



ANNUAL REPORT 2019

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, Music, Bible and Physical Education.

The school boasts a large modern stadium, a new senior learning hub, 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. Henderson College has four core values and they are embedded within our logo and Vision statement: Respect, Compassion, Integrity, Success



We Grow... when we **RESPECT** each other and God's Word.



We Share... and show God's love through our acts of **COMPASSION** to others.



We Trust... in God and honour Him by showing **INTEGRITY**.



We Experience.... **SUCCESS** when we embrace God's Vision and Learning for our lives.

Principal's Report

I am extremely proud that at Henderson College we continue to embrace the challenges of a changing world through our focus on student wellbeing, spirituality and learning, along with our attention to staff development and our emphasis on the continued review and further enhancement of our learning environments. 2019 saw the completion of our senior learning hub building project along with the commencement of the Year 5-8 learning hub building project. The building projects have significantly redeveloped the design, function and social interactions within Years 5-10 learning areas.

In our bid to ensure continued success over the past five years, Henderson College has consistently measured itself against the Quality Adventist School framework to develop a Rolling School Strategic Plan 2014- 2019. The Rolling Plan outlined our Strategic goals and future actions for innovation and success. 2019 saw the College undergo an external systemic review of its process and actions; receiving commendation for innovation and achievement throughout the five-year period. I am confident that the Quality Adventist School framework will continue to inspire the critical assessment needed to aid the College in identifying important areas of need for continued student welfare and success.

The year commenced with 181 full time students and is pleased to present information about student outcomes, professional engagement and satisfaction levels in this report.

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.

It was a privilege to work with Henderson College staff in 2019. Our teachers demonstrated their commitment to engaging every student in meaningful learning tasks appropriate to individual learning needs and targeting 21st century skills.

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 2019.

Sandra Ferry
Principal

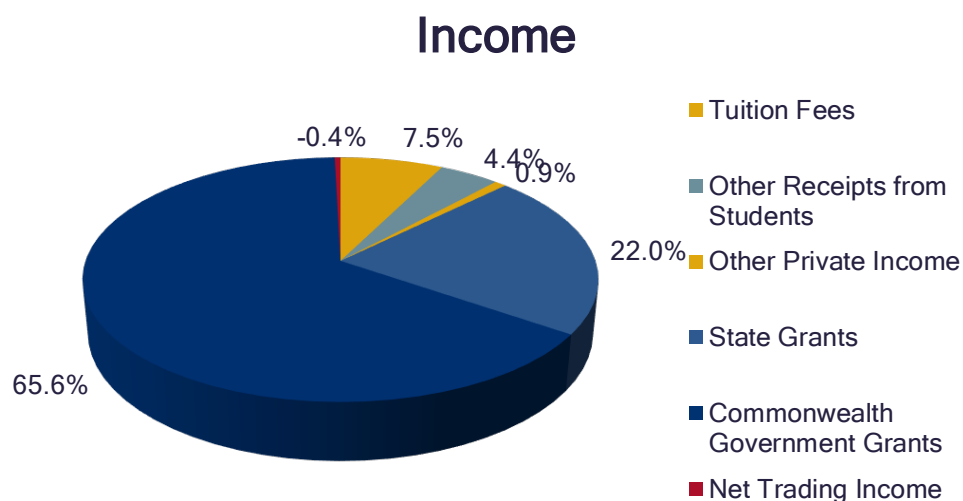
School Council's Message

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.

