

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

REPORTING ON THE 2025 CALENDAR YEAR



HILLS
ADVENTIST COLLEGE



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1 Context

1.1 A Message from Key School Bodies

Message from the College Council

The Advisory Council of Hills Adventist College exists to support, guide, and ensure accountability across academic, spiritual, operational, and financial dimensions of college life — grounded in the conviction that education here is a purposeful calling: to nurture the whole person within a community shaped by Christian values and Adventist heritage.

The Council met six times across the 2025 school year, gathering in person at Kellyville and via videoconference, each meeting opened and closed in prayer. That rhythm of worship and deliberation reflects what makes Hills Adventist College distinct: a community that begins and ends its work in faith.

Governance and Accountability

The year began with members renewing their governance commitments — signing updated Codes of Conduct, Conflict of Interest declarations, and Confidentiality Statements. More than procedural, this is an annual act of recommitment to the responsibilities entrusted to the Council by the Church and by College families.

The Council also maintained active oversight of risk management, reviewing and accepting the updated Risk Management Matrix, which is scheduled for its next revision in two years. In parallel, the Council monitored the progress of the College's system-wide bus leasing review — a project being managed collaboratively across Adventist schools through the Conference Operations Manager — and remained engaged with financial governance through regular finance reporting, fee assistance decisions, and the approval of the 2026 fee schedule.

Faith, Chaplaincy, and Spiritual Life

One of the year's most significant themes was a deepening intentionality around the College's spiritual life. Student participation in the Middle and Senior School Week of Worship more than doubled — from over 50 to over 100 students — a shift the Council received with genuine gratitude. Year 11 students participated in a Service Week, commended by the Council for its impact, reflecting the Adventist conviction that faith lived out is faith made real.

A formal Spiritual Leadership Audit was presented to the Council — a structured review of the College's spiritual health across staff, students, and community. The Council's response was significant: the Audit was made a standing annual item at Advisory Council meetings, signalling that spiritual vitality is not incidental to Hills Adventist College — it is central to its identity and governance priorities. The Chaplain will present follow-up goals early in 2026, and Council members were invited to contribute feedback on how the College's spiritual culture can be strengthened further.

Teaching, Learning, and Technology

Hills Adventist College operates in one of Sydney's most educationally competitive regions, where families have access to a wide range of schooling options and where teaching quality is closely scrutinised. The year opened with a detailed review of the 2024 HSC results — a foundation for informed strategic conversation rather than simply a reporting exercise.

One of the most sustained discussions of the year concerned artificial intelligence. From the very first meeting, the Council identified AI strategy as a genuine question about how the College prepares students for the world they are entering — not merely a compliance matter. Over the year the Council tracked development of the Adventist Schools NSW/ACT AI policy framework, received presentations from the College's IT consultant, and engaged with the ethical dimensions of AI in education. The resulting AI Guidelines, accepted at the final meeting, are values-driven: AI enhances human learning

and supports teachers rather than replacing the relational dimensions of education. Teachers retain full responsibility for student outcomes. Students are expected to be transparent about AI use — an approach consistent with an Adventist educational philosophy that sees each student as a whole person of inherent worth.

Student Wellbeing and Community

The Insight SRC student survey results, presented across both campuses, gave the Council an evidence-based picture of student wellbeing and engagement — a discipline of informed oversight that the Council values alongside the qualitative picture it receives through chaplaincy and principal reports.

The Early Learning Centre featured strongly this year, with Director presenting a comprehensive report covering strengthened safeguarding practices, updated DCJ reporting obligations, active enrolment pathway work from ELC into kindergarten, and parent support programs including “Mums at the Table” conversations. With Kindy Kellyville at capacity for 2026 and Castle Hill nearly full, family confidence in the College’s early years remains strong.

Home and School Partnership

A school community is strengthened when the partnership between home and school is genuine and active. The Council received regular reports from the Home and School Association throughout the year, with incoming President Justine Sheeba bringing both energy and transparency to this role. The Council recognised the significant contribution of outgoing Treasurer Joanne Brooker, who stepped down at year’s end after dedicated service to the Association’s Executive, and supported planning for her succession.

