



# 2024 ANNUAL REPORT

(based on 2023 data)

## CONTACT DETAILS

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## INTRODUCTION

Hills International College is a co-educational, Prep to Year 12 Independent International school of approximately 720 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 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 21st-century learner, embracing research-based principles and technologies that together form a practical framework to maximise learning



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

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

## COLLEGE GOVERNANCE

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

**Board Chair** Dr Grant Watson

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



Dr Grant Watson



Mike Millard



Rob Fuller



Peter Hollett



Steve Croft



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".

Hills International College supports the development and mapping of approaches to learning through deliberate planning, teaching and feedback strategies inside and outside the program of inquiry. The approaches to learning are implicitly and explicitly embedded in 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 in 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 that 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 subject choices that 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 upmost importance, so students can continue to prepare for a life of worth, and not simply a life of work.

## Vocational Education and Training

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

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



## Golf Academy

Hills International College and Hills International Golf Academy have combined to establish a variety of exciting and unique Golf Education Programs for young golfers. Providing 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 are 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.

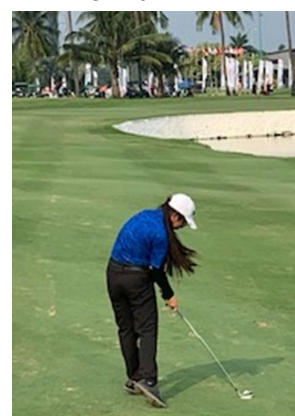
Anthony Quayle won the 2020 Qld Open, 2022 Qld PGA, T15 2022 British Open and is now a fully exempt player on the lucrative Japanese Tour.

Maverick Antcliffe really consolidated his game on the China and Australian Tours in 2018. Maverick won the 2019 China Tour Order of Merit.

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.

2023 saw a return to international Junior tournaments that were regularly supported by the Golf Academy prior to 2020. In late May we participated in The Mandiri Junior World Championship in Jakarta, our first international tournament in nearly four years. Our students performed with distinction in the international arena in their first time of experiencing traveling internationally to compete. Hayato Abe finished strongly for 6<sup>th</sup> position and Fiona Feng had a slightly disappointing final round eventually finishing 10<sup>th</sup>.





## 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 Coordinators, Support Teams and Inclusive Education 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 (buddy programs)
- leadership programs (student council in Secondary, and Primary Leadership);
- 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, safety, respectful relationships and sex/sexuality education, and
- camps and excursions/incursions that develop leadership and teamwork.



## HILLS CONNECT

*'the pathway to student success'*

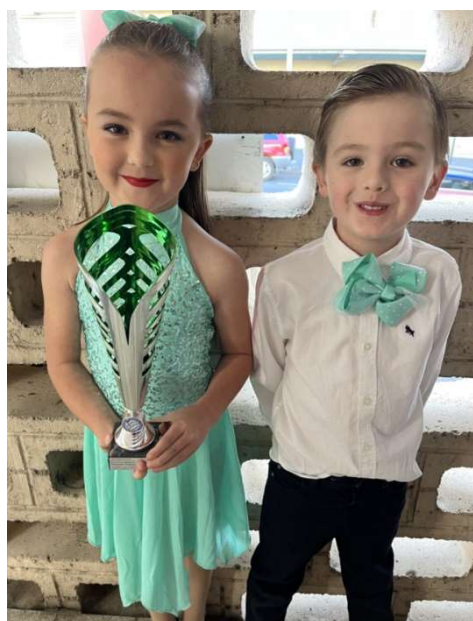
The College takes an active approach to prevent bullying and students will be held accountable for their behaviour when interacting with others. The Bullying Prevention Policy at the College is aimed at developing a culture of shared concern, where students can identify their role in maintaining supportive 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 reviewed by a member of the College Executive Leadership in consultation with the College Principal and CEO.





