



ANNUAL REPORT 2018

Henderson College

www.henderson.vic.edu.au



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School Overview

Introduction

Henderson College is a co-educational Foundation 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.

As a Christian school, our Biblical teaching and Christian values develop spiritual awareness, hope and faith in Christ. 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, 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 have positioned them well for 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, the modernised facility and up-to-date technology caters for students from Foundation to Year 10. Henderson College is a community learning together, caring together and growing together.

Henderson College is committed to quality teaching and learning with a belief that the partnership between parents and staff is fundamental to achieving successful learning outcomes for each child.

We teach from the Australian curriculum with a strong emphasis on literacy and numeracy.

Specialist classes include LOTE, Visual and Performing Arts, Design Creativity and Technology, Science, STEM, Digital Technologies, Kitchen/Garden, Bible and Physical Education.

The school boasts a large modern stadium, a new senior learning lab, oval areas, basketball and netball courts and a shaded playground area and sandpit.

The friendly school community comprises 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 2018, 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 151 full time students, 1 part time student and four new teacher replacements, which made for an exciting 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 2018 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 District, Regional and State sporting events, achieving 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 interested in competing in Chess competitions achieved pleasing results, with the High School students winning age Champions at Regional level and therefore an opportunity to play at State level.

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 2018. 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 2018.

Sandra Ferry
Principal

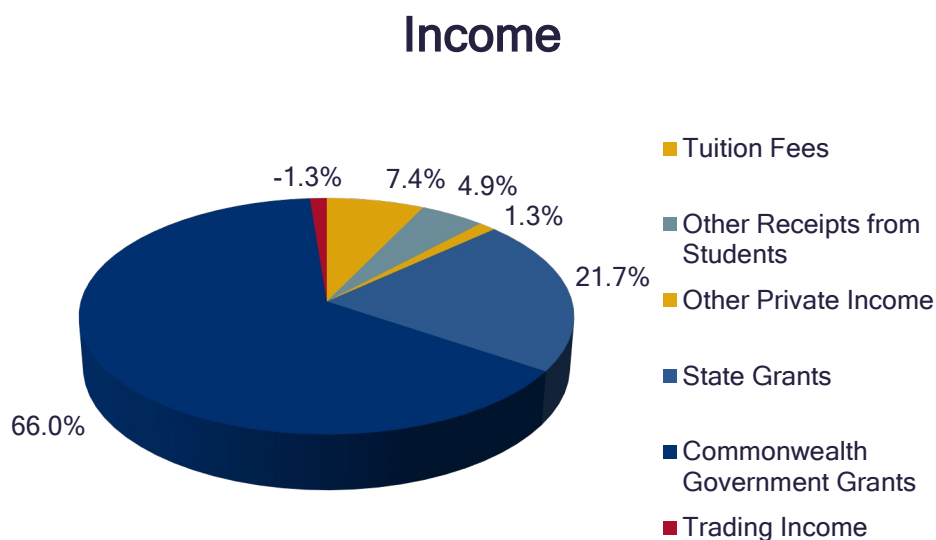
School Council's Message

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.

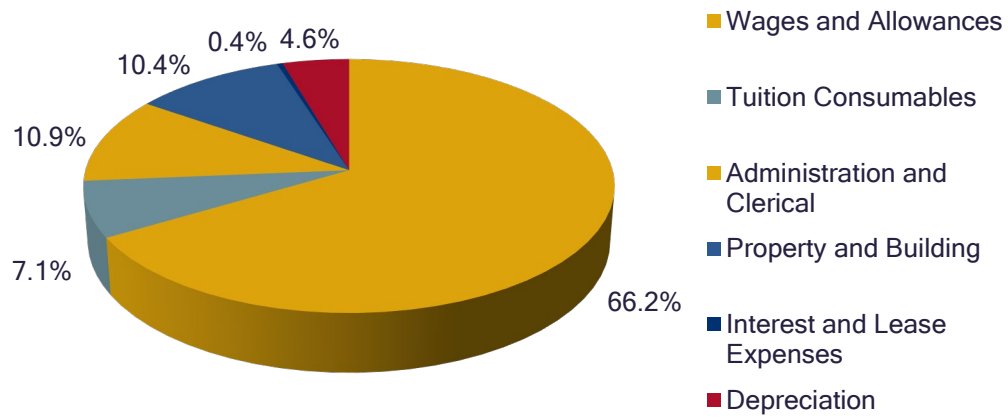
The broad functions of the School Council are to:

