

ANNUAL REPORT

2020



**Henderson
College**



POWER of ONE

*“Jesus told him,
“I am the way, the truth and the life.”*

John 14:6

Table of Contents

SCHOOL OVERVIEW

Introduction	2
Our Vision	3
Our Mission.....	3
Our Values	3
Child Safe School	3
Principal's Report	4
School Council's Message.....	5

PROFESSIONAL ENGAGEMENT

Teacher Qualifications.....	8
Attendance Management.....	8
Staff Professional Development.....	9

STUDENT PROGRESS & ACHIEVEMENTS

Staff Retention	10
School Program.....	12
Primary Schools Studies	12
Secondary Schools Studies	12
Student Enrolment	12
Achievement	12
Value Added Programs.....	14
Pastoral Care/Student Wellbeing	15

SCHOOL COMMUNITY FEEDBACK

Survey	17
Student Survey.....	17
Parent Survey.....	17
Staff Survey.....	18

FUTURE DIRECTIONS

Conclusion.....	20
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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 stadium, a modern senior learning hub, a new Middle Years 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

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.



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

In 2020, our community, like others, managed the impact of CoVid19. Moving in and out of remote learning for several months was challenging for our students, staff, and families. We attempted to keep our community informed at all times, via numerous email updates each week. Despite the challenges, we have a very supportive, committed community.

The response from our staff was outstanding and teams worked effectively together in an online environment. Many families juggled working from home and assisted their own children with their learning - an incredible effort!

In a year where we attempted to provide meaningful learning in Literacy and Numeracy through online learning portals, we were also very mindful of individual's wellbeing and the capacity of families to engage with the remote learning program. Specialist teachers also provided activities in PE, Music and Art.

Staff adapted extremely well to the constant changes and ensured strong communication with families via phone calls and emails. We used the Google and Seqta platform for students to upload their work and staff viewed and assessed many pieces of work over the months.

Welcome and teaching videos were part of every day and as the time home lengthened, we introduced more elements of live teaching and discussions to maintain engagement and connection. Wellbeing days were introduced to allow families to move off the computer and have the opportunity to complete activities such as cooking, bike riding and playing games.

The students demonstrated their resilience on returning mid Term 3, with big smiles and a readiness to learn. Staff completed numerous assessments to determine learning progress and to establish learning priorities for Term 4.

There was a significant range in the degree in which students engaged and completed remote learning tasks. Some students demonstrated higher than expected learning growth and others were negatively impacted. The Tutoring Learning Initiative will support targeted teaching goals throughout 2021.

Our daily interactions and operations, teaching pedagogy, school documents and policies support our school's commitment to providing all students with learning opportunities to grow personally and excel academically.

Reflection and evaluation processes are undertaken regularly through formal and informal processes to

ensure that we continually track and measure our performances against aspirations. Staff collaboration and teamwork continued to be high working remotely with many staff developing many new IT skills!

2020 saw the completion of our Middle Years and Home Economics Learning hub building project along with the commencement of the Technology and Arts building project. The building projects have significantly redeveloped the design, function, and social interactions within Years 5-10 learning areas.

I would like to thank all our staff for their professionalism, commitment, dedication, and ongoing care for all students. Schools do not run without the support of the entire parent body and this school is blessed with a very supportive group of parents. I would like to thank all the parents for their consideration, dedication, and flexibility during such an uncertain year.

In accordance with the Federal Government requirement to publish information about school performance, Henderson College is pleased to present key information about professional engagement, student outcomes and satisfaction levels in 2020.

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 2020.

Sandra Ferry

Principal

School Council's Message

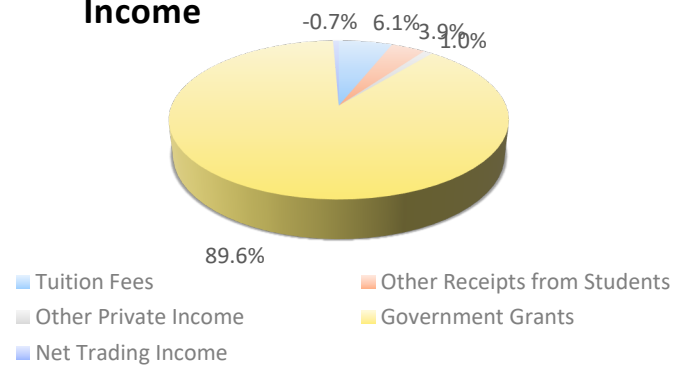
Henderson College is operated by Adventist Schools Victoria Ltd, a division of the Seventh-day Adventist church. The direct administration of the school is delegated to the Henderson College School Council, which is appointed by the Company's Board of Directors. The School Council consists of nine members.

