



NSW Education Standards Authority

**Annual Report
2018**

Reporting on the 2017 Calendar Year

Hills Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

1 A message from key school bodies – (School Council and Student representative Council)

College Council Chairman's Annual Report – Mr Jason Howie

The Hills Adventist College School Council has continued to focus on delivering on the College's mission during 2017.

Hills Adventist College aims to provide a balanced education, identifying and developing creativity, citizenship and academic excellence while complementing and extending the training provided by Christian homes.

Our focus over the course of the year has been on developing and delivering our education program, building new infrastructure and on the values and culture of the college.

In particular it was exciting to see our most successful HSC class to date complete their education, providing a boost in our school ranking. This result was underpinned by a number of exceptional individual results from which both our students and the broader school community can take pride and confidence in the work being done by our educators.

Our building program has delivered the final touches to our Senior School Block, and provided much needed additional parking to the school. The new Church Buildings currently under construction on the front corner of the property will also significantly add to the school environment. The coming years are an exciting period for the College as we see the culmination of many years of planning work in the completion of these projects.

The College has a strong reputation for its sense of community. This community is supported by the high level of engagement from parents and grandparents at the college, who have supported a range of projects and events, including working bees, committees, promotional events and sporting carnivals. The College could not provide the quality of education it is known for without the willing support of our families, and we all benefit from the effort of those that contribute in so many different ways.

We continue to be blessed by our Christian teaching and support staff, led by a capable and committed principal in Malcolm Coulson. The contribution of all those that are employed by the College goes well beyond the education they provide to our children. They also provide a practical representation of Christian values to our children and the wider community

I would also acknowledge once again the support of the Greater Sydney Conference and Commonwealth Government (through the Block Grant Authority of the Association of Independent Schools NSW) which have provided significant resources to the school to assist with our expansion and building programs. A number of the projects that have been pursued over the past years would not have been possible without this support.

Statement from the Student Representative Council

The aim of the Student Representative Council (SRC) is to provide an opportunity for students from Years 5 to 12 to develop leadership potential and be a voice for the student body within the college. Membership of the SRC is by election. Each Year Level elects two representatives to the SRC – one male and one female.

The focus for the SRC is to:

- Represent student voice within the College
- Advocate on behalf of the students
- Raise any issues or concerns
- Organise activities or events to support students and add to student life on campus
- Contribute a student voice to the operation and management of the College and contribute to discussion surrounding large issues affecting the college community

Some of the issues addressed during 2017 include participating in Harmony Day to raise awareness of cultural identity. The SRC also raised funds for the Adventist Development and Relief Agency through a mufti day.

2 Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)

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 both the All Suburbs Independent School Sporting Association (ASISSA) for Junior School students and Hills Zone Combined High School Sports Association (Hills zone) for Middle and Senior School students.

The College is located on two campuses: Castle Hill and Kellyville. The Castle Hill campus includes of the ELC and the Junior School (Kindergarten to Year 4) providing a safe and nurturing environment for the early years of schooling. This model of an ELC and Kindergarten to Year 4 is quite unique to the area with students treating one other as if they are part of a large family.

The Kellyville campus consists of the Middle School (Years 5 – 8) and Senior School (Years 9 – 12). 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, including opportunity to undertake overseas service projects. The College focuses on values that prepare students to be valuable 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. Construction of the Senior School block has recently been completed. Stages of completion include Science, Food Technology and Textile facilities in 2013, library facilities, Visual Arts and Information Technology areas in 2014, Music and Drama areas, as well as a technology space and an additional three GLAs were completed in 2015. 2017 was the next stage of development

with the relocation of the administration building, preparations for extension of the carpark and site works for the first stage of the Middle School construction project. Preparatory work was also completed in readiness for the first Kindy class to commence on the Kellyville campus on 2018.

3 Student performance in National and State-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

Please visit MySchool website for a full break down of Hills Adventist College NAPLAN results for 2017. The results can be found in graphs, numbers and bands.

<https://www.myschool.edu.au/school/50416/naplan/bands>

For Year 3 students NAPLAN outcomes are distributed across bands 1 to 6, with the national minimum standard set at band 2. For Year 5 students NAPLAN outcomes are distributed across bands 3 to 8, with the national minimum standard set at band 4. Year 7 NAPLAN outcomes are distributed across bands 4 to 9, with the national minimum standard set at band 5. Year 9 NAPLAN outcomes are distributed across bands 5 to 10, with the national minimum standard set at band 6.

