



2022 ANNUAL REPORT

(based on 2021 data)

CONTACT DETAILS

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INTRODUCTION

Hills International College is a co-educational, Prep to Year 12 Independent International school of approximately 600 students, offering unique educational opportunities in an environment where language, culture and activities are shared. Whilst the largest proportion of students attending the College are members of the local community, there are also students attending the College from wider regions of Australia, as well as others from overseas, who either live on campus in the dormitory or live with local families in a homestay environment. By enabling young people of different cultures to mix and learn from each other, the College truly is a *Place to Belong*.

Hills International College displays many characteristics which make it unique. We are committed to providing quality academic and sporting facilities where all students can excel. Above all, Hills International College is an extremely friendly school where new students are made to feel genuinely welcome.

Hills International College is fully committed to providing quality education in a safe environment, and abides by a strict and effective discipline policy. In short, we can provide students with more personalised care and attention; a fact evidenced by our confident and self-assured student body.

MISSION STATEMENT

Vision

Educating Global Citizens

College Motto

A Place to Belong

Mission



Hills International College aims to develop inquiring, knowledgeable and resilient young people who strive to achieve their potential within a safe and supportive environment that encourages intercultural understanding and respect for all. Hills International College works with partners to develop significant and relevant experiences that assist our graduates in developing a global understanding in becoming:

- Effective communicators
- Effective problem solvers who are able to think in a variety of ways
- Creative and innovative
- Responsible for sustainable practices.

At Hills International College we value:

- Living with compassion
- Acting with integrity
- Working with diligence
- Striving for success

To this end, our curriculum is rigorous and relevant to the 21st century learner, embracing research-based principles and technologies that together form a practical framework to maximise learning

opportunities. Every student enrolled in our College is provided with a diverse range of pathways. To carry out this mission, Hills International College:

- appreciates our students' learning styles in support of their strengths and talents so they are excited by learning and are supported in their attainment of individual aspirational goals
- develops a sense of belonging to an inclusive community where international-mindedness is lived as well as proclaimed
- fosters the development of a sense of responsibility to the wider community, and a commitment to work for justice and a sustainable future
- seeks to engender personal growth and confidence in one's own talents, where efforts and achievements are recognised and celebrated.

COLLEGE GOVERNANCE

In the past twelve months two additional Board members have been appointed, Mr Steve Croft and Mr Peter Hollett. The full list of Hills International College Ltd Board members:

Board Chair Dr Grant Watson

Board Members Mr Mike Millard (Chair of the Education and Pastoral Committee)
Mr Rob Fuller (Chair of the Finance Committee)
Mr Peter Hollett (Chair of the Risk & Compliance Committee)
Mr Steve Croft (Chair of the Property Committee)
Mr Nori Hirayama (Hills Educational Foundation Ltd nominee)
Mr Don Thams (Company Secretary ex-Officio member, HIC Business Manager)
Mr Kevin Lynch (ex-Officio member, HIC Principal and CEO)



Dr Grant Watson



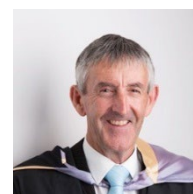
Mike Millard



Rob Fuller



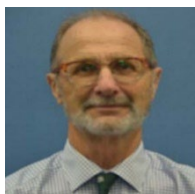
Peter Hollett



Steve Croft



Nori Hirayama



Don Thams



Kevin Lynch

DISTINCTIVE CURRICULUM OFFERINGS

Primary School

International Baccalaureate - Primary Years Programme (PYP)

The PYP is the primary component of the highly respected International Baccalaureate (IB). Hills International College was officially named a PYP Candidate School in July 2007 and gained full Accreditation in September 2010. Hills International College is now proudly known as an IB “World School” and in 2021 continues its IB journey by reshaping its program to embrace the PYP Enhanced program.

Hills International College anticipates these enhancements will support the development and mapping of approaches to learning through deliberate planning, teaching and feedback strategies inside and outside the program of inquiry. Hills International College is currently working towards embedding the approaches to learning implicitly in the classroom culture by:

- using the language of the approaches to learning
- modelling the approaches to learning
- giving feedback about the approaches to learning.



With students at the heart of our conversation, the approaches to learning are explicitly addressed through our program of inquiry by:

- identifying specific approaches to learning for development in a unit of inquiry
- co-constructing approaches to learning goals
- reflecting on specific approaches to learning from each unit
- designing specific learning engagements to support the development of approaches to learning
- monitoring and documenting the development of approaches to learning.

Hills International College also reflects the flexibility to adopt, adapt and extend sub-skills most relevant for our early learners and primary aged students. Some examples of sub-skills include:

- thinking – critical, creative, transfer
- research – ethical, media and information literacy
- communication – listening, speaking, interpreting
- social – interpersonal, social and emotional intelligence
- self-management – mindfulness, time management, organisation.



These sub-skills are intentionally reflected in our school-wide learning outcomes embedded our Mission Statement.

The PYP framework provides Hills International College students opportunities to learn how to demonstrate respect for themselves and others, developing international-mindedness by working with others for a shared purpose and taking positive action for change, in addition to academic knowledge and skills. It is a program that each student will engage with in ways that are developmentally appropriate, and it is intended to be inclusive of all learners' needs.

Secondary School

Our Secondary College acknowledges students who live with compassion, act with integrity, work with diligence and strive for success. Our learning experiences continue to move towards developing inquiry as an approach to learning with links between subjects to create interdisciplinary outcomes which embrace thinking for specific purposes.

