



HILLS
ADVENTIST COLLEGE



NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT



*Reporting on the 2022
Calendar Year*

CONTENTS

1 - A MESSAGE FROM KEY SCHOOL BODIES	03
2 - CONTEXTUAL INFORMATION ABOUT THE SCHOOL	05
3 - STUDENT PERFORMANCE IN STATEWIDE TESTS & EXAMINATIONS	06
4 - SENIOR SECONDARY OUTCOMES	11
5 - PROFESSIONAL LEARNING AND TEACHER STANDARDS	12
6 - WORKFORCE COMPOSITION	13
7 - STUDENT ATTENDANCE RATE AND NON-ATTENDANCE	14
8 - POST SCHOOL DESTINATIONS	15
9 - ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY	16
10 - SCHOOL POLICIES	18
11 - SCHOOL DETERMINED IMPROVEMENT TARGETS	26
12 - INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	28
13 - PARENT, STUDENT AND TEACHER SATISFACTION	29
14 - SUMMARY FINANCIAL INFORMATION	30
15 - CHECKLIST	31

Owned and Operated by: Seventh-day Adventist Schools (Greater Sydney) Ltd

1 A MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIR OF THE ADVISORY COUNCIL

Numerous schools encountered a variety of difficulties during the first semester, including temporary closures and class consolidations. Although our school was not immune to these challenges, we were fortunate to have a group of exceptionally devoted teachers and staff who offered their assistance during these challenging times. Without their invaluable assistance, we could not have kept our operations at a high level. I would also like to thank our regular personnel, who serve as the pillars of our college. Their tireless work ethic, kindness, patience, and concern reflect the teachings of Jesus and are reflected in every aspect of the College's daily operations.

At the beginning of the academic year, we implemented stringent measures to ensure the health and safety of our school community. All teachers, staff and students were required to wear masks, undergo biweekly COVID testing, and engage in cohorting. Since then, 'cohorting' has become an integral part of our vocabulary.

As we remember our accomplishments from the past year, we recognise the continuity and progression from previous years. With the planning for the integration of year 5 at Castle Hill, state-of-the-art renovations and new buildings at Kellyville, and the advancement of our pupils to higher grade levels, the College has experienced tremendous growth and development.

The 2022 we again saw an increase in student enrolment, and the Council was pleased to support the Principal and Leadership Team's innovative initiatives to further strengthen our teaching mandate and build on the principles the college stands for. Council members had the opportunity to attend events such as the first community fair for a number of years hosted by the Home and School, Creative Arts Showcase, and the events and dinners to celebrate the extraordinary achievements of our year 12 and other students. These achievements highlighted the exceptional abilities and commitment of our students and served as a reminder of the College's primary mission to provide a nurturing and stimulating environment for growth, learning and development.

I am extremely grateful to the Home and School Association for their unwavering support in cultivating a sense of community and cooperation. In addition, their gracious donation of high-quality lighting equipment has greatly benefited the College by eliminating the need to rent or borrow equipment for events such as the many worship programs.

Lastly, I'd like to acknowledge Brett Partridge's unwavering commitment to the Council over the past 18 years, prior to his retirement last year. In 2004, when our student population was less than 200, Brett joined the Council. Even after his youngest child graduated a number of years ago, his dedication to the College remained unwavering, and he continued to serve until our enrolment on two campuses surpassed 800 students. Brett was an integral member of the pioneering group that envisioned and established the Kellyville campus. His countless hours of devoted service.

MESSAGE FROM THE PRINCIPAL

2022 brought the challenges of College life returning to closer resemble the precovid times. The year started with 7-12 students and teachers wearing masks and other requirements such as covid testing and cohorting. However, as the year progressed students did get to experience the richness of the Hills Adventist College offerings including a newly launched co-curricular program, camps, excursions and end of year celebrations.

I wish to acknowledge the year 12 students who had spent the previous two years in a world that kept throwing at them complications and their resilience through these challenges to end their final year of schooling with excellent results was commendable. With a top ATAR over 97 and the majority of students getting into the course of their choice we are looking forward in earnest to see where the future takes them.

For the staff, 2022 was a challenging year with a renegotiation of the Enterprise Agreement and the recovering from the previous two years of intense pressure it created the perfect opportunity to work on our College Culture through a building cultural capacity action research process. This has been an extremely beneficial process and staff have found value and voice to improve the college through the learnings encountered.

