



# 2023 ANNUAL REPORT

(based on 2022 data)

## CONTACT DETAILS

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## INTRODUCTION

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

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

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

## MISSION STATEMENT

### Vision

Educating Global Citizens

### College Motto

A Place to Belong

### Mission

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

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

At Hills International College we value:

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

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



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

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

## COLLEGE GOVERNANCE

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

**Board Chair** Dr Grant Watson

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



Dr Grant Watson



Mike Millard



Rob Fuller



Peter Hollett



Steve Croft



Nori Hirayama



Don Thams



Kevin Lynch

# DISTINCTIVE CURRICULUM OFFERINGS

## Primary School

### International Baccalaureate - Primary Years Programme (PYP)

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

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

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



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

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

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

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



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

The PYP framework provides Hills International College students opportunities to learn how to demonstrate respect for themselves and others, developing international-mindedness by working

with others for a shared purpose and taking positive action for change, in addition to academic knowledge and skills. It is a program that each student will engage with in ways that are developmentally appropriate, and it is intended to be inclusive of all learners' needs.

## Secondary School

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

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

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



- English and Mathematics
- Science (Biology, Physics, Chemistry and Earth Science)
- Digital and Design Technologies (semester rotations for Years 7 – 9, a one - year programme for Year 10)
- The Arts (semester rotations for Visual Art, Drama, Music and Media Arts)
- Humanities (Geography, History, Business and Economics)
- Japanese and Chinese (alternating per semester in Year 7 and student choice to undertake one language Years 8 – 9 currently and Year 10 2024)

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

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

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

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





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

## **Vocational Education and Training**

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

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



## Golf Academy

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

Hills International Golf Academy has created an ideal training facility where students can live on our international school campus within easy walking distance of our short course facilities. This provides a perfect opportunity for serious golfers to develop the professional skills necessary to perform at the most elite level.

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

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

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

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

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

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

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

Our more recent alumni Maisie Doan (Wofford), Amadeus Susanto (Campbell), Bright Thongsom (Oklahoma), Franklin Lydra (Washington State), Jamie Hsieh (Washington), Zubair Firdaus (San Jose), Jaskaran Sohal (Indian Hills), Bhavneet Sohal (Oakland), Levi Edkins (Wingate), Charlie Pilon (Michigan), Ashley Lau (Michigan), Sydney Naro (Michigan State), Devansh Chadha (Alabama State) and Phuriphon Namkang (Memphis) are all scholarship holders at US College Programs. In 2022, Jia Yi Yao received a full scholarship to Newberry College in South Carolina.



## SOCIAL CLIMATE

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

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

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



# HILLS CONNECT

*'the pathway to student success'*

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



## EXTRA-CURRICULAR ACTIVITIES

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



In Years 5 to 12, students also have the opportunity to play sports against Tamborine Mountain College and The Kooralbyn International School (known collectively as 'HIA' or Hinterland Independent Alliance) in Terms 2 and 3 in touch football, netball, volleyball, ultimate Frisbee and soccer. We are also developing an extra-curricular focus on Volleyball, which has already resulted in significant representative success. In 2022 we have also provided significant support to our International Dormitory students by providing camps, homestay experiences, Christmas celebrations, and other extra activities aimed to offset their long absence from their homes and families.

## PARENTAL INVOLVEMENT

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

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

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

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



## STAFFING INFORMATION

The College's staffing composition as reported in the Department of Education, Employment and Workplace Relations Census undertaken on 5 August 2022.

Teaching Staff	FTE	Non-Teaching Staff	FTE
Primary	20.1	Primary	11.2
Secondary	23.7	Secondary	8.4
<b>Total</b>	<b>43.8</b>	<b>Total</b>	<b>19.6</b>