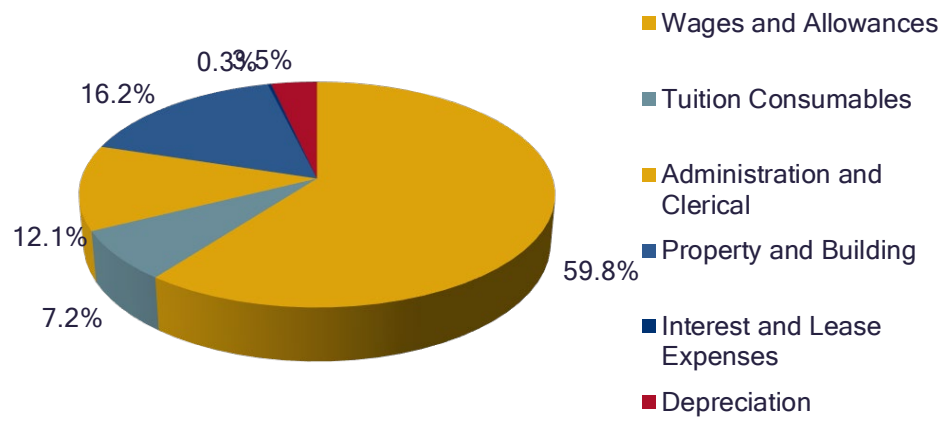
The broad functions of the School Council are to:

- 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.

Henderson College is a not-for-profit organization but seeks to generate an annual surplus from operating activities in order to plan for and invest in the ongoing development and enhancement of the College facilities, buildings and programs. The Council is pleased to report that during 2019 the College operated within the budget with a reasonable reserve.



Expenditure





**Professional
Engagement**

Teacher Qualifications

The teaching staff at Henderson College during 2019 consisted of 14 female teachers and 3 male teachers. Seventy-one per cent of the teachers were full time teachers while twenty-nine per cent worked part time. Of the seventeen-teaching staff, approximately forty per cent of the teachers during 2019 had nine or more years teaching experience. The College 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.

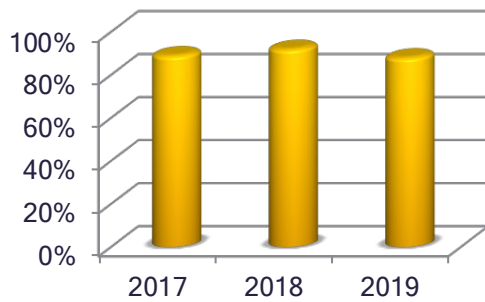
Attendance Management

While our students continue to be engaged in academic, sporting, music, creative and community pursuits at the College, there are times when they may be absent due to a variety of reasons, such as illness, injury and family commitments. The College liaises with parents to manage these absences electronically on a daily basis, and provides support to students and their family through regular contact from Home Room Teachers and/or Student Welfare personnel.

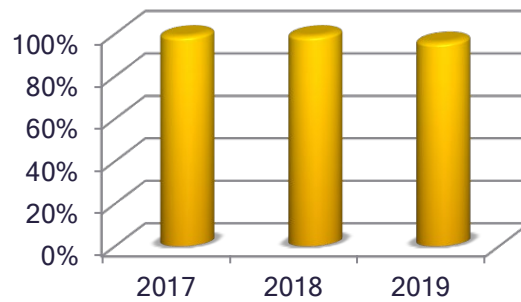
The table below estimates the average attendance by Roll Group for 2019

YEAR	%	YEAR	%
Prep	90	Year 7	88
Prep/1	88	Year 8	90
Year 1/2	94	Year 9	85
Year 3	88	Year 10	81
Year 4/5	91		
Year 5/6	91		
Average			88
Teaching			96

Student Attendance



Staff Attendance



Staff Retention

In 2019 we sadly said farewell to Mr Brendan McCarthy in the Secondary School, and we welcomed Ms Melissa Ball as his replacement. Due to an increase in enrolments an additional classroom teacher was employed, Miss Tanika Thorne.



Staff Professional Development

Excellence in staff is a core priority for Henderson College. We recognize that quality educational outcomes are driven by excellence in teaching, learning and wellbeing provided by the highest quality, motivated teaching and educational support staff.

Professional growth for staff has been developed as a continuous, collaborative process, based on identified College and staff needs and one that develops open, trusting, collegial relationships. Staff are empowered and supported to set meaningful goals that further their own professional growth for the benefit of our students.