I wish to acknowledge the support of the College Council for their hard work supporting our College and getting the Castle Hill Campus ready to open to year 5 students again in 2023.

Carlie Deppeler
Principal

STUDENT REPRESENTATIVE COUNCIL

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 students
- Raise any issues of concern
- 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 discussion surrounding large issues affecting the college community.

The SRC during 2022 ran various activities including fundraising, RU Ok day and a day where students could bring their books to school in a bag other than their school bag. We thank the students for their input and enthusiasm for being a member of this group.

2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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 Hills Zone Sports Association (Hills zone) for Junior, 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 ELC is a feeder for Kindergarten on both the Castle Hill and Kellyville Campuses.

The North Kellyville campus consists of the Middle School (Years 5 – 8), Senior School (Years 9 – 12) and Junior School (K-4). Junior School was introduced in 2018 as a Kindergarten class, this has grown to year 4 in 2022. 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. 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. Further development is currently in the planning stage for the second stage of Middle School with completion dates towards the end of 2023.



3 STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

3.1 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

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	2.1	0	97.9
Year 5	2.2	0	97.8
Year 7	2.4	6.0	91.6
Year 9	1.2	4.9	93.9

WRITING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	100
Year 5	4.4	4.4	91.1
Year 7	4.8	9.5	85.7
Year 9	3.7	8.5	87.8

SPELLING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	2.1	97.8
Year 5	0	2.2	97.7
Year 7	2.4	3.6	94
Year 9	1.2	2.4	96.4

GRAMMAR AND PUNCTUATION

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	2.1	2.1	95.8
Year 5	0	2.2	97.8
Year 7	6	6	88
Year 9	1.2	6.1	92.7

INTERPRETATIVE COMMENTS

NAPLAN results continue to be strong in Literacy. Kindergarten to Year 2 have built on early literacy strategies by implementing InitialLit as class wide literacy program. K-6 use a whole school focus using Seven Steps Writing Program for several years and we continue to see growth in students writing. Students who are below minimum standard work participate in intervention programs with the Learning Enrichment Team for ongoing support and growth.

NUMERACY

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	2.1	97.8
Year 5	0	2.2	97.8
Year 7	1.2	6	92.8
Year 9	0	2.4	93.6

INTERPRETATIVE COMMENTS

Numeracy results remain steady across the College. The Mathematics department in have introduced some additional online teaching resources to assist Year 7 students transition into higher level mathematics.

3.2 RECORD OF SCHOOL ACHIEVEMENT

ITEM	STUDENTS
Number of Students studying in Year 10	75
Number of ROSAs issued by NESA in 2022	74

3.2 RESULTS OF THE HIGHER SCHOOL CERTIFICATE EXAMINATION 2022

COMPARISON OF 2022 RESULTS COMPARED TO THE STATE

2022 - SCHOOL V STATE BAND %

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Biology	11	School	0%	27%	18%	37%	18%	0%
	18893	State	6%	21%	27%	26%	16%	4%
Business Studies	18	School	11%	17%	28%	44%	0%	0%
	17950	State	11%	24%	30%	26%	8%	1%
Chemistry	7	School	0%	14%	43%	43%	0%	0%
	9930	State	9%	24%	31%	21%	11%	4%
Design and Technology	11	School	18%	46%	36%	0%	0%	0%
	3622	State	13%	34%	35%	14%	3%	1%
Economics	9	School	0%	45%	11%	33%	11%	0%
	5378	State	15%	35%	26%	17%	6%	1%
English Advanced	23	School	4%	48%	39%	9%	0%	0%
	24661	State	14%	54%	26%	6%	1%	1%
English Standard	23	School	0%	0%	79%	13%	4%	4%
	30646	State	1%	15%	40%	32%	11%	1%
Legal Studies	12	School	8%	25%	17%	50%	0%	0%
	10225	State	15%	26%	25%	19%	10%	5%
Mathematics Advanced	18	School	0%	17%	50%	33%	0%	0%
	16867	State	23%	26%	27%	18%	5%	1%
Mathematics Standard 2	19	School	5%	21%	32%	37%	5%	0%
	29876	State	7%	22%	25%	28%	15%	3%
PDHPE	17	School	0%	12%	12%	53%	23%	0%
	15884	State	5%	21%	24%	30%	17%	3%
Physics	7	School	0%	14%	29%	43%	14%	0%
	7633	State	12%	29%	27%	19%	9%	4%
Studies of Religion I	11	School	0%	18%	55%	27%	0%	0%
	8434	State	10%	3%	39%	16%	3%	1%
Studies of Religion II	34	School	0%	15%	35%	44%	6%	0%
	6091	State	10%	36%	33%	14%	5%	2%
Visual Arts	5	School	0%	80%	0%	20%	0%	0%
	8178	State	16%	49%	26%	7%	1%	1%