The Council enters 2026 committed to carrying forward the work of this year: embedding the Spiritual Leadership Audit as a discipline of honest reflection, and continuing to support the Principal and staff of a school that understands education, at its best, as a sacred calling.

The Council extends its gratitude to Principal Carlie Deppeler and the College staff for their dedication, to our families for their trust and partnership, and to the students of Hills Adventist College — you are the reason this work matters.

Message from the Principal

Every year at Hills Adventist College carries its own unique personality, and 2025 has been a year of outward focus, service, and achievement.

We have seen our students excel academically, athletically, in the arts and citizenship with outstanding results across the college. The introduction of our Excellence Program has inspired many to challenge themselves, with a considerable number of students receiving Gold and Honours Awards. Our Year 12 students have led the way, with nominations for both SHAPE and ENCORE, showcasing not only their talent but their commitment to excellence.

This year has been about more than achievement, it has been about looking outward and upwards.

Year 11 students have set a new benchmark for service, with a record number of students attending the Solomon Islands trip to serve the community there and a service week for those who were unable to attend. Year 8 students embraced their service task, ensuring every student was involved in both big and small acts of kindness.

Our Year 11 Values students have gone above and beyond, supporting the College community in ways that reflect our mission. Year 7 students participated through Operation Christmas Child, and over 200 students across the College contributed to our various Weeks of Worship programs, reminding us of the power of collective faith in action.

We celebrated NAIDOC Week and participated in R U OK? Day, events that remind us that our community is built on compassion and care. These moments have helped us look outward to others and upward in gratitude for the blessings we’ve received.

I am deeply thankful to our Home and School Association, our dedicated staff, and our supportive parents. Your partnership continues to shape the culture and spirit of our College.

As we close the chapter on 2025, I am proud of the character, resilience, and generosity our students have shown. May we continue to grow as a Christ-centred learning community, one that looks outward to serve and upward to give thanks.



1.2

Contextual information about the school

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

The College is located on two campuses: Castle Hill and North Kellyville. The Castle Hill campus includes the ELC and a K-6 campus, providing a safe and nurturing environment for the early years of schooling. Year 6 was added in 2024 for the first time in a number of years, with a single stream it creates a culture of connection and community. The ELC provides a number of crossover points with the Junior School to ensure the transition to school is smooth and familiar for students. The ELC is a feeder for Kindergarten on both the Castle Hill and Kellyville Campuses.

The North Kellyville campus consists of the Middle School (Years 5 – 8), Senior School (Years 9 – 12) and Junior School (K-4). Junior School was introduced in 2018 as a Kindergarten class. The Middle School aims to meet the challenging needs of students as they transition from primary to secondary school, equipping them with thinking skills, resilience, and self-confidence in these critical years.

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

Founded on the Castle Hill Campus, which was first opened in 1964, the expansion onto the Kellyville Campus commenced in 2011. In 2016 Construction of the Senior School block was completed providing specialist learning centres in Science, Food Technology and Textiles as well as library facilities, Visual Arts and Information Technology, Music and Drama areas. 2017 was the next stage of development with the relocation of the administration building, completion of the carpark and site works for the first stage of the Middle School construction project. In 2018 a Kindy class was added to the Kellyville campus and the first stage of the Middle School commenced construction. The first stage Middle School block was officially opened in 2019, providing specialist learning centres in Science, changerooms and general learning spaces. The second stage of Middle School was completed at the end of 2023, with the students very keen to explore their new learning space during 2024.