Hills College teaching staff are welcoming, inclusive and accessible. They provide students with learning opportunities which are current, facilitate experiences which are differentiated, and acknowledge different learning styles within the learning environments.

Hills Secondary College in Years 7 to 10 offers many subjects choices which enable students to become engaged in learning experiences that are structured to stimulate and challenge. These learning opportunities are differentiated to meet the needs of a variety of learners and the assessment instruments reflect this approach. Students who require continued support have that opportunity with an experienced team. The subject choices are:

- English and Mathematics
- Science (Biology, Physics, Chemistry and Psychology for Year 10)
- Digital and Design Technologies (semester rotations for Years 7 – 9, a one - year programme for Year 10)
- The Arts (semester rotations for Visual Art, Drama, Music and Dance)
- Humanities (Geography, History, Business)
- Japanese (alternating with Chinese in Year 7)

In Years 11 and 12, students choose from a range of pathways as they prepare for life and various academic challenges. In order to achieve a Queensland Certificate of Education (QCE), these pathways include;

- an ATAR for Tertiary Study
- Traineeship and Apprenticeships
- Vocational Education through an RTO

The curriculum areas on offer at Hills Secondary College which align with the Queensland Curriculum Assessment Authority (QCAA) are as follows;

- Technologies (Design and Digital)
- English (Essential and General)
- Health and Physical Education
- Japanese
- Mathematics (Essential, General and Mathematics Methods)
- The Arts (Visual Art, Dance, Music and Drama)
- Science (Biology, Chemistry, Physics, Psychology)
- Humanities (Economics, Ancient History)
- Social and Community Studies (Applied)
- Sport and Recreation (Applied)
- Information Communication Technologies)



Academic courses encourage increasing personal responsibility for learning with various approaches to teaching pedagogies complementing and enhancing each student's unique abilities and interests. Our aspiration at Hills College is to engage students in quality learning experiences that are structured to stimulate and challenge. Becoming a community of learners oriented to lifelong learning as well as learning about how to think rather than what to think is of upmost importance, so students can continue to prepare for a life of worth, and not simply a life of work.

Vocational Education and Training

Students at Hills International College can undertake a range of Vocational Education & Training (VET) options, including school-based Traineeships and Apprenticeships starting from Year 10. Traineeships and school-based Apprenticeships incorporate paid employment with industry specific training (theoretical and practical) while a student continues to study the requirements for a Qld Certificate of Education.



Alternatively, Hills International College has many students enrolling each year in a range of Vocational Education and Training courses to gain a head start to their career, university or employment pathway through Certificate studies. There are numerous Registered Training Organisations nationwide who deliver a range of Certificate level courses, so a discussion with the school Careers Counsellor is the best way to discover the right training option for each student. All completed Vocational & Education Training will gain students credit towards their Queensland Certificate of Education, may contribute to the Australian Tertiary Admissions Rank (ATAR) and may open a variety of pathways to employment, university programs or future TAFE training post-Year 12. Whether you choose a traineeship or a TAFE program, all Vocational Education & Training is designed to fit around your Senior studies and build practical skills now and for the future.

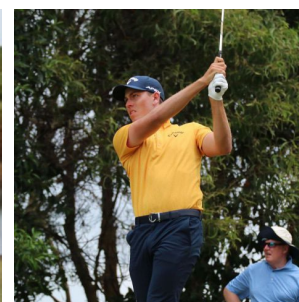
Golf Academy

Hills International College and Hills International Golf Academy have combined to establish a variety of exciting and unique Golf Education Programs for young golfers. Providing a championship golf course and state-of-the-art coaching and training techniques, the Academy welcomes golfers of all levels wishing to develop and maximise their potential.

With the longest rated golf course in Australia and 8000 square metres of turf practice tees, Hills International Golf Academy has created an ideal training facility where students can live on our international school campus within easy walking distance of all our facilities. This provides a perfect opportunity for serious golfers to develop the professional skills necessary to perform at the most elite level.

Hills International Golf Academy has a variety of comprehensive training programs linked to Hills International College's academic streams. These links allow all golf students to strike a balance between their academic and sporting commitments, with a fully integrated timetable.

The performance of Hills International Golf Academy alumni as well as current students is a testament to the quality and consistency of the program. 2004 graduate Jason Day has become a regular on the US PGA Tour. Jason rose to prominence by winning his first major championship at the 2015 US PGA Championship. He subsequently moved to the world number one player.



In more recent years we have Jake McCleod, Anthony Quayle, Maverick Antcliff and Naoki Sekito moving into the top 300 in the world rankings. Jake won the 2018 NSW Open and eventually the Australian Tour Order of Merit in 2018. Jake is now an exempt European Tour Member.

Anthony Quayle won the 2020 Qld Open, 2022 Qld PGA, T15 2022 British Open and is now a fully exempt player on the lucrative Japanese Tour. He is currently ranked 5th on the 2022 Japan Order of Merit.

Maverick Antcliffe really consolidated his game on the China and Australian Tours in 2018. Maverick won the 2019 China Tour Order of Merit. He is now playing on the European Tour in 2022.

Naoki Sekito won 3 times on the Asian Development Tour in 2019 and is now playing on the 2022 Japanese Tour.

Jiwon Jeon was runner up at the 2018 US Women's Amateur and was a member of the #1 ranked US golf College (Alabama). She played on the 2020 & 2021 LPGA Tour.