In addition to the reporting of percentages of students who are below, at, or above the national minimum standard we analyse NAPLAN data to determine the learning gains of students across the 2-year period of each NAPLAN data set.

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	3	4	93
Year 5	0	9	91
Year 7	2	3	95
Year 9	2	2	96

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	11	89
Year 5	2	2	96
Year 7	3	14	83
Year 9	2	10	88

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	2	7	91
Year 5	0	7	93
Year 7	0	5	95
Year 9	2	10	88

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	9	0	91
Year 5	2	11	87
Year 7	2	2	96
Year 9	0	12	88

Numeracy

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

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	9	91
Year 5	0	7	93
Year 7	0	0	100
Year 9	0	3	97

Interpretative Comments

Over the course of the collection of NAPLAN data sets, from Year 3 to Year 9, it is clear that the percentage of students below the national minimum standards are very small and the percentage of students above the minimum standards is above 90% in most year groups and assessed areas. The improved learning outcomes by students and the degree of learning gain is very pleasing.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	31
Number of ROSAs issued by NESA in 2017	31 (all issued eRecord for RoSA)

3.3 Results of the Higher School Certificate Examination 2017

Comparison of 2017 results compared to the state

Subject	No of Students		Performance Band Achieved by %					
			6	5	4	3	2	1
Biology	7	College	43%	14%	29%	14%	0%	0%
		STATE	12%	27%	29%	19%	8%	4%
Business Studies	7	College	14%	14%	29%	43%	0%	0%
		STATE	8%	28%	28%	21%	8%	4%
Chemistry	7	College	0%	71%	0%	29%	0%	0%
		STATE	9%	33%	28%	19%	8%	1%
Community and Family Studies	5	College	0%	20%	60%	20%	0%	0%
		STATE	4%	25%	37%	20%	8%	3%
English (Standard)	16	College	0%	25%	31%	31%	6%	6%
		STATE	1%	15%	39%	31%	9%	4%
English (Advanced)	14	College	14%	50%	29%	7%	0%	0%
		STATE	15%	48%	28%	7%	1%	0%
Food Technology	6	College	0%	33%	17%	17%	33%	0%
		STATE	8%	21%	29%	22%	14%	4%
Information Processes and Technology	4	College	0%	50%	50%	0%	0%	0%
		STATE	7%	22%	35%	16%	13%	5%
Legal Studies	4	College	25%	50%	25%	0%	0%	0%
		STATE	13%	31%	31%	16%	5%	3%
Mathematics General 2	13	College	15%	31%	23%	23%	8%	0%
		STATE	7%	19%	25%	24%	17%	8%
Mathematics	11	College	27%	27%	9%	27%	9%	0%
		STATE	23%	30%	21%	16%	6%	3%
Modern History	3	College	0%	67%	0%	33%	0%	0%
		STATE	9%	30%	32%	15%	8%	6%
Personal Development, Health and Physical Education	16	College	6%	13%	25%	31%	25%	0%

Subject	No of Students		Performance Band Achieved by %					
			6	5	4	3	2	1
		STATE	9%	22%	29%	21%	12%	6%
Physics	7	College	14%	29%	14%	43%	0%	0%
		STATE	11%	23%	33%	21%	7%	4%
Studies of Religion II	15	College	0%	27%	33%	7%	27%	7%
		STATE	15%	34%	32%	13%	4%	0%
Studies of Religion I	15	College	27%	20%	27%	20%	7%	0%
		STATE	7%	39%	31%	15%	5%	2%
Textiles and Design	5	College	60%	40%	0%	0%	0%	0%
		STATE	13%	37%	27%	16%	5%	2%
Visual Arts	5	College	20%	60%	20%	0%	0%	0%
		STATE	13%	42%	35%	9%	1%	0%

Interpretative comments for Higher School Certificate results

The HSC class of 2017 achieved very pleasing results with high outcomes attained by many of the 30 students, including 22 Band 6s and 50 Band 5s. Notable achievements included the results of the Textiles and Design class, with one student attaining 100% and another student's major project being included in the Textstyle Exhibition and a third student receiving recognition for being a NESAs All Rounder. Across the range of HSC subjects offered at Hills Adventist College the percentage of students attaining high results was above state averages.