The broad functions of the School Council are to:

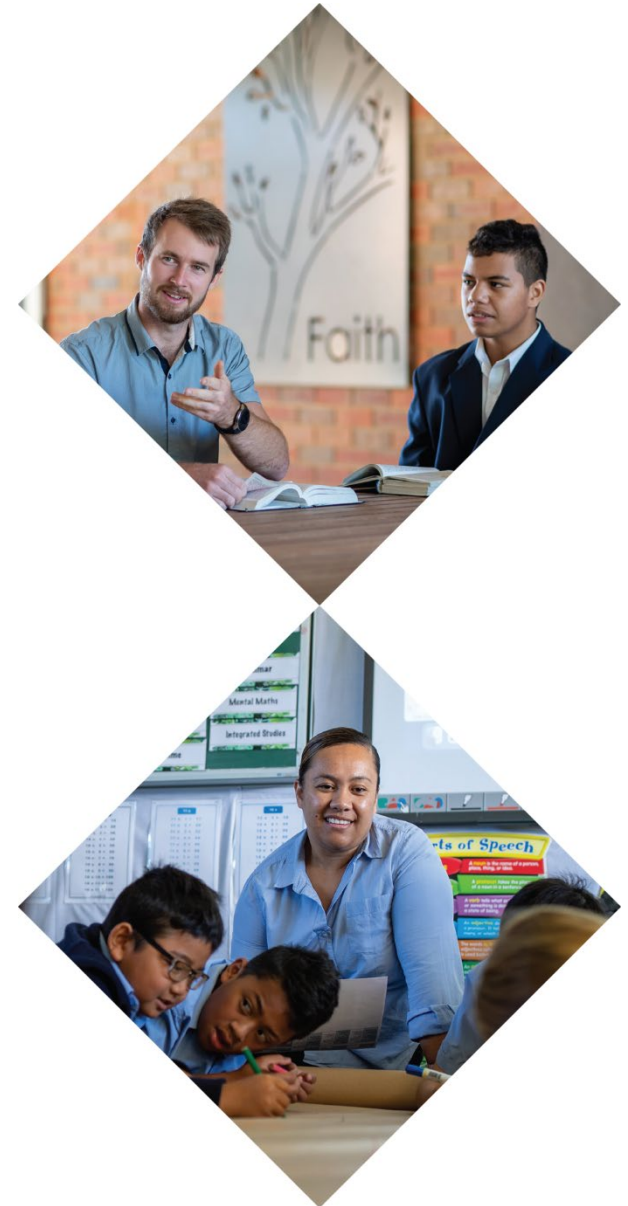
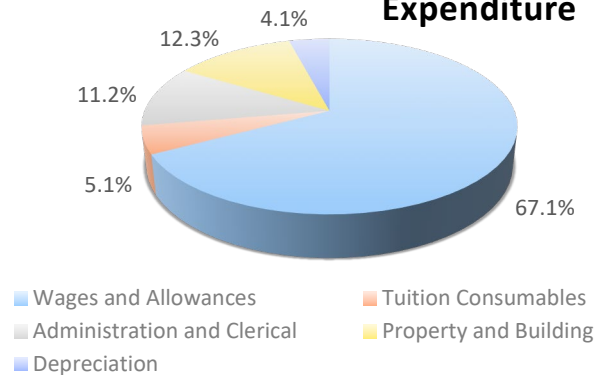
- Establish the direction and vision through the school's strategic plan.
- Plan for and ensure financial sustainability.
- Provide and allocate the resources to support the goals and objectives of the strategic plan.
- Monitor and review the progress of the school against its goals and objectives.
- 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 2020 the College operated within the budget with a reasonable reserve.

Income



Expenditure



PROFESSIONAL Engagement



Teacher Qualifications

The teaching staff at Henderson College during 2020 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 2020 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.