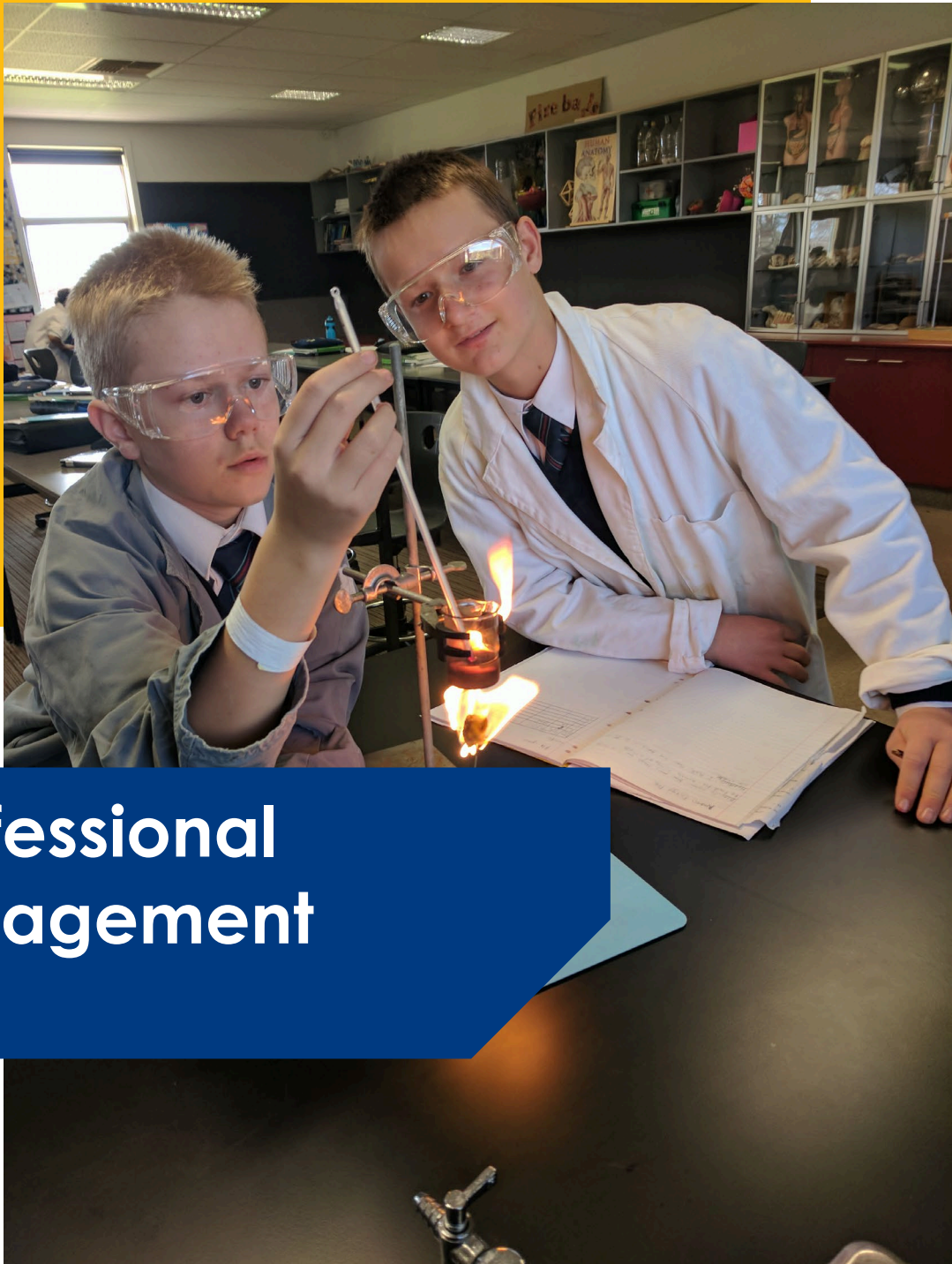
- Establish the direction and vision through the school's strategic plan.
- Plan for and ensure financial sustainability.
- Provide and allocate the resources to support the goals and objectives of the strategic plan.
- Monitor and review the progress of the school against its goals and objectives.
-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

The Council is pleased to report that during 2018 the College operated within the budget with a reasonable reserve.



Expenditure





Professional Engagement

Teacher Qualifications

Henderson College staff come from diverse backgrounds. Of the seventeen-teaching staff, approximately forty per cent of the teachers during 2018 had nine or more years teaching experience.

The teaching staff at Henderson College during 2018 consisted of 14 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.

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

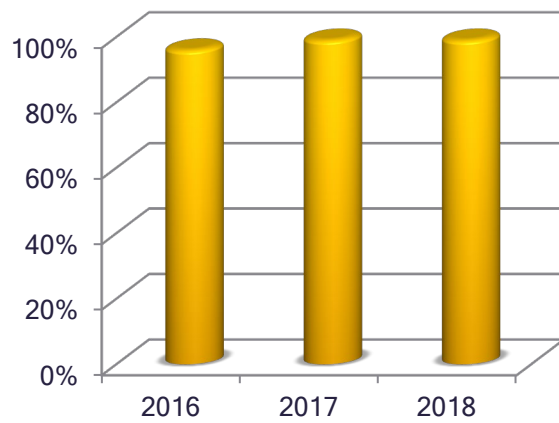
Attendance Management

Student attendance at Henderson College across all year levels has traditionally been very positive. 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 contacted families.