Our more recent alumni Maisie Doan (Wofford), Amadeus Susanto (Campbell), Bright Thongsom (Oklahoma), Franklin Lydra (Washington State), Jamie Hsieh (Washington), Zubair Firdaus (San Jose), Jaskaran Sohal (Indian Hills), Bhavneet Sohal (Oakland), Levi Edkins (Wingate), Charlie Pilon (Michigan), Ashley Lau (Michigan), Sydney Naro (Michigan State), Devansh Chadha (Alabama State) and Phuriphon Namkang (Memphis) are all scholarship holders at US College Programs.

SOCIAL CLIMATE

The College has a Behaviour Management Policy and Wellbeing Policy in place which cover both Primary and Secondary schools. There are supporting policies in place for the whole school, and for the Primary and Secondary Schools.

The College's Wellbeing focus is enhanced with students being able to access Year Level Coordinators, Youth Services Coordinator and Learning Support Staff. The College has a relatively small population, which enables us to adopt a caring, family environment for the students. Within both the Secondary and Primary Schools, there are Wellbeing initiatives aimed to support our own school community, and the wider community. These initiatives include

- peer-peer support;
- transition support for key age/stage junctures (Hills Connect Program);
- wellbeing programs matched to the associated age/stage objectives and capabilities in the Australian Curriculum;
- workshops and activities relating to resilience, respectful relationships and sex/sexuality education, and
- camps and excursions which develop leadership and teamwork.



HILLS CONNECT

'the pathway to student success'

The College takes an active approach to prevent bullying and students will be held accountable for their behaviour when interacting with others. The Bullying Prevention Policy at the College is aimed at developing a culture of shared concern, where students can identify their role in maintaining supportive relationships and can be given the opportunity to establish or maintain positive communication with their peers. Should efforts to maintain this shared responsibility not succeed, the student may face disciplinary outcomes, and parents may be involved in sessions aimed at changing behaviours. If a problem persists the offending student's enrolment at the College will be in jeopardy.



EXTRA-CURRICULAR ACTIVITIES

Hills International College offers a large range of extra-curricular activities from Prep right through to Year 12. The activities can vary depending on the demand from students and parents, however, some of the offerings in 2021 included Dance - Drama - Music - Touch Football - Soccer – AFL - Golf - Art Club – Photography - Maths Club - Science Club - Literary Competitions – Gamelan orchestra – Choir – Instrumental music – Design Hub – Run Club – Netball- Interact – Culture Club – Compassion Crew – Fantasy Role Playing Games – Volleyball.



In Years 7 to 12, students also have the opportunity to play sports against Tamborine Mountain College and The Kooralbyn International School (known collectively as 'HIA' or Hinterland Independent Alliance) in Terms 2 and 3 in touch football, netball, volleyball, ultimate Frisbee and soccer. We are also developing an extra-curricular focus on Volleyball, which has already resulted in significant representative success. In 2021 we have also provided significant support to our International Dormitory students by providing camps, homestay experiences, Christmas celebrations, and other extra activities aimed to offset their long absence from their homes and families.

PARENTAL INVOLVEMENT

The P & F Association at Hills International College is very active throughout the year, with many varied endeavours. The P & F committee meets regularly, twice per term, and has representatives of the parent body working with the Principal. Once per term, there is a P & F General Meeting where any member of the College community can attend.

The main fundraising events on the P & F calendar are the Rodeo, Super Motor Cross, a Car Show, and an annual end of year celebration event. These are major fundraising opportunities aimed at raising the awareness of the College to the wider community and attract large numbers of people and raise funds for the College.

There are various other fundraisers which are undertaken including barbeques, chocolate drives, Easter raffles, Mother's Day and Father's Day stalls.

We encourage our parents to be active participants in their child's learning and host numerous workshops. These focus on enhancing the understanding of the PYP and, as part of our Literacy improvement strategy, we held workshops focusing on The 5 elements including Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.



STAFFING INFORMATION

The College's staffing composition as reported in the Department of Education, Employment and Workplace Relations Census undertaken on 6 August 2021.

Teaching Staff	FTE	Non-Teaching Staff	FTE
Primary	15.0	Primary	11.8
Secondary	23.4	Secondary	9.2
Total	38.4	Total	21.0