## 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 2023 included Dance - Drama – Music- College Production - Touch Football - Soccer – AFL - Golf - Art Club – Photography - Maths Club - Science Club - Literary Competitions – Gamelan orchestra – Choir – Instrumental music – Design Hub – Run Club – Netball- Culture Club – Compassion Crew – Fantasy Role Playing Games – Volleyball- Maker Space- Environmental Club.



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 2023 we have also provided significant support to our International Dormitory students by providing excursions, homestay experiences, Christmas celebrations, cooking experiences 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 that any member of the College community can attend.

The main fundraising events on the P & F calendar are aimed at raising the awareness of the College to the wider community, attracting large numbers of people, and raising funds for the College. There are various other fundraisers that 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. There are numerous opportunities for engagement, including accessing the digital platform, Seesaw, participating in workshops, and volunteering. Additionally, participation in events, such as Under 8's Day, Mothers Day, and Father's Day activities Grandparent and Special Friends Day were further opportunities for our school community to engage. 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 4 August 2023.

Teaching Staff	FTE	Non-Teaching Staff	FTE
Primary	21.2	Primary	14.0
Secondary	23.0	Secondary	9.6
<b>Total</b>	<b>44.2</b>	<b>Total</b>	<b>23.6</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>
Mr Chris BORG	<i>Bachelor of Education (Visual Arts) Master of Arts Administration</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>
Mrs Ashley FARROW	<i>Bachelor of Education (Primary)</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>
Mrs Jessica INGHAM	<i>Bachelor of Education</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>
Mrs Andrea LEWIS	<i>Bachelor of Science (Honours)</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>
Mr Jarrah NEWTON	<i>Bachelor of Education Graduate Diploma of Education Secondary Graduate Certificate Publishing and Editing</i>
Mrs Grace OGOTI	<i>Graduate Diploma in Education (Secondary) Master of Environment with Honours (Education for Sustainability) Bachelor of Science (Environment)</i>
Mrs Joelle PARER	<i>Bachelor of Education Intermediate/Senior (Canada) Honours BA French/History (Canada)</i>
Mrs Kristy PARKER	<i>Bachelor of Education Specialising in Early Childhood Diploma of Children's Services</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) Masters in Education Research and Practice</i>
Miss Alexandria SALMON	<i>Bachelor of Arts (English and Ancient History/History) Bachelor of Education (Secondary)</i>
Miss Jodie SALMOND	<i>Bachelor of Education (Early Childhood)</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>
Miss Chantelle THOMPSON	<i>Bachelor of Education (Early Childhood &amp; Primary)</i>

Mrs Laura TOMLIN	<i>Bachelor of Music (Performance)</i> <i>Graduate Diploma of Education (Secondary)</i>
Mrs Aimmie TOMLINSON	<i>Bachelor of Education (Major Early Childhood)</i>
Miss Bianca TYNE	<i>Bachelor of Arts</i> <i>Bachelor of Communication</i> <i>Graduate Diploma in Education (Secondary)</i>
Miss Stephanie WEST	<i>Bachelor of Education (Primary) (Health &amp; Physical Education)</i>
Mr Scott WHALEY	<i>Bachelor of Business</i> <i>Graduate Diploma in Education (Secondary)</i>
Mrs Sarah WHALEY	<i>Bachelor of Education (Primary)</i>
Mrs Rachael WILSON	<i>Graduate Diploma of Education (Secondary)</i> <i>Bachelor of Engineering (Environmental)</i>

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	6%
Masters	26%
Bachelor's degree	98%
Diploma	38%
Certificate	12%

## 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 2023, 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 2023 was \$35,015.  
The total funds expended on staff professional development in 2023 was \$48,945.  
The involvement of the teaching staff in professional development activities during 2023 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 94% in 2023.

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

From the end of 2022, 73% of staff were retained for the entire 2023 school year.