Comparison of 2017 HSC results as a trend over time

Subject	Year taught	No of Students	Performance Band Achieved by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	2015	3	0%	0%	0%	67%	0%	33%
Ancient History	2013	3	0%	33%	33%	33%	0%	0%
Biology	2017	7	43%	14%	29%	14%	0%	0%
Biology	2016	7	0%	29%	29%	43%	0%	0%
Biology	2015	6	17%	17%	17%	33%	17%	0%
Biology	2014	9	0%	11%	44%	22%	0%	22%
Business Studies	2017	7	14%	14%	29%	43%	0%	0%
Business Studies	2016	8	0%	0%	75%	13%	0%	13%
Business Studies	2015	6	17%	17%	50%	17%	0%	0%
Business Studies	2014	7	0%	43%	29%	29%	0%	0%
Business Studies	2013	5	0%	20%	60%	20%	0%	0%
Chemistry	2017	7	0%	71%	0%	29%	0%	0%
Chemistry	2016	11	0%	9%	64%	27%	0%	0%
Chemistry	2015	2	0%	0%	50%	50%	0%	0%
Chemistry	2014	6	0%	0%	67%	17%	0%	17%
Chemistry	2013	3	0%	0%	33%	67%	0%	0%
Community and Family Studies	2017	5	0%	20%	60%	20%	0%	0%
Design & Technology	2013	2	0%	0%	100%	0%	0%	0%
Design and Technology	2016	2	0%	50%	0%	50%	0%	0%
English (Advanced)	2017	14	14%	50%	29%	7%	0%	0%
English (Advanced)	2016	13	0%	8%	77%	15%	0%	0%
English (Advanced)	2015	5	0%	60%	20%	0%	20%	0%
English (Advanced)	2014	12	8%	33%	58%	0%	0%	0%
English (Standard)	2017	16	0%	25%	31%	31%	6%	6%
English (Standard)	2016	19	0%	0%	74%	21%	5%	0%
English (Standard)	2015	12	0%	17%	50%	17%	8%	8%
English (Standard)	2014	12	0%	0%	58%	33%	8%	0%

Subject	Year taught	No of Students	Performance Band Achieved by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English (Standard)	2013	11	0%	18%	18%	55%	9%	0%
Food Technology	2017	6	0%	33%	17%	17%	33%	0%
Food Technology	2016	5	0%	40%	60%	0%	0%	0%
Information Processes and Technology	2017	4	0%	50%	50%	0%	0%	0%
Legal Studies	2017	4	25%	50%	25%	0%	0%	0%
Legal Studies	2016	3	0%	0%	67%	0%	0%	33%
Legal Studies	2015	3	0%	33%	33%	33%	0%	0%
Legal Studies	2014	3	0%	67%	33%	0%	0%	0%
Mathematics	2016	17	6%	41%	29%	34%	0%	0%
Mathematics	2015	11	9%	0%	45%	9%	18%	18%
Mathematics	2014	12	8%	25%	25%	33%	8%	0%
Mathematics	2013	6	0%	0%	17%	67%	17%	0%
Mathematics	2017	11	27%	27%	9%	27%	9%	0%
Mathematics General 2	2017	13	15%	31%	23%	23%	8%	0%
Mathematics General 2	2016	16	0%	13%	44%	19%	13%	13%
Mathematics General 2	2015	6	0%	0%	33%	17%	50%	0%
Mathematics General 2	2014	11	0%	0%	64%	9%	18%	9%
Mathematics General 2 (old syllabus)	2013	5	0%	0%	40%	40%	20%	0%
Modern History	2017	3	0%	67%	0%	33%	0%	0%
Music 1	2016	4	0%	75%	25%	0%	0%	0%
Music I	2014	3	0%	33%	67%	0%	0%	0%
Music I	2013	4	25%	50%	25%	0%	0%	0%
Personal Development, Health and Physical Education	2017	16	6%	13%	25%	31%	25%	0%
Personal Development, Health and Physical Education	2016	15	0%	40%	40%	0%	7%	13%
Personal Development, Health and Physical Education	2015	9	0%	44%	56%	0%	0%	0%
Personal Development, Health and Physical Education	2014	14	7%	21%	43%	21%	0%	7%
Physics	2017	7	14%	29%	14%	43%	0%	0%
Physics	2016	11	0%	18%	45%	36%	0%	0%