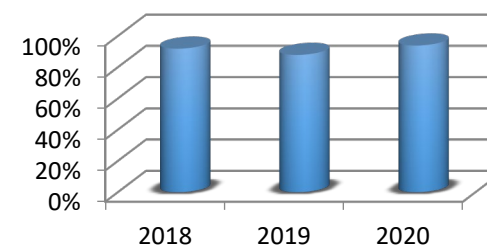
YEAR	%	YEAR	%
Prep/1K	94	Year 7	95
Prep/1G	93	Year 8	93
Year 1/2	95	Year 9	94
Year 2/3	94	Year 10	95
Year 4	93		
Year 5	96		
Year 6	94		
Average			94
Teaching			96

Attendance Management

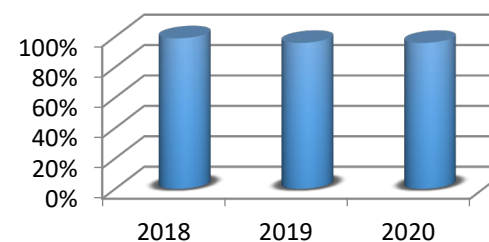
While our students continue to be engaged in academic, sporting, music, creative and community pursuits at the College, there are times when they may be absent due to a variety of reasons, such as illness, injury and family commitments. The College liaises with parents to manage these absences electronically 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 following table estimates the average attendance by Roll Group for 2020

Student Attendance



Staff Attendance



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 2020, including direct provider cost, travel and meals was \$16,885.

AREAS OF PROFESSIONAL LEARNING	Teachers (number or group)
Subscriptions to Professional Magazines	
Safe Schools	
Child Safe Training	All Staff
First Aid Training	All Staff
ASVAC	18
Wellbeing	All Staff
7 Steps to Writing Success	3
Abide	All Staff
Positive Psychology	1
Voice	2
Key into Evaluation	All Staff
Global Leadership Network	1
LPAD Feuerstein Institute	1
Discrimination and Harassment	All Staff
Ladder Safety: Prevention of Falls	All Staff
Protecting Children Mandatory Reporting	All Staff
Diabetes First Aid Training	All Staff
Risk Management	All Staff
Bullying in the Workplace	All Staff
Regular weekly staff meeting with 1 per month working on professional development	16

Staff Retention

In 2020 we sadly said farewell to Mrs Sheree Webb in the Primary School, and we welcomed the return of Mrs Brenda Hancock as her replacement. We also farewelled Mrs Ashley Ferry who, along with Mr Joel Ferry, became proud parents of a new a baby boy. Two experienced teachers, Mrs Kerry Giuliani and Mrs Isabelle Millien, along with their families, were welcome additions to our Henderson family.



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)

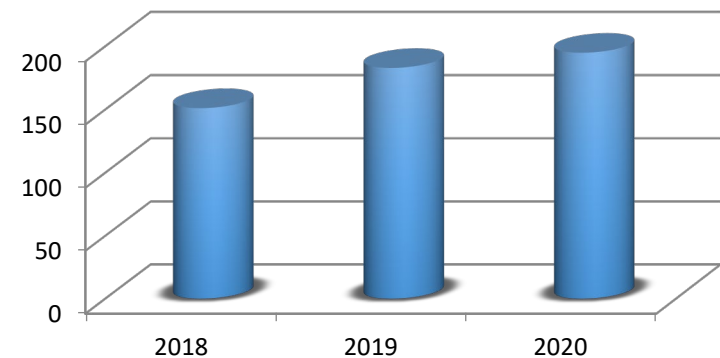
Secondary Schools Studies

- 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 Census date for the school year in 2020 was 195. A pleasing increase of 8% on the previous year.

Enrolments



Achievement

High expectations for all students and the unwavering belief that every child can progress, underpins all that we do at Henderson College. Through the provision of a quality differentiated curriculum, our teachers work strategically to support each student to take the next step in their learning.

Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting

schedules prioritise collaboration, data analysis and professional learning.

Throughout 2020, teaching and learning often looked remarkably different with the introduction of Remote Learning due to Covid-19. Our aim, as we transitioned to remote and flexible learning, was to continue to provide a comprehensive, high quality teaching and learning program. Our primary focus was on facilitating essential learning in English and Mathematics, which went beyond minimum expectations. Our teachers were strategic and flexible in identifying learning outcomes that would be achievable during remote learning. All focus areas aligned strongly to the Australian Curriculum.

In addition to our strong focus on English and Mathematics, our students also engaged in daily activities in our Specialist Programs, Integrated Studies and whole school well-being activities that focused on the Personal and Social Capabilities.

An unexpected highlight of remote learning included our increased capacity to use technology to support student learning and to engage with families. Our teaching and learning programs were presented on our Learning Portal and Google Classroom. Staff also engaged with their classes using the video conferencing platform 'Zoom'. As we transitioned back to onsite teaching, we reflected on the way we engaged

families to support and enhance student learning. We have therefore continued our use of the Learning Portal and Google classroom in 2021 in the occasional weekly lesson in the advent that remote learning may need to be implemented again

During 2020, no NAPLAN assessments were completed across the state. However, our six-month testing results, using the WRAT-5, an assessment tool that monitors the reading, spelling and maths skills in people aged 5+, along with our Teacher Judgement data across key areas, indicates our school performed very well when compared with schools with a similar demographic. Both data sets from Prep – 10 demonstrate high percentages of students working at or above the age expected curriculum standards in Literacy and Numeracy.