## FUNDING INFORMATION

Funding information can be found on the My School website at [Finances | My School - Hills International College](#)

## KEY STUDENT OUTCOMES

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

The average attendance rate as a percentage in 2023 was 87%.
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### Average student attendance rate for each year level:

<i>Year Levels</i>	<i>Average attendance rate for each year level as a percentage in 2023</i>
Prep	92%
Year 1	90%
Year 2	91%
Year 3	86%
Year 4	89%
Year 5	88%
Year 6	90%
Year 7	88%
Year 8	85%
Year 9	86%
Year 10	85%
Year 11	84%
Year 12	74%

### 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 Orbit app and logging the absence. The parents / homestay parents who 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 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 2023

### Benchmark Data 2023

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	431	404	93
Year 5	488	495	82
Year 7	544	536	93
Year 9	549	564	84

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	430	416	91
Year 5	450	482	78
Year 7	521	533	89
Year 9	543	566	80

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	429	403	95
Year 5	464	488	76
Year 7	530	539	85
Year 9	554	567	80

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	459	410	98
Year 5	471	496	74
Year 7	541	538	92
Year 9	536	556	80

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	413	407	95
Year 5	477	487	94
Year 7	545	538	93
Year 9	549	567	82

### 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 2023	
Number of students awarded a Senior Statement	33/33
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	29/33
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5/33
Number of students awarded one or more Vocational Education and Training (VET) qualifications	17/33
Number of students awarded a Queensland Certificate of Education at the end of Year 12	31/33
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Year 12 students who received an ATAR 99-60 (consent to share information not mandatory)	9
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	15%
Number of students who have received a Queensland Tertiary Admissions Centre (QTAC) offer (consent to share information not mandatory)	15





## PARENT, TEACHER, STUDENT SATISFACTION SURVEY

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

• Almost never	15
• Once or twice per year	49
• Every few months	31
• Monthly	13
• Weekly or more	16



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

• Almost never	13
• Once or twice	30
• Every few months	19
• Monthly	30
• Weekly or more	32



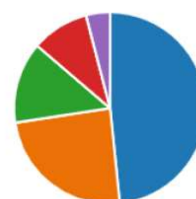
3. In the past year, how often have you visited Hills College?

• Almost never	0
• Once or twice	13
• Every few months	21
• Monthly	10
• Weekly or more	80



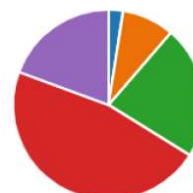
4. In the past year, how often have you helped out at Hills College?

• Not at all	60
• A little bit	30
• Somewhat	17
• Quite a bit	12
• A tremendous amount	5



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

• Not confident at all	3
• Slightly confident	11
• Somewhat confident	28
• Quite confident	58
• Extremely confident	24



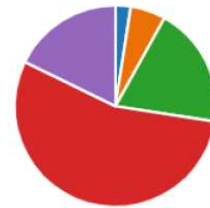
6. How confident are you in your ability to make sure your child's school meets your child's learning needs?

• Not confident at all	7
• Slightly confident	6
• Somewhat confident	28
• Quite confident	58
• Extremely confident	25



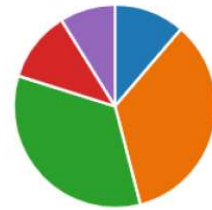
7. How often do you help your child engage in activities which are educational outside the home?

• Almost never	3
• Once in a while	7
• Sometimes	24
• Frequently	68
• Almost all the time	22



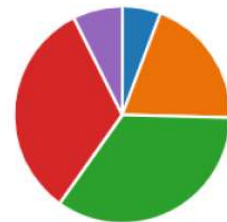
8. In the past year, how often have you communicated with the College about ways that you can help your child's learning at home?

• Almost never	14
• Once or twice	43
• Every few months	42
• Monthly	14
• Weekly or more	11



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

• Not well at all	7
• Mildly well	24
• Fairly well	42
• Quite well	40
• Extremely well	9



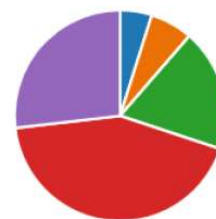
10. How well do the teaching styles of your child's teachers match your child's learning style?