The total expenditure on Professional Development in 2019, including direct provider cost, travel and meals was \$59,644.

AREAS OF PROFESSIONAL LEARNING	Teachers (number or group)
Subscriptions to Professional Magazines	4
Safe Schools	8
Child Safe Training	All Staff
First Aid Training	All Staff
ASVAC	18
Student Voice	All Staff
Distinctives	2
Resin Art Workshop	2
Wellbeing	All Staff
7 Steps to Writing Success	8
Maths Pathway	2
Asthma Adrenaline Autoinjectors	All Staff
Demystifying Dyslexia	1
Stephanie Alexander Kitchen Garden	1
Information Technology	1
Middle Years Conference	1
Drama Workshop	1
Abide	4
Bullying in the Workplace	All Staff
Managing Hazardous Manual Tasks	All Staff
Adsafe Awareness Training	All Staff
Discrimination and Harassment	All Staff
Regular weekly staff meeting with 1 per month working on professional development	16



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 continues 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

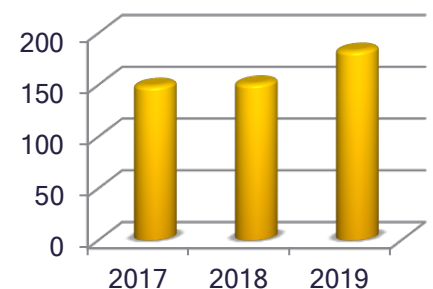
Student Enrolment

Student enrolment at the commencement of the school year in 2019 was 181. A pleasing increase of twenty percent on the previous year.

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.

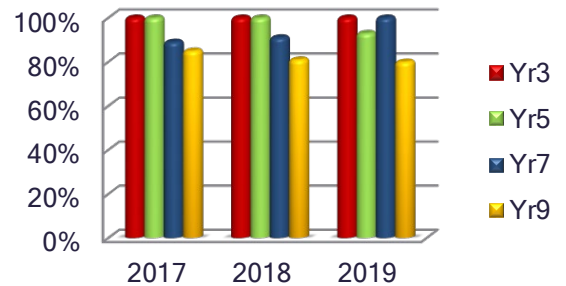
Enrolments



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.

NAPLAN Writing

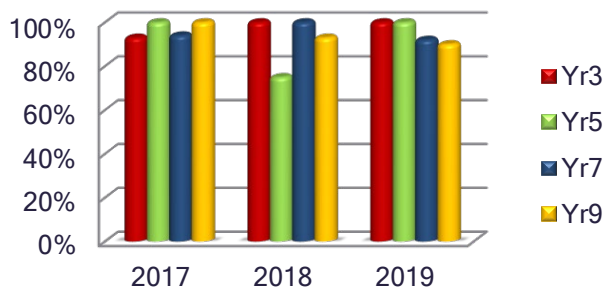
% above national standard



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.