In 2025, respect and responsibility were encouraged at Hills Adventist College through clear behavioural expectations, consistent relational practices, and Christ centred approaches to student management. Students were explicitly taught expectations, supported to reflect on their choices, and guided through restorative processes that promoted accountability, personal growth, and respect for others. These practices were reinforced through staff modelling, alignment with College values, and a strong focus on wellbeing and character development

1.3

Characteristics of the student body

Total 2025 Student Enrolment at Hills Adventist College: 822

Castle Hill Campus

Total students: 145

Class Gender Composition: Males = 72; Females = 73

Aboriginal and/or Torres Strait Islander students: 0.6% (1 student)

Students with Language background other than English: 55% (77 students)

Kellyville Campus

Total students: 677

Class Gender Composition: Males = 319; Females = 358

Aboriginal and/or Torres Strait Islander students: 0% (0 students)

Students with Language background other than English: 61.5% (411 students)



2

Outcomes and Results

2.1

Student outcomes in standardised national literacy and numeracy testing

Literacy

The tests through NAPLAN consists of Numeracy, Reading, Writing and Language Conventions which includes Spelling, Grammar and Punctuation.

Hills Adventist College school NAPLAN literacy average when compared to students with similar backgrounds:

	2025	2025	2025	2025
	Year 3	Year 5	Year 7	Year 9
Reading	431	515	571	591
Writing	447	513	573	606
Spelling	442	524	581	588
Grammar	462	535	590	587

■ Well above ■ Above ■ Close to
■ Below ■ Well below ■ No comparison available

Hills Adventist College school NAPLAN literacy average when compared all Australian students:

	2025	2025	2025	2025
	Year 3	Year 5	Year 7	Year 9
Reading	431	515	571	591
Writing	447	513	573	606
Spelling	442	524	581	588
Grammar	462	535	590	587

■ Well above ■ Above ■ Close to
■ Below ■ Well below ■ No comparison available

Interpretative Comments







From 2024 to 2025, Hills Adventist College demonstrated clear whole school growth in Numeracy, strengthening performance above national benchmarks across Years 5, 7 and 9. Reading and Grammar & Punctuation improved in Years 5 and 7, with stronger movement into the Strong proficiency band, while Year 9 results remained stable. Spelling showed some improvement across the two years, remaining the weakest literacy domain relative to national data. Overall, the data show a positive trajectory in core learning skills, with a growing proportion of students achieving at the Strong proficiency level, particularly in Reading and Numeracy, indicating improved depth of learning and a strong foundation for continued whole school growth.

Numeracy

The tests through NAPLAN consists of Numeracy, Reading, Writing and Language Conventions which includes Spelling, Grammar and Punctuation.







Hills Adventist College school NAPLAN numeracy average when compared to students with similar backgrounds:

	2025 Year 3	2025 Year 5	2025 Year 7	2025 Year 9
Numeracy	431	532	596	609

 Well above	 Above	 Close to
 Below	 Well below	 No comparison available

Hills Adventist College school NAPLAN numeracy average when compared all Australian students:

	2025 Year 3	2025 Year 5	2025 Year 7	2025 Year 9
Numeracy	431	532	596	609

 Well above	 Above	 Close to
 Below	 Well below	 No comparison available

2.2 Post school destinations

1 student aged 17 years left the College during the 2025 year. The student transferred to online learning to complete final years of schooling.



2.3

Results of the Higher School Certificate Examination 2025

Comparison of 2024 results compared to the State.

Over the past three years, student performance has remained generally stable, with a strong concentration of results in the middle to upper performance bands across most subjects. Several courses show a gradual upward movement in higher band achievement, alongside a reduction in the proportion of students achieving in the lowest bands, indicating improving consistency in learning outcomes over time. When compared with statewide data, the school's results broadly align with state trends, particularly in the distribution of Bands 3–5. In a number of subjects, the school demonstrates a higher proportion of students achieving in the upper bands than the state average, reflecting effective teaching and targeted academic support. Overall, the data suggests sustained student achievement with emerging improvements in higher order performance relative to statewide benchmarks.