• Not well at all	4
• Mildly well	15
• Fairly well	24
• Quite well	53
• Extremely well	28



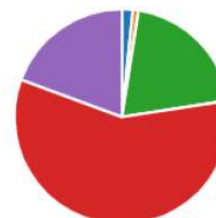
11. At Hills College, how well does the overall approach to discipline work for your child?

• Not well at all	6
• Mildly well	8
• Fairly well	23
• Quite well	53
• Extremely well	33



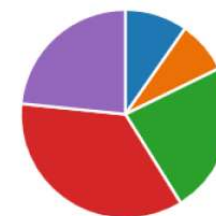
12. How much effort does your child put into school-related learning experiences?

• Almost no effort	2
• A little bit of effort	1
• Some effort	25
• Quite a bit of effort	72
• A tremendous amount of effort	24



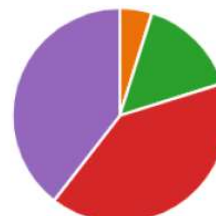
13. How regularly does your child read for fun?

• Almost never	12
• Once in a while	10
• Sometimes	29
• Frequently	44
• Almost all the time	29



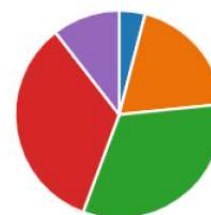
14. How much of a sense of belonging does your child feel at Hills College?

• No belonging at all	0
• A little bit of belonging	6
• Some belonging	19
• Quite a bit of belonging	50
• A tremendous amount of belonging	49



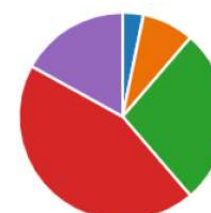
15. How well does your child manage their emotions?

• Not well at all	5
• Mildly well	24
• Fairly well	40
• Quite well	42
• Extremely well	13



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

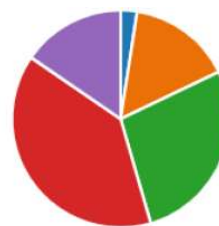
• Not well at all	4
• Mildly well	10
• Fairly well	34
• Quite well	55
• Extremely well	21





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

• Not well at all	3
• Mildly well	19
• Fairly well	34
• Quite well	48
• Extremely well	19



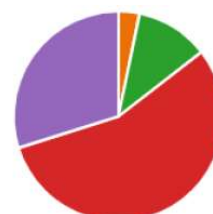
18. On average, how well does your child work independently on learning experiences at home?

• Not well at all	7
• Mildly well	23
• Fairly well	27
• Quite well	51
• Extremely well	16



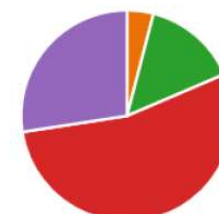
19. The College supports academic achievement

• Strongly disagree	0
• Disagree	4
• Neutral	14
• Agree	69
• Strongly agree	37



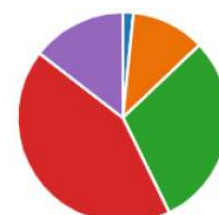
20. The College provides a quality curriculum delivery.

• Strongly disagree	0
• Disagree	5
• Neutral	18
• Agree	67
• Strongly agree	34



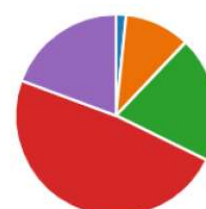
21. The College provides a strong extra-curricular program.

• Strongly disagree	2
• Disagree	14
• Neutral	37
• Agree	53
• Strongly agree	18



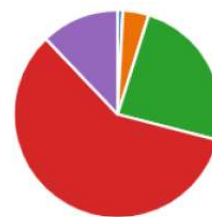
22. The College ensures the learning needs of all students are met effectively.