Qualifications Teaching Faculty

Mr Kevin LYNCH	<i>Masters of Education Bachelor of Science Diploma of Education</i>
Mrs Julie-Anne SKELTON	<i>Diploma of Teaching Bachelor of Education</i>
Mr Matt NOEL	<i>Bachelor of Teaching Bachelor of Education</i>
Mr Stuart ABLITT	<i>Bachelor of Education Primary and Middle Schooling Masters of Education (Special Education)</i>
Ms Nicole APPS	<i>Bachelor of Education (Primary)</i>
Ms Caroline BARNARD	<i>Postgraduate Certificate of Education – Art & Creative Arts Bachelor of Graphic Design & Scientific Illustration Certificate in Foundation Studies in Art & Design</i>
Mrs Melinda BOWYER	<i>Bachelor in Education (Primary & Middle)</i>
Mrs Emily CLARK	<i>Bachelor of Arts (Honours - Educational Professional Studies)</i>
Mrs Melanie CLIFTON	<i>Bachelor of Arts in Secondary Education</i>
Miss Rosanna EVOLA	<i>Bachelor of Primary Education (Middle Years Dance & English)</i>
Mrs Ashleigh FORD	<i>Graduate Diploma Education (Primary) Bachelor of Sport and Exercise Science</i>
Mr Cristian FRANCISCO	<i>Bachelor of Education</i>
Miss Jacinta GOYNE	<i>Bachelor of Fine Arts (Film & Television Production) Graduate Diploma of Education (Secondary)</i>
Mr Lawrence GRATTON	<i>Bachelor of Science (Music Technology (Honours) Postgraduate Certificate in Education in Music</i>
Mr John HALLERMANN	<i>Bachelor of Education Bachelor of Science</i>
Mr Chris JOSEPH	<i>Bachelor of Education (Business & IT)</i>
Mr Tomoki KANAYA	<i>Bachelor of Arts Bachelor of Education</i>
Mr Takeshi KOMORI	<i>Masters of Education (English Education) Bachelor of Arts (International Relations) Teaching Diploma (Primary)</i>
Miss Ashleigh LANDERS	<i>Bachelor of Education (Early Childhood) – First Class Honours</i>
Mrs Amy LEE-PERKINS	<i>Bachelor of Arts (Honours) Post Graduate Certificate in Education (Design and Technology Secondary)</i>
Dr Yuhua (Cathy) LI	<i>Masters of Teaching (Primary Education) Masters of Education in Curriculum and Teaching PhD in Language and Literacy Education Bachelor of Arts (English Education)</i>

Mrs Paula McKENZIE	<i>Bachelor of Education Diploma of Teaching</i>
Mrs Vanessa NEWBERY	<i>Bachelor of Arts Diploma of Education Graduate Diploma of Applied Linguistics Masters of Arts in Applied Linguistics</i>
Mr Jarrah NEWTON	<i>Bachelor of Education Graduate Diploma of Education Secondary Graduate Certificate Publishing and Editing</i>
Mrs Grace OGOTI	<i>Graduate Diploma in Education (Secondary) Master of Environment with Honours (Education for Sustainability) Bachelor of Science (Environment)</i>
Mrs Joelle PARER	<i>Bachelor of Education Intermediate/Senior (Canada) Honours BA French/History (Canada)</i>
Mr Phillip PARKER	<i>Diploma of Teaching Bachelor of Education</i>
Mr John PITT	<i>Bachelor of Education Post Graduate Early Childhood Diploma of Applied Science (Rural Technology) Bachelor of Applied Science (Rural Technology)</i>
Mr Ben POPE	<i>Masters of Education (Leadership and Administration) Graduate Diploma of Education (Secondary) Bachelor of Arts</i>
Mrs Julia POPE	<i>Masters of Arts (Psychology and Music) Masters of Education (TESOL) Bachelor of Arts – Honours (Ethnomusicology) Post Graduate Certificate of Education Graduate Certificate Education Studies Certificate TESOL</i>
Mrs Nardine ROBERTS	<i>Bachelor of Education – Early Childhood</i>
Mr Mark ROBINSON	<i>Bachelor of Education Primary (Health & Physical Education)</i>
Mrs Sharon RUMMINS	<i>Bachelor of Science (Hons) Natural Science with Chemistry Post Graduate Certificate of Education (PGCE) Masters in Education Research and Practice</i>
Miss Alexandria SALMON	<i>Bachelor of Arts (English and Ancient History/History) Bachelor of Education (Secondary)</i>
Mr Chris SCHULTZ	<i>Master of Professional Studies (Science Education) Bachelor of Science Graduate Diploma of Education</i>
Mrs Kellie SMITH	<i>Graduate Diploma of Education Bachelor of Business</i>
Dr Valerie SPALL	<i>Graduate Diploma in Education (Secondary) PhD in Biotechnology Bachelor of Science (Hons) (Biochemistry)</i>
Ms Ljiljana STOJANOVIC	<i>Bachelor of Science (Physics) Diploma of Advanced Science (Meteorology) Diploma in Teaching</i>
Mrs Leah STONE	<i>Bachelor of Education (Secondary)</i>
Miss Kerry TIMMINS	<i>Bachelor of Education (Primary)</i>
Mrs Laura TOMLIN	<i>Bachelor of Music (Performance) Graduate Diploma of Education (Secondary)</i>
Miss Stephanie WEST	<i>Bachelor of Education (Primary) (Health & Physical Education)</i>

Mr Scott WHALEY	<i>Bachelor of Business</i> <i>Graduate Diploma in Education (Secondary)</i>
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Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	5%
Masters	16%
Bachelor Degree	100%
Diploma	42%
Certificate	14%

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT:

Teacher participation in Professional Development

Hills International College promotes a culture of continuing professional development to recognise the importance of teacher engagement that is balanced with both school- and teacher-identified learning. Hills International College expects teachers to maintain a professional responsibility for their knowledge and skills to meet their responsibilities as a member of our school by engaging in a minimum of 20 hours of professional development each year as required by the Queensland College of Teachers and aligning with the Australian Standards for Teachers. During the course of 2021, our teachers engaged in a balanced professional learning plan to align with meeting the Hills International College Strategic plans: the Primary Years Program; Restorative and Self-regulation responsible behaviour management; power of feedback; Using data; Beginning Teacher Workshops; Languages; Early Years Phonemic program; Writing for success; Numeracy; Specialist Teaching areas; NAPLAN Testing; NCCD, and child protection, as well as individually identified professional development opportunities. Three of our staff were recognised for their contribution to parent engagement showcasing their research and development in improving partnership between home and school at an ISQ presentation.