COMPARISON OF 2022 HSC RESULTS AS A TREND OVER TIME

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Biology	11	2022	0%	27%	18%	36%	19%	0%
	12	2021	0%	8%	50%	42%	0%	0%
	9	2020	0%	22%	45%	33%	0%	0%
Business Studies	18	2022	11%	17%	27%	45%	0%	0%
	10	2021	10%	20%	40%	30%	0%	0%
	11	2020	0%	18%	46%	27%	0%	9%
Chemistry	7	2022	0%	14%	43%	43%	0%	0%
	2	2021	0%	0%	0%	50%	50%	0%
	3	2020	33%	33%	33%	0%	0%	0%
Community & Family Studies	0	2022	0%	0%	0%	0%	0%	0%
	1	2021	0%	0%	100%	0%	0%	0%
	3	2020	33%	33%	33%	0%	0%	0%
Design & Technology	11	2022	18%	46%	36%	0%	0%	0%
	10	2021	0%	20%	70%	10%	0%	0%
	8	2020	38%	25%	37%	0%	0%	0%
Economics	9	2022	0%	45%	11%	33%	11%	0%
	0	2021	0%	0%	0%	0%	0%	0%
	11	2020	0%	18%	55%	27%	0%	0%
English Advanced	23	2022	4%	48%	39%	9%	0%	0%
	10	2021	0%	50%	40%	10%	0%	0%
	29	2020	3%	35%	59%	3%	0%	0%
English Standard	23	2022	0%	0%	78%	13%	4%	4%
	22	2021	0%	0%	45%	46%	9%	0%
	16	2020	0%	19%	50%	25%	6%	0%
Food Technology	0	2022	0%	0%	0%	0%	0%	0%
	4	2021	0%	25%	75%	0%	0%	0%
	5	2020	20%	60%	0%	0%	20%	0%
Information Processes & Technology	0	2022	0%	0%	0%	0%	0%	0%
	4	2021	0%	25%	25%	50%	0%	0%
	3	2020	0%	0%	67%	33%	0%	0%
Legal Studies	12	2022	8%	25%	17%	50%	0%	0%
	6	2021	0%	33%	33%	33%	0%	0%
	10	2020	0%	20%	50%	30%	0%	0%
Mathematics Advanced	18	2022	0%	17%	50%	33%	0%	0%
	16	2021	12%	12%	25%	19%	31%	0%
	13	2020	0%	46%	46%	8%	0%	0%
Mathematics Standard 2	19	2022	6%	21%	31%	37%	5%	0%
	13	2021	0%	8%	23%	54%	15%	0%
	27	2020	7%	19%	41%	26%	0%	7%
Modern History	0	2022	0%	0%	0%	0%	0%	0%
	2	2021	0%	0%	100%	0%	0%	0%
	8	2020	12%	38%	25%	25%	0%	0%
PDHPE	17	2022	0%	12%	12%	53%	23%	0%
	10	2021	10%	0%	40%	20%	30%	0%
	14	2020	7%	36%	36%	21%	0%	0%

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Physics	7	2022	0%	14%	29%	43%	14%	0%
	3	2021	0%	33%	33%	0%	33%	0%
	8	2020	50%	25%	0%	25%	0%	0%
Studies of Religion I	11	2022	0%	18%	55%	27%	0%	0%
	11	2021	0%	18%	37%	27%	18%	0%
	18	2020	6%	39%	33%	22%	0%	0%
Studies of Religion II	34	2022	0%	15%	35%	44%	6%	0%
	22	2021	0%	0%	32%	41%	27%	0%
	27	2020	0%	30%	41%	22%	3%	3%
Visual Arts	5	2022	0%	80%	0%	20%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
	0	2020	0%	0%	0%	0%	0%	0%

EXTENSION SUBJECTS

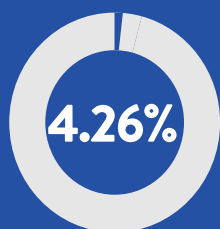
Subject	No of students	Year Taught	Performance band achievement by number and/or %			
			E4	E3	E2	E1
Mathematics Extension I	0	2022	0%	0%	0%	0%
	10	2021	0%	30%	40%	30%
	9	2020	44%	22%	22%	11%

INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

Hills Adventist College continues to show strong results in the HSC, with a number of strong band 6 results. There were 7 listings on the distinguished achievers list with 2 in Business Studies, 2 in Design and Technology, 1 in English Advanced, 1 in Legal Studies and 1 in Mathematics Standard 2. With relatively small cohorts compared with most schools in the state and our open enrolment policy to students of all ability levels, our students have achieved strongly and we are proud of their efforts.

