ANNUAL REPORT

Reporting on the 2019 Calendar Year

HILLS
ADVENTIST COLLEGE

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HILLS ADVENTIST COLLEGE

Nurture for Today • Learning for Tomorrow • Character for Eternity

CONTEXTUAL INFORMATION

Hills Adventist College is a co-educational Christian College located in the Hills district of Sydney offering educational programs from the Early Learning Centre (ELC) through to the Higher School Certificate. The College is a member of the Association of Independent Schools (NSW) and fully registered and accredited with the NSW Education Standards Authority (NESA). Hills Adventist College is a member of HICES (Heads of Independent Co-educational Schools) and part of both the All Suburbs Independent School Sporting Association (ASISSA) for Junior School students and Hills Zone Combined High School Sports Association (Hills zone) for Middle and Senior School students.

The College is located on two campuses: Castle Hill and North Kellyville. The Castle Hill campus includes the ELC and the Junior School (Kindergarten to Year 4) providing a safe and nurturing environment for the early years of schooling. This model of an ELC and Kindergarten to Year 4 is quite unique to the area with students treating one another as if they are part of a large family. The ELC provides a number of crossover points with the Junior School to ensure the transition to school is smooth and familiar for students.

The North Kellyville campus consists of the Middle School (Years 5 – 8) and Senior School (Years 9 – 12). Junior School was introduced in 2018 as a Kindergarten class, this was expanded to a Kindergarten and year one class in 2019. Classes will continue to be rolled out filling the gap from Kindy to Year 4 over the next few years. The Middle School aims to meet the challenging needs of students as they transition from primary to secondary school, equipping them with thinking skills, resilience, and self-confidence in these critical years.

The Senior School encourages students to take responsibility for their learning and provides opportunities for students to be aware of the wider community, including opportunity to undertake overseas service projects. The College focuses on values that prepare students to be contributing and responsible members of society. At Hills Adventist College, we strive to develop students through a holistic perspective on education by offering both high quality teaching and learning as well as challenging extra-curricular activities to develop character and widen students' experiences of life.

Founded on the Castle Hill Campus, which was first opened in 1964, the expansion onto the Kellyville Campus commenced in 2011. In 2016 Construction of the Senior School block was completed providing specialist learning centres in Science, Food Technology and Textiles as well as library facilities, Visual Arts and Information Technology, Music and Drama areas. 2017 was the next stage of development with the relocation of the administration building, completion of the carpark and site works for the first stage of the Middle School construction project. In 2018 a Kindy class was added to the Kellyville campus and the first stage of the Middle School commenced construction. The first stage Middle School block was officially opened in 2019, providing specialist learning centres in Science, changerooms and general learning spaces.

A MESSAGE FROM KEY SCHOOL BODIES

COLLEGE COUNCIL

The Hills Adventist College School Council has continued to focus on delivering on the College's mission during 2019.

Our focus over the course of the year has been the implementation of our Good to Great program to define and resource the four key pillars of the College. These are Caring, Serving, Learning and Spirituality. By focussing on these we aim to ensure learners are prepared for life, exploring their passion, purpose and potential.

We congratulate Year 12 students on their success in completing the HSC and on achieving success with their chosen post-secondary pathways.

The College has a strong sense of community. This is demonstrated by the commitment of parents to events and projects such as working bees, committees, reading groups, promotional events and sporting carnivals.

We wish to recognise the dedication and expertise of our Christian teaching and support staff, led by a capable and committed principal in Dr Malcolm Coulson. The staff go above and beyond to ensure that students get the care and learning that sets the College apart. They also provide a practical representation of Christian values to our children and the wider community

We would also like to acknowledge once again the support of the Greater Sydney Conference and Commonwealth Government (through the Block Grant Authority of the Association of Independent Schools NSW) which have provided significant resources to the school to assist with our expansion and building programs. A number of the projects that have been pursued over the past years would not have been possible without this support.

A MESSAGE FROM KEY SCHOOL BODIES

A MESSAGE FROM THE STUDENT REPRESENTATIVE COUNCIL (SRC)

The student Representative Council (SRC) operates in Middle and Senior School (Years 5-12) and focuses on leadership potential and an opportunity for a voice within the student body. In Junior School the Junior School Captains and House Captains form a leadership group that also develops leadership skills and opportunities for student voice and tasks of responsibility.