### Qualifications Teaching Faculty

Mr Kevin LYNCH	<i>Master of Education Bachelor of Science Diploma of Education</i>
Mr Ben POPE	<i>Master of Education (Leadership and Administration) Graduate Diploma of Education (Secondary) Bachelor of Arts</i>
Mrs Julie-Anne SKELTON	<i>Diploma of Teaching Bachelor of Education</i>
Mr Matt NOEL	<i>Bachelor of Teaching Bachelor of Education</i>
Mr Stuart ABLITT	<i>Bachelor of Education Primary and Middle Schooling Master of Education (Special Education)</i>
Mrs Vanessa NEWBERY	<i>Bachelor of Arts Diploma of Education Graduate Diploma of Applied Linguistics Master of Arts in Applied Linguistics</i>
Miss Gabrielle ARGENT	<i>Bachelor of Education (Primary)</i>
Ms Caroline BARNARD	<i>Postgraduate Certificate of Education – Art &amp; Creative Arts Bachelor of Graphic Design &amp; Scientific Illustration Certificate in Foundation Studies in Art &amp; Design</i>
Miss Chen CHEN	<i>Master of Teaching (Early Childhood and Primary)</i>
Mrs Emily CLARK	<i>Bachelor of Arts (Honours - Educational Professional Studies)</i>
Mrs Melanie CLIFTON	<i>Bachelor of Arts in Secondary Education</i>
Mrs Jenn ESPINOSA-LEAR	<i>Masters in Curriculum and Instruction Bachelor in Secondary Education</i>
Mr Cristian FRANCISCO	<i>Bachelor of Education</i>
Miss Jacinta GOYNE	<i>Bachelor of Fine Arts (Film &amp; Television Production) Graduate Diploma of Education (Secondary)</i>
Mr Lawrence GRATTON	<i>Bachelor of Science (Music Technology (Honours)) Postgraduate Certificate in Education in Music</i>
Mr John HALLERMANN	<i>Bachelor of Education Bachelor of Science</i>
Ms Angie HENRY	<i>Diploma of Primary &amp; Associate Diploma in Early Childhood Bachelor of Education (Advanced Diploma)</i>
Mr Chris JOSEPH	<i>Bachelor of Education (Business &amp; IT)</i>
Mr Tomoki KANAYA	<i>Bachelor of Arts Bachelor of Education</i>
Mr Takeshi KOMORI	<i>Master of Education (English Education) Bachelor of Arts (International Relations) Teaching Diploma (Primary)</i>

Miss Ashleigh LANDERS	<i>Bachelor of Education (Early Childhood) – First Class Honours</i>
Mrs Amy LEE-PERKINS	<i>Bachelor of Arts (Honours) Post Graduate Certificate in Education (Design and Technology Secondary)</i>
Dr Yuhua (Cathy) LI	<i>Master of Teaching (Primary Education) Master of Education in Curriculum and Teaching PhD in Language and Literacy Education Bachelor of Arts (English Education)</i>
Mrs Paula MCKENZIE	<i>Bachelor of Education Diploma of Teaching</i>
Mrs Beatrice NAGEL	<i>Bachelor of Primary Education (Early Years Specialisation)</i>
Mr Jarrah NEWTON	<i>Bachelor of Education Graduate Diploma of Education Secondary Graduate Certificate Publishing and Editing</i>
Mrs Grace OGOTI	<i>Graduate Diploma in Education (Secondary) Master of Environment with Honours (Education for Sustainability) Bachelor of Science (Environment)</i>
Mrs Cassandra OLDHAM	<i>Bachelor of Education (Primary) Diploma of Early Childhood Education and Care</i>
Mrs Joelle PARER	<i>Bachelor of Education Intermediate/Senior (Canada) Honours BA French/History (Canada)</i>
Mrs Kristy PARKER	<i>Bachelor of Education Specialising in Early Childhood Diploma of Children's Services</i>
Mr Phillip PARKER	<i>Diploma of Teaching Bachelor of Education</i>
Mr John PITT	<i>Bachelor of Education Post Graduate Early Childhood Diploma of Applied Science (Rural Technology) Bachelor of Applied Science (Rural Technology)</i>
Dr Julia POPE	<i>PhD in Philosophy Master of Arts (Psychology and Music) Master of Education (TESOL) Bachelor of Arts – Honours (Ethnomusicology) Post Graduate Certificate of Education Graduate Certificate Education Studies Certificate TESOL</i>
Mrs Nardine ROBERTS	<i>Bachelor of Education – Early Childhood</i>
Mr Mark ROBINSON	<i>Bachelor of Education Primary (Health &amp; Physical Education)</i>
Mrs Sharon RUMMINS	<i>Bachelor of Science (Hons) Natural Science with Chemistry Post Graduate Certificate of Education (PGCE) Master's in education research and Practice</i>
Miss Alexandria SALMON	<i>Bachelor of Arts (English and Ancient History/History) Bachelor of Education (Secondary)</i>
Mr Chris SCHULTZ	<i>Master of Professional Studies (Science Education) Bachelor of Science Graduate Diploma of Education</i>
Mrs Kellie SMITH	<i>Graduate Diploma of Education Bachelor of Business</i>
Dr Valerie SPALL	<i>Graduate Diploma in Education (Secondary) PhD in Biotechnology Bachelor of Science (Hons) (Biochemistry)</i>