There were many students who gained early acceptance into university, with only minimal reliance on their HSC results. The large majority of our students were able to get into the course of their choice and we are glad that we have been able to prepare them for what is a hopeful future and we wish them all the best.

4 SENIOR SECONDARY OUTCOMES



PERCENTAGE OF STUDENTS IN YEAR 12 UNDERTAKING VOCATIONAL OR TRADE TRAINING (2 out of 47 students)



PERCENTAGE OF STUDENTS IN YEAR 12 ATTAINING A YEAR 12 OR EQUIVALENT VET QUALIFICATION

5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 PROFESSIONAL LEARNING

Areas of professional learning	Teachers (number or group)
Building Cultural Capacity Leadership Training	8
School Improvement Team Training and Coaching	15
InitialLit K-2 Reading Programme	3
Seven Steps Writing	3
Introducing the New K-2 English and Mathematics Training	4
Supporting Students with Autism in Schools	2
Society and Culture Stage 6	1
Science Curriculum courses	6
PDHPE Curriculum Courses	5
Studies of Religion Courses	2
Practical Classroom Behaviour Management Strategies	10
RAP and Aboriginal Perspectives	K-12
Staff Wellbeing	K-12
McCrimble Insights	K-12
Differentiating the Curriculum	1
Child Safe Practices	K-12
Work Health and Safety	K-12
Other	40

Total Staff PD experiences:	300 hours
Average cost per teacher for professional learning:	\$460

5.2 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	1
(ii) Provisional	12
(iii) Proficient or higher	40
	53



6 WORKFORCE COMPOSITION

In 2022, a large number of cultural backgrounds were represented in the staffing, one of which had an indigenous background. As published and reported to ACARA on the My Schools website, the following outlines the composition of the Hills Adventist College workforce as at August 2022:

SCHOOL STAFF	
Teaching staff	53
Full-time equivalent teaching staff	47.3
Non-teaching staff	27
Full-time equivalent non-teaching staff	16.1

7 STUDENT ATTENDANCE RATE AND NON-ATTENDANCE

7.1 AVERAGE YEAR LEVEL ATTENDANCE

Kindergarten	86.66
Year 1	85.17
Year 2	89.57
Year 3	89.34
Year 4	87.85
Year 5	82.64
Year 6	82.38
Year 7	90.75
Year 8	89.16
Year 9	88.62
Year 10	87.42
Year 11	87.74
Year 12	86.43

TOTAL SCHOOL
ATTENDANCE AVERAGE
87.21%

7.2 MANAGEMENT OF NON-ATTENDANCE

Student absences were monitored regularly 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.

It is recommended that a student's attendance must be 85% or more throughout the school year. When a student's attendance becomes a concern the Homeroom Teacher or Attendance Officer will inform the Principal or Head of Campus and the following steps may be taken:

1. Personal contact is made to a parent / guardian via phone call and follow up email. The aim is to improve their child's attendance by highlighting the importance of attending school and that it is a legal requirement
2. If there is no improvement, a meeting is scheduled with the parents / guardians to discuss attendance concerns and an attendance plan is formulated to ensure the student attends more regularly. ANY attendance plans are documented in the student files on SEQTA
3. If an attendance plan is unsuccessful, the Principal will report the matter to the relevant agency

7.3 RETENTION FROM YEAR 10 TO YEAR 12

Percentage
retention rate:

78.2%



POST SCHOOL DESTINATIONS



Two students over the age of 17 years left the College who did not complete Year 12. One enrolled at TAFE, the other was 18 years of age and did not advise of their intended destination.

9 ENROLMENT POLICIES AND CHARACTERISTICS 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 4 years of age on or before 31 July of the enrolling year.