The focus areas of the student leadership is to:
*   Represent student voice within the College;
*   Advocate on behalf of the students;
*   Raise any issues or concerns;
*   Organise activities or events to support students and add to student life on campus;
*   Contribute a student voice to the operation and management of the College and contribute to discussion surrounding large issues affecting the College community.

The student leaders supported a number of charities through fundraising throughout the year including a Cancer Council fundraiser and a Multicultural day to support the farming community in drought.

STUDENT PERFORMANCE

in National and State-wide tests and examinations

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

LITERACY *Language Conventions includes Reading, Writing, Spelling, Grammar, and Punctuation.*

READING

	% below national minimum standard	% at national minimum standard	% above national minimum standard
YEAR 3	0	5	95
YEAR 5	0	4	96
YEAR 7	0	5	95
YEAR 9	0	2	98

WRITING

	% below national minimum standard	% at national minimum standard	% above national minimum standard
YEAR 3	0	0	100
YEAR 5	2	2	96
YEAR 7	0	6	94
YEAR 9	4	25	71

SPELLING

	% below national minimum standard	% at national minimum standard	% above national minimum standard
YEAR 3	5	11	84
YEAR 5	0	4	96
YEAR 7	1	5	94
YEAR 9	0	12	88

GRAMMAR AND PUNCTUATION

	% below national minimum standard	% at national minimum standard	% above national minimum standard
YEAR 3	3	11	86
YEAR 5	4	4	92
YEAR 7	4	8	88
YEAR 9	0	15	84

INTERPRETIVE COMMENTS ON STUDENT LITERACY OUTCOMES

Hills Adventist College has achieved substantially above average on the 2019 NAPLAN tests. Reading results were strong with a relative weakness in Grammar and Punctuation and year 9 writing. It is noted that a new writing program was introduced into K-6 midway through 2018 and this has shown in the writing results of year 5, 7 and 9.

NUMERACY *Incorporates Numbers and Data, Patterns and Algebra, Measurement, Space and Geometry.*

NUMERACY

	% below national minimum standard	% at national minimum standard	% above national minimum standard
YEAR 3	0	8	92
YEAR 5	0	6	94
YEAR 7	0	5	95
YEAR 9	0	5	95

INTERPRETIVE COMMENTS ON STUDENT NUMERACY OUTCOMES

For 2019 the numeracy NAPLAN results were very strong with no students below the national minimum standard. The strength in Numeracy across the college can be seen by the fact that all year groups had above 90% achieve above the national minimum standard.

RECORD OF SCHOOL ACHIEVEMENT

Number of students studying in Year 10	48
Number of ROSAs issued by NESA in 2019	47 (+1 Life Skills)

RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC)

2019 RESULTS COMPARED TO THE STATE

SUBJECT	2019 SCHOOL YEAR	NUMBER OF STUDENTS	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Biology	School	6	0	43	43	14	0	0
	State	18,787	9	28	33	20	6	4
Business Studies	School	5	0	27	33	40	0	0
	State	17,775	8	29	27	22	10	2
Chemistry	School	3	0	40	40	20	0	0
	State	10,328	9	33	28	19	9	2
Community and Family Studies	School	5	0	22	67	11	0	0
	State	8,557	12	35	37	13	3	1
Design and Technology	School	3	0	42	58	0	0	0
	State	3,229	14	49	28	8	1	0
Economics	School	4	0	0	50	50	0	0
	State	5,116	1	14	35	34	12	3
English Standard	School	11	0	67	0	33	0	0
	State	30,397	10	22	29	23	11	3
English Advanced	School	8	11	21	26	21	21	0
	State	25,277	22	29	26	15	5	2
Legal Studies	School	3	0	0	63	38	0	0
	State	10,647	7	20	26	26	15	5
Mathematics Standard	School	11	0	50	50	0	0	0
	State	29,924	10	31	29	14	8	6
Mathematics	School	8	7	23	46	15	8	0
	State	17,351	7	26	27	25	10	3
PDHPE	School	7	17	17	33	0	33	0
	State	15,666	10	24	31	22	10	3
Physics	School	3	0	30	30	40	0	0
	State	8,435	9	28	34	23	6	1
Software Design and Development	School	6	6	29	29	29	6	0
	State	1,808	7	34	30	20	7	0
Studies of Religion I	School	6	0	100	0	0	0	0
	State	8,505	12	41	38	8	0	0
Studies of Religion II	School	13	0	8	69	15	7	0
	State	6,074	7	37	35	14	5	1