Subject	Year taught	No of Students	Performance Band Achieved by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Physics	2014	2	0%	0%	100%	0%	0%	0%
Physics	2013	4	0%	0%	50%	50%	0%	0%
Studies of Religion I	2017	15	27%	20%	27%	20%	7%	0%
Studies of Religion I	2013	1	0%	0%	0%	100%	0%	0%
Studies of Religion II	2017	15	0%	27%	33%	7%	27%	7%
Studies of Religion II	2016	32	0%	16%	41%	31%	6%	6%
Studies of Religion II	2015	17	0%	24%	47%	18%	6%	6%
Studies of Religion II	2014	24	0%	21%	42%	25%	13%	0%
Studies of Religion II	2013	10	20%	20%	30%	20%	10%	0%
Textiles and Design	2017	5	60%	40%	0%	0%	0%	0%
Textiles and Design	2015	4	50%	25%	0%	25%	0%	0%
Textiles and Design	2014	5	0%	100%	0%	0%	0%	0%
Visual Arts	2017	5	20%	60%	20%	0%	0%	0%
Visual Arts	2016	4	0%	0%	100%	0%	0%	0%
Visual Arts	2014	5	20%	40%	40%	0%	0%	0%

Interpretative comments for Higher School Certificate result trends over time

The trends over time show some variability in achievement outcomes for different student cohorts.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 0%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 100%

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers
CPR/Anaphylaxis/First Aid	60
Classroom Observations training	50
Developing a Teaching and Learning Plan	50
ASBA Conference	1
Special needs/ Disability training	5
Literacy	3
HSIE Specific professional learning	4
Library	1
Music Specific professional learning	4
Numeracy Training	15
Languages specific professional learning	1
HSC	2
English- Senior school	3
Art specific professional learning	2
Pedagogy	3
Studies of Religion specific professional learning	2
TAS specific professional learning	4
Safety	1
Science specific professional learning	3
Wellbeing	5
PDHPE specific professional learning	3
ICT	1
NAPLAN	1
Mathematics specific professional learning	1
Legal training	1
Leadership	7
CAPE CASE x 2 days	50

Total Staff PD experiences: 283

Average cost per teacher for professional learning: \$159.27

5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	54
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	Nil
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	Nil
	Total number of teachers in school	54

6 Workforce composition

In 2017, there were no teachers from an indigenous background. The significant majority of teaching staff hold Australian qualifications. They represent a range of cultural backgrounds. The Junior School has a predominance of female teachers while Middle and Senior School has a fairly even mix of males and females. There is a consistent spread of age and experience across the workforce.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	92.0
Year 1	92.5
Year 2	93.61
Year 3	94.1
Year 4	94.25
Year 5	91.83
Year 6	92.42
Year 7	93.0
Year 8	94.1
Year 9	92.25
Year 10	88.71
Year 11	91.9
Year 12	94.75
Total school attendance average	92.72

7.2 Management of non-attendance

Students who were not at school at the beginning of the day were noted by the homeroom teacher.

Student absences were monitored regularly by the homeroom teacher 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.

If the attendance of a student falls below 85% attendance year-to-date, the roll teacher will notify the Head of Campus and continue to report while the attendance remains below 85% year-to-date.

It is the responsibility of the Head of Campus to review the attendance record and if it is unacceptable will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance is developed.

If these strategies are not adhered to the college will report the family to Children Services for "Failure to educate".

7.3 *Retention from Year 10 to Year 12 (where relevant)*

Percentage retention rate: 67.4%

8 Post School Destinations (secondary schools only)

The students who left at the end of Year 10 did so for the following reasons:

- Commenced an apprenticeship;
- Commenced at vocational college;
- Commenced at another school which offered specialised subjects selected by the student.

