



HILLS  
ADVENTIST COLLEGE

NSW EDUCATION STANDARDS AUTHORITY

# Annual Report

REPORTING ON THE  
2023 CALENDAR YEAR



# Contents

1	CONTEXT	03
2	OUTCOMES AND RESULTS	08
3	STAFFING	16
4	ATTENDANCE	17
5	SCHOOL POLICIES	18
6	STAKEHOLDER SATISFACTION	19
7	SUMMARY FINANCIAL INFORMATION	20
8	CHECKLIST	21

# 1 Context

## 1.1 A MESSAGE FROM KEY SCHOOL BODIES

### MESSAGE FROM THE CHAIR OF THE ADVISORY COUNCIL

The School Advisory Council is thrilled to congratulate all of our students on a year of outstanding academic and personal achievements, particularly our Year 12 cohort, whose dedication and hard work culminated in exceptional results in the Higher School Certificate (HSC) examinations. This year more than ever, the commitment and excellence of our teaching staff, administrative personnel, and especially our esteemed principal Carlie Deppeler and heads of campuses have been crucial in navigating the complexities of academic life. Their efforts have not only sustained but enhanced our learning environment, making it a nurturing ground for future leaders. The strength and support of our Home and School Committee have been exemplary, providing essential resources and community engagement through innovative fundraising initiatives.

2023 marked a milestone with the inaugural introduction of the Year 5 class at the Castle Hill campus, significantly broadening our educational footprint and enriching our community with vibrant new students and learning opportunities. The year kicked off with challenges, primarily the acute shortage of teaching staff—a reflection of the broader crisis in New South Wales. However, our proactive strategies and unwavering persistence in recruitment have mitigated these difficulties and strengthened our teaching force.

In our pursuit of holistic education, the Advisory Council has intensified efforts to harmonise physical, spiritual, and mental development within our student body. We have seen uplifting outcomes from these initiatives, particularly from our chaplaincy team, whose innovative approaches have fostered a more inclusive and supportive spiritual environment. The School Improvement Survey revealed promising trends, with significant gains in indexes that measure both personal and institutional Christian practices, as well as organisational and teaching climates. Despite these advances, we acknowledge ongoing opportunities for growth in student wellbeing and community engagement, areas we are committed to enhancing.

The Advisory Council's commitment to rigorous governance and strategic foresight continued this year, with the successful implementation of several key policies aimed at enriching our educational offerings and safeguarding our community. Regular review of financial statements from both the school and the Home and School Committee has ensured that we remain on a stable financial footing, prepared to face the economic fluctuations of these times.

One of the most visible signs of progress this year has been the completion of the Middle School Stage 2 project in October—a state-of-the-art two-story building that not only expands our capacity but also modernises our facilities with new learning environments and communal spaces. The facelift of the Castle Hill campus now also provides a welcoming face to parents and students. The Advisory Board also provided advice in relation to the redesign of school uniforms, now initiated through extensive consultation, aiming to better accommodate local climatic conditions, enhance student comfort and flexibility, and refresh our school's visual identity with an updated logo.

I am profoundly grateful to our Principal Carlie Deppeler and each member of the Advisory Council for their tireless dedication, deep commitment, and infectious passion for our school's mission. It has been a privilege to collaborate with such a dedicated group of individuals who are steadfast in their pursuit of excellence for our school.

As we look toward 2024, our enthusiasm is unwavering. We are committed to leveraging the successes of the past year as steppingstones for future achievements, ensuring our school not only meets but exceeds the expectations of our students, parents, and community.





## A MESSAGE FROM THE PRINCIPAL

Schools are eventful and busy places and 2023 has been a year that our students have been able to make the most of all the opportunities these events have presented. They have been able to learn through excursions, camps, projects, co-curricular activities, incursions and spending time in their classrooms learning from their peers and teachers. When I reflect on all this fun and activity, I am filled with gratitude.