COMPARISON OF 2019 HSC RESULTS AS A TREND OVER TIME

SUBJECT	YEAR	NUMBER OF STUDENTS	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Ancient History	2015	3	0	0	0	67	0	33
	2013	3	0	33	33	33	0	0
Biology	2019	6	33	33	33	0	0	0
	2018	7	0	43	43	14	0	0
	2017	7	43	14	29	14	0	0
	2016	7	0	29	29	43	0	0
	2015	6	17	17	17	33	17	0
	2014	9	0	11	44	22	0	22
Business Studies	2019	5	0	0	60	20	20	0
	2018	15	0	27	33	40	0	0
	2017	7	14	14	29	43	0	0
	2016	8	0	0	75	13	0	13
	2015	6	17	17	50	17	0	0
	2014	7	0	43	29	29	0	0
	2013	5	0	20	60	20	0	0
Chemistry	2019	3	0	67	33	0	0	0
	2018	5	0	40	40	20	0	0
	2017	7	0	71	0	29	0	0
	2016	11	0	9	64	27	0	0
	2015	2	0	0	50	50	0	0
	2014	6	0	0	67	17	0	17
	2013	3	0	0	33	67	0	0
Community and Family Studies	2019	5	0	40	60	0	0	0
	2017	5	0	20	60	20	0	0
Design and Technology	2019	3	0	67	33	0	0	0
	2018	9	0	22	67	11	0	0
	2016	2	0	50	0	50	0	0
	2013	2	0	0	100	0	0	0
Economics	2019	4	0	0	0	75	25	0
English (Advanced)	2019	8	13	13	63	13	0	0
	2018	12	0	42	58	0	0	0
	2017	14	14	50	29	7	0	0
	2016	13	0	8	77	15	0	0
	2015	5	0	60	20	0	20	0
	2014	12	8	33	58	0	0	0

SUBJECT	YEAR	NUMBER OF STUDENTS	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
English (Standard)	2019	11	0	0	73	18	9	0
	2018	14	0	0	50	50	0	0
	2017	16	0	25	31	31	6	6
	2016	19	0	0	74	21	5	0
	2015	12	0	17	50	17	8	8
	2014	12	0	0	58	33	8	0
	2013	11	0	18	18	55	9	0
Food Technology	2018	3	0	67	0	33	0	0
	2017	6	0	33	17	17	33	0
	2016	5	0	40	60	0	0	0
Information Processes and Technology	2017	4	0	50	50	0	0	0
Legal Studies	2019	3	0	0	67	33	0	0
	2017	4	25	50	25	0	0	0
	2016	3	0	0	67	0	0	33
	2015	3	0	33	33	33	0	0
	2014	3	0	67	33	0	0	0
Mathematics	2019	11	0	36	36	18	9	0
	2018	19	11	21	26	21	21	0
	2017	11	27	27	9	27	9	0
	2016	17	6	41	29	34	0	0
	2015	11	9	0	45	9	18	18
	2014	12	8	25	25	33	8	0
	2013	6	0	0	17	67	17	0
Mathematics General 2	2019	8	0	0	63	38	0	0
	2018	8	0	0	63	38	0	0
	2017	13	15	31	23	23	8	0
	2016	16	0	13	44	19	13	13
	2015	6	0	0	33	17	50	0
	2014	11	0	0	64	9	18	9
Mathematics General 2 (old syllabus)	2013	5	0	0	40	40	20	0
Food Technology	2018	3	0	67	0	33	0	0
	2017	6	0	33	17	17	33	0
	2016	5	0	40	60	0	0	0
Modern History	2018	2	0	50	50	0	0	0
	2017	3	0	67	0	33	0	0
	2016	4	0	75	25	0	0	0
Music I	2014	3	0	33	67	0	0	0
	2013	4	25	50	25	0	0	0

