



**Henderson
College**

we grow . we trust . we serve

Respect

Integrity

Success

Compassion

2017 ANNUAL REPORT

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● School Overview

INTRODUCTION

Henderson College is a co-educational Prep to Year 10 school operated by the Seventh-day Adventist Church, as part of its worldwide system of Christian Schools.

Henderson College, while a small country school, has a great community spirit and offers a quality curriculum that is driven by a Christian world view in a supportive environment.

Students are continually encouraged to develop empathy and selflessness for their peers and those in the larger community. There are opportunities for student involvement in local community service events, and overseas participation in International Aid Programs.

Henderson College has a proud tradition of producing graduates that have not only enjoyed a well-rounded

education, but have also developed skills and adopted values that will assist them in adult life.

The College was first established in 1951 at Havilah Crescent off 14th Street and relocated to its present site at Cowra Avenue, Irymple in 1981. Positioned amongst 10 hectares of vineyards with modernised facilities and up-to-date technology, the school boasts a large modern stadium, oval areas, basketball and netball courts and a shaded playground area.

Henderson College is a community-learning together, caring together and growing together. It is committed to quality teaching and learning with a belief that the partnership between the wider community, parents and staff improves the learning outcomes for each child.



We are intentionally non-selective and therefore a school community comprised of families from different socio-economic backgrounds, religious beliefs and family structures.

OUR VISION

- We Grow - in faith and learning
- We Share - our faith through service
- We Trust - in God

OUR MISSION

Henderson College is a Seventh-day Adventist learning community where students are inspired to discover a faith in God and develop their God given gifts.

OUR VALUES

Our school values are motivated by the overarching value of love and are evident in acts of service.

- Excellence ... living for God's glory
- Love ... is patient ... always perseveres
- Compassion ... is kind ... keeps no record of wrong ... does not envy
- Humility ... does not boast ... is not proud ... is not easily angered
- Respect ... is not rude
- Integrity ... rejoices in the truth
- Justice ... is not self seeking
- Discernment ... does not delight in evil
- Responsibility ... always protects ... never fails
- Hope ... always trusts

PRINCIPAL'S REPORT

Throughout 2017, Henderson College remained steadfast in its quest to provide excellent educational and personal wellbeing opportunities for students across all year levels, in a highly supportive and nurturing school environment.



The College is pleased to present information about student outcomes, professional engagement and satisfaction levels.

The year commenced with 149 students and only one change in staff from the previous year, and that teacher was returning from special leave, which made for a very smooth start to the school year.

Through the implementation of our Quality School Improvement Review process, Henderson College continued to address previously identified important areas of need as well as reviewing another five components within the framework.

The components reviewed included:

- Pastoral Care
- Curriculum
- Student Achievement

- Compliance and Authority
- Church

Policy implementation and continued training in Child Safe Standards was implemented and updated throughout the year in order to comply with the requirements of the Victorian Registered Qualifications Authority audit.

NAPLAN results from 2017 testing at Years 3, 5, 7 and 9 demonstrate that Henderson College students are continuing to achieve above State improvement gains from previous years against the National Standards for Literacy and Numeracy.

The ongoing implementation of the targeted literacy program, Fast ForWord, has highlighted a continuing shift of students in Years 2-8 moving from 'at risk', to 'at' and 'above standard' in reading



comprehension and vocabulary levels. Students that completed the top levels of the program had the opportunity to select a personal enriched learning task.

Students from both our Primary and Secondary year levels qualified to participate in Regional sporting events and they achieved pleasing results.

Two Basketball teams formed to compete on a weekly basis in the local Basketball competition which assisted in developing a sense of achievement and belief in each participants skill level.

Varying students, across all year levels, won Visual Arts awards in the local Mildura Show and several student's artworks were selected to be included in the Water Watch State calendar.

Students were encouraged to build stronger links locally and globally

through various projects including: community service and International Aid projects, supporting an Asian student and visiting local Nursing Homes.