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Biology		School	4.55	72.73	13.64	9.09	0	0
		State	7.41	28.32	29.69	21.23	9.68	3.66
Business Studies		School	14.29	39.29	21.43	17.86	7.14	0
		State	14.29	39.39	29.47	21.71	9.41	1.82
Chemistry		School	0	11.11	66.67	11.11	11.11	0
		State	11.16	26.89	33.18	18.56	8.62	1.59
Chinese Continuers (by Distance Education)		School	100	0	0	0	0	0
		State	54.79	23.95	12.87	7.19	0.90	0.30
Design and Technology		School	0	7.69	84.62	7.69	0	0
		State	11.13	37.75	35.52	13.12	2.09	0.39

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Economics		School	14.29	50.00	21.43	14.29	0	0
		State	14.33	38.45	25.41	14.54	6.10	1.27
English Extension 1		School	E4	E3	E2	E1		
			0	100	0	0		
		State	E4	E3	E2	E1		
			42.16	53.08	4.39	0.38		
English Advanced		School	0	59.38	40.63	0	0	0
		State	13.46	51.78	31.50	3.01	0.25	0.01
English Standard		School	0	10.81	64.86	21.62	2.70	0
		State	0.42	12.45	54.98	26.38	5.29	0.47
French Beginners (by Distance Education)		School	0	100	0	0	0	0
		State	19.35	25.51	28.45	16.72	6.74	3.23
Legal Studies		School	0	20.0	40.00	40.00	0	0
		State	15.42	29.28	23.69	18.90	9.82	2.90
Mathematics Extension 2		School	E4	E3	E2	E1		
			0	50	50	0		
		State	E4	E3	E2	E1		
			41.49	42.82	14.31	1.27		
Mathematics Extension 1		School	E4	E3	E2	E1		
			11.11	50	33.33	.56		
		State	E4	E3	E2	E1		
			34.71	42.62	18.04	4.62		
Mathematics Advanced		School	5.56	27.78	44.44	22.22	0	0
		State	23.15	28.31	29.01	13.94	3.88	
Mathematics Standard 2		School	4.00	16.00	32.00	32.00	12.00	4.00
		State	625	1725	1732	837	206	56
Modern History		School	0	75.00	25.00	0	0	0
		State	10.15	25.75	33.91	17.61	9.07	3.52
Music 1 (by Distance Education)		School	100	0	0	0	0	0
		State	21.85	45.04	20.46	8.39	3.74	0.51
Personal Development, Health & Physical Education		School	12.50	25.00	41.67	20.83	0	0
		State	8.59	26.70	32.72	22.48	8.48	1.02
Physics		School	0	23.53	29.41	41.18	5.88	0
		State	12.54	25.19	25.75	21.21	13.81	1.50
Society and Culture		School	0	80.00	20.00	0	0	0
		State	12.18	34.58	35.30	12.83	3.83	1.27
Software Engineering		School	0	25.00	25.00	12.50	37.50	0
		State	8.20	27.60	37.05	19.17	5.83	2.15
Studies of Religion 1		School	9.52	47.62	42.86	0	0	0
		State	15.51	30.75	33.73	15.06	4.03	0.93
Studies of Religion 2		School	0	5.88	47.06	38.24	8.82	0
		State	10.15	25.75	33.91	17.61	9.07	3.52

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Textiles and Design (by Distance Education)		School	100	0	0	0	0	0
		State	16.06	32.46	28.95	16.26	5.33	0.94
Visual Arts		School	0	5.88	47.06	38.24	8.82	0
		State	10.15	25.75	33.91	17.61	9.07	3.52

Interpretative Comments

Hills Adventist College demonstrates a clear upward trajectory in high-level academic performance across the three year period, with 16 Band 6/E4 results in 2023, increasing to 19 awards in 2024, and 17 in 2025 reflecting both improved outcomes and a widening range of subjects achieving top band results.