SUBJECT	YEAR	NUMBER OF STUDENTS	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
PDHPE	2019	7	14	14	57	14	0	0
	2018	6	7	23	46	15	8	0
	2017	16	6	13	25	31	25	0
	2016	15	0	40	40	0	7	13
	2015	9	0	44	56	0	0	0
	2014	14	7	21	43	21	0	7
Physics	2019	3	0	33	33	33	0	0
	2018	6	17	17	33	0	33	0
	2017	7	14	29	14	43	0	0
	2016	11	0	18	45	36	0	0
	2014	2	0	0	100	0	0	0
	2013	4	0	0	50	50	0	0
Software Design and Development	2019	6	0	0	67	33	0	0
Studies of Religion I	2019	6	17	0	67	17	0	0
	2018	10	0	30	30	40	0	0
	2017	15	27	20	27	20	7	0
	2013	1	0	0	0	100	0	0
Studies of Religion II	2019	13	0	8	69	15	7	0
	2018	17	6	29	29	29	6	0
	2017	15	0	27	33	7	27	7
	2016	32	0	16	41	31	6	6
	2015	17	0	24	47	18	6	6
	2014	24	0	215	42	25	13	0
	2013	10	20	20	30	20	10	0
Textiles and Design	2017	5	60	40	0	0	0	0
	2015	4	50	25	0	25	0	0
	2014	5	0	100	0	0	0	0
Ancient History	2018	3	0	100	0	0	0	0
	2017	5	20	60	20	0	0	0
	2016	4	0	0	100	0	0	0
	2014	5	20	40	40	0	0	0

The HSC class of 2019 consisted of 19 students. This small number makes it difficult to compare marks from other cohorts although results are fairly consistent across most subjects, except when comparing them to the 2017 cohort, who achieved very high results. For a cohort of 19 students to achieve 5 band 6's and 18 band 5's, this is a pleasing result.

SENIOR SECONDARY OUTCOMES

Percentage of students in Year 12 undertaking vocational or trade training	0%
Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	100%

PROFESSIONAL LEARNING

AREAS OF PROFESSIONAL LEARNING

Areas of Professional Learning along with corresponding number of teachers or groups

Area	Number
First Aid	**61**
Digital Inking	**43**
Targeted Teaching Project	**33**
Mathematics	**17**
NCCD and Students with Special Needs	**7**
Leadership Training	**6**
Writing / English / PBL	**3**
PDHPE / Visual Arts / Science / Food Technology	**2**
Digital Technology Training / Collaboration / Library Conference / Multilit / Business Studies HSC / Music / Debating / Future of Education / Wellbeing	**1**

Average cost per teacher for professional learning — **$95.70**

Total Staff PD experiences — **194**

TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
CONDITIONAL	7
PROVISIONAL	6
PROFICIENT OR HIGHER	36
TOTAL NUMBER OF TEACHERS IN SCHOOL	49

WORKFORCE COMPOSITION

In 2019, there were no teachers from an indigenous background. The significant majority of teaching staff hold Australian qualifications. They represent a range of cultural backgrounds. The Junior School has a predominance of female teachers while Middle and Senior School has more even mix of males and females. There is a consistent spread of age and experience across the workforce.