I am grateful and proud of what our Prefect and student leadership team has been able to achieve throughout the year across both the Kellyville and Castle Hill Campus. I thank them for the time they have taken to give back to their College. Our co-curricular program and special events such as the inaugural House Day and Teachers Vs Students Day has created fun, connection and belonging.

I am incredibly thankful for the students that attend our College. As we farewell the Year 12 Class of 2023 we thank them for all they have brought to our community through their years at the College and we wish them all the best as they go onto pursue their goals. For the rest of the cohorts they bring, joy, fun, challenge and growth. Our students impress me and amaze me on a daily basis, from the 3 year olds in the ELC just starting formal education to the Year 12 Graduating class chasing their dreams.

I am grateful to our College Home and School Association for their ongoing support in both supporting the college with special projects and creating events like Mother's Day, Father's Day and other social events to connect us together.

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 6 students again in 2024.

I am so thankful for the hardworking staff of the College, it has been a challenging year for staffing in many respects, however, we have seen our team grow with the growth in the College and this group of very dedicated people have gone the extra mile.

This year has seen growth in our student numbers, growth in our teaching staff and growth in our physical buildings. These things are important, however, we have also seen growth in student's connection to God and that is the one thing I am the most grateful for.

*Carlie Deppeler*  
Principal

## 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 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 staff vrs students day. Students were also asked for feedback on some proposed uniform changes. We thank the students for their input and enthusiasm for being a member of this group.







## 1.2 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. Year 5 was added in 2023 for the first time in a number of years however, with a single stream it creates a culture of connection and community. 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. 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. The second stage of Middle School was completed at the end of 2023, with the students very keen to explore their new learning space.



# 2 Outcomes and Results

## 2.1 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

### SCHOOL AVERAGE WHEN COMPARED TO ALL AUSTRALIAN SCHOOLS

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
YEAR 3	440	456	464	458	448
YEAR 5	529	513	526	526	530
YEAR 7	558	556	565	569	581
YEAR 9	596	591	590	584	609

WELL ABOVE
  ABOVE
  CLOSE TO
  BELOW
  WELL BELOW
  NO COMPARISON AVAILABLE

### SCHOOL AVERAGE WHEN COMPARED TO STUDENTS WITH A SIMILAR BACKGROUND

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
YEAR 3	440	456	464	458	448
YEAR 5	529	513	526	526	530
YEAR 7	558	556	565	569	581
YEAR 9	596	591	590	584	609

WELL ABOVE
  ABOVE
  CLOSE TO
  BELOW
  WELL BELOW
  NO COMPARISON AVAILABLE

NAPLAN participation for this school is 100%. NAPLAN participation for all Australian students is 95%. This information was extracted from My School (<http://myschool.edu.au>)

### INTERPRETATIVE COMMENTS

The Hills Adventist College NAPLAN results show that we are consistently above the national average for Australian School students across all years and all domains. Our numeracy scores are well above the national average for all grade levels. It also shows that in most areas and across most years we are close to the average for students with similar backgrounds. The strong results in year 3 can be attributed to the changes we have made in our junior school literacy program.



## 2.2 RECORD OF SCHOOL ACHIEVEMENT

ITEM	STUDENTS
Number of Students studying in Year 10	76
Number of ROSAs issued by NESAs in 2023	76