In the Secondary School, the main focus for the teachers has been around the new QCAA and ATAR. This training consisted of two major Professional Learning sessions with the QCAA over the past two years which informed teachers about the new curriculum, the new applied and general subjects and the new resources made available for teachers to use. The use of the Teaching and Learning Plans and the new Assessment Templates and procedures for both endorsement and assessment were the focus. Further to this was the introduction of the new NCCD undertakings and the work to be undertaken with the IEPs and ICPs for students needing additional support. This resulted in the implementation of the Nationally Consistent Collection of Data on school students with disabilities, which resulted in several professional development sessions to discuss and implement this at the College. Professional learning in the Secondary was mandated as well as staff being given opportunities to attend the sessions sought and ratified for their own journey of learning to enhance and improve their understandings and insights.

Furthermore, the College successfully gained full WASC (Western Association of Schools and Colleges) accreditation after a visit to the College by a Reviewing Committee occurred in March 2020. The resultant report reflected that the appointment of the new governance team with an independent Board of Directors, along with other reflections, meant that the College has successfully addressed the main points required for WASC accreditation 'World School' status.

Expenditure on PD

The total funds expended on teacher professional development in 2021 was \$12,132.
The involvement of the teaching staff in professional development activities during 2021 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

For permanent and temporary staff and school leaders the average staff attendance rate was 95% in 2021.

Proportion of teaching staff retained from the previous year:

From the end of 2020, 93% of staff were retained for the entire 2021 school year.



KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

The average attendance rate as a percentage in 2021 was 88%.

Average student attendance rate for each year level:

Year Levels	Average attendance rate for each year level as a percentage in 2021
Year Prep	92%
Year 1	87%
Year 2	92%
Year 3	90%
Year 4	90%
Year 5	90%
Year 6	90%
Year 7	87%
Year 8	84%
Year 9	89%
Year 10	89%
Year 11	87%
Year 12	80%

A description of how non-attendance is managed by the school:

Parents / homestay parents are able to inform the College that their child is absent by using the Parent Lounge portal or College app and logging the absence. The parents / homestay parents that have not informed the College of an absence are contacted via SMS. The reason a student is absent is recorded against their electronic student file and parent acknowledgement is also recorded. If a student is absent for any length of time, the College will liaise with the family about maintaining academic performance, particularly in the case of senior students. The College has an attendance policy which sets out the process for managing absences which may impact a student's academic progress or wellbeing. In all cases of extended absence (3 or more days), written evidence is required to support the absence. Staff monitor attendance data (weekly and fortnightly) and contact parents where concerning absence patterns develop. Non-attending students are supported through a range of individualised actions, which could include meetings; staggered start and finish times; alternate programs; counselling and support; formal notice to parents, or referral to third party organisations. In this way, the College aims to maintain an average attendance of 96%.

NAPLAN results for Years 3, 5, 7 and 9 in 2021

Benchmark Data 2021

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	442	438	100%
Year 5	506	511	99%
Year 7	527	524	100%
Year 9	479	577	83%

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	387	425	91%
Year 5	440	480	91%
Year 7	451	522	86%
Year 9	474	551	86%

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	396	421	94%
Year 5	493	504	98%
Year 7	538	548	98%
Year 9	585	580	100%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	386	432	89%
Year 5	471	503	94%
Year 7	507	533	95%
Year 9	560	573	98%

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	356	403	88%
Year 5	502	495	100%
Year 7	514	550	93%
Year 9	518	588	88%

Apparent retention rate:

Year 12 student enrolment as a percentage of the Year 10 cohort is 97%.

Year 12 outcomes:

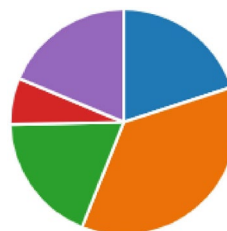
Outcomes for our Year 12 cohort 2021	
Number of students awarded a Senior Statement	37/37
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	37/37
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4 Apprenticeships
Number of students awarded one or more Vocational Education and Training (VET) qualifications	22/37
Number of students awarded a Queensland Certificate of Education at the end of Year 12	32/37
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Year 12 students who received an ATAR 99-60 (OP1-15)	12 out of 18 students received ATAR 99-60 (out of the 18 who gave consent to share)
Percentage of Year 12 students who are completing or completed a SAT and were awarded one or more of the following: QCE, IBD, VET qualification	SAT- 11% (4/37) QCE – 100% (4/4) VET – 100% (4/4)
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	17 out of 18 students received an offer from QTAC (based on the consent to share information or 94%)



PARENT, TEACHER, STUDENT SATISFACTION SURVEY

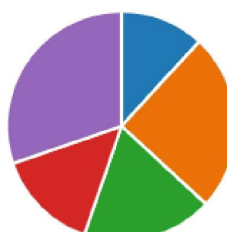
1. How often do you meet in person with the teacher(s) of your child?

• Almost never	1
• Once or twice per year	27
• Every few months	14
• Monthly	5
• Weekly or more	14



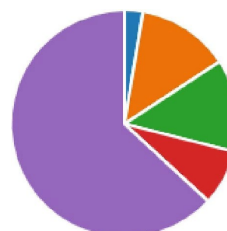
2. In the past year, how often have you discussed Hills College with other parents from the school?

• Almost never	9
• Once or twice	19
• Every few months	14
• Monthly	11
• Weekly or more	23



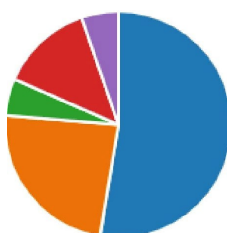
3. In the past year, how often have you visited Hills College?