Finishing touches, such as score boards, swing down backboards, shot clocks and dividing net installations completed the original fixtures designed for the stadium. A new surface and backboards were also completed on the outside basketball court.

It was a privilege to work with Henderson College staff in 2017. Our teachers demonstrated their commitment to engaging every student in meaningful learning tasks appropriate to individual learning needs and targeting 21st century skills.

The College continues to recognise the critical importance of professional



learning. Teachers and support staff have participated in targeted professional development, by internal and external professionals. School assistants, administration, technical and grounds staff continued to support the vision of the College and they worked hard to ensure an outstanding learning environment.

The school is grateful for the generous assistance of parents. Parental support was provided to the school through: classroom assistance, canteen helpers, working bees, donations of supplies, completing surveys, and various off-campus activities. This support enabled Henderson College to function efficiently and happily as a productive learning team.

I am very thankful to all members of the College School Council, chaired by Mr Trevor Monson, for their oversight and support of the school's vision,

mission, values and aims. I praise God for the richness and diversity of life at Henderson College in 2017.

Sandra Ferry
Principal

SCHOOL COUNCIL'S MESSAGE

Henderson College is operated by Adventist Schools Victoria Ltd, a division of the Seventh-day Adventist church. The direct administration of the school is delegated to the Henderson College School Council, which is appointed by the Company's Board of Directors. The School Council consists of nine members.

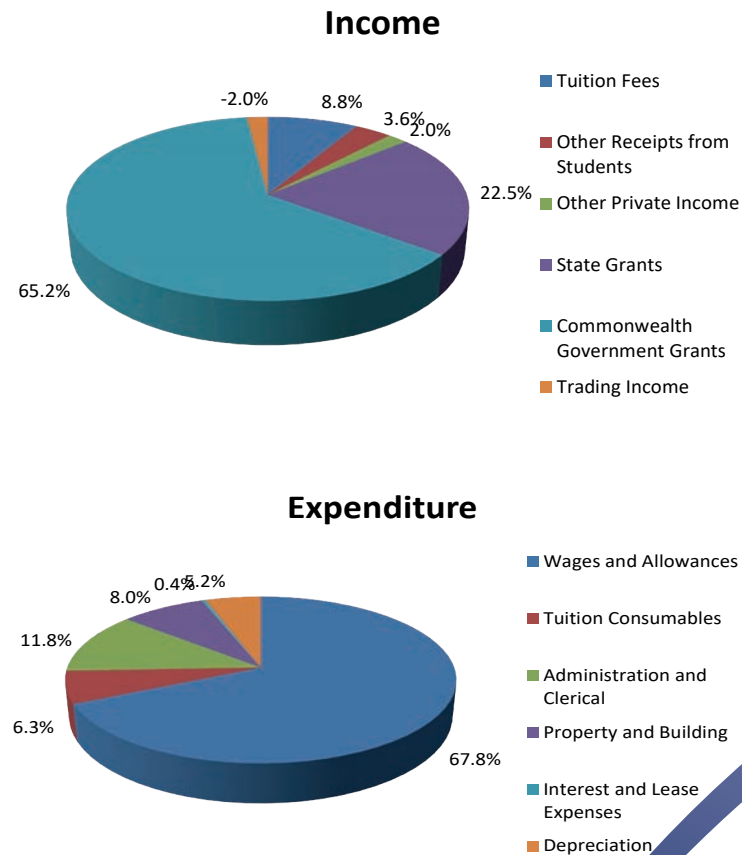
The broad functions of the School Council are to:

- Establish the direction and vision through the school's strategic plan.



- Plan for and ensure financial sustainability.
- Provide and allocate the resources to support the goals and objectives of the strategic plan.
- Monitor and review the progress of the school against its goals and objectives.
- Develop and review school policies.
- Maintain the school facilities, in particular the buildings and grounds.