9 Enrolment Policies and characteristics of the student body

9.1 Enrolment Guidelines

Scope

Seventh-day Adventist Schools in NSW are comprehensive co-educational schools providing an education underpinned by the values of the Seventh-day Adventist Church and operating within the policies of the NSW Education Standards Authority.

Applications

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K - 12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

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

Immunisation Requirements

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

1. record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
2. provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
3. notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
4. exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

Processing Applications

1. The school will base any decision about offering a place to a student on:
 - a) Family Relationship with the school:
 - I. the applicant coming from a Seventh-day Adventist family;
 - II. sibling of a current or ex-student;
 - III. they hold attitudes, values and priorities that are compatible with the school ethos.
 - b) The Student:
 - I. the contribution that the student may make to the school, including the co-curricular activities;
 - II. any special needs or abilities of the student;
 - III. the student's reports from previous schools.
 - c) Other Considerations:
 - I. order of receipt - when the application to enrol is received by the school.
 2. The school will meet with parent/caregiver(s) of the students before offering a place.
-

3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

A copy of this guideline can be found on the NSW Adventist Intranet (5.8.2) <https://kb.myadventist.org/display/nswedupolicies/Enrolment+Guidelines> or you can request a hard copy from the front office.

Changes made to the policy during 2017

This is a new guideline written in 2017.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Student welfare:

encompasses all that the school does to promote and meet the spiritual, personal, social and learning needs of the child

creates a safe, caring environment in which students are nurtured as they learn

provides opportunities for students to:

- experience success in their learning
- make a useful contribution to the community in which they live, as well as their College environment
- derive joy from their learning
- work and play in a safe environment free from ridicule, verbal abuse and any kind of behaviour that may hamper their learning

supports the student in wanting an environment that is free from disruption caused by unruly behaviour

encourages through the Student Representative Council involvement in the decision making of the College

encourages the student to value differences within their cultures

supports the student in all aspects of their learning

Principal and Head of Campus will ensure that:

a commitment to student welfare underpins all policies and activities of the College

the College community reviews policies and practices related to student welfare on a regular basis

the College discipline policy is continually being reviewed

students, staff and parents are assisted to develop and put all of the policies into place within the College

teaching and support staff are encouraged to acquaint themselves with the policies within the College relating to student welfare

Teaching and support staff will:

ensure that they are familiar with the student welfare policy and the College discipline policy

contribute to the provision of a caring, well managed, safe environment for all students and fellow staff members

participate in the learning and teaching process in ways which take account of the aims of this policy

participate in the implementation of the student welfare policy

Students will:

act according to the discipline code established by the College

contribute to the provision of a caring, safe environment for fellow students and staff members

participate actively in the learning process

provide their views on student welfare, discipline and school decisions, through their class representatives on the Student Representative Council

practise peaceful conflict resolution

Parents will be encouraged to:

participate in the learning of their children and the life of the school, including the review of the student welfare and discipline policies

share the responsibility for shaping their children's understanding about acceptable behaviour

work with the teachers to establish fair and reasonable expectations of the College.

Student's Rights

All students are not too young to understand that the granting of rights must be followed by the acceptance of responsibilities.

Students have the right to:

be happy and to be treated with compassion. No one should laugh at someone else and hurt their feelings

be treated with respect and politeness

always be safe at College. No one should threaten, hit or hurt another student in any way.

know that all personal property is safe

obtain maximum benefit from all lessons

expect educational activities that will benefit them

be by themselves if they so desire without any threat of personal harm

have good health practices respected

pleasant, well-kept and clean surroundings while in the classroom and in the playground

be provided with a school where they are not in any physical danger

expect the local community to provide support for the College and will respect and have pride in the College

be helped to learn self- control and self-discipline

not be ignored if others abuse their rights

Responsibilities of students at school

Students have the responsibility to:

treat others with compassion, not to laugh at others, tease them or in any way try to hurt their feelings

be polite to all of the College community and treat them with respect

use polite language when talking to others
make the school safe by not threatening anyone, hitting or hurting anyone in any way
not take anything that belongs to another person or to destroy or damage their own or others as well as College property
be cooperative with teachers and other students to ensure that lessons run smoothly and that all work is kept up to date
be punctual for College, to attend College regularly and to contribute to College activities
respect others as individuals and not treat them unfairly because they may have differing opinions and views
always be clean and tidy and in full College uniform
keep the College grounds tidy as well as their personal space within the classroom
let teachers know of anything of a dangerous nature within the school that may jeopardise the wellbeing of the student and staff body
behave in a way that will gain respect for the College, especially when going from and coming to school and at out-of-school activities

