



Henderson College

Annual Report 2021

From the Principal

be Curious be Bold be You

The educational activities of the College are designed to provide opportunities for all students to achieve their maximum development intellectually, spiritually, socially, emotionally, and physically.

At Henderson College we focus on providing a relevant and enriched education that equips students with the contemporary skills, essential knowledge and guiding values needed to shape their future and contribute meaningfully to local and global communities. We work strategically to support students to build skills in critical and creative thinking, collaboration, and communication. As educators, our goal is to prepare the next generation for their lives as adults in a rapidly evolving world.

We also understand that students learn best when they have a strong sense of connectedness and belonging. We focus on knowing,

supporting and growing each student from curious Foundation beginners to developing confident, competent, world-changing sixteen-year-olds.

The Annual Report for 2021 details our commitment to faith development, our passion to foster positive learning achievement, to continued improvement across all aspects of the College's operations and preparing our young people for the changing world that awaits them.

Sandra Ferry
Principal





**...a thriving Christ
centred learning
community**

A Brief History

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.

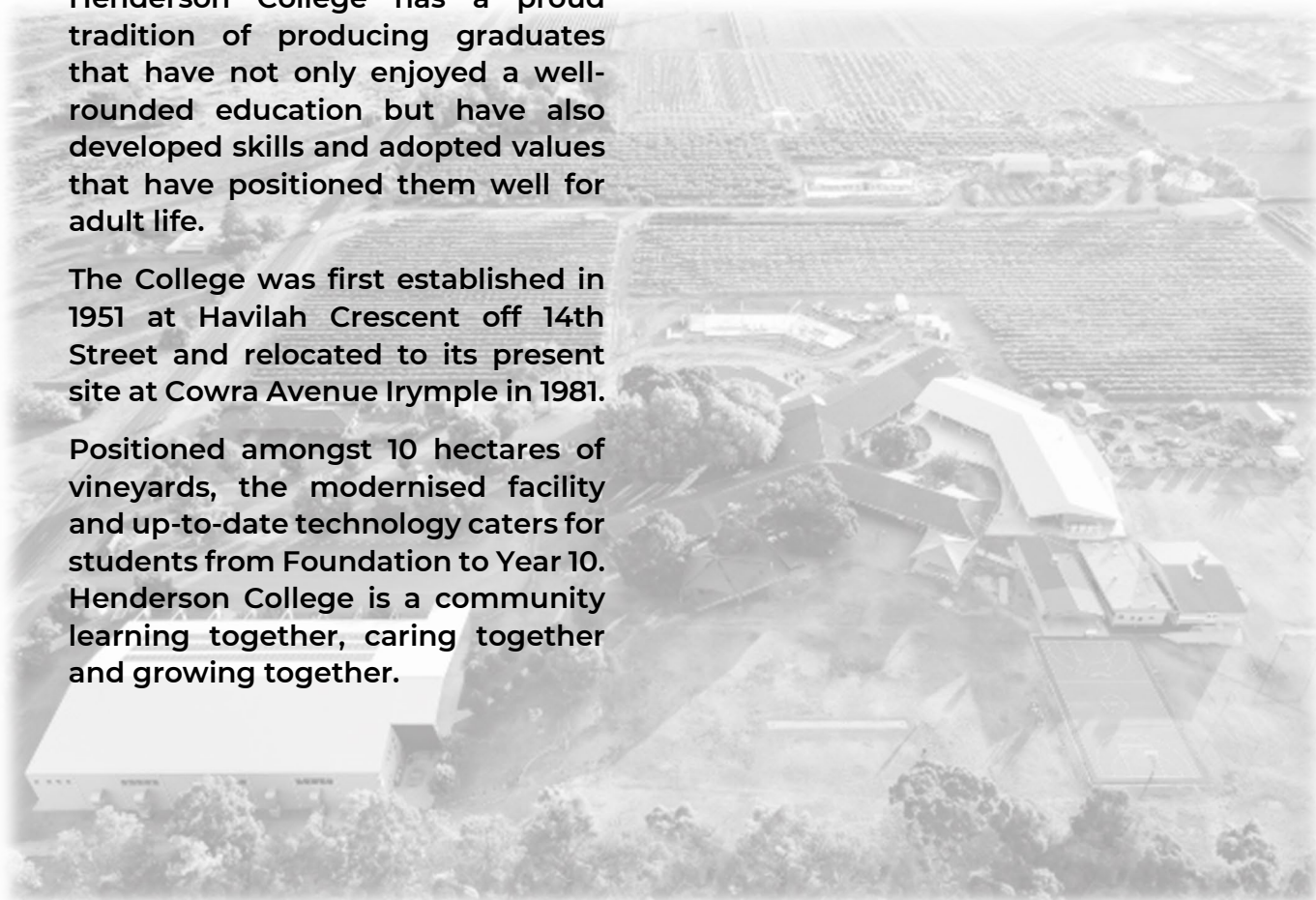
Henderson College is committed to quality teaching and learning with a belief that the partnership between parents and staff is fundamental to achieving successful learning outcomes for each child.