STUDENT ATTENDANCE RATE

Average Year Level Attendance

Year Level	Attendance
KINDERGARTEN	93%
YEAR 1	91%
YEAR 2	91%
YEAR 3	92%
YEAR 4	93%
YEAR 5	88%
YEAR 6	90%
YEAR 7	94%
YEAR 8	93%
YEAR 9	91%
YEAR 10	89%
YEAR 11	91%
YEAR 12	87%
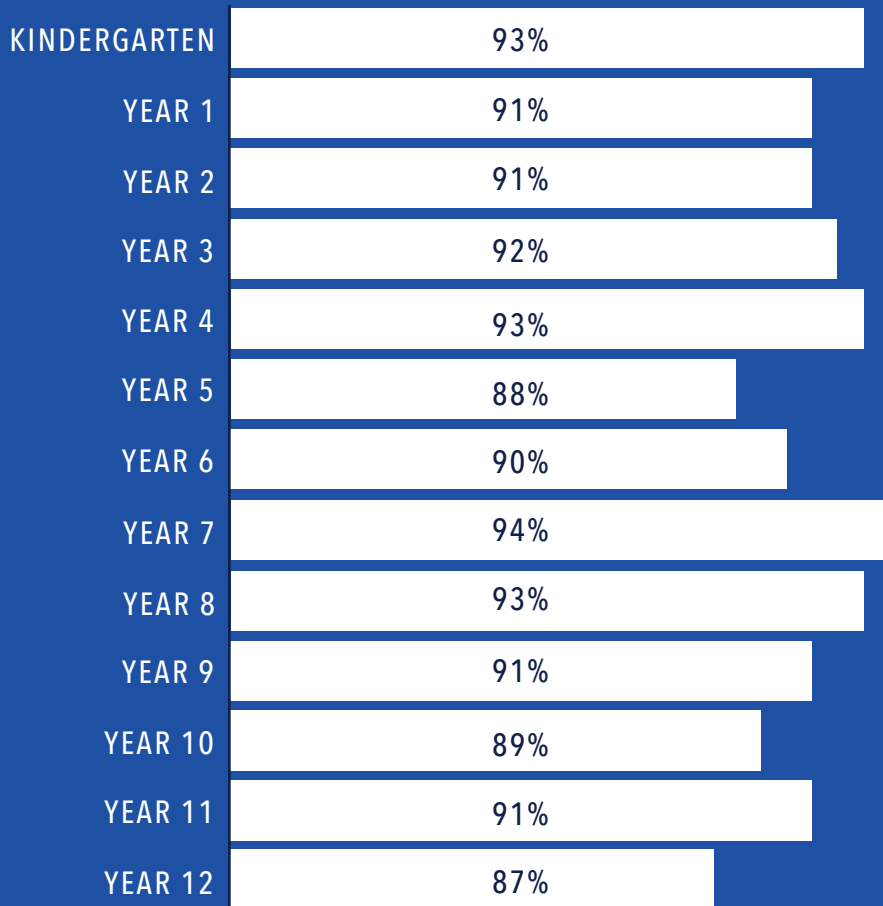
Total school attendance average

91%

MANAGEMENT OF NON-ATTENDANCE

Students who were not at school at the beginning of the day were noted by the homeroom teacher. Student absences were monitored regularly by the homeroom teacher and contact was made with the family to determine the reasons. Parents were expected to provide a written note explaining the reason for the absence.

If the attendance of a student falls below 85% attendance year-to-date, the roll teacher will notify the Head of Campus and continue to report while the attendance remains below 85% year-to-date.

It is the responsibility of the Head of Campus to review the attendance record and if it is unacceptable will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance is developed.

If these strategies are not adhered to the college will report the family to Children Services for "Failure to educate".

PERCENTAGE RETENTION RATE	59

POST SCHOOL DESTINATIONS

We had three students who reported to us that they were not moving on to another school. One of these students had an unknown destination and the other two reported they were attending TAFE courses and starting an apprenticeship.

Train a child in the way
that he should go
and when he is old
he will not turn from it.
Proverbs 22:6

ENROLMENT AND
OF THE STUDENT BODY

APPLICATIONS

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K-12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least four years of age on or before 31 July of the enrolling year.

IMMUNISATION REQUIREMENTS

All schools are required to request an immunisation certificate at enrolment. The school will then:
- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

PROCESSING APPLICATIONS

1 The school will base any decision about offering a place to a student on:
Family Relationship with the school:
- the applicant coming from a Seventh-day Adventist family;
- sibling of a current or ex-student;
- whether they hold attitudes, values and priorities that are compatible with the school ethos.

The Student:
- the contribution that the student may make to the school, including the co-curricular activities;
- any special needs or abilities of the student;
- the student's reports from previous schools.

Other Considerations:
- order of receipt - when the application to enrol is received by the school.

2 The school will meet with parent/caregiver(s) of the students before offering a place.

3 The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

4 Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

COMPOSITION / CHARACTERISTICS OF THE STUDENT POPULATION

Hills Adventist College has an open enrolment policy, accepting students who respect and acknowledge our values and philosophy. The student population is made up of a wide range of ability levels, interests, ethnicities and cultures consistent with the makeup of the broader Sydney population.

SCHOOL POLICIES

STUDENT WELFARE POLICY

RATIONALE

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

AIM

To ensure that every child's need for support and safety is maintained.