• Strongly disagree	2
• Disagree	13
• Neutral	25
• Agree	60
• Strongly agree	24



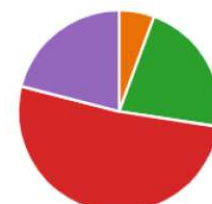
23. The College provides quality assessment tasks.

Strongly disagree	1
Disagree	5
Neutral	30
Agree	73
Strongly agree	15



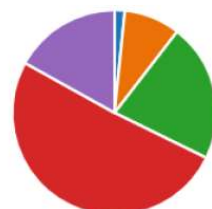
24. The College allows students enough time to complete assessment tasks.

Strongly disagree	0
Disagree	7
Neutral	27
Agree	64
Strongly agree	26



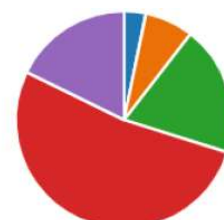
25. The College provides quality feedback to help students improve their skills and understanding of the concepts.

Strongly disagree	2
Disagree	11
Neutral	27
Agree	63
Strongly agree	21



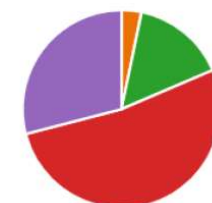
26. The College provides useful reports on student progress to parents.

Strongly disagree	4
Disagree	9
Neutral	24
Agree	65
Strongly agree	22



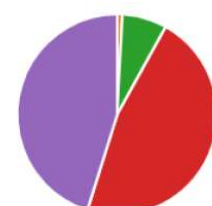
27. The College promotes the educational use of technology.

Strongly disagree	0
Disagree	4
Neutral	19
Agree	65
Strongly agree	36



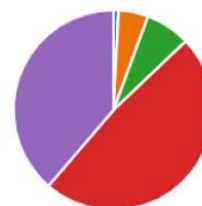
28. The College provides an effective level of care for my child.

Strongly disagree	0
Disagree	1
Neutral	9
Agree	58
Strongly agree	56



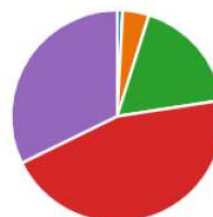
29. The College facilitates open communication between students, teachers and parents.

• Strongly disagree	1
• Disagree	6
• Neutral	9
• Agree	60
• Strongly agree	48



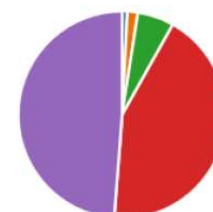
30. The College understands my child as an individual.

• Strongly disagree	1
• Disagree	5
• Neutral	22
• Agree	56
• Strongly agree	40



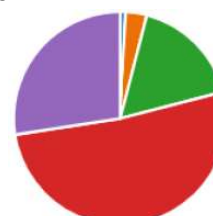
31. The College values students as part of the school family.

• Strongly disagree	1
• Disagree	2
• Neutral	7
• Agree	53
• Strongly agree	60



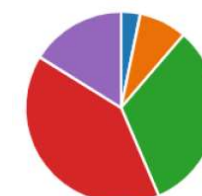
32. The College deals appropriately with student wellbeing issues.

• Strongly disagree	1
• Disagree	4
• Neutral	21
• Agree	64
• Strongly agree	34



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

• Strongly disagree	4
• Disagree	10
• Neutral	40
• Agree	50
• Strongly agree	20



34. The College provides good leadership opportunities for students.

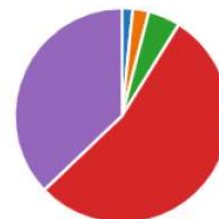
• Strongly disagree	0
• Disagree	0
• Neutral	32
• Agree	60
• Strongly agree	32





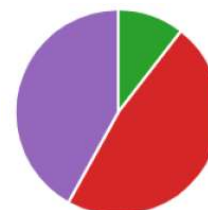
35. The College maintains a safe and secure environment.