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, SOSE, 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 Heart

We Grow - in faith and learning

We Share - our faith through service

We Trust - in God

Our Vision

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 Mission

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

Our Values



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.



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.

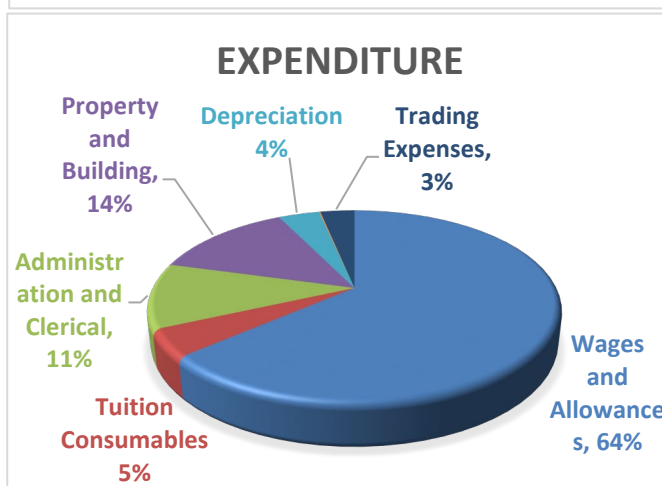
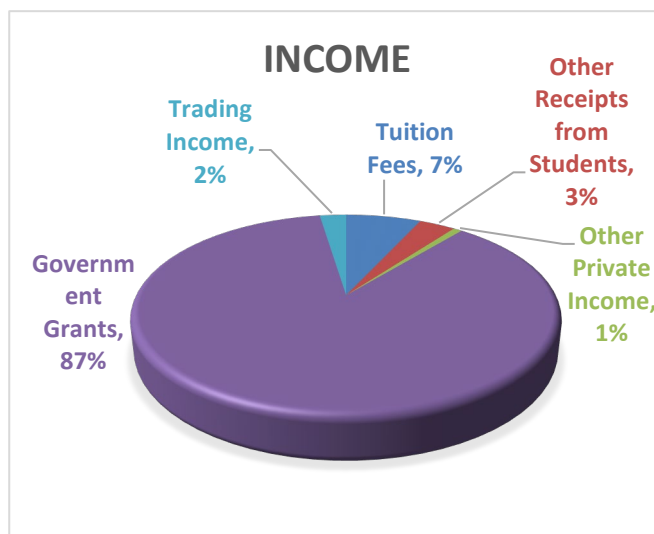
School Council's Message

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 the buildings and grounds.

Henderson College is a not-for-profit organization but seeks to generate an annual surplus from operating activities 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 2021 the College operated within the budget with a reasonable reserve.