IMPLEMENTATION

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2019.

DISCIPLINE POLICY

RATIONALE
All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

AIM
To ensure that a procedurally fair discipline system is in place.

IMPLEMENTATION
This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:
- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office. There have been no changes made to this policy during 2019.

ANTI-BULLYING POLICY

At Hills Adventist College, we recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting.

We also recognise the role of parents and the community in influencing how we deal with bullying in the College community. The stress for targets of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievements and the educational achievements of their peers.

Total elimination of bullying will be a difficult, if not impossible, task. It is, however, the duty of all staff, students and parents to pursue this ideal with determination and vigour.

Students are entitled to enjoy their educational experience without fear of harassment from any sector of the College community. The aim of this policy is to empower the whole College community to recognise and respond appropriately to bullying and harassment and to contribute to the general health and well-being of all students.

Location of the Anti-Bullying policy is found on the school's intranet. To obtain a copy please ask at the front office. There have been no changes made to this policy during 2019.

COMPLAINTS AND GRIEVANCES POLICY

PURPOSE

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively.
The complaints management system is intended to:

*   enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
*   provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

COMPANY COMMITMENT

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

DIRECTOR
The Director is committed to promoting a culture that values complaints and their effective resolution by:

*   providing adequate support and direction to key staff responsible for handling complaints;
*   regularly reviewing reports about complaint trends and issues arising from complaints;
*   encouraging staff to make recommendations for system improvements;
*   supporting recommendations for system improvements arising from analysis of complaint data.

PRINCIPAL
The Principal is responsible for complaint-handling in each school and is committed to establishing and managing the complaints management system by:

*   providing regular reports to the Director on issues arising from complaint handling work;
*   ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
*   training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines;
*   encouraging staff to provide suggestions on ways to improve the company's complaints management system.

STAFF
Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint-handling practices by:

*   treating all people with respect, including people who make complaints;
*   complying with the Company Complaints Handling Guideline;
*   keeping informed about best practice in complaint handling;
*   assisting people who wish to make complaints to access the complaints handling guideline;
*   assisting those handling complaints to resolve matters promptly;
*   providing feedback to their principal/director on issues arising from complaints; and
*   implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

GUIDING PRINCIPLES

PEOPLE FOCUS
The company is committed to seeking and receiving feedback and complaints about practices, procedures, and complaint-handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable time frame (see Acknowledgement of Complaints).

People making complaints will be:
- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

NO DETRIMENT TO PEOPLE MAKING COMPLAINTS
All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

ANONYMOUS COMPLAINTS
Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

VISIBILITY AND TRANSPARENCY
Information about how and where complaints may be made will be readily available and publicised on school websites.

ACCESSIBILITY
The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

RESPOND TO COMPLAINTS

EARLY RESOLUTION
Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

RESPONSIVENESS
Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected time frames for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

OBJECTIVITY AND FAIRNESS

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision-maker.

CONFIDENTIALITY

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

MANAGE THE PARTIES TO A COMPLAINT

EMPOWERMENT OF STAFF

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

MANAGING UNREASONABLE CONDUCT BY PEOPLE MAKING COMPLAINTS

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

COMPLAINT MANAGEMENT SYSTEM

STAGES OF MANAGING A COMPLAINT

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

Receipt of complaints

Acknowledgement of complaints

Initial assessment and addressing of complaints

Providing reasons for decisions

Closing the complaint, record keeping, redress, and review

RECEIPT OF COMPLAINTS

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

*   the contact information of the person making the complaint;
*   issues raised by the person making the complaint;
*   the school or company to which the complaint relates;
*   the outcome/s sought;
*   any other information required to properly respond to the matter; and
*   any additional support the person making the complaint requires.

ACKNOWLEDGEMENT OF COMPLAINTS

The receipt of each complaint will usually be within 24 hours and a response, or an update, will be given within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

INITIAL ASSESSMENT AND ADDRESSING OF COMPLAINTS

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:
- severity;
- complexity;
- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

ADDRESSING COMPLAINTS

The methodology for addressing the complaint may include:
- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:
- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

PROVIDING REASONS FOR DECISIONS

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:
- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

CLOSING THE COMPLAINT, RECORD KEEPING, REDRESS AND REVIEW

At the time of closing the complaint a record will be made of the following:
- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

THREE LEVELS OF COMPLAINT HANDLING

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances, the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

ACCOUNTABILITY AND LEARNING

ANALYSIS AND EVALUATION OF COMPLAINTS

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis. Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements. Both reports and their analysis will be provided to the Director of Education for review.