• Almost never	2
• Once or twice	10
• Every few months	10
• Monthly	6
• Weekly or more	48



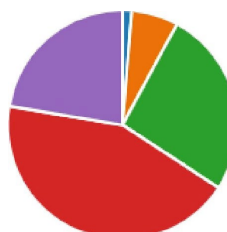
4. In the past year, how often have you helped out at Hills College?

• Not at all	40
• A little bit	18
• Somewhat	4
• Quite a bit	10
• A tremendous amount	4



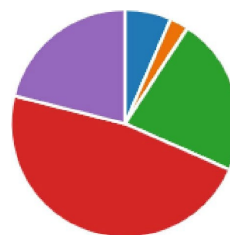
5. How confident are you that you can help your child develop good friendships?

• Not confident at all	0
• Slightly confident	5
• Somewhat confident	20
• Quite confident	33
• Extremely confident	17



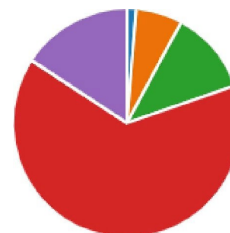
6. How confident are you in your ability to make sure your child's school meets your child's learning needs?

• Not confident at all	5
• Slightly confident	2
• Somewhat confident	17
• Quite confident	36
• Extremely confident	16



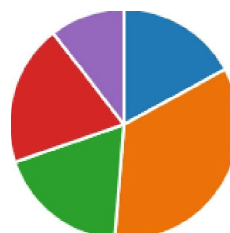
7. How often do you help your child engage in activities which are educational outside the home?

• Almost never	0
• Once in a while	5
• Sometimes	9
• Frequently	49
• Almost all the time	12



8. In the past year, how often have you communicated with the College about ways that you can help your child's learning at home?

• Almost never	13
• Once or twice	26
• Every few months	14
• Monthly	15
• Weekly or more	8



9. How well do the activities offered at Hills College match your child's interests?

• Not well at all	6
• Mildly well	15
• Fairly well	21
• Quite well	28
• Extremely well	6



10. How well do the teaching styles of your child's teachers match your child's learning style?

• Not well at all	4
• Mildly well	12
• Fairly well	15
• Quite well	32
• Extremely well	13



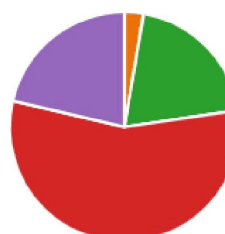
11. At Hills College, how well does the overall approach to discipline work for your child?

• Not well at all	2
• Mildly well	8
• Fairly well	13
• Quite well	28
• Extremely well	25



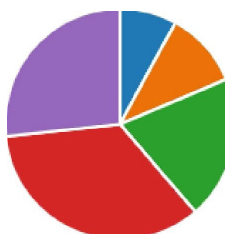
12. How much effort does your child put into school-related learning experiences?

• Almost no effort	0
• A little bit of effort	2
• Some effort	15
• Quite a bit of effort	42
• A tremendous amount of effort	16



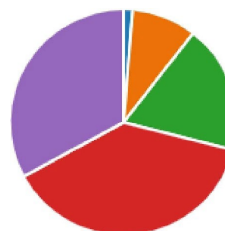
13. How regularly does your child read for fun?

• Almost never	6
• Once in a while	8
• Sometimes	15
• Frequently	26
• Almost all the time	20



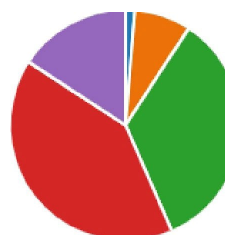
14. How much of a sense of belonging does your child feel at Hills College?

• No belonging at all	0
• A little bit of belonging	7
• Some belonging	14
• Quite a bit of belonging	29
• A tremendous amount of belonging	25



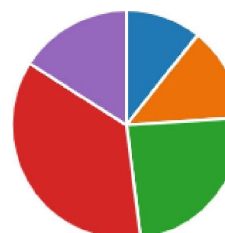
15. How well does your child manage their emotions?

• Not well at all	0
• Mildly well	6
• Fairly well	26
• Quite well	31
• Extremely well	12



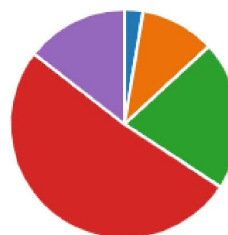
16. How well do you feel Hills College is preparing your child for their next academic year?

• Not well at all	8
• Mildly well	10
• Fairly well	18
• Quite well	27
• Extremely well	12



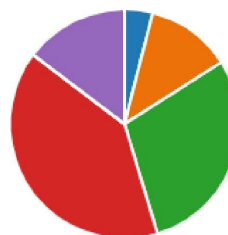
17. In general, how well does your child learn from feedback about their learning?

• Not well at all	2
• Mildly well	8
• Fairly well	16
• Quite well	39
• Extremely well	11



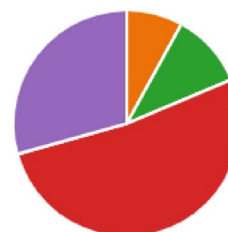
18. On average, how well does your child work independently on learning experiences at home?