Please Note: *Individual SDA schools may vary in the starting age of students.*

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:

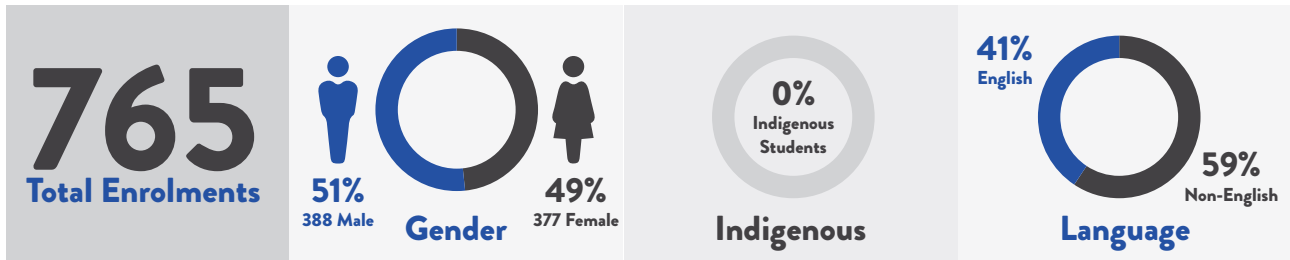
- Family Relationship with the school:
 - o the applicant coming from a Seventh-day Adventist family;
 - o sibling of a current or ex-student;
 - o whether they hold attitudes, values and priorities that are compatible with the school ethos.
- The Student:
 - o the contribution that the student may make to the school, including the co-curricular activities;
 - o any special needs or abilities of the student;
 - o the student's reports from previous schools.
- Other Considerations:
 - o 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.

THE STUDENT POPULATION



The graphic above comes from the 'my School' website and is based on information reported to ACARA by Hills Adventist College. Student population consisted of 765 students K-12 both campuses combined. The College had one full fee paying International Student in 2022 and 55 students studying on VISAS. There were no indigenous students attending Hills Adventist College in 2022.

10 SCHOOL POLICIES

STUDENT WELFARE POLICY

Summary of policies for student welfare

1. 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.

2. AIM

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

3. 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 2022.

DISCIPLINE POLICY

1. 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.

2. AIM

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

3. 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 2022.

ANTI-BULLYING POLICY

The following is a summary of the Anti-bullying guidelines.

1.1 INTRODUCTION

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 recognize the role of parents and the community in influencing how we deal with bullying in the school 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.

1.2 POLICY

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 school community. The aim of this policy is to empower the whole school community to recognize and respond appropriately to bullying and harassment, and to contribute to the general health and wellbeing of all students.

1.3 DEFINITION OF BULLYING

Bullying is not the same thing as a disagreement between two people. Bullying is the misuse of power, position or privilege. It is any form of behaviour that is not welcome and not asked for; done to intimidate, coerce, create fear, control, embarrass, exclude, or cause pain/discomfort. It is always one way, rather than an exchange.

Bullying can be:

1. Physical: for example - being hit, tripped, kicked, pinched;
2. Verbal: for example - being called names, teased, put down;
3. Psychological: for example - being threatened, stalked, gestures;
4. Social: for example - being ignored, having rumours spread about you, excluding someone;
5. Sexual: for example - unwanted touching or brushing against someone, picking on someone because of their sexual orientation; and/or
6. Cyber: for example - insulting someone in chat rooms, sending cruel or threatening emails/text messages, using the internet, chat rooms, or mobile phones to spread rumours or information about someone.

1.4 AIMS

1. To provide a safe, secure learning environment for all.
2. To create a supportive environment and break the code of secrecy.
3. To raise awareness of the issues involved with bullying and provide information to students, staff and parents.
4. To ensure that the needs of both targets and bullies are addressed.
5. To implement procedures to address bullying behaviour and so develop in those involved, respect for others.
6. To impart information, skills and strategies to students, staff and parents.

1.5 DISCIPLINE

Every incident of bullying is unique. Bullying varies in its severity and consequential impact on those involved. Staff should follow the existing school discipline procedures when dealing with bullying. All incidents of bullying need to be documented.

1. Within the school, it is made clear that bullying will not be tolerated.
2. Sanctions that are used will take into account the severity and frequency of the bullying.
3. Bullying behaviour is confronted clearly, and pursued beyond the mere application of sanctions.
4. Students who persist in bullying, despite counselling and support, may be suspended and ultimately excluded from school.

Location of the full text 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 2022.