The Council is pleased to report that during 2017 the College operated within the budget with a sizeable reserve.



● Professional Engagement

TEACHER QUALIFICATIONS

The staff of Henderson College come from diverse backgrounds. Of the 16 teaching staff, approximately forty per cent of the teachers during 2017 had nine or more years teaching experience.

The teaching staff at Henderson College during 2017 consisted of 13 Female Teachers and 3 Male Teachers. Seventy-five per cent of the teachers were full time teachers while twenty five per cent worked part time. Teachers classroom experience ranged from Graduate teacher to 35+ years.

The school also employed five other teacher support staff who worked on a part time basis with individual students to support their learning program.

ATTENDANCE MANAGEMENT

Student attendance at Henderson College across all year levels has traditionally been very strong. In each of the year levels, unexplained absences were followed up by year level co-ordinators. Any concerns were raised with the principal who then made contact with families.

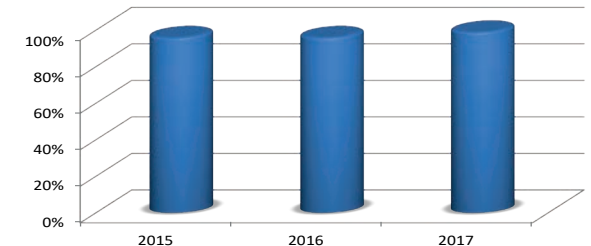
The attendance rate of teachers includes days that staff were away for illness and leave without pay.

STAFF RETENTION

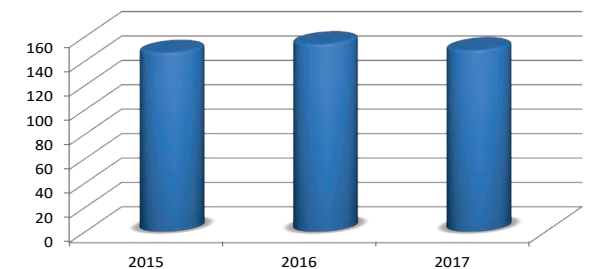
In 2017 we welcomed back Miss Amy Thompson in the Primary School as Mrs Georgina Barrow went on special leave for the year.

YEAR	%	YEAR	%
Prep	91%	Year 7	90%
Year 1	89%	Year 8	90%
Year 2	91%	Year 9	85%
Year 3	90%	Year 10	80%
Year 4	91%		
Year 5	91%		
Year 6	95%		
Average		89%	
Teaching		99%	

Staff Attendance



Enrolments



STAFF PROFESSIONAL DEVELOPMENT

The staff at Henderson College were encouraged to undertake professional learning as well as collaborate as a team to enhance their learning.

Henderson College supported professional learning by providing extensive opportunities to broaden understanding of current educational research and its application in innovative and effective teaching and learning practices.

All Henderson College staff were involved in rich and diverse professional learning throughout the year. The total expenditure on Professional Development in 2017, including replacement staff, staff wages and direct provider cost was over \$45,000.

Staff were required to attend two staff meetings a week.

AREAS OF PROFESSIONAL LEARNING	Teachers (number or group)
Subscriptions to professional magazines	Whole
Maze Training	2
Google Training	16
Child Safe Training	31
First Aid Training	12
OH&S Training	16
ASVAC	16
Special Needs Training	16
Maths Pathways Training	4
Writing Workshop	1
Regular weekly staff meeting with 1 per month working on professional development	Whole

Student Progress & Achievements

SCHOOL PROGRAM

Henderson College continued to acknowledge that student learning and well-being are intricately linked. Hence, both continued to be essential priorities.

It was our aim that learning not only enable each child to reach their full potential but that a seamless transition of learning continue for students as they progress from one year level to the next.