Aims

Through the student welfare policy program, Hills Adventist College aims to:

develop in students a strong foundational belief in the Godhead
develop the self-esteem of all students within the College
develop in students a set of values to guide behaviour leading to self-discipline
develop in students positive, caring relationships
develop in students an ability to communicate effectively
develop in students a sense of personal dignity
develop in students a sense of cultural identity and the tolerance of other cultural identities
address the common needs of all students as well as focusing on the different needs of boys and girls

Outcomes

The wellbeing, safety, spirituality and health of students and other community members will be the priority in all areas of the student welfare policy

principles of equity and justice will be evident in school plans, programs and procedures
the discipline code will articulate a clear guideline for student behaviour to all members of the school community.
the College will be a disciplined, ordered and cohesive community where individuals take responsibility and work together
the College will reflect the values of the community and will welcome participation of the community in the learning environment.

Location of the full text of the Student welfare policy

Copies of the Student welfare policy can be obtained at the College office.

Changes made to the policy during 2017

There has been no change made to this policy in 2017.

10.2 Student Management Policy

Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

Aims

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

Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

1. know the allegation and any other information related to it;
2. know the process by which the matter will be considered;
3. make a response to the allegation;
4. know how to have any process or decision reconsidered;
5. expect impartiality in the investigation and the decision making; and
6. an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

A copy of this guideline can be found on the NSW Adventist Intranet (5.7.1) <https://kb.myadventist.org/display/nswedupolicies/Student+Management+Policy> or you can request a hard copy from the front office.

The words (*including but not limited to the suspension, expulsion and exclusion of students*) has been added twice to this policy during 2017.

10.3 Anti-Bullying Policy

At Hills Adventist College, we recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting.

We also recognize the role of parents and the community in influencing how we deal with bullying in the College community. The stress for targets of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievements and the educational achievements of their peers.

Total elimination of bullying will be a difficult, if not impossible, task. It is, however, the duty of all staff, students and parents to pursue this ideal with determination and vigour.

Students are entitled to enjoy their educational experience without fear of harassment from any sector of the College community. The aim of this policy is to empower the whole College community to recognize and respond appropriately to bullying and harassment and to contribute to the general health and wellbeing of all students.

Location of the full text of Anti-Bullying policy

A Copy of this policy can be found on the NSW Adventist Intranet (5.6.2.5.2) <https://kb.myadventist.org/pages/viewpage.action?pagelId=47483387> or you can request a hard copy from the front office.

Changes made to the policy during 2017

There has been no change made to this policy in 2017.

10.4 Complaints and Grievances Policy

Scope

Seventh-day Adventist Schools are committed to providing a harmonious, Christ-like, safe environment for all students, parents and staff. This guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

1. enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
2. provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

This Guideline applies to all company staff receiving or managing complaints from parents, other staff members or the wider community made about schools or the company, their services, or how the company handles complaints.

There are separate, specific guidelines that establish processes for handling child protection, overseas students and employment related complaints or grievances.

Purpose

This policy is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

1. enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
2. provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

Company Commitment

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

Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

1. providing adequate support and direction to key staff responsible for handling complaints;

2. regularly reviewing reports about complaint trends and issues arising from complaints;
3. encouraging staff to make recommendations for system improvements;
4. supporting recommendations for system improvements arising from analysis of complaint data.

Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

1. providing regular reports to the Director on issues arising from complaint handling work;
2. ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
3. training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines;
4. encouraging staff to provide suggestions on ways to improve the company's complaints management system.

Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

1. treating all people with respect, including people who make complaints;
2. complying with the Company Complaints Handling Guideline;
3. keeping informed about best practice in complaint handling;
4. assisting people who wish to make complaints to access the complaints handling guideline;
5. assisting those handling complaints to resolve matters promptly;
6. providing feedback to their principal/director on issues arising from complaints; and
7. implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

A full copy of this guideline can be found on the NSW Adventist Intranet (5.2.2) <https://kb.myadventist.org/display/nswedupolicies/Complaints+Handling+Guideline> or you can request a hard copy from the front office.