## 2.3 RESULTS OF THE HIGHER SCHOOL CERTIFICATE EXAMINATION 2023

### COMPARISON OF 2023 RESULTS COMPARED TO THE STATE

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Biology	15	School	7%	47%	26%	20%	0%	0%
	19383	State	8%	24%	32%	26%	9%	1%
Business Studies	14	School	14%	22%	36%	14%	14%	0%
	18705	State	11%	25%	28%	24%	10%	2%
Chemistry	15	School	7%	27%	40%	20%	6%	0%
	9892	State	12%	26%	28%	19%	13%	2%
Community & Family Studies	1	School	0%	0%	100%	0%	0%	0%
	9099	State	6%	30%	36%	20%	6%	2%
Design & Technology	8	School	0%	50%	50%	0%	0%	0%
	3783	State	12%	35%	30%	17%	4%	2%
Economics	11	School	0%	46%	45%	9%	0%	0%
	5515	State	13%	35%	28%	16%	6%	2%
English Advanced	28	School	0%	61%	36%	3%	0%	0%
	25102	State	13%	53%	28%	4%	1%	1%
English Extension 1	6	School	E4-17%	E3-83%	E2-0%	E1-0%		0
	3671	State	E4-41%	E3-53%	E2-5%	E1-1%		
English Extension 2	1	School	E4-0%	E3-100%	E2-0%	E1-0%		
	1408	State	E4-29%	E3-57%	E2-13%	E1-1%		
English EAL/D	1	School	0%	0%	100%	0%	0%	0%
	1204	State	5%	17%	32%	25%	15%	6%

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
English Standard	24	School	0%	8%	46%	29%	13%	4%
	31697	State	1%	13%	46%	30%	9%	1%
Food Technology	1	School	0%	100%	0%	0%	0%	0%
	3743	State	7%	23%	35%	24%	9%	2%
French Continuers	1	School	0%	0%	100%	0%	0%	0%
	511	State	25%	33%	34%	6%	1%	1%
Industrial Technology	1	School	0%	100%	0%	0%	0%	0%
	1	State	8%	16%	31%	31%	12%	2%
Japanese Continuers	1	School	0%	0%	0%	100%	0%	0%
	659	State	23%	32%	23%	14%	6%	2%
Legal Studies	8	School	0%	25%	75%	0%	0%	0%
	10244	State	14%	28%	27%	21%	7%	3%
Mathematics Advanced	27	School	7%	22%	41%	19%	11%	0%
	16428	State	22%	27%	26%	18%	5%	2%
Mathematics Extension 1	18	School	E4-11%	E3-28%	E2-61%	E1-0%		
	8390	State	E4-34%	E3-37%	E2-24%	E1-4%		
Mathematics Extension 2	5	School	E4-0%	E3-60%	E2-40%	E1-0%		
	3273	State	E4-38%	E3-48%	E2-13%	E1-1%		
Mathematics Standard 2	20	School	5%	25%	30%	25%	10%	5%
	30806	State	9%	23%	26%	24%	14%	4%
Modern History	1	School	0%	0%	100%	0%	0%	0%
	10456	State	10%	25%	29%	20%	12%	4%
Personal Development, Health and Physical Education	22	School	0%	27%	23%	41%	9%	0%
	16873	State	6%	25%	32%	26%	9%	2%
Physics	10	School	10%	40%	40%	10%	0%	0%
	7921	State	13%	26%	28%	22%	10%	1%
Punjabi Continuers	1	School	0%	0%	0%	100%	0%	0%
	23	State	26%	30%	4%	31%	9%	0%
Retail Services Examination	2	School	0%	0%	100%	0%	0%	0%
	751	State	2%	14%	38%	31%	13%	2%
Society & Culture	6	School	0%	50%	33%	17%	0%	0%
	5040	State	12%	33%	35%	15%	4%	1%
Spanish Beginners	1	School	0%	0%	100%	0%	0%	0%
	192	State	23%	33%	26%	10%	5%	3%
Studies of Religion I	24	School	21%	33%	38%	8%	0%	0%
	8239	State	14%	34%	36%	12%	3%	1%



SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Studies of Religion II	29	School	0%	24%	35%	24%	10%	7%
	5734	State	11%	35%	36%	13%	4%	1%
Textiles and Design	1	School	0%	100%	0%	0%	0%	0%
	1401	State	16%	35%	27%	16%	5%	1%
Visual Arts	4	School	0%	50%	50%	0%	0%	0%
	8631	State	18%	47%	26%	7%	1%	1%

## INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

There were some very good results from the 2023 HSC cohort, with 13 band 6's achieved across the subjects with 5 of them in Studies of Religion I. There were also 85 band 5 results, which is an excellent result for Hills Adventist College. In many subjects, the percentage of students achieving band 1 and 2 results was below state averages and therefore indicating that our program is providing motivation and effective support to students who can struggle with the HSC style of assessment.