Ms Ljiljana STOJANOVIC	<i>Bachelor of Science (Physics) Diploma of Advanced Science (Meteorology) Diploma in Teaching</i>
Mrs Leah STONE	<i>Bachelor of Education (Secondary)</i>
Miss Kerry TIMMINS	<i>Bachelor of Education (Primary)</i>
Mrs Laura TOMLIN	<i>Bachelor of Music (Performance) Graduate Diploma of Education (Secondary)</i>
Mrs Aimmie TOMLINSON	<i>Bachelor of Education (Major Early Childhood)</i>
Miss Stephanie WEST	<i>Bachelor of Education (Primary) (Health &amp; Physical Education)</i>
Mr Scott WHALEY	<i>Bachelor of Business Graduate Diploma in Education (Secondary)</i>

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	7%
Masters	21%
Bachelor's degree	96%
Diploma	42%
Certificate	13%

## EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT:

### Teacher participation in Professional Development

Hills International College promotes a culture of continuing professional development to recognise the importance of teacher engagement that is balanced with both school- and teacher-identified learning. Hills International College expects teachers to maintain a professional responsibility for their knowledge and skills to meet their responsibilities as a member of our school by engaging in a minimum of 20 hours of professional development each year as required by the Queensland College of Teachers and aligning with AITSL. During the course of 2022, our teachers engaged in a balanced professional learning plan to align with meeting the Hills International College Strategic plans: the Primary Years Program; Power of feedback, using mentor and coaching model; Using data; Beginning Teacher Workshops; Early Years Phonemic program; Writing for success; Numeracy; Specialist Teaching areas; NAPLAN Testing; NCCD, and child protection, as well as individually identified professional development opportunities.

In the Secondary School, the main focus for the teachers continues to involve the teaching staff with new learnings within QCAA and ATAR. The use of the Teaching and Learning Plans and the new Assessment Templates and procedures for both endorsement and assessment were the focus. Further to this was the embedding student adjustments undertaken in developing the IEPs and ICPs for students needing additional support. This resulted in the implementation of the Nationally Consistent Collection of Data on school students with disabilities, which resulted in several professional development sessions to discuss and implement this at the College. Further to this, teachers have been undertaking and will continue to do so, Professional learning to understand and deepen their knowledge with the Australian Curriculum version 9.0. Some of these initial Professional Development sessions were cost free while many of the latest sessions require payment. The Familiarisation has been mapped out and this training will continue over the next two years for all Secondary Staff, not just Heads of Faculty or Head of Secondary.

Furthermore, the College successfully gained full WASC (Western Association of Schools and Colleges) accreditation after a visit to the College by a Reviewing Committee occurred in March 2020. The resultant report reflected that the appointment of the new governance team with an

independent Board of Directors, along with other reflections, meant that the College has successfully addressed the main points required for WASC accreditation 'World School' status.

## **Expenditure on Professional Development**

The total funds expended on teacher professional development in 2022 was \$54,412  
The involvement of the teaching staff in professional development activities during 2022 was 100%.

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

For permanent and temporary staff and school leaders the average staff attendance rate was 96% in 2022.

## **Proportion of teaching staff retained from the previous year:**

From the end of 2021, 89% of staff were retained for the entire 2022 school year.



## KEY STUDENT OUTCOMES

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

The average attendance rate as a percentage in 2022 was 87%.

### Average student attendance rate for each year level:

<i>Year Levels</i>	<i>Average attendance rate for each year level as a percentage in 2022</i>
Prep	90%
Year 1	91%
Year 2	90%
Year 3	89%
Year 4	91%
Year 5	88%
Year 6	90%
Year 7	87%
Year 8	86%
Year 9	88%
Year 10	86%
Year 11	85%
Year 12	78%

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

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

## NAPLAN results for Years 3, 5, 7 and 9 in 2022

### Benchmark Data 2022

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	437	435	100%
Year 5	507	509	99%
Year 7	532	541	98%
Year 9	584	580	100%

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	394	417	94%
Year 5	475	484	98%
Year 7	526	529	99%
Year 9	560	559	99%