2023 Cohort: 53 students of which there were 10 distinguished achievers

2024 Cohort: 50 students of which there were 16 distinguished achievers

2025 Cohort: 69 Students with 13 distinguished achievers

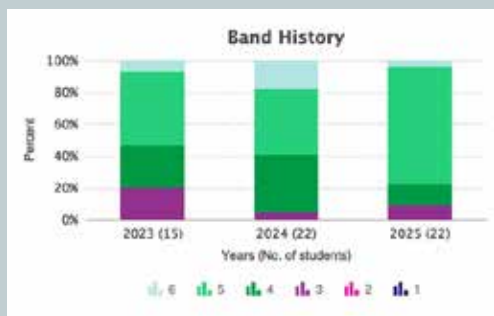
Detailed analysis of the 2025 HSC results identifies Business Studies (4 Distinguished Achievers) and PDHPE (3 Distinguished Achievers) as standout areas, alongside continued strength in Mathematics (Advanced and Extension 1) and Economics, highlighting growth in both commerce and STEM aligned disciplines. Compared with previous years, the 2025 outcomes show a more evenly distributed pattern of Distinguished Achievers across subjects rather than concentration in a limited number of courses. Overall, publicly available NESA and HSC data suggest that Hills Adventist College is consolidating improvement at the highest performance bands, with particular advancement evident in applied and commerce-based subjects within the 2025 cohort.



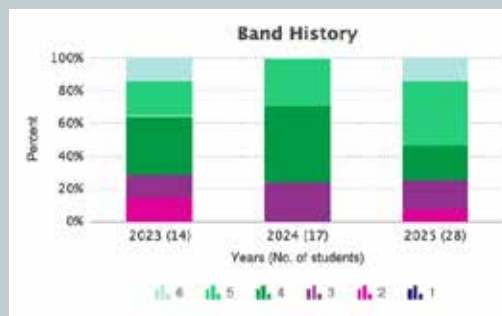


Comparison of 2025 HSC results as a trend over time

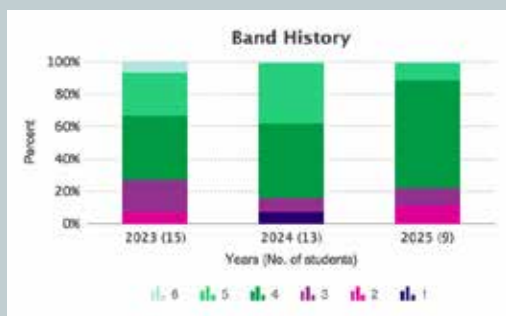
Biology



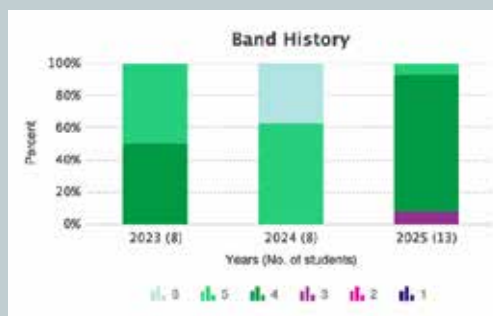
Business Studies



Chemistry

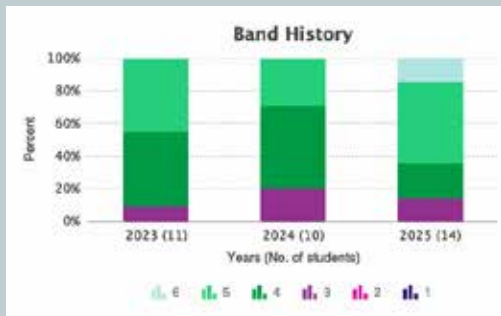


Design and Technology

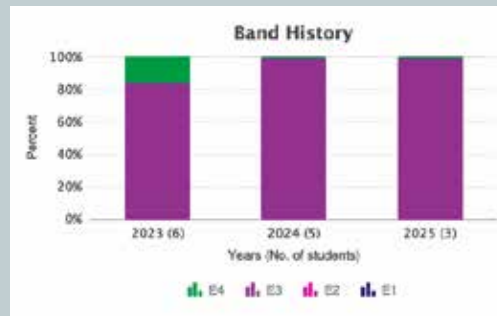


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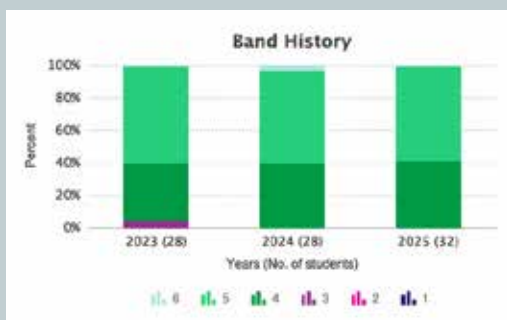
Economics