Professional Engagement



Teacher Qualifications

Henderson College staff come from diverse backgrounds and cultures.

The teaching staff at Henderson College during 2021 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 2021 had ten 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.

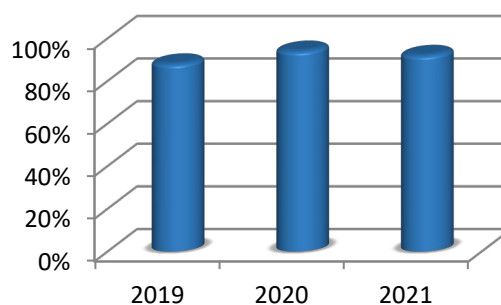
Attendance Management

Attendance management during the second outbreak of COVID-19 was challenging for all concerned. If students were absent due to COVID-19 but learning remotely, they were considered in attendance. However, if students were absent due to other illnesses, injury and/or family commitments they were recorded as being absent.

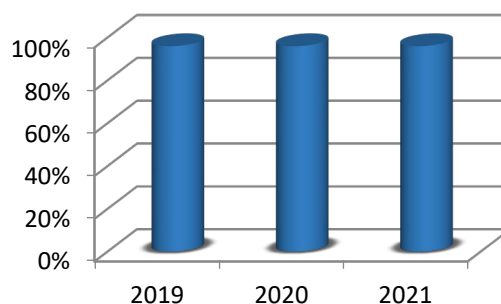
The College liaises with parents to manage these absences electronically on a daily basis and provides support to students and their family through regular contact from Home Room Teachers and/or Student Welfare personnel.

ROLL GROUP AVERAGE ATTENDANCE			
YEAR	%	YEAR	%
Prep/1	93	Year 7	93
Year 1	91	Year 8	90
Year 2	92	Year 9	88
Year 2/3	93	Year 10	89
Year 3/4	94		
Year 4/5	93		
Year 5/6	92		
Average			92
Teaching			96

Student Attendance



Staff Attendance



Staff Professional Development

Excellence in staff is a core priority for Henderson College. We recognise 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 2021, including direct provider cost, travel and meals was \$18,594.

AREAS OF PROFESSIONAL LEARNING	Number
Subscriptions to Professional Magazines	
Protecting Children Mandatory Reporting	All Staff
Child Safe Training	All Staff
First Aid Training	All Staff
Wood Workshop	3
Jolly Phonics	3
7 Steps to Writing Success	1
Literacy Solutions	4
Leadership	2
Design2Innovate – STEM	2
Canoeing Inland Flat Water	1
Emotional Intelligence	16
Work Related Stress	All Staff
Managing Hazardous Manual Tasks	All Staff
Bullying in the Workplace	All Staff
Twice weekly staff meeting	16

Staff Retention

At the beginning of 2021 we welcomed three new full-time teachers; Mrs Fia Utai, Mrs Sascha Tanginoa and Miss Yvonne Teuilio, along with Miss Johannah Gray in a part time capacity. Mrs Carol Middleton, kitchen/garden specialist and Mr Rueben Gray music specialist were also new part time employees in 2021.

Throughout the year we welcomed Mrs Fiona Hudson back from

maternity leave and wished Mrs Barrows well for her long service leave.

At the end of 2021 four teachers either moved interstate or have taken a break from teaching.



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 enabled 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 Technologies
- Integrated Studies (Science, SOSE, Technology and Health)

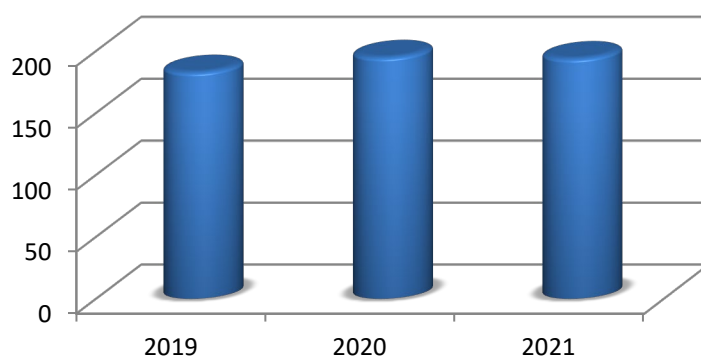
Secondary Schools Studies

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

Student Enrolment

Student enrolment at Census date for the school year in 2021 was 194.