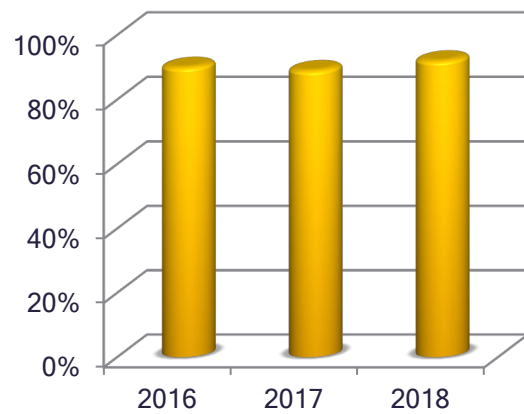
The attendance rate of teachers includes days that staff were away for illness and leave without pay.

YEAR	%	YEAR	%
Prep	93	Year 7	96
Year 1/2	90	Year 8	96
Year 2/3	90	Year 9	92
Year 4	90	Year 10	82
Year 5/6	91		
Average	92		
Teaching	99		

Staff Attendance



Student Attendance



Staff Retention

In 2018 we sadly said farewell to Mr Joe Appadoo in the Secondary School and Miss Erin Entermann in the Primary School. Three teachers took their long service leave and we welcomed our new Support Teacher Specialist, Mrs Grace Gray.



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 2018, including replacement staff, direct provider cost and travel was over \$47,960.

AREAS OF PROFESSIONAL LEARNING	Teachers (number or group)
Subscriptions to Professional Magazines	4
Student Wellbeing/Mental Health	3
Child Safe Training	All Staff
First Aid Training	All Staff
OH&S Training	1
ASVAC	17
Maths Pathways Training	4
Edu Tech	4
People Diagnostics	17
Positive Behaviour for Learning	2
Brain Plasticity	All Staff
Autism Spectrum & Positive Behaviour	2
Cognitive Coaching	1
Devices, Distractions & Diets in the Classroom	1
ICT / SEQTA	2
Fine Woodworking	1
Engaging Drama	1
SMART Spelling	2
Regular weekly staff meeting with 1 per month working on professional development	13
Leadership Training	1



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 Schools Studies

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

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

Secondary Schools Studies

- Bible
- English
- Physical Education
- The Arts (Music, Drama, Visual Art)
- Mathematics
- SOSE
- Digital Technology
- Design Creativity and Technology
- Technology/STEM

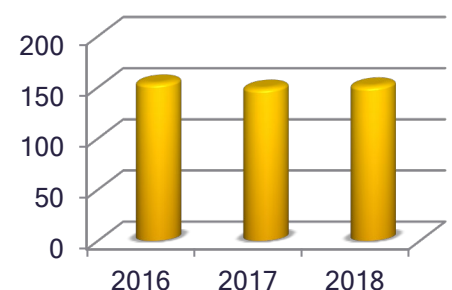
Student Enrolment

Student enrolment at the commencement of the school year in 2018 was 151.2.

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.

Enrolments

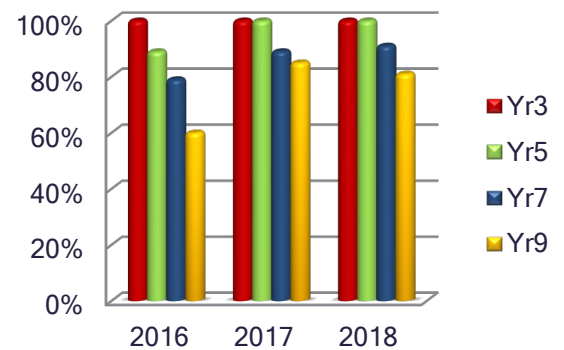


The graphs indicate the performance of Henderson College students against the National Minimum Standards for Literacy and Numeracy. It indicates the percentage of students in Years 3, 5, 7 and 9 who reached or exceeded the National Minimum Standards. Students who did not reach the National Minimum Standards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