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	377	407	92%
Year 5	483	501	96%
Year 7	533	545	97%
Year 9	575	576	99%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	437	430	100%
Year 5	488	496	98%
Year 7	519	532	97%
Year 9	560	574	97%

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	400	398	100%
Year 5	472	485	97%
Year 7	525	542	96%
Year 9	572	578	98%

### Apparent retention rate:

Year 12 student enrolment as a percentage of the Year 10 cohort is 85%.
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## Year 12 outcomes:

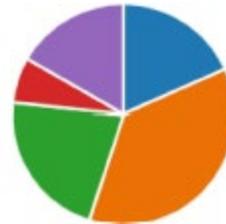
Outcomes for our Year 12 cohort 2022	
Number of students awarded a Senior Statement	29/29
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	26/29
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2 SAT
Number of students awarded one or more Vocational Education and Training (VET) qualifications	15/29
Number of students awarded a Queensland Certificate of Education at the end of Year 12	27/29
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Year 12 students who received an ATAR 99-60	8 out of 15 students received ATAR 99-60 (out of the 15 who gave consent to share)
Percentage of Year 12 students who are completing or completed a SAT and were awarded one or more of the following: QCE, IBD, VET qualification	SAT- 6.8% (2/29) QCE – 100% (2/2) VET – 100% (2/2)
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	16 out of 19 students received an offer from QTAC (based on the consent to share)



# PARENT, TEACHER, STUDENT SATISFACTION SURVEY

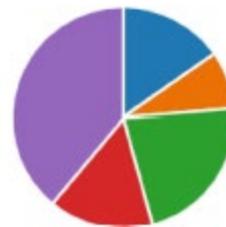
1. How often do you meet in person with the teacher(s) of your child?

- Almost never 11
- Once or twice per year 22
- Every few months 13
- Monthly 4
- Weekly or more 10



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

- Almost never 9
- Once or twice 5
- Every few months 13
- Monthly 9
- Weekly or more 23



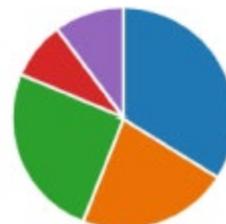
3. In the past year, how often have you visited Hills College?

- Almost never 1
- Once or twice 3
- Every few months 8
- Monthly 3
- Weekly or more 44



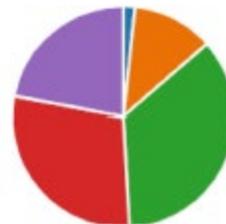
4. In the past year, how often have you helped out at Hills College?

- Not at all 20
- A little bit 13
- Somewhat 15
- Quite a bit 5
- A tremendous amount 6



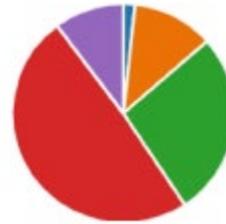
5. How confident are you that you can help your child develop good friendships?

- Not confident at all 1
- Slightly confident 7
- Somewhat confident 21
- Quite confident 17
- Extremely confident 13



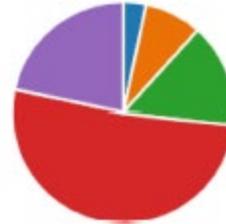
6. How confident are you in your ability to make sure your child's school meets your child's learning needs?

- Not confident at all 1
- Slightly confident 7
- Somewhat confident 16
- Quite confident 29
- Extremely confident 6



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

- Almost never 2
- Once in a while 5
- Sometimes 9
- Frequently 31
- Almost all the time 13



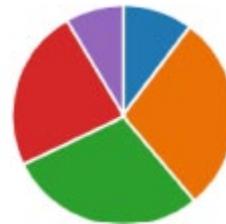
8. In the past year, how often have you communicated with the College about ways that you can help your child's learning at home?

- Almost never 9
- Once or twice 18
- Every few months 11
- Monthly 16
- Weekly or more 6



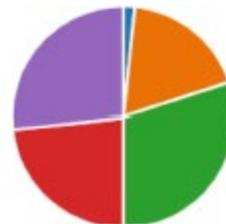
9. How well do the activities offered at Hills College match your child's interests?

- Not well at all 6
- Mildly well 17
- Fairly well 17
- Quite well 14
- Extremely well 5



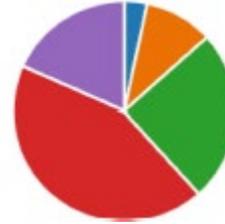
10. How well do the teaching styles of your child's teachers match your child's learning style?