Changes made to the policy during 2017

This is a new guideline written in 2017.

11 School determined improvement targets

Priority Areas for Improvement for 2018 (Schools in National Partnerships should include items from their school plan)

- Provide teaching staff with more time for stage-specific collaboration on teaching and learning plans, curriculum development and professional learning.
 - Revise the academic progress reporting system used across the College.
 - Train teaching staff in the analysis of learning outcome data so that students' learning programs can be increasingly individualised.
 - Introduce Project-Based Learning to Middle School staff to plan for implementation in 2019.
 - Introduce a Kindy program onto the Kellyville campus.
-

- Complete infrastructure projects to accommodate the Middle School students into new learning facilities.
- Extend the student advocacy program by offering a homework program after college.
- Develop a whole-of-college student and staff wellbeing plan.
- Review current student management programs to align plans to core learning outcomes. (Give significant consideration to the Positive Behaviour for Learning model).
- Develop a mentoring and coaching program to support future leaders – both students and staff.
- Conduct a community consultation process to ensure the College’s goals and direction are addressing the future needs of our students, staff and community.

Achievement of Priority Areas listed for improvement in the 2017 report (Schools in National Partnerships should include achievements of items from their school plan)

Priority Area	Achievement
1. Capital Development	
a. Relocation of the Administration Building (Kellyville)	This has been achieved, making way for the construction of stage one of the Middle School.
b. Fit-out of the Administration Block (Kellyville)	This has been achieved in 2017.
c. Expansion of the existing car park (Kellyville)	This has been achieved, including completion of the underground drainage system to facilitate stormwater management.
d. Construction of Stage 1 of the Middle School Block (Kellyville)	Work on this project has commenced with an expected date of completion late in semester 1, 2018.
e. Construction of shade systems over the Senior Block ‘Village Green’	Work on this project has commenced, with an expected date of completion in early 2018.
f. Security fencing systems for the Kellyville campus	Work on this project is being completed in conjunction with the carpark and should be completed early in 2018.
g. Set up facilities for a Kindy classroom at Kellyville	This project has commenced and will be functional in time for the first intake of Kindy students in 2018.
2. Teaching and Learning	
a. Revision of the scope and sequence of the learning capabilities for K-12	This project was completed through significant staff engagement resulting in a revised Teaching & Learning Plan
b. Introduce the Elevate Education program to all secondary students.	College students attended Elevate Education presentations to develop study skills, exam technique and time management

Priority Area	Achievement
	skills.
c. Embed an evidence-based spelling program through to Stage 3 to address issues noted through analysis of NAPLAN data.	Staff reviewed options and elected to implement the Spelling Mastery program, including training in the program and relevant resources.
d. Embed an evidence-based literacy program across the ELC and Junior School to address issues noted through analysis of K-2 learning outcomes.	Staff reviewed options and elected to implement the Pre-lit and Multi-Lit program, including training in the program and relevant resources.
3. Student Wellbeing	
a. Develop a plan to involve students through leadership and service.	Progress on this plan has begun with several staff participating in professional development programs to understand student wellbeing issues and models for improving wellbeing.
4. Staff Wellbeing	
a. Use the services of 'Own the Game' to develop a college-wide communication charter.	This program was implemented in 2017 with staff completing on-line training programs, producing a College Communication Charter and developing strategies for improving the quality of interactions.

12 Initiatives promoting respect and responsibility

Life Education	Program based on the PDHPE program
Australia's Biggest Morning Tea	Raising money for cancer research
Promotion of values	Opportunities are created in all curriculum areas to promote appropriate behaviour and attitudes that develop respect for others and self. Programs are used that teach responsible behaviour toward fellows, the wider community and the environment.
Focus during Assembly	Respect and responsibility are addressed each morning by the Head of Campus through attention to correct and safe behaviour, the National Anthem and morning school prayer.
Chapel	Weekly Chapel programs provide an excellent venue to teach about attitudes toward each other and our God.