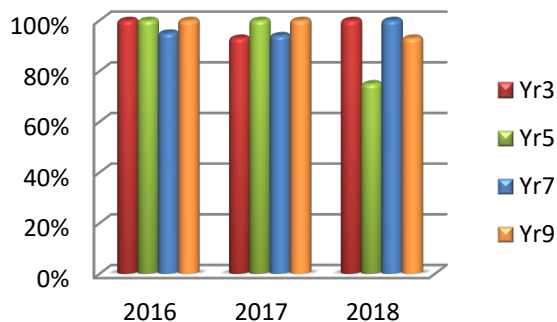
NAPLAN Writing

% above national standard



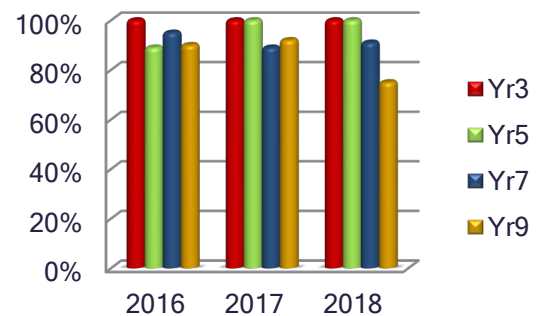
NAPLAN Reading

% above national standard



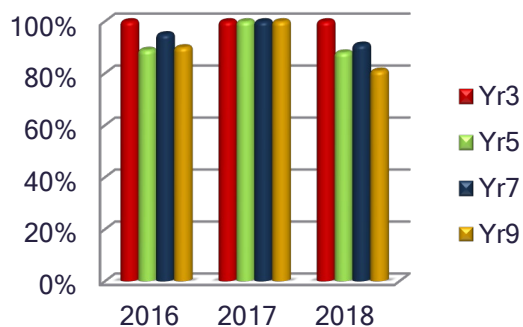
NAPLAN Spelling

% above national standard



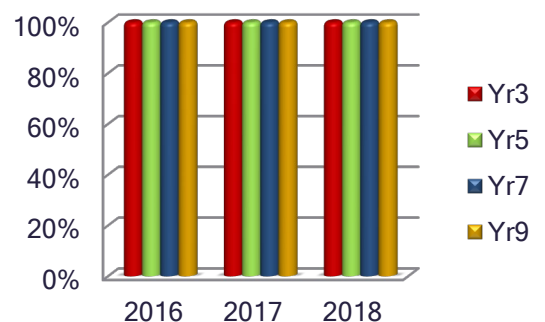
NAPLAN Grammar

% above national standard



NAPLAN Numeracy

% above national standard



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 programs including: Camps for Years 3-10, Buddies, Student Leadership, Chess competitions, STEM days, Chapel and Inter-school Sports.

STEM

Launcher & Rocket



Chess



Inter-school Sports





School
Camps

Buddies Program



Chapel & Worship



Gardening & Cooking

Pastoral Care/Student Wellbeing

Throughout 2018, 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.

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

Student Wellbeing during 2018 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 collaboratively 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.

A 'Buddies' program was implemented across all year levels in the Primary School. 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.

Year 6 Formal



Year 10 Formal





School Community Feedback

Survey

To gauge satisfaction across the different community members 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 2018 survey gathered data from students in Year Levels 3 to 10. Responses to questions on the survey highlighted the following top five strengths at Henderson College:

1. Chaplains provide a strong spiritual focus, along with meaningful social and emotional support to assist them with making decisions.
2. Students are provided with help and support when they have problems with their school work, and the feedback and ideas given to them by the teachers is taken seriously.
3. Henderson College provides a safe and secure environment for learning.
4. The teachers expect high standards of learning from students and make them work hard.
5. Students believe staff reflect positive Christian values and behaviour.

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. There is a wide selection of options in the school canteen.
3. Classwork is engaging and interesting across all learning areas.
4. Homework expectations are about the same as at other schools.

Parent Survey

The 2018 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. Teachers display a caring attitude towards to students and are approachable and available to parents.
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. Effective methods (print, email, SMS, etc) are used for parent, students and staff communications.

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 effective reporting of student progress.

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. Henderson College was a psychological safe environment in which to work.
2. The commitment of School Council to provide up to date resources.
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 work load balance and role clarity.

When comparing results from the previous survey, it was pleasing to note the upward trend in satisfaction from Parents, Students and Staff. Continued focus and discussion will be given to those areas that have not improved from the previous survey results.

New Year 9 & 10 Flexible Learning Hub Front Elevation



Side Elevation





Future Directions for 2019

The key improvement areas for 2019 include:

- Provide further professional development across the school on Positive Behaviour for Learning and Wellbeing in order to expand current behaviour management skills of teachers.
- Oversee the building of Stage 2, four general classrooms and a Home Economics classroom, to ensure completion by February 2020.
- 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 an additional outside Basketball court.
- Apply to Block Grant Authority for Federal Funding for construction of Stage 3 of the Master Plan.
- Use a variety of multi-media tools to communicate upcoming events to the school community.
- Provision of additional 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.