- Not well at all 1
- Mildly well 11
- Fairly well 18
- Quite well 14
- Extremely well 16



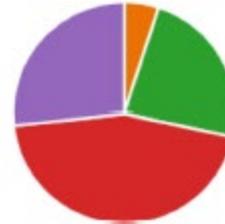
11. At Hills College, how well does the overall approach to discipline work for your child?

• Not well at all	2
• Mildly well	6
• Fairly well	15
• Quite well	26
• Extremely well	11



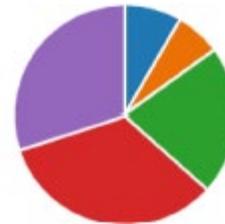
12. How much effort does your child put into school-related learning experiences?

• Almost no effort	0
• A little bit of effort	3
• Some effort	14
• Quite a bit of effort	27
• A tremendous amount of effort	16



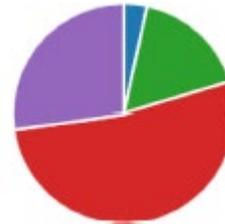
13. How regularly does your child read for fun?

• Almost never	5
• Once in a while	4
• Sometimes	13
• Frequently	20
• Almost all the time	18



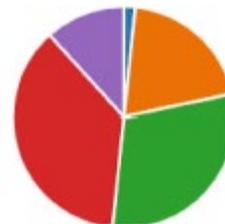
14. How much of a sense of belonging does your child feel at Hills College?

• No belonging at all	2
• A little bit of belonging	0
• Some belonging	10
• Quite a bit of belonging	31
• A tremendous amount of belonging	16



15. How well does your child manage their emotions?

• Not well at all	1
• Mildly well	12
• Fairly well	18
• Quite well	22
• Extremely well	7



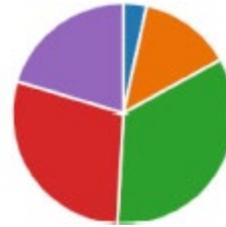
16. How well do you feel Hills College is preparing your child for their next academic year?

• Not well at all	6
• Mildly well	10
• Fairly well	17
• Quite well	17
• Extremely well	10



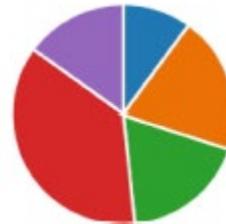
17. In general, how well does your child learn from feedback about their learning?

• Not well at all	2
• Mildly well	8
• Fairly well	20
• Quite well	17
• Extremely well	12



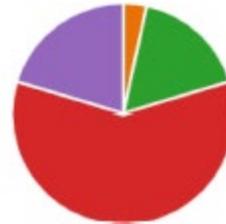
18. On average, how well does your child work independently on learning experiences at home?

• Not well at all	6
• Mildly well	12
• Fairly well	11
• Quite well	22
• Extremely well	9



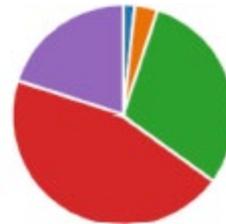
19. The College supports academic achievement

• Strongly disagree	0
• Disagree	2
• Neutral	10
• Agree	35
• Strongly agree	12



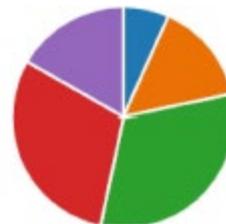
20. The College provides a quality curriculum delivery.

• Strongly disagree	1
• Disagree	2
• Neutral	18
• Agree	27
• Strongly agree	12



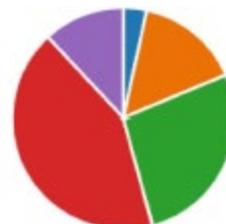
21. The College provides a strong extra-curricular program.

• Strongly disagree	4
• Disagree	9
• Neutral	19
• Agree	18
• Strongly agree	10



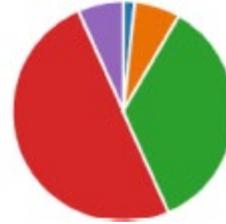
22. The College ensures the learning needs of all students are met effectively.

• Strongly disagree	2
• Disagree	9
• Neutral	16
• Agree	25
• Strongly agree	7



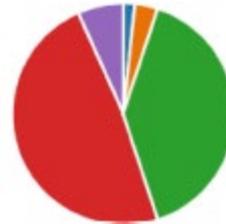
23. The College provides quality assessment tasks.