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 2021, teaching and learning often looked remarkably different with our second year of intermittent 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, and whole school well-being activities that focused on the Personal and Social Capabilities.

The success of the combined effort of staff to lifting student achievement in Literacy and Numeracy in 2021 was evidenced in student individual results and as a year cohort on the WRAT standardised tests. In Literacy, there was an average gain across the school of 1.5 years for each level. While in Numeracy, there was an average increase of 1.4 years for each year level. This was extremely pleasing for such a disruptive year due to COVID-19.

Staff 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 therefore continued our use of the Learning Portal and Google Classroom in 2022 in the occasional weekly lesson if Remote Learning may need to be implemented again.

National Benchmarks

The National Assessment Program in Literacy and Numeracy (NAPLAN) calculates how individual students are performing according to National benchmarks in Reading, Writing, Language Conventions and Numeracy. 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.

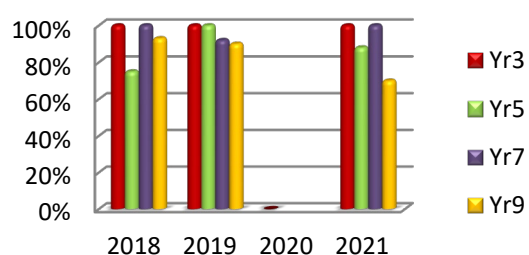
At Henderson College, all students participate in the National Testing, however, exemptions for students with special needs or for students

who have been in Australia less than 12 months is made at parental request.

It should be noted that no NAPLAN assessments were completed across the state during 2020 due to COVID-19.

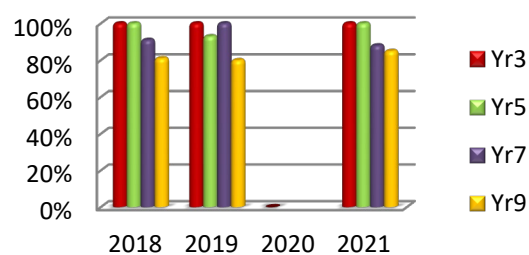
NAPLAN Reading

% above national standard



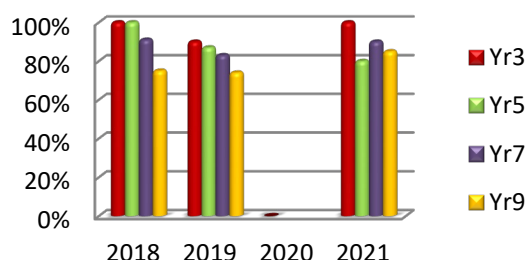
NAPLAN Writing

% above national standard



NAPLAN Spelling

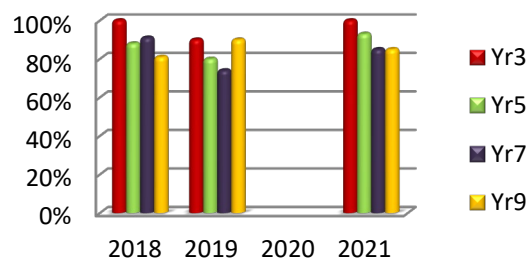
% above national standard



NAPLAN Language

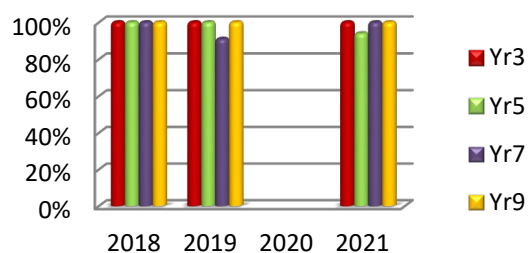
Conventions

% above national standard



NAPLAN Numeracy

% above national standard



Value Added Programs

At Henderson College student engagement in additional programs and or events is a continual focus. During 2021 this was particularly challenging during extended periods of Remote Learning that occurred.