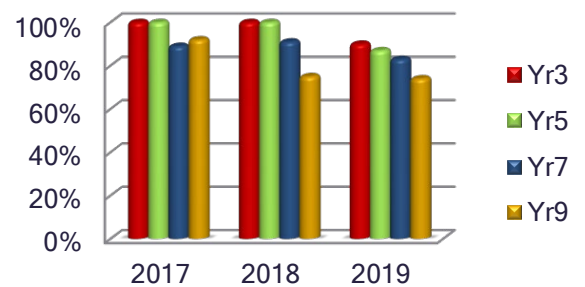
NAPLAN Reading

% above national standard



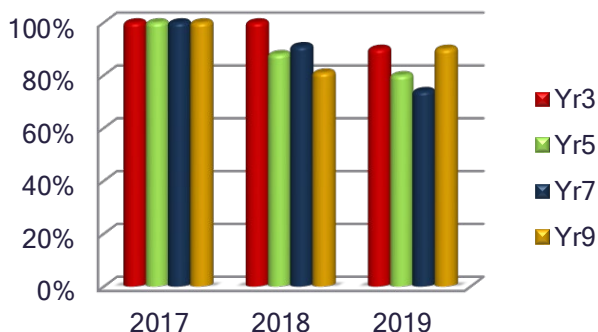
NAPLAN Spelling

% above national standard



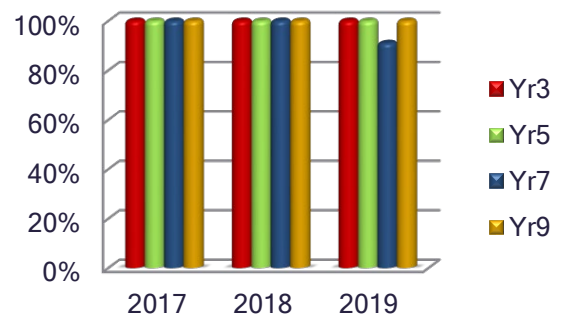
NAPLAN Grammar

% 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, Well-being camps, Community Service activities, Chapel and Inter-school Sports.

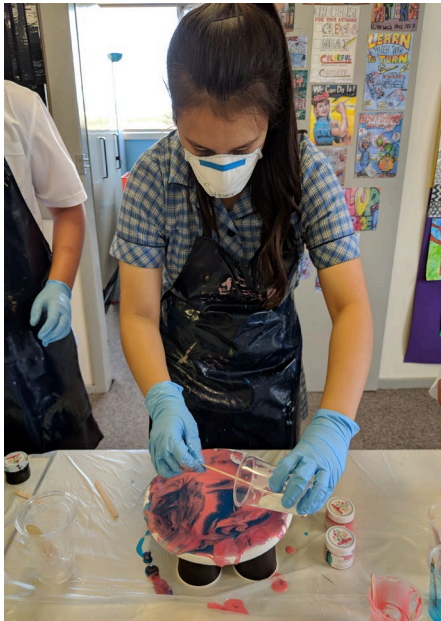
Building Team Work



Easter



Creative Arts



Choose Kind



Serving our Community





Performing

Wellbeing Challenge



WOSE Message



Gatherings



Pastoral Care/Student Wellbeing

Throughout 2019, 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 2019 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