• Strongly disagree	1
• Disagree	4
• Neutral	21
• Agree	30
• Strongly agree	4



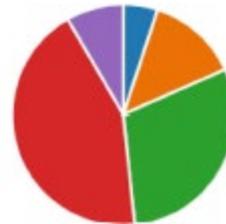
24. The College allows students enough time to complete assessment tasks.

• Strongly disagree	1
• Disagree	2
• Neutral	24
• Agree	29
• Strongly agree	4



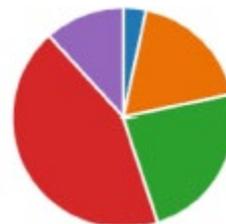
25. The College provides quality feedback to help students improve their skills and understanding of the concepts.

• Strongly disagree	3
• Disagree	8
• Neutral	18
• Agree	26
• Strongly agree	5



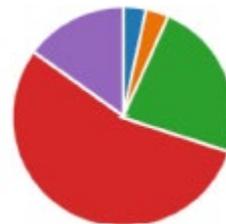
26. The College provides useful reports on student progress to parents.

• Strongly disagree	2
• Disagree	11
• Neutral	14
• Agree	26
• Strongly agree	7



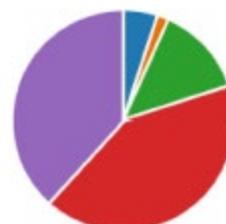
27. The College promotes the educational use of technology.

• Strongly disagree	2
• Disagree	2
• Neutral	14
• Agree	33
• Strongly agree	9



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

• Strongly disagree	3
• Disagree	1
• Neutral	8
• Agree	25
• Strongly agree	23



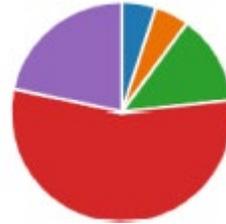
29. The College facilitates open communication between students, teachers and parents.

• Strongly disagree	2
• Disagree	3
• Neutral	14
• Agree	26
• Strongly agree	15



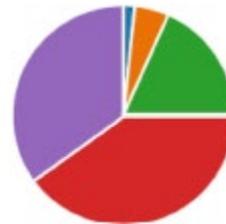
30. The College understands my child as an individual.

• Strongly disagree	3
• Disagree	3
• Neutral	8
• Agree	33
• Strongly agree	13



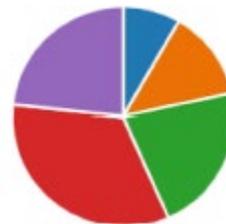
31. The College values students as part of the school family.

• Strongly disagree	1
• Disagree	3
• Neutral	11
• Agree	24
• Strongly agree	21



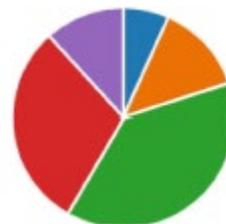
32. The College deals appropriately with student wellbeing issues.

• Strongly disagree	5
• Disagree	8
• Neutral	13
• Agree	20
• Strongly agree	14



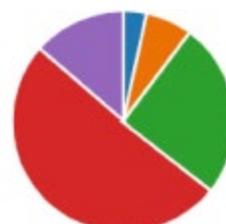
33. The College administers consistent and appropriate behavioural management plans.

• Strongly disagree	4
• Disagree	8
• Neutral	23
• Agree	18
• Strongly agree	7



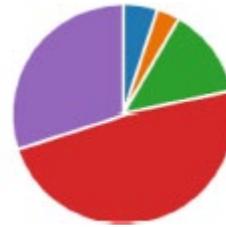
34. The College provides good leadership opportunities for students.

• Strongly disagree	2
• Disagree	4
• Neutral	15
• Agree	30
• Strongly agree	8



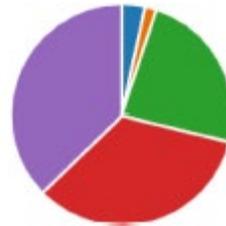
35. The College maintains a safe and secure environment.

• Strongly disagree	3
• Disagree	2
• Neutral	8
• Agree	29
• Strongly agree	18



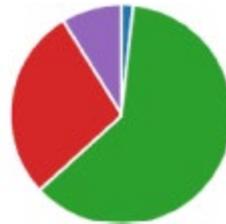
36. The College employs staff who are approachable and helpful.