## COMPARISON OF 2023 HSC RESULTS AS A TREND OVER TIME

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Biology	15	2023	7%	47%	26%	20%	0%	0%
	11	2022	0%	27%	18%	36%	19%	0%
	12	2021	0%	8%	50%	42%	0%	0%
Business Studies	14	2023	14%	22%	36%	14%	14%	0%
	18	2022	11%	17%	27%	45%	0%	0%
	10	2021	10%	20%	40%	30%	0%	0%
Chemistry	15	2023	7%	27%	40%	20%	6%	0%
	7	2022	0%	14%	43%	43%	0%	0%
	2	2021	0%	0%	0%	50%	50%	0%
Community & Family Studies	1	2023	0%	0%	100%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	1	2021	0%	0%	100%	0%	0%	0%
Design & Technology	8	2023	0%	50%	50%	0%	0%	0%
	11	2022	18%	46%	36%	0%	0%	0%
	10	2021	0%	20%	70%	10%	0%	0%
Economics	11	2023	0%	46%	45%	9%	0%	0%
	9	2022	0%	45%	11%	33%	11%	0%
	0	2021	0%	0%	0%	0%	0%	0%

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
English Advanced	28	2023	0%	61%	36%	3%	0%	0%
	23	2022	4%	48%	39%	9%	0%	0%
	10	2021	0%	50%	40%	10%	0%	0%
English Extension 1	6	2023	E4-17%	E3-83%	E2-0%	E1-0%		
	0	2022	0%	0%	0%	0%		
	0	2021	0%	0%	0%	0%		
English Extension 2	1	2023	E4-0%	E3-100%	E2-0%	E1-0%		
	0	2022	0%	0%	0%	0%		
	0	2021	0%	0%	0%	0%		
English EAL/D	1	2023	0%	0%	100%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
English Standard	24	2023	0%	8%	46%	29%	13%	4%
	23	2022	0%	0%	78%	13%	4%	4%
	22	2021	0%	0%	45%	46%	9%	0%
Food Technology	1	2023	0%	100%	0%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	4	2021	0%	25%	75%	0%	0%	0%
French Continuers	1	2023	0%	0%	100%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
Industrial Technology	4	2023	0	0	0	2	2	0
	1	2023	0%	100%	0%	0%	0%	0%
	1	2022	0%	0%	100%	0%	0%	0%
Information Processes and Technology	0	2023	0%	0%	0%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	4	2021	0%	25%	25%	50%	0%	0%
Japanese Continuers	1	2023	0%	0%	0%	100%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
Legal Studies	8	2023	0%	25%	75%	0%	0%	0%
	12	2022	8%	25%	17%	50%	0%	0%
	6	2021	0%	33%	33%	33%	0%	0%
Mathematics Advanced	27	2023	7%	22%	41%	19%	11%	0%
	18	2022	0%	17%	50%	33%	0%	0%
	16	2021	12%	12%	25%	19%	31%	0%