COMPLAINTS AND GRIEVANCES POLICY

1. 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.

2. COMPANY COMMITMENT

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

a. 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.

b. 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.

c. 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.

3. GUIDING PRINCIPLES

Facilitating Complaints

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 timeframe.

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 timeframes 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.

4. 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; and
- Closing the complaint, records 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 be acknowledged promptly and usually 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.

5. 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.

6. 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.

7. 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.

8. 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 no changes made to this policy during 2022.



11 SCHOOL DETERMINED IMPROVEMENT TARGETS

Priority Areas for Improvement for 2023 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

CASTLE HILL CAMPUS

WHOLE SCHOOL GOALS	STRATEGIES TO ADDRESS
Develop an outline for Teachers and Parents to have a clear understanding for communication expectations from the classroom teacher- (staff to parent)	Parent welcome tea- set expectations with parent Update student handbook so that parents can refer to them. Compiling a list of the information that should be shared with parents
Setting guidelines for Parent communication and interaction with the college to encourage cooperation to work together for the benefit of the child	Include Parent Code of Conduct in enrolment procedures, student handbook and SEQTA documents
Review reporting procedures- to reduce intensity for teachers and maintaining a relevance for parents	Develop a working party to come up with a structure and guidelines for this alternate method of communicating about student portfolio work
To increase consistency for students and reduce the workload by utilising efficiency across campuses	Review cross campus work processes
To review curriculum processes in increase innovation based on current research	Review Research and conduct a learning tour

KELLYVILLE CAMPUS

WHOLE SCHOOL GOALS	STRATEGIES TO ADDRESS
Continue the Spiritual Audit and implement recommendations	Review spiritual audit process so far. Continue the process based on the review
Improve staff wellbeing and morale through connection & support	Establish a wellbeing team
Setting guidelines for Parent communication with the college, to create clarity around staff member expectations and to improve effectiveness of internal communication	Include parent code of conduct in enrolment procedures, student handbook and SEQTA documents To have clarity around expectations of teachers within the school. Development of statements around "As teachers at Hills Adventist College We..." Supporting ongoing growth graduate/new teacher program
Review of the Assessment and Reporting process to improve quality and useability of the feedback	Planning assessment to address multiple outcomes Review for reporting processes Revise Coursework Expectations
To build community spirit, spiritual growth, foster interaction between staff and students and increase opportunities for student voice	Increase activities the build community spirit Increase homeroom to allow for more worship time Conduct focus groups to understand more about what students want to see Use worships to focus on the chapel theme Leverage SRC Increase the visual presence of our values and spiritual focus in the college Increase consistency in implementation of the wellbeing program
Ensure teaching programmes are, user friendly, include all required components such as Adventist Identity, NESA cross curriculum priorities (Aboriginal & Torres Strait Islanders histories and culture, Asia and Australia's engagement with Asia and Sustainability) and embed HAC Pedagogical Framework	Ensure programming and collaboration time is worked into the school timetable and available time is well documented Implementation of primary subject experts to ensure consistency across K-6 Align scope and sequences in each stage to ensure opportunities for integrated assessment and programming is available Professional development on the teaching and learning plan and pedagogical framework

Achievement of Priority Areas listed for improvement in the 2022 report (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**).

WHOLE SCHOOL GOALS	STRATEGIES TO ADDRESS IMPROVEMENT	STATUS
Every staff member and student to know that they are heard, connected valued and want to bring their best.	Work through the Insight SRC Building cultural capacity (BCC) to address the work demands, student voice	Completed July 2023
	Implement a cocurricular program with leadership opportunities for students and incorporate both opportunities to challenge learning and growth but to create greater connection among students	Completed
All Hills Adventist College students and staff serving each other, their local community, and their wider world by making service a life habit.	Use the Encounter, Invictus and You Can Do it programs to leverage service opportunities for students.	Completed
	Redefine the year 11 and 12 service trip in light of COVID-19 travel restrictions to ensure that students can access a service opportunity prior to leaving the College.	Completed
	Leverage the SRC by putting more resources for the SRC program and to link them in with the Home and School to provide ways that students can contribute through serving their school and others	Completed
Foster an environment that students develop mastery, creativity, cooperation, learner confidence and intrinsic motivation through use of best practice and intentional teacher collaboration and professional development.	Incorporation of our chapel team into the Co-curricular program to generate student interest and use student strengths to grow in leadership	Completed
	Conduct a spiritual audit to understand where we can working to foster the connection and integration of faith into our College	Ongoing- Stage 1 completed

12 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school has implemented various programs and initiatives to promote the well-being and development of its students. The Invictus program has been embedded in years 7-10, with a focus on promoting respect and providing strategies for building resilience and coping skills. The You Can Do It program has been implemented for K-6 students, emphasizing growth mindset, responsibility, relationships, well-being, resilience, and happiness. Additionally, the Life Education program is based on the PDHPE program.