• Not well at all	3
• Mildly well	9
• Fairly well	22
• Quite well	30
• Extremely well	11



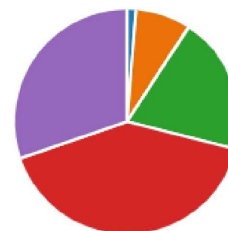
19. The College supports academic achievement

• Strongly disagree	0
• Disagree	6
• Neutral	8
• Agree	39
• Strongly agree	22



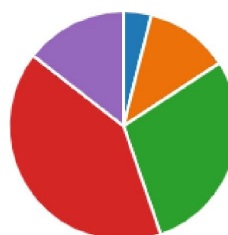
20. The College provides a quality curriculum delivery.

• Strongly disagree	0
• Disagree	6
• Neutral	15
• Agree	31
• Strongly agree	23



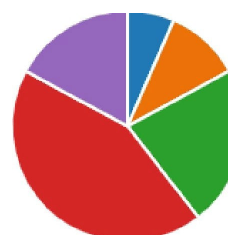
21. The College provides a strong extra-curricula program.

• Strongly disagree	3
• Disagree	9
• Neutral	22
• Agree	31
• Strongly agree	11



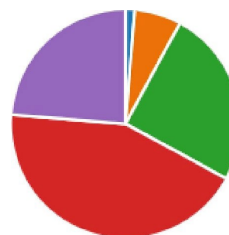
22. The College ensures the learning needs of all students are met effectively.

• Strongly disagree	5
• Disagree	8
• Neutral	17
• Agree	33
• Strongly agree	13



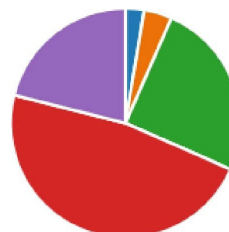
23. The College provides quality assessment tasks.

Strongly disagree	0
Disagree	5
Neutral	19
Agree	33
Strongly agree	18



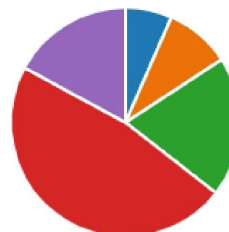
24. The College allows students enough time to complete assessment tasks.

Strongly disagree	2
Disagree	3
Neutral	19
Agree	36
Strongly agree	16



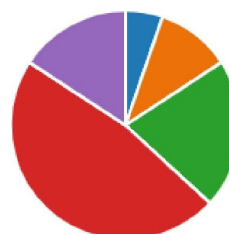
25. The College provides quality feedback to help students improve their skills and understanding of the concepts.

Strongly disagree	5
Disagree	7
Neutral	15
Agree	36
Strongly agree	13



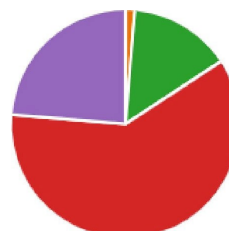
26. The College provides useful reports on student progress to parents.

Strongly disagree	4
Disagree	8
Neutral	16
Agree	36
Strongly agree	12



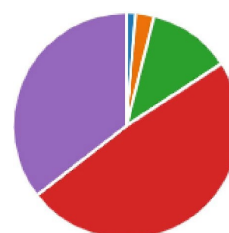
27. The College promotes the educational use of technology.

Strongly disagree	0
Disagree	0
Neutral	11
Agree	46
Strongly agree	18



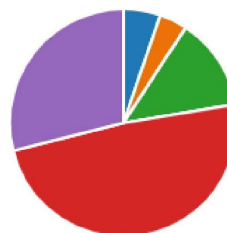
28. The College provides an effective level of care for my child.

Strongly disagree	0
Disagree	2
Neutral	9
Agree	37
Strongly agree	27



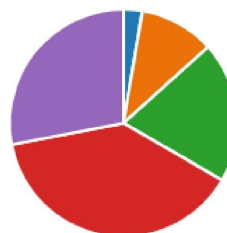
29. The College facilitates open communication between students, teachers and parents.

Strongly disagree	4
Disagree	3
Neutral	10
Agree	37
Strongly agree	22



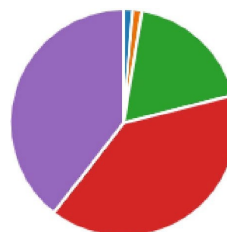
30. The College understands my child as an individual.

Strongly disagree	2
Disagree	8
Neutral	15
Agree	29
Strongly agree	21



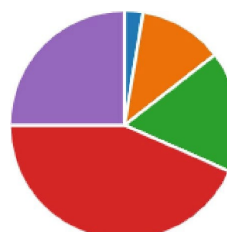
31. The College values students as part of the school family.

Strongly disagree	0
Disagree	0
Neutral	14
Agree	30
Strongly agree	30



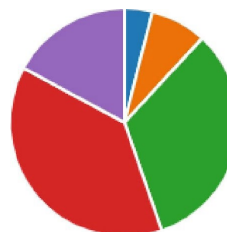
32. The College deals appropriately with student wellbeing issues.

Strongly disagree	2
Disagree	9
Neutral	13
Agree	33
Strongly agree	19



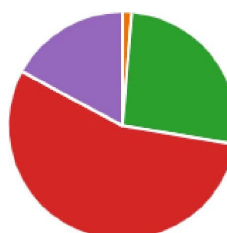
33. The College administers consistent and appropriate behavioural management plans.

Strongly disagree	3
Disagree	6
Neutral	25
Agree	29
Strongly agree	13



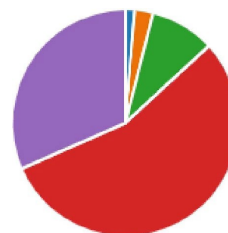
34. The College provides good leadership opportunities for students.