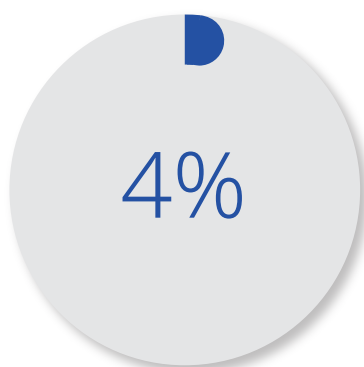
SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Mathematics Extension 1	18	2023	E4-11%	E3-28%	E2-61%	E1-0%		
	0	2022	E4-0%	E3-0%	E3-0%	E1-0%		
	10	2021	E4-0%	E3-30%	E2-40%	E1-30%		
Mathematics Extension 2	5	2023	E4-0%	E3-60%	E2-40%	E1-0%		
	4	2022	E4-0%	E3-50%	E2-25%	E1-25%		
	2	2021	E4-0%	E3-0%	E2-100%	E1-0%		
Mathematics Standard 2	20	2023	5%	25%	30%	25%	10%	5%
	19	2022	6%	21%	31%	37%	5%	0%
	13	2021	0%	8%	23%	54%	15%	0%
Modern History	1	2023	0%	0%	100%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	2	2021	0%	0%	100%	0%	0%	0%
Personal Development, Health and Physical Education	22	2023	0%	27%	23%	41%	9%	0%
	17	2022	0%	12%	12%	53%	23%	0%
	10	2021	10%	0%	40%	20%	30%	0%
Physics	10	2023	10%	40%	40%	10%	0%	0%
	7	2022	0%	14%	29%	43%	14%	0%
	3	2021	0%	33%	33%	0%	33%	0%
Punjabi Continuers	1	2023	0%	0%	0%	100%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
Retail Services Examination	2	2023	0%	0%	100%	0%	0%	0%
	1	2022	0%	0%	0%	100%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
Society & Culture	6	2023	0%	50%	33%	15%	4%	0%
	1	2022	0%	100%	0%	0%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%
Spanish Beginners	1	2023	0%	0%	100%	0%	0%	0%
	0	2022	0%	0%	0%	0%	0%	0%
	1	2021	0%	100%	0%	0%	0%	0%
Studies of Religion I	24	2023	21%	33%	38%	8%	0%	0%
	11	2022	0%	18%	55%	27%	0%	0%
	11	2021	0%	18%	37%	27%	18%	0%
Studies of Religion II	29	2023	0%	24%	35%	24%	10%	7%
	34	2022	0%	15%	35%	44%	6%	0%
	22	2021	0%	0%	32%	41%	27%	0%

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Textiles and Design	1	2023	0%	100%	0%	0%	0%	0%
	1	2022	100%	0%	0%	0%	0%	0%
	1	2021	0%	0%	100%	0%	0%	0%
Visual Arts	4	2023	0%	50%	50%	0%	0%	0%
	5	2022	0%	80%	0%	20%	0%	0%
	0	2021	0%	0%	0%	0%	0%	0%

## INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULT TRENDS OVER TIME

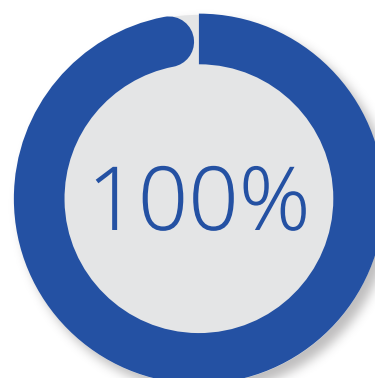
For the subjects that have numbers have substantial numbers of students completing them have on the whole seen an increase in band 5 and 6 results over time. The exception to this is mathematics, which has remained reasonably stable over the past 3 years.

## 2.4 SENIOR SECONDARY OUTCOMES



**Percentage of students in Year 12 undertaking vocational or trade training:**

4% (Retail Services and Electrotechnology)



**Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:**

100% of students achieved their year 12 certificate; all students met the requirements for Year 12 HSC Certificate.





## 2.5 POST SCHOOL DESTINATIONS



**3 STUDENTS - TAFE**



**1 STUDENT APPRENTICESHIP**



**2 STUDENTS - UNIVERSITY PATHWAY**



**1 STUDENT - EMPLOYMENT**

## 3 Staffing

### 3.1 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	4
(ii) Provisional	5
(iii) Proficient or higher	52
	61

### 3.2 WORKFORCE COMPOSITION

In 2023, a large number of cultural backgrounds were represented in the staffing, however, none have 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:

Teaching staff	61
Full-time equivalent staff	53.6
Non-teaching staff	29
Full-time equivalent non-teaching staff	19

# 4 Attendance

## 4.1 AVERAGE YEAR LEVEL ATTENDANCE

Kindergarten	88.85
Year 1	86.43
Year 2	87.79
Year 3	90.75
Year 4	89.65
Year 5	88.07
Year 6	82.86
Year 7	90.88
Year 8	91.21
Year 9	90.4
Year 10	89.39
Year 11	89.39
Year 12	90.83