The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch-up support in key learning areas. At the beginning of 2021 rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will be a feature of our evidence-based program.

Value Added Programs

There are many opportunities for students to express their creativity through activities. Henderson College recognises the importance of developing a sense of achievement in each student. Whether students participate in individual, group or whole school activities, we strive to develop well-balanced individuals who enjoy their involvement and see that active participation is a skill in itself.

A number of initiatives has added value to the school program. They include:

- Camps for Years 3-10
- Buddies
- Student Leadership
- Chess competitions
- Community Service activities
- Chapel and Worship Programs
- Inter-school Sports
- PB4L activity day and lunch
- Mother's Day morning tea
- Book Week Parade
- Year 6 Graduation dinner
- Year 10 pre-dinner drinks and graduation dinner
- Extension classes
- Invictus program in Years 7-10
- Pastoral Care Program
- STEM program

These events are important in establishing connections with the extended school community and strengthening the Henderson College culture.



Pastoral Care/Student Wellbeing

Throughout 2020, 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 2020 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.

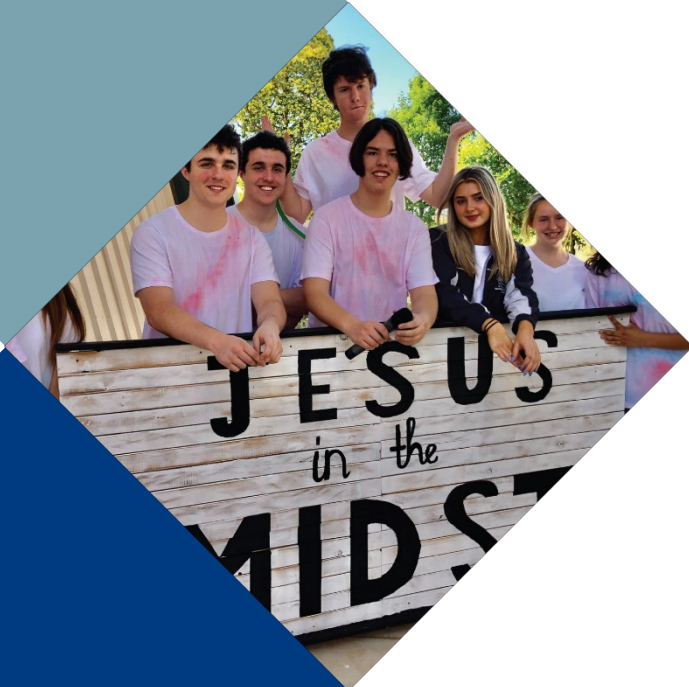
The Chaplaincy team worked collaboratively to provide students with an opportunity to explore their understanding of spirituality during a 'Week of Spiritual Emphasis'. This program not only entertained, but also challenged student perspectives about God.

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.

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.



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 2020 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 outline clearly expectations of behaviour.
4. Students respect administration and student leadership.
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. Parents and teachers talk regularly about their education.
2. School rules were not upheld consistently.
3. Learning was purposeful and connected to real life situations.
4. Variety in the canteen met student's expectations.
5. Homework expectations were greater than at other schools

Parent Survey

The 2020 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. Access and support to information communication technology (ICT) such as computers and iPads.
2. Safe and secure environment for students.
3. The presentation/maintenance of buildings and grounds.
4. The office staff are friendly and helpful.
5. The school treats students from different backgrounds and cultures equally.

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 cultural opportunities and additional career training programs.

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 strong community spirit across the school.
3. Leadership and administration support.
4. School and Individual Morale.

5. Student management and curriculum development support.

The five areas staff would like to receive greater attention towards; the provision of career guidance, additional cultural opportunities, greater involvement in community events and an increased variety in canteen options.

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.



FUTURE DIRECTIONS

2021



The key improvement areas for 2021 include:

- Oversee the building of Stage 3, Technologies and Art classroom, to ensure completion by September 2021.
- Ongoing 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.
- Apply to State Government for construction of Early Learning Centre.
- Continue to embed our PB4L framework which has the core values of respect, Integrity, Success and Compassion. These Christian values help add to the ethos of our college and community.
- Embed Maths support program across all year levels to raise maths competence.

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.