• Strongly disagree	2
• Disagree	3
• Neutral	6
• Agree	67
• Strongly agree	46



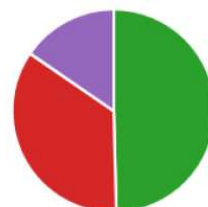
36. The College employs staff who are approachable and helpful.

• Strongly disagree	0
• Disagree	0
• Neutral	13
• Agree	59
• Strongly agree	52



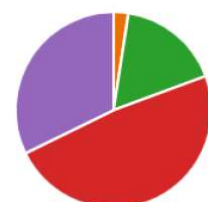
37. The College provides professional development for staff.

• Strongly disagree	0
• Disagree	0
• Neutral	61
• Agree	43
• Strongly agree	19



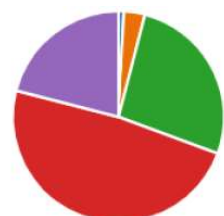
38. The College leadership team is professional, approachable and responsive.

• Strongly disagree	0
• Disagree	3
• Neutral	21
• Agree	60
• Strongly agree	40



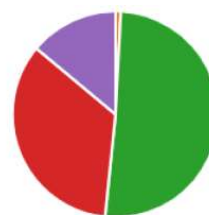
39. The College management recruits and retains quality staff.

• Strongly disagree	1
• Disagree	4
• Neutral	33
• Agree	60
• Strongly agree	26



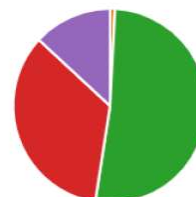
40. The College establishes processes that meet the welfare needs of staff.

Strongly disagree	0
Disagree	1
Neutral	62
Agree	42
Strongly agree	17



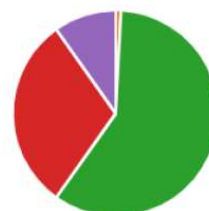
41. The College establishes processes that meet the professional needs of staff.

Strongly disagree	0
Disagree	1
Neutral	63
Agree	42
Strongly agree	16



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

Strongly disagree	0
Disagree	1
Neutral	72
Agree	37
Strongly agree	12



43. The College communicates effectively with parents.

Strongly disagree	1
Disagree	9
Neutral	11
Agree	63
Strongly agree	39



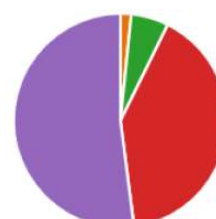
44. The College ensures parents receive information pertaining to school matters.

Strongly disagree	0
Disagree	4
Neutral	13
Agree	61
Strongly agree	45



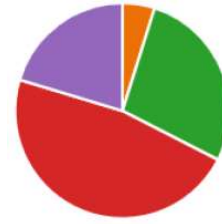
45. The College makes parents feel welcome at the school.

Strongly disagree	0	Disagree	2
Neutral	7		
Agree	50		
Strongly agree	64		



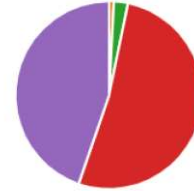
46. The College handles complaints effectively and in a timely manner.

Strongly disagree	0
Disagree	6
Neutral	34
Agree	58
Strongly agree	25



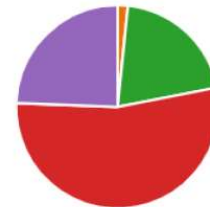
47. The College encourages parents to support school events.

Strongly disagree	0
Disagree	1
Neutral	3
Agree	64
Strongly agree	55



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

Strongly disagree	0
Disagree	2
Neutral	25
Agree	66
Strongly agree	30



49. What is your child's gender?

Female	60
Male	51
Non-binary	0
Prefer not to say	10



50. Which race/ethnicity best describes you?

Australia	95
Aboriginal/Torres Strait Islander	3
International	9
Dual citizen	7
Multiple ethnicity / other	8