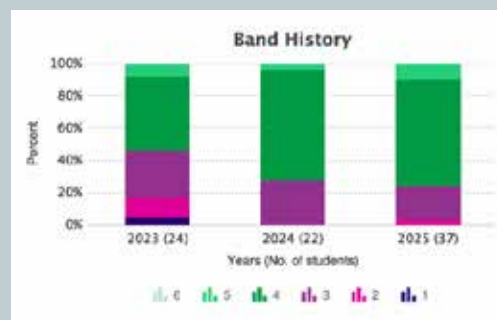
English Extension 1



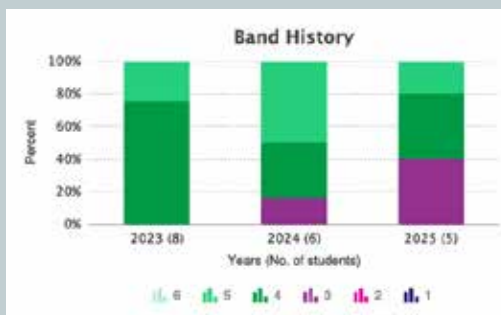
English Advanced



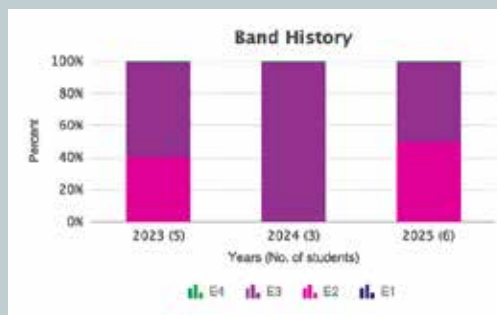
English Standard



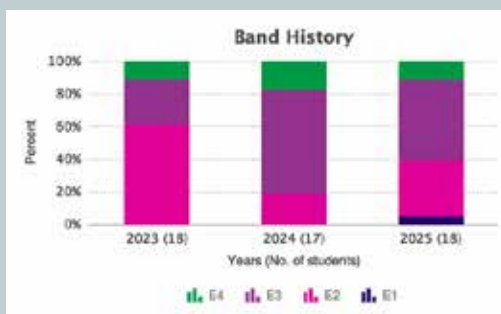
Legal Studies



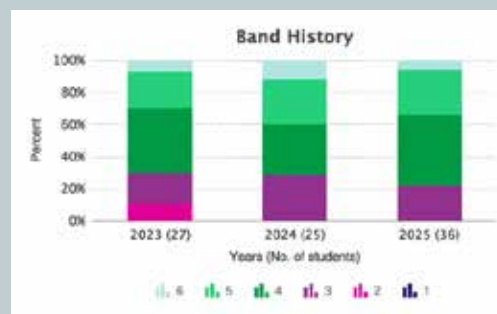
Mathematics Extension 2



Mathematics Extension 1

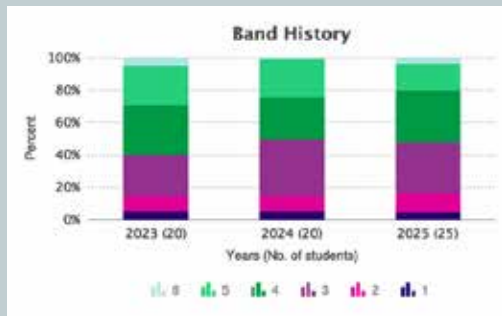


Mathematics Advanced

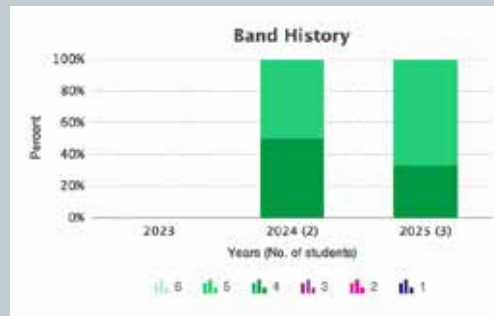


Comparison of 2024 HSC results as a trend over time

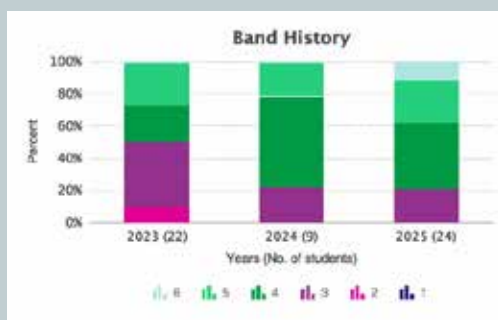
Mathematics Standard 2



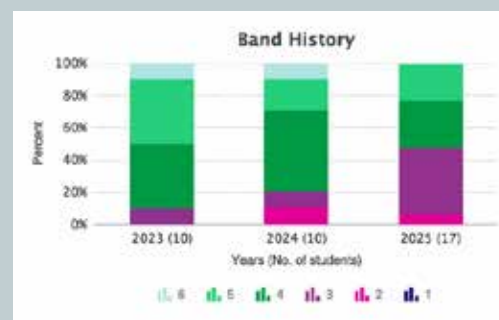
Modern History



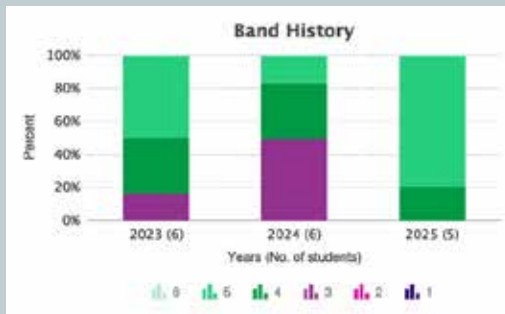
PDHPE



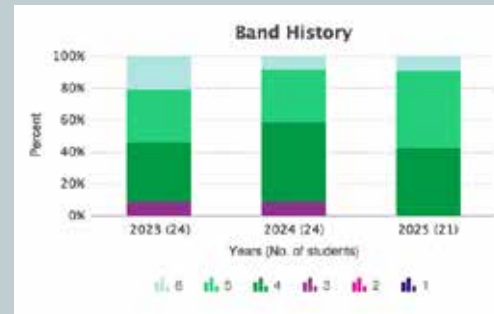
Physics



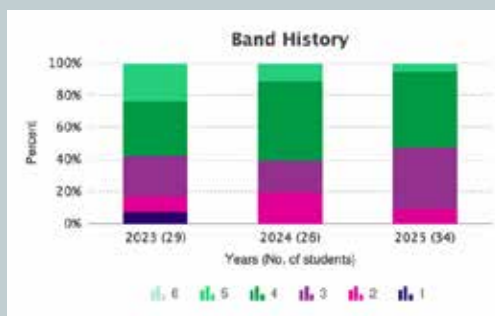
Society and Culture



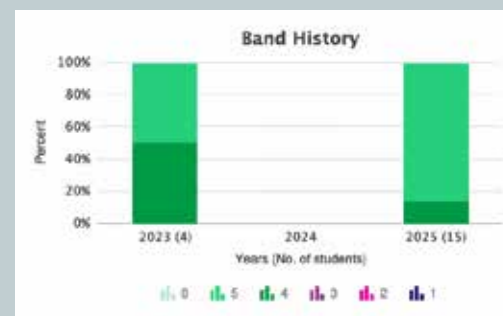
Studies of Religion 1



Studies of Religion 2



Visual Arts



2.4

Senior secondary outcomes

Year 12	Qualification/ Certificate	Percentage of Students
2025	HSC 69	100%
2025	AQF Certificate III or above 0	0 %



3 Staffing

3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
Conditional	8
Provisional	7
Proficient	50
Highly Accomplished	0
	65

3.2 Workforce composition

School Staff	
Teaching Staff	65
Full Time Equivalent Teaching Staff	54.8
Non-Teaching Staff	45
Full Time Equivalent Non-Teaching Staff	24.2
Indigenous Staff Members	0



4 Attendance

4.1 Management of non-attendance

(A summary of the procedures describing how the school manages non-attendance, this may include processes for managing absences, partial-absences, early departure protocols and non-attendance follow-up)

Student absences were monitored regularly and contact was made with the family to determine the reasons. Parents were expected to provide a written note explaining the reason for the absence.