PRIMARY SCHOOL STUDIES

The Curriculum Framework for Years P-6 includes the following Learning Areas:

Bible	Mathematics
English	LOTE
Physical Education	
Digital Technology	
The Arts (Music, Drama, Visual Art)	
Integrated Studies (Science, SOSE, Technology and Health)	

SECONDARY SCHOOL STUDIES

The Curriculum Framework for Years 7-10 includes the following Learning Areas:

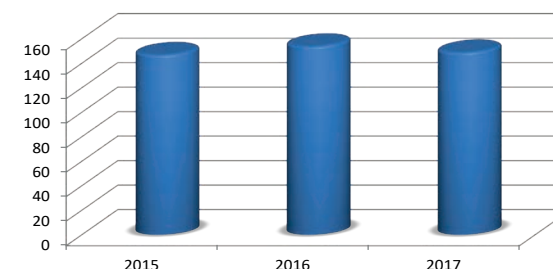
Bible	Science
SOSE	Mathematics
English	Physical Education
The Arts (Visual Art, Drama, Music)	
Digital Technology	
Industrial/Food Technology/STEM	

During 2017, one student was assisted to engage with training providers in the community to work towards obtaining a Level II Certificate in Hospitality. This was achieved through partial enrolment in school and working in the service industry for practical experience one day per week.

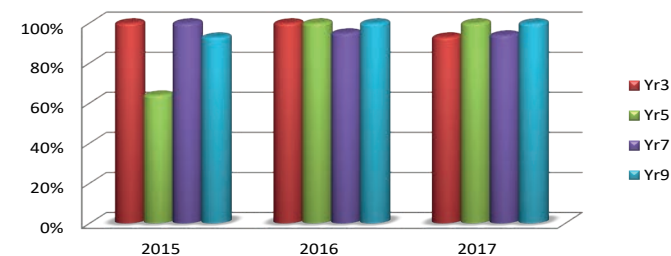
STUDENT ENROLMENT

Student enrolment at the commencement of the school year in 2017 was 149.

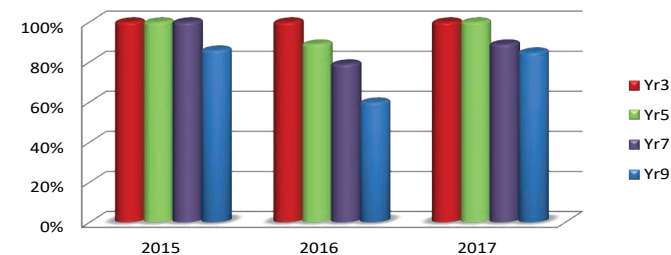
Enrolments



NAPLAN Reading
% above national standard



NAPLAN Writing
% above national standard



NATIONAL BENCHMARKS

The National Assessment Program in Literacy and Numeracy (NAPLAN) calculates how individual students are performing according to national benchmarks in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics. The four tests occur during the Year levels 3, 5, 7 and 9.

The graphs indicate the performance of Henderson College students against the National Minimum Standards for Literacy and Numeracy. It indicates the percentage of students in Years 3, 5, 7 and 9 who reached or exceeded the National Minimum Standards. Students who did not reach the National Minimum Standards were offered extra support.

At Henderson College, all students participate in the National Testing, however, exemptions for students with special needs or for students who have been in Australia less than 12 months

is made at parental request.

VALUE ADDED PROGRAMS

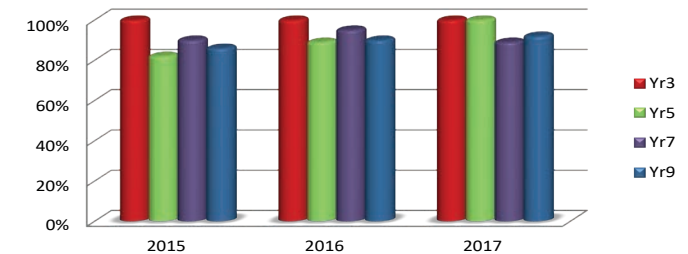
There are many opportunities for students to express their creativity through activities such as Drama and Musical Productions. Extra-curricular activities encompass various outdoor activities including: Camps for Years 3-10, Buddies, Student Leadership, Chess competitions, STEM activities, Chapel and Worship and, Inter-school Sports.