A new initiative in 2021 was the organisation of clubs across the College. Student voice largely directed the different clubs that were available for students to join.

Value added programs include:

- Clubs – Chess, Chapel Band, STEM
- Buddies

- Student Leadership
- Community Service activities
- Chapel and Worship Programs
- Inter-school Sports
- Excursions
- PB4L activity day and lunch
- Book Week Parade
- Year 6 Graduation dinner
- Year 10 Graduation dinner
- Extension classes
- Invictus program in Years 7-10

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

Pastoral Care/Student Wellbeing

Throughout 2021, the Student Welfare 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 during such a challenging year.

The Student Welfare team 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 understand what it means to be 'Chosen' by God.

Student Wellbeing needs during 2021 were challenging to meet due to the significant proportion of the year being undertaken online and with limited personal interaction to build a sense of connectedness across the school.

The Student Wellbeing team worked collaboratively to provide students with an opportunity to explore their understanding of spirituality during two separate 'Weeks of Spiritual Emphasis'. The program in Term One not only entertained, but also challenged student perspectives about God. While the program in Term Four was led by our Year 10 students who took the opportunity to provide engaging events for students to reconnect as they recommenced face to face learning.

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

School Community Feedback



Surveys

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 2021 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 clearly outline expectations of behaviour.
4. Students believe there is a strong focus on Literacy and

Numeracy and teachers care if they do well.

5. Students believe staff reflect positive Christian values and behaviour.

The following four areas were identified by the students as being areas deserving of further enhancement: learning to be more purposeful and connected to real life, teachers having a greater understanding how they learn best, Parents and teachers talking more regularly about their education and opportunities to connect more positively with school environments.

Parent Survey

The 2021 parent survey was undertaken during Term 4 to learn the extent to which parents believe effective school practices 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 forty percent of families. The overall top five strongest positive responses included:

1. Teachers display a caring attitude and provide help when needed to students.
2. Quality teaching occurring.
3. School's Vision and Mission is clearly visible and integrated into school life.
4. Good range of opportunities for students to be involved in service for others and faith development programs.
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 sporting and performing arts opportunities.

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. School's Vision and Mission is clearly visible and integrated into school life.
2. Good range of opportunities for students to be involved in service for others and faith development programs.
3. Sense of community between students, parents, and staff.
4. Friendly and helpful office staff.
5. Inclusive and supportive atmosphere of the College.

The four areas staff would like to receive closer attention: the provision of career guidance teacher specialists, additional cultural opportunities, greater involvement in community events for students and an increased variety in subject 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 2022



The key improvement areas for 2022 include:

- 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 the Numeracy support program across all year levels to raise Numeracy competence.
- A comprehensive range of proactive pastoral care practices that promote the personal growth and wellbeing of all students that are well understood and implemented by staff.
- Meet the needs and interests of a diverse group of students by providing an engaging, challenging, inspiring, contemporary curriculum with authentic student experiences that promote lifelong learning.
- Invest in professional training, development, and support of staff to ensure an engaged and motivated workforce.
- Increase student voice opportunities in all areas of the school.

Conclusion

Henderson College continues to regularly review its strategies in teaching and learning, 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.



804-816 Cowra Avenue

IRYMPLE VIC 3498

P 03 5024 5192

E office@hendersoncollege.com.au

henderson.vic.edu.au