TOTAL SCHOOL  
ATTENDANCE AVERAGE

**88.96%**

## 4.2 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 the learning management system
3. If an attendance plan is unsuccessful, the Principal will report the matter to the relevant agency

## 4.3 RETENTION FROM YEAR 10 -12

Percentage  
retention rate: **80.7%**



## 5 School Policies

The following school policies are publicly available on the NSW Adventist Schools website:

- Enrolment policy
- Child protection policy
- Anti-bullying policy (consolidated with the Student Behaviour policy)
- Discipline policy
- Complaints policy







## 6 Stakeholder Satisfaction

In 2023, 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 and reflection 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.

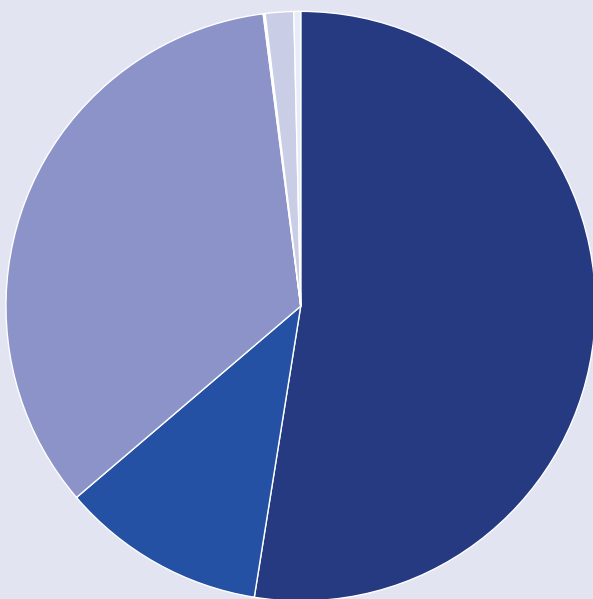
Students reported feeling valued and fairly treated by staff, but suggested improvements in the variety of teaching methods. Individual staff feedback was provided to facilitate reflection and growth. Staff had the opportunity to reflect on common feedback and incorporate it into their teaching practice, 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 2023. The feedback was analysed, and changes were implemented based on the results through the Building Cultural Capacity project.

# 7 Summary financial information

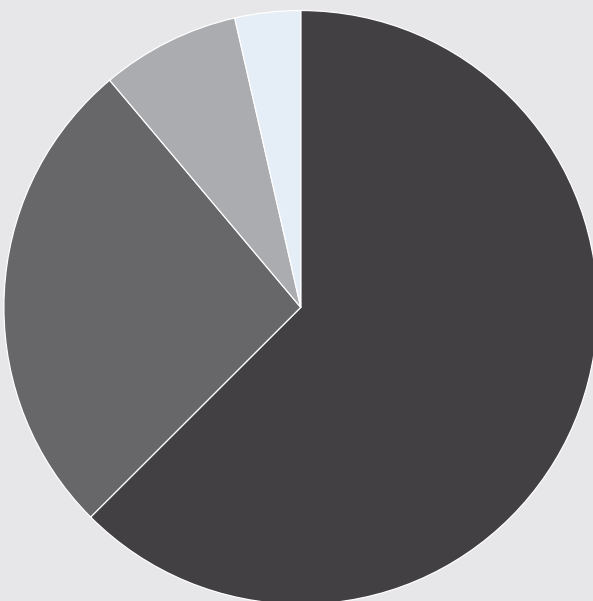
## INCOME



### INCOME SOURCES | % OF TOTAL INCOME

Fees and private income	53.17%
State recurrent grants	11.38%
Commonwealth recurrent grants	34.63%
Other Government grants	0.11%
Government capital grants	1.57%
Other capital income	0.38%

## EXPENDITURE



### EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance and related expenses	62.51%
Non-salary expenses	26.35%
Classroom expenditure	7.56%
Capital expenditure	3.57%

## 8 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