATTENDANCE FIGURES

Attendance rates have traditionally been strong and above the national average. 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 or notice, are contacted by the College on that day. If attendance is becoming problematic, interventions are in place to ensure parents are informed of the situation, and that appropriate supports are enacted to minimise further non-attendance.

## HILLCREST

Year Level	Attendance Rate %
Prep	90.18
1	89.92
2	92.13
3	90.40
4	91.02
5	91.78
6	92.88
7	91.72
8	87.25
9	88.97
10	88.38
11	84.80
12	85.73
<b>Total</b>	<b>89.36</b>

## RIVERCREST

Year Level	Attendance Rate %
Prep	92.36
1	91.29
2	90.32
3	91.59
4	91.94
5	93.23
6	91.74
7	92.01
8	89.45
9	90.46
10	87.32
11	86.77
12	87.89
<b>Total</b>	<b>90.87</b>



## AYR HILL EQUESTRIAN CENTRE

The Interschool Jackpot Dressage Day, hosted by CREST, saw twenty three schools competing in Preparatory, Prelim and Novice sections. Five CREST students competed on school horses on the day. Students prepared their horses for competition by washing, plaiting manes and cleaning gear the day before the competition.

The team continued to offer students from Hillcrest Year 5-9, Rivercrest Year 6-9 and the local Grayling Primary School weekly classes in horsemanship and riding skills along with the After School Riding program, which also attracts students from the wider community beyond CREST.

The new 22647VIC Certificate III in Equine Studies VET VCE course had strong enrolments in 2025 with the teach-out of the former course (22513VIC) for re-enrolling students from 2024. Of the 50 new enrolments in 2025, 47 have continued with the course in 2026.

Work continued throughout the first half of 2025 in preparing 1st year units for delivery along with preparing units for delivery in 2026. The School Holiday Programs continued to be popular for our students and for attracting students from the

wider community who often become participants in the After School Riding program.

Visits to the centre from the ELC, Junior Primary students, Bridge students and Rivercrest Chinese class were welcomed again this year where students got to tour the facility, pat a horse and see rider demonstrations.

We became the home of Berwick Pony Club in 2025. Most Pony Club members traditionally have had to have their own horse however, Ayr Hill is able to offer members horses to hire during pony club rallies. Many of these members are students that have had some affiliation with Ayr Hill through being a CREST student or via one of the other programs offered by Ayr Hill. We continue to be the home of Berwick Riding Club who hold their monthly member rallies here on the 2nd Sunday of each month.

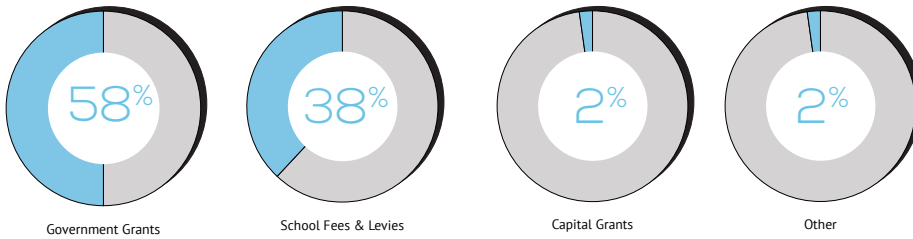
Mounted Games Victoria hired the venue on five occasions during 2025, and Pakenham Horse Show was held here in August. Beaconhills College also utilised our facilities as a training opportunity for their Equestrian team.

**Michelle How - Equestrian Centre Manager**

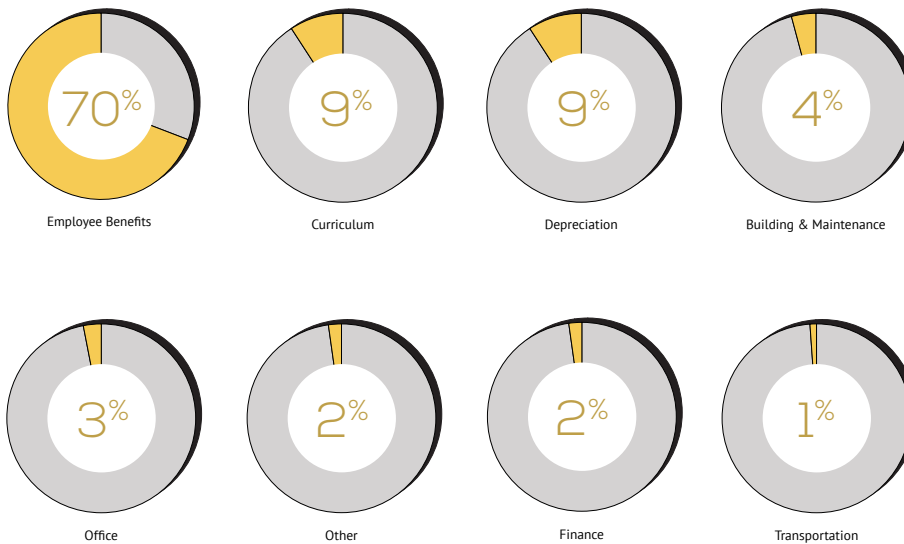
# FINANCE & DEVELOPMENT

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 best value in this area. The major sources of income and expenditure for 2025 were:

## income sources



## expenditure focus



### Senior Learning Precinct

In 2025 Crest continued with its strategic investment to develop the CREST Senior Learning precinct into an amazing pre-University environment to support the senior pathway opportunities. The completion of Stage 2 with the STEAM building, clearly demonstrated our commitment to invest in high quality facilities and infrastructure to meet the needs of our students. Over the next years, the development in this precinct will continue with the next key focus of our Capex spend, a three court Gym complex.

### Rivercrest Developments

At the Middle Years Campus, we added a new Administration/Reception building as well as beautiful, landscaped gardens.

### Hillcrest Developments

We have continued work on the staged upgrading of our Hillcrest Library and the increased student attendance and activity has been substantial.

### Masterplanning

The ongoing development of the Crest Senior Learning precinct continues to give focus on the masterplan for the balance of the site, and the Board continues to strategically explore a range of opportunities.

# TEACHER QUALIFICATIONS

At CREST Education, we are proud of the high calibre of our teaching and support staff. All teaching staff hold recognised tertiary qualifications, reflecting a strong foundation in professional practice. Our staff qualifications include 99 Bachelor degrees and 5 Diplomas, complemented by a significant number of postgraduate achievements, with 32 Graduate Diplomas, 45 Master's degrees, and 1 Doctorate.

This depth of expertise highlights our team's commitment to continuous professional learning and excellence in teaching. The breadth and diversity of qualifications across our staff enrich the learning environment and strengthen our capacity to deliver high-quality education and support for every student across all year levels.

# SATISFACTION SURVEYS

As part of our ongoing continuous improvement strategy, every two years we seek the views of students, parents, and staff by means of a suite of Satisfaction Surveys from the MYP Corporation. This toolkit provides comprehensive, benchmarked feedback, which allows us to better understand and manage operational and strategic matters, so that we can better connect and serve our school community.

The MYP survey data from late 2024 achieved solid response rates and the results were assessed by the school leadership and Board. The analysis showed our performance against other schools and previous surveys, and the feedback has been used to inform our annual and strategic action plans and this drive performance improvements. CREST provides feedback to the various these communities on an ongoing basis in support a healthy relationship focused on improving satisfaction levels.





Welcome



## 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.*

## CONTACT US

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## VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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.