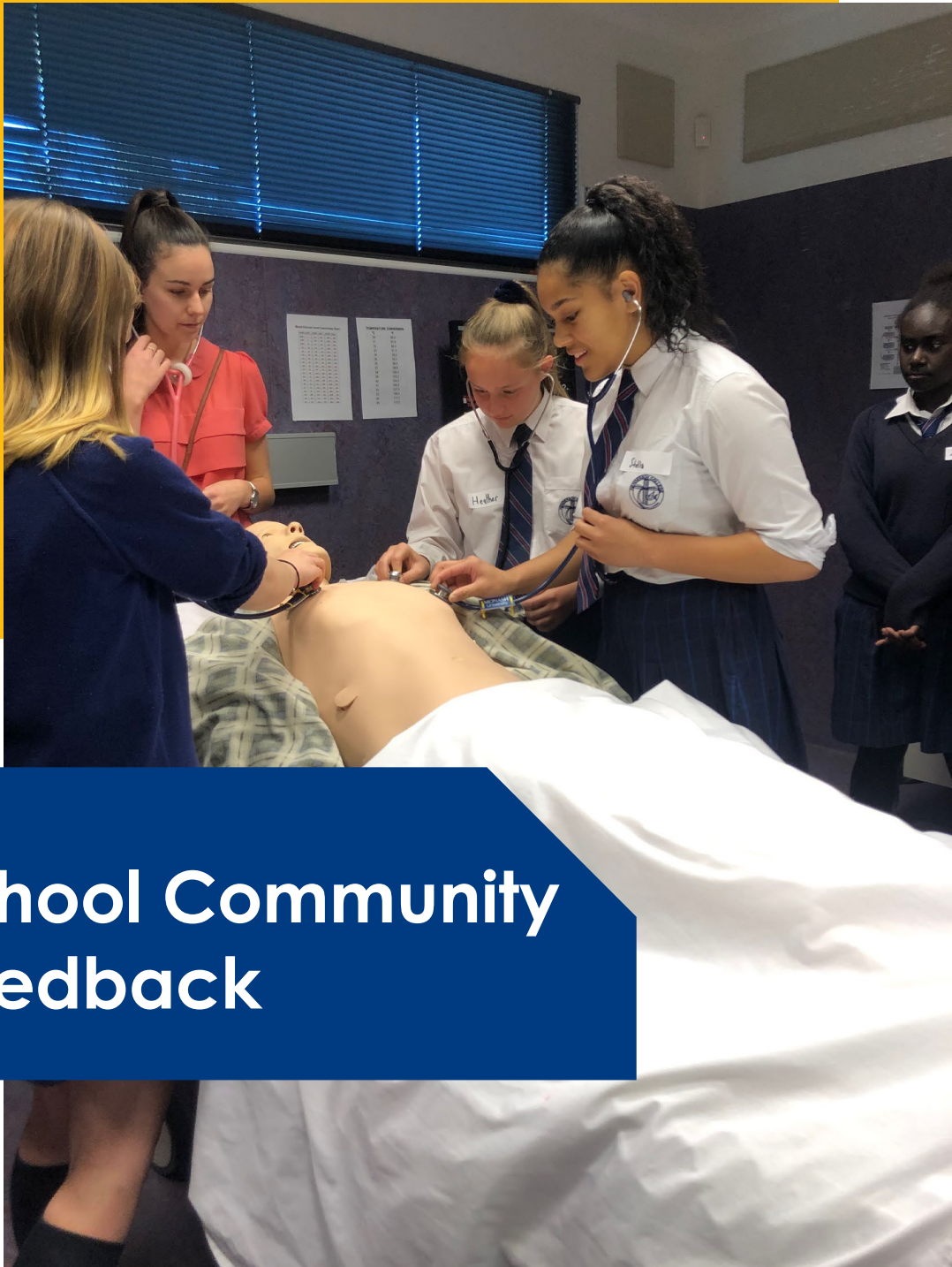
Henderson College is committed to the safety and wellbeing of all our students. It has a zero tolerance for child abuse and has procedures in place to protect children, support those at risk and respond to incidents or allegations of all forms of child abuse. These procedures are outlined in the Duty 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 2019 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. Students appreciate the strong spiritual support and guidance from Chaplains and Student Welfare personnel of the College as they provide thoughtful spiritual, social and emotional support.
2. Students have a desire to learn and advance their understanding of concepts and appreciate the feedback given to assist in their learning.
3. Henderson College staff create a safe and secure environment for learning.
4. Students believe their teachers expect high standards of learning from them 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. Confidence in completing tasks to a high standard.
2. Student morale and distress was ranked low compared to other Australian schools.
3. Purposeful and connecting learning to real life.
4. Connectedness to peers.

Parent Survey

The 2019 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. The school provides a good range of opportunities to demonstrate its special Christian character.
3. The presentation/maintenance of buildings and grounds.
4. The office staff are friendly and helpful.
5. Encouragement of students to achieve to the best of their ability.

To increase the efficacy of the College, parents would like to see increased provision being given to availability of scholarships, appropriate level of ancillary costs (uniform etc), increased variety in subject choices and timely communications from school about 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. 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. School and Individual Morale.
5. Student management and curriculum development support.

Two areas staff would like to see receive greater attention were work load balance and student welfare.

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 Years 5 to 8 Learning & Home Economics
Front Elevation



Back Elevation





Future Directions for 2020

The key improvement areas for 2020 include:

- Oversee the building of Stage 2, four general classrooms and a Home Economics classroom, to ensure completion by June 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.
- Deliver Spiritual Masterplan for staff and students with leadership team.
- Apply to Block Grant Authority for Federal Funding for construction of Stage 3 of the Master Plan and begin work for construction.
- 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.