PASTORAL CARE / STUDENT WELLBEING

Throughout 2017, the Chaplaincy team worked consistently to provide support for our school community including students, teachers and parents. They provided a listening ear for students who either needed someone to talk to and/or support from a significant adult.

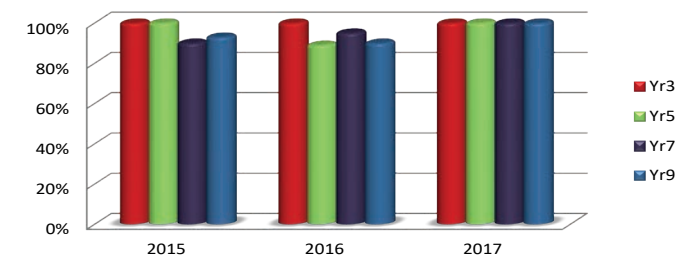
NAPLAN Spelling

% above national standard



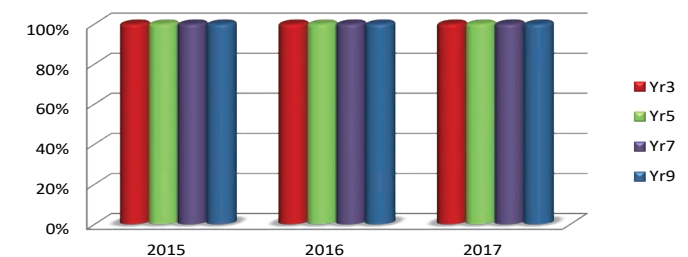
NAPLAN Grammar

% above national standard



NAPLAN Numeracy

% above national standard



The Chaplains also provided support to individuals in times of need whether it be trauma, illness, loss or other immediate issues. This supports our school's vision to be caring and nurturing. They provided a valuable Chapel program each week where students had the opportunity to discover who they are in God.

Student Wellbeing during 2017 was discussed in detail as policies were written and implemented to embed the seven Child Safety Standards mandated by the VRQA. Endorsed policies were shared with parents and procedures made plain to students as to how they could report incidents of unwarranted behaviours towards them.

Support for our teachers both in the classroom and on school camps, is another area where Chaplains provided valuable assistance.

The Chaplaincy team worked together to provide students with an opportunity to explore their understanding of spirituality during a 'Week of Spiritual Emphasis'. This program not only entertained, but also challenged student perspectives about God.

Bible studies for those students interested were offered after the 'Week of Spiritual Emphasis'. A highlight during the year was that a number of students chose to make a public commitment about their faith and be baptised at their local church during the school year.

Within the Primary school, teachers implemented a 'Buddies' program across all year levels. Additional programs developing student awareness of themselves and encouraging service to others were also incorporated throughout the year.



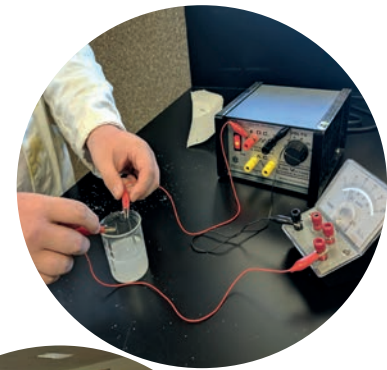
The Student Representative Council (SRC) took responsibility for our sponsor child from India by sending raised funds for his education. The SRC also supported Jump Rope for Heart, Hero Day and Homeless Charity Day throughout the year.

CHILD SAFE SCHOOL

Henderson College is committed to the safety and wellbeing of all our students. It has a zero tolerance for child abuse and has procedures in

place to protect children, support those at risk and respond to incidents or allegations of all forms of child abuse. These procedures are outlined in the Duty of Care, Child Protection and Child Code of Conduct policies.