MONITORING OF THE COMPLAINT MANAGEMENT SYSTEM

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

CONTINUOUS IMPROVEMENT

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data, and
- continual monitoring of the system.

This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.
There have been two changes made to this Policy in 2019:
1. *In Facilitating Complaints this line was added: (see Acknowledgement of Complaints).*
2. *In Acknowledgement of Complaints the first paragraph was changed to The receipt of each complaint will usually be within 24 hours and a response, or an update, will be given within 10 working days.*

LOOKING FORWARD

School determined improvement targets

PRIORITY AREAS FOR IMPROVEMENT FOR 2020

- Implementation of the wellbeing initiatives including Invictus and the development of a K-6 program for 2021.
- Staff to continue professional development in Project Base Learning and combining that with direct explicit instruction in a structured K-12 approach to pedagogy.
- Diversify service opportunities to create greater inclusion, including leveraging the Invictus approach.
- Formalise Junior School processes and structures for Kellyville Campus and prepare for adding a year 3 and 4 class to complete the K-12 program at Kellyville.
- Begin the process of building the second stage of our Middle School Building

ACHIEVEMENT OF PRIORITY AREAS LISTED FOR IMPROVEMENT IN THE 2019 REPORT

PRIORITY AREA	ACHIEVEMENT
More programmed resilience training and life skills training for students and staff	Staff were trained in the Invictus program and a new role was created to focus on student well-being and the programs we offer.
Adopt Project-Based Learning, especially for Middle School	Various opportunities were given to staff to undertake training, see how other schools implement project-based learning and trial projects in their classroom. This was the beginning year of this approach.
Revise our student behaviour management plan to align with the Good-to-Great components	An evaluation of the student management guideline was undertaken for our Junior School and changes have been made to ensure continuity from the Junior to Middle school as students move through the College.
Provide a framework and resourcing for improved mentoring and coaching for future student and staff leaders	Mentoring has been offered to the executive team to further enhance their leadership skills. This will be rolled out for our middle leaders in 2020.
Build a culture of staff recognition and affirmation	This began in a targeted approach by the Executive team to address key performance achievements in staff, the use of the student survey results was used to provide affirmation to staff by the middle leaders. There is further work to be done here to formalise the approach.

PRIORITY AREA	ACHIEVEMENT
Develop a new communication plan to ensure clear, consistent messaging to both internal and external audiences.	The review process of the current procedures was conducted. A marketing company was contracted to start the process of ensuring our messaging on social media and to current and prospective parents is consistent and professional. This will continue into 2020.
Provide more opportunities for parents and community participation in faith development programs (eg: prayer meetings, Bible study, service activities)	Due to the chaplaincy team changes in 2019 the spiritual growth of the students remained the focus as they established their focus and approach.
Add signage, artwork etc that reflects faith development among staff, students, and the community	External school signage was added to the front gate at the Kellyville Campus and an electronic sign installed on Hezlett road. A work has been commissioned for the Kellyville front office to reflect our special character.
Diversify service opportunities to create greater inclusion.	This process began in 2019 with the focus on a middle school service project and the expansion of opportunities in junior school.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Life Education	Program based on the PDHPE program
Promotion of values	Opportunities are created in all curriculum areas to promote appropriate behaviour and attitudes that develop respect for others and self. Programs are used that teach responsible behaviour toward others, the wider community and the environment. Student awards are given out based on the schools values.
Focus during Assembly	Respect and responsibility are addressed each morning by the Head of Campus through attention to correct and safe behaviour, the National Anthem and morning prayer.
Chapel	Weekly Chapel programs provide an excellent venue to teach about attitudes toward each other and our God.
Class Devotional and Bible study class	During the Class Devotional and Bible lessons opportunities are provided to promote healthy relationships and develop skills that enable students to be responsible citizens that demonstrate Christian care toward humanity.
Student Representative Council and College Leadership Programs	Students learn to take a responsible attitude toward improvement of the college and management of programs that support charities.
Class responsibilities	As students accept class duties and learn to perform them with diligence they are learning to apply the principles of respect and responsibility in daily living.
Service Programs	Students are engaged in appropriate service activities for the local and broader community

Students provided feedback on their learning experience via an online survey, collated by the Director of Teaching & Learning, distributed to HODs, and shared with teachers. Students described the demands of the coursework and timeliness of assessment feedback as concerns.