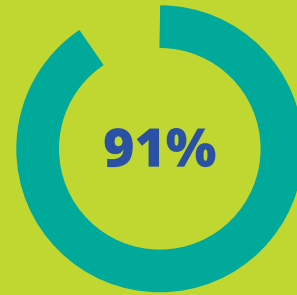
It is recommended that a student's attendance must be 85% or more throughout the school year. When a student's attendance becomes a concern the Homeroom Teacher or Attendance Officer will inform the Principal or Head of Campus and the following steps may be taken:

1. Daily text messages are sent to parents of students who are not present at school.
2. Personal contact is made to a parent / guardian via phone call and follow up email. The aim is to improve their child's attendance by highlighting the importance of attending school and that it is a legal requirement
3. If there is no improvement, a meeting is scheduled with the parents / guardians to discuss attendance concerns and an attendance plan is formulated to ensure the student attends more regularly. Any attendance plans are documented in the student files on the learning management system
4. If an attendance plan is unsuccessful, the Principal will report the matter to the relevant agency

4.2 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93.19
Year 1	91.66
Year 2	91.93
Year 3	90.38
Year 4	90.72
Year 5	92.34
Year 6	89.61
Year 7	91.43
Year 8	90.67
Year 9	86.30
Year 10	87.30
Year 11	89.59
Year 12	88.02

Total school attendance average:





5 School policies

The following school policies are publicly available and can be found at this link: <https://nsw.adventist.edu.au/policies/>

- NSW Child Protection Policy
- NSW Complaints Policy (B8.1 & 8.2)
- NSW Enrolment Policy (B7)
- NSW Student Behaviour Policy (B8.2- Anti-bullying)

6 Stakeholder satisfaction

In 2025, an online survey was conducted to gather feedback from students about their learning experience. The Director of Teaching & Learning collated the responses and shared them with head of departments and head of campus and provided the feedback to teachers as a learning and reflection tool. Students highlighted concerns related to the demands and inconsistency of coursework and ongoing noise levels in the classroom. This feedback was used to help teachers understand how their interactions with students were affecting their learning and to make changes to their teaching practices throughout the year.

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

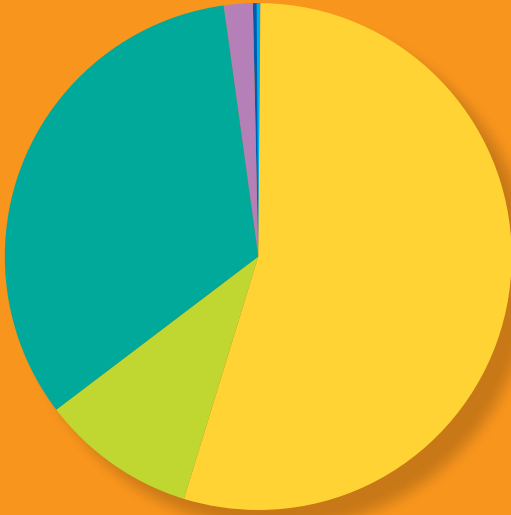
An exit survey was also conducted for students and parents leaving the college, which indicated that relocation and moving to a school with different facilities were key reasons for leaving.

Staff and student satisfaction was typically assessed using the Insight SRC survey, which was carried out in May 2025. The feedback was analysed, and changes were implemented based on the results through our strategic planning process. This information informed our 3-year strategic plan to be implemented in 2026.



7

Summary financial information



Income

Income Sources	Percentage of Total Income
Fees and private income	54.84%
State recurrent grants	9.82%
Commonwealth recurrent grants	33.02%
Other Government grants	0.10%
Government capital grants	2.11%
Other capital income	0.12%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.16%
Non-salary expenses	25.46%
Classroom expenditure	10.26%
Capital expenditure	3.11%