Strongly disagree	0
Disagree	0
Neutral	20
Agree	42
Strongly agree	13



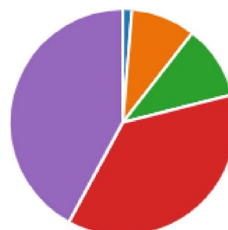
35. The College maintains a safe and secure environment.

Strongly disagree	0
Disagree	2
Neutral	7
Agree	42
Strongly agree	24



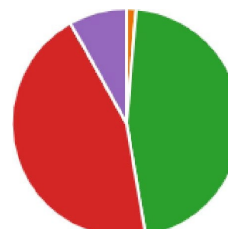
36. The College employs staff who are approachable and helpful.

Strongly disagree	0
Disagree	7
Neutral	8
Agree	28
Strongly agree	32



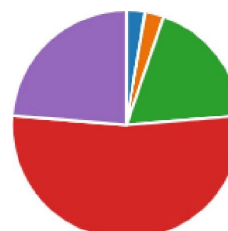
37. The College provides professional development for staff.

Strongly disagree	0
Disagree	0
Neutral	34
Agree	33
Strongly agree	6



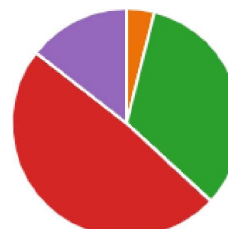
38. The College leadership team is professional, approachable and responsive.

Strongly disagree	2
Disagree	2
Neutral	14
Agree	40
Strongly agree	18



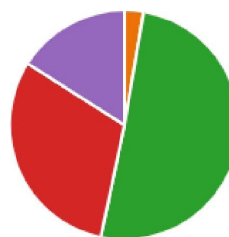
39. The College management recruits and retains quality staff.

Strongly disagree	0
Disagree	3
Neutral	25
Agree	37
Strongly agree	11



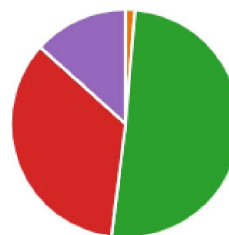
40. The College establishes processes that meet the welfare needs of staff.

Strongly disagree	0
Disagree	2
Neutral	38
Agree	23
Strongly agree	12



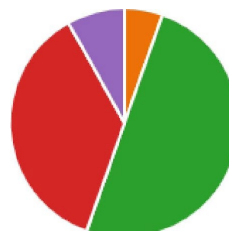
41. The College establishes processes that meet the professional needs of staff.

Strongly disagree	0
Disagree	0
Neutral	38
Agree	26
Strongly agree	10



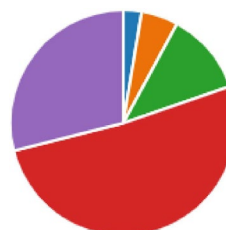
42. The College develops appropriate rewards and recognition of staff.

Strongly disagree	0
Disagree	4
Neutral	37
Agree	27
Strongly agree	6



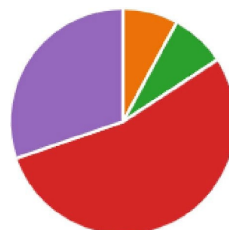
43. The College communicates effectively with parents.

Strongly disagree	2
Disagree	4
Neutral	9
Agree	39
Strongly agree	22



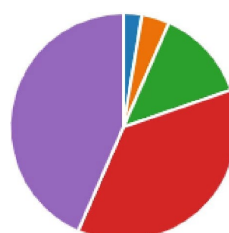
44. The College ensures parents receive information pertaining to school matters.

Strongly disagree	0
Disagree	6
Neutral	6
Agree	41
Strongly agree	23



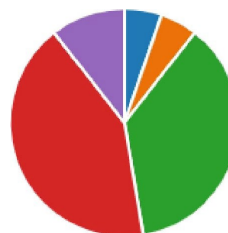
45. The College makes parents feel welcome at the school.

Strongly disagree	2
Disagree	3
Neutral	10
Agree	28
Strongly agree	33



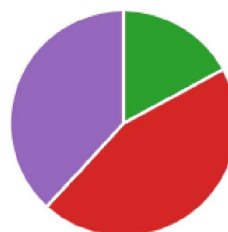
46. The College handles complaints effectively and in a timely manner.

Strongly disagree	4
Disagree	4
Neutral	28
Agree	32
Strongly agree	8



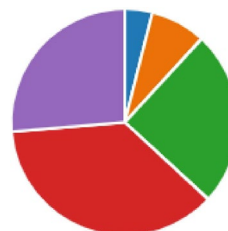
47. The College encourages parents to support school events.

Strongly disagree	0
Disagree	0
Neutral	13
Agree	34
Strongly agree	29



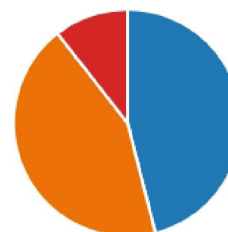
48. The College provides opportunities for parents to participate in important decisions.

Strongly disagree	3
Disagree	6
Neutral	19
Agree	28
Strongly agree	20



49. What is your child's gender?

Female	35
Male	33
Non-binary	0
Prefer not to say	8



50. Which race/ethnicity best describes you?

Australia	61
Aboriginal/Torres Strait Islander	0
International	5
Dual citizen	5
Multiple ethnicity / other	4