All are available on the school website.



●● School Community Feedback

SURVEY

To gauge satisfaction across the different stakeholders, of Henderson College, three surveys were implemented; Student, Parent, and Teachers. Participants were asked several questions across eight key School Satisfaction Indicators:

- Leadership and Administration
- Facilities and Resources
- Community Spirit
- Communication
- Development and Care
- Chaplaincy
- Achievement Opportunities
- Affordability and Value.

A variety of survey questions were employed including single/multiple selection, ranking and open text.

STUDENT SURVEY

The 2017 survey gathered data from students in Year Levels 5, 6, & 9.

Responses to questions on the survey highlighted the following top five strengths at Henderson College:

1. Chaplains provide effective social and spiritual support to students and they would like to see it continue.
2. They have respect for the Principal and believe staff reflect positive Christian values and behaviour.
3. They are encouraged to do their best, their school has a safe and secure environment.
4. The teachers expect high standards of learning from students and make them work hard.
5. Teachers care if students are not doing as well as they should and their feedback and ideas are taken seriously.

The following four items were rated the lowest in the survey by the students:



1. There is a good choice of elective subjects and sporting opportunities.
2. School buildings are kept clean and well maintained.
3. Teachers treat all students fairly and consistently.
4. Homework expectations are about the same as at other schools.

PARENT SURVEY

The 2017 parent survey was undertaken during Term 3 to ascertain the extent to which parents believe effective school practises were apparent across the eight key School Satisfaction Indicators as listed above. While our parent survey satisfaction results reflected positively on the school, it does need to be noted that the response rate was only thirty three percent of families.

The overall top five strongest positive responses included:

1. The teachers and principal are approachable and available to parents and students when seeking information.
2. Students were encouraged to achieve to the best of their ability.
3. The school treats students from different backgrounds and cultures equally.
4. The office staff are friendly and helpful.
5. A safe and secure environment is evident at the college and there is evidence of quality teaching practises across the school.

To increase the efficacy of the College, parents would like to see increased provision being given to extension programs for talented students, quicker responsiveness from chaplains, teachers and principal when concerns are raised, and more timely communications between the school and home with upcoming events.



STAFF SURVEY

Results from the survey highlighted a pleasing increase in levels of satisfaction across the eight key School Satisfaction Indicators. The top five positive responses were in the following areas:

1. Support they saw being given by Chaplains to students and families.
2. The sense of community between students, teachers and families.
3. Leadership and administration support.
4. Student development.
5. Care and the provision for their own Professional Development.

Two areas staff would like to see receive greater attention were career guidance programs and the availability of scholarships.

Continued focus and discussion will be given to those areas that have not improved from the previous survey.



Future Directions for 2018

The key improvement areas for 2018 include:

- Provide further professional development across the school on Positive Behaviour for Learning in order to expand current behaviour management skills of teachers.
- Refurbish three lower Primary classrooms by the placement of pinboard material on the walls.
- Manage building project of a new 'Senior Learning Centre' to ensure completion by February 2019.
- Continuation of professional development programs and weekly staff meetings in order to embed best practice in teaching skills.
- Continuation of the Quality Adventist Schools self-audit tool across four areas, determined by need.
- Construction of additional outside Basketball court.

- Apply to Block Grant Authority for Federal Funding for construction of Stage 2 of the Master Plan.
- Use a variety of multi media tools to communicate upcoming events to the school community.
- Provision of extension programs for talented students.

CONCLUSION

Henderson College continues to regularly review its strategies in teaching and learning in order to:

- ensure relevance for the current needs of students in the 21st century
- maximise the effectiveness of student learning
- enable students to feel safe, valued and confident
- provide students with opportunities to succeed
- instil faith, hope and a desire to serve others.