• Strongly disagree	2
• Disagree	1
• Neutral	14
• Agree	20
• Strongly agree	22



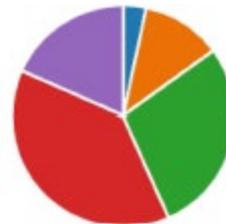
37. The College provides professional development for staff.

• Strongly disagree	1
• Disagree	0
• Neutral	54
• Agree	16
• Strongly agree	5



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

• Strongly disagree	2
• Disagree	7
• Neutral	17
• Agree	23
• Strongly agree	11



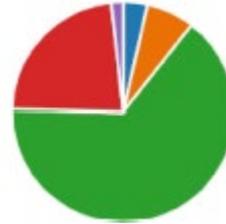
39. The College management recruits and retains quality staff.

• Strongly disagree	5
• Disagree	6
• Neutral	21
• Agree	22
• Strongly agree	5



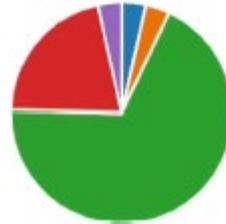
40. The College establishes processes that meet the welfare needs of staff.

• Strongly disagree	2
• Disagree	4
• Agree	13
• Strongly agree	1
• Neutral	37



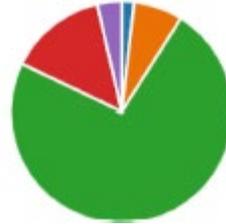
41. The College establishes processes that meet the professional needs of staff.

• Strongly disagree	2
• Disagree	2
• Neutral	39
• Agree	12
• Strongly agree	2



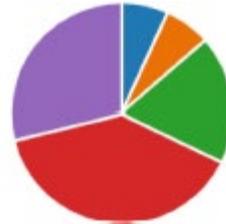
42. The College develops appropriate rewards and recognition of staff.

• Strongly disagree	1
• Disagree	4
• Neutral	41
• Agree	8
• Strongly agree	2



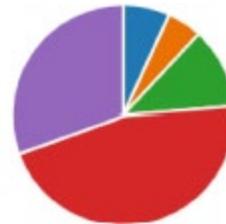
43. The College communicates effectively with parents.

• Strongly disagree	4
• Disagree	4
• Neutral	11
• Agree	23
• Strongly agree	17



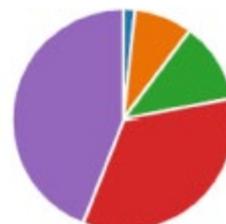
44. The College ensures parents receive information pertaining to school matters.

• Strongly disagree	4
• Disagree	3
• Neutral	7
• Agree	27
• Strongly agree	18



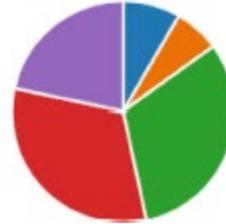
45. The College makes parents feel welcome at the school.

• Strongly disagree	1
• Disagree	5
• Neutral	7
• Agree	20
• Strongly agree	26



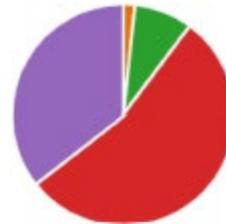
46. The College handles complaints effectively and in a timely manner.

• Strongly disagree	5
• Disagree	4
• Neutral	19
• Agree	19
• Strongly agree	13



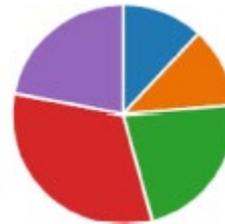
47. The College encourages parents to support school events.

• Strongly disagree	0
• Disagree	1
• Neutral	5
• Agree	32
• Strongly agree	21



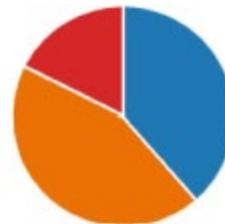
48. The College provides opportunities for parents to participate in important decisions.

• Strongly disagree	7
• Disagree	7
• Neutral	13
• Agree	19
• Strongly agree	13



49. What is your child's gender?

• Female	22
• Male	25
• Non-binary	0
• Prefer not to say	10



50. Which race/ethnicity best describes you?

• Australia	45
• Aboriginal/Torres Strait Islander	0
• International	5
• Dual citizen	4
• Multiple ethnicity / other	3