The promotion of values is a key aspect of the school's curriculum. Opportunities are created in all curriculum areas to promote appropriate behavior and attitudes that develop respect for others and oneself. Programs are used to teach responsible behavior toward others, the wider community, and the environment. The school recognizes and rewards students who exemplify its values through student awards.

During morning assemblies, the Head of Campus addresses respect and responsibility by emphasizing correct and safe behavior, reciting the National Anthem, and leading the morning prayer. Weekly Chapel programs provide an excellent venue to teach about attitudes toward each other and God. The Class Devotional and Bible study classes provide opportunities to promote healthy relationships and develop skills that enable students to be responsible citizens who demonstrate Christian care toward humanity.

The College's Student Representative Council and College Leadership Programs encourage students to take a responsible attitude toward improving the school and managing programs that support charities. 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. Additionally, students are engaged in appropriate service activities for the local and broader community through various service programs.





13 PARENT, STUDENT AND TEACHER SATISFACTION

In 2022, an online survey was conducted to gather feedback from students about their learning experience. The Director of Teaching & Learning collated the responses and shared them with head of departments and head of campus, and also provided the feedback to teachers as a learning tool. Students highlighted concerns related to the demands of coursework and timely feedback on assessments. This feedback was used to help teachers understand how their interactions with students were affecting their learning and to make changes to their teaching practices throughout the year.

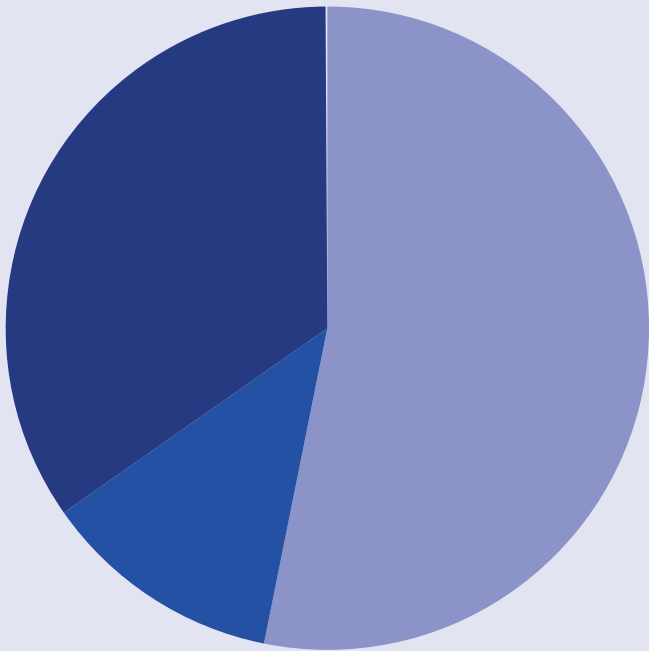
Students reported feeling valued and fairly treated by staff, but suggested improvements in the variety of teaching methods. Individual staff feedback was provided to facilitate reflection and growth. Staff had the opportunity to reflect on common feedback and incorporate it into their teaching practice, which could then be used as part of their annual review goals.

An exit survey was also conducted for students and parents leaving the college, which indicated that relocation and moving to a larger school were key reasons for leaving.

Staff and student satisfaction was typically assessed using the Insight SRC survey, which was carried out in May 2022. The feedback was analysed, and changes were implemented based on the results through the Building Cultural Capacity project.

14 SUMMARY FINANCIAL INFORMATION

INCOME



INCOME SOURCES | % OF TOTAL INCOME

Fees and private income	53.16%
State recurrent grants	12.12%
Commonwealth recurrent grants	34.63%
Other Government grants	0.06%
Government capital grants	0.0%
Other capital income	0.03%

EXPENDITURE



EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance & related expenses	65.48%
Non-salary expenses	25.20%
Classroom expenditure	9.32%
Capital expenditure	0.0%

15 PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

The 2022 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:

- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- 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