Students reported that staff gave them a sense that they matter and feel as they are treated fairly. They also provided feedback to let staff know they used a variety of ways to teach them. There was individual staff feedback left as well that allows for staff reflection and improvements.

Students and parents exiting the College are invited to complete and exit survey. Feedback indicates that students leave the College due to relocation to another area or preference for subjects not offered by the college.

Staff and student's satisfaction was assessed using Insight SRC which offers an external, independent data gathering and analysis program. The data allowed comparison of results from 2018 and 2019. We made gains in a number of the organisational culture measures including role clarity and supportive leadership. There is still further work to be done in these areas but the improvements over time indicate that the current plans have been demonstrated to be effective.
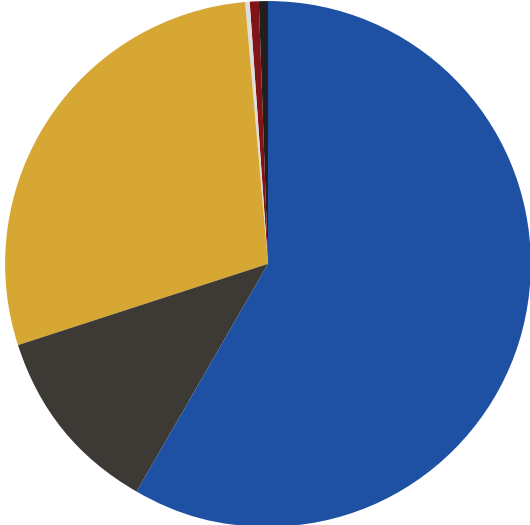
A good teacher
can inspire hope,
ignite the imagination
and instill
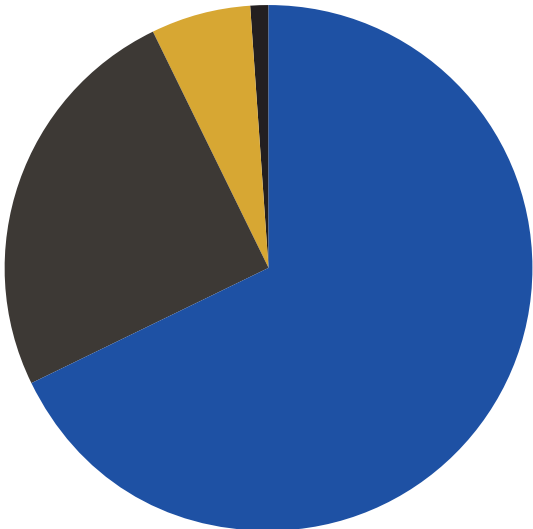*a love of learning.*
- Brad Henry

FINANCIAL

HILLS ADVENTIST COLLEGE
2019 INCOME & EXPENDITURE

INCOME

- 58.4% Fees & private income
- 11.8% State recurrent grants
- 28.6% Commonwealth recurrent grants
- 0.3% Other Government grants
- 0.5% Government capital grants
- 0.4% Other capital income

EXPENDITURE

- 68% Salaries, allowance & related expenses
- 25% Non-salary expenses
- 6% Classroom expenditure
- 1% Capital expenditure

PUBIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

The 2019 Annual report will be published on the College's website and available on request from the College office.

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA requirements for registration and accreditation.

Please tick that your school complies with the following.

☑ Participates in National Student Assessments – NAPLAN

☑ Provides national reports on the outcomes of schooling

☑ Provides individual school information on performance

☑ Passes on the NAPLAN reporting to parents showing student results against key national information

☑ Annually reports on school performance information and makes the report publicly available

☑ Implements the National Curriculum as it becomes available

☑ Has an annual certificate of financial accountability from a qualified accountant

☑ Annually reports on each program of financial assistance provided under this Act

☑ Participates in program evaluations