Class Devotional and Bible study class	During the Class Devotional and Bible lessons opportunities are provided to promote healthy relationships and develop skills that enable students to be responsible citizens that demonstrate Christian care toward humanity.
Student Council	Students learn to take a responsible attitude toward improvement of the school and management of programs that support charities.
Class responsibilities	As students accept class duties and learn to perform them with diligence they are learning to apply the principles of respect and responsibility in daily living.
Service Programs	Students are engaged in appropriate service activities for the local and broader community

13 Parent, student and teacher satisfaction

Students provided feedback on their learning experience via an online survey, collated by the Director of Teaching & Learning, distributed to HODs, and shared with teachers. Students described the demands of the coursework, timeliness of assessment feedback, level of care from the teacher, and had opportunity to make recommendations.

Students reported being positive about their learning experience; most, though not all, report a sense of being cared about; and, that they are making significant learning gains. Students regarded the demands of their coursework as neither too easy nor too difficult. They reported that most assessment tasks were marked and returned within 2 weeks, as per the college policy and that the feedback from teachers was constructive. By far the majority of teachers were rated highly by students on explaining things well, making the subject interesting, being willing to listen to students, making students think for themselves, and responds to class disruptions.

Students and parents exiting the College are invited to complete an exit survey. Feedback indicates that students leave the College due to relocation to another area, preference for subjects not offered by the college, and some report dissatisfaction with interpersonal relationships. Wherever possible the staff seek to provide useful information about the subjects needed by students and to resolve interpersonal issues.

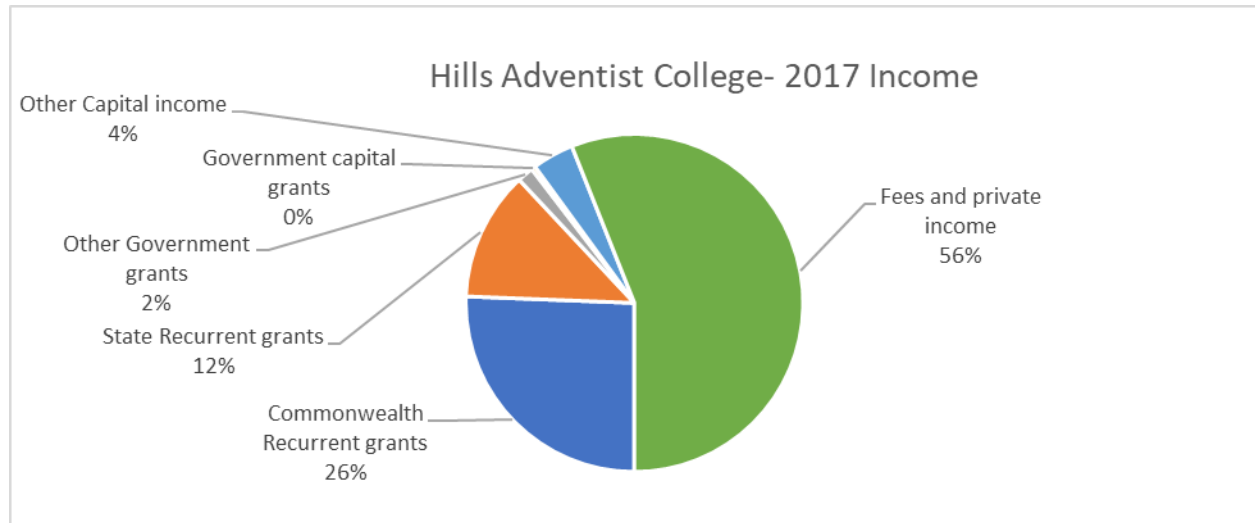
Staff satisfaction was assessed using Insight SRC surveys. The data allowed comparison of results from 2013 and 2016. The results highlighted a need to develop organisational climate and teaching climate through role clarification, empathic leadership and professional growth of teachers.

Parent, student and teacher satisfaction was also surveyed by Vividus. Collectively, the highest rated qualities of the College were: the friendly, inclusive and supportive atmosphere, appropriate Christian emphasis, friendly and helpful office staff, safe and secure environment, students from different backgrounds are treated equally, student behavioural expectations are clear, and, teachers display a caring attitude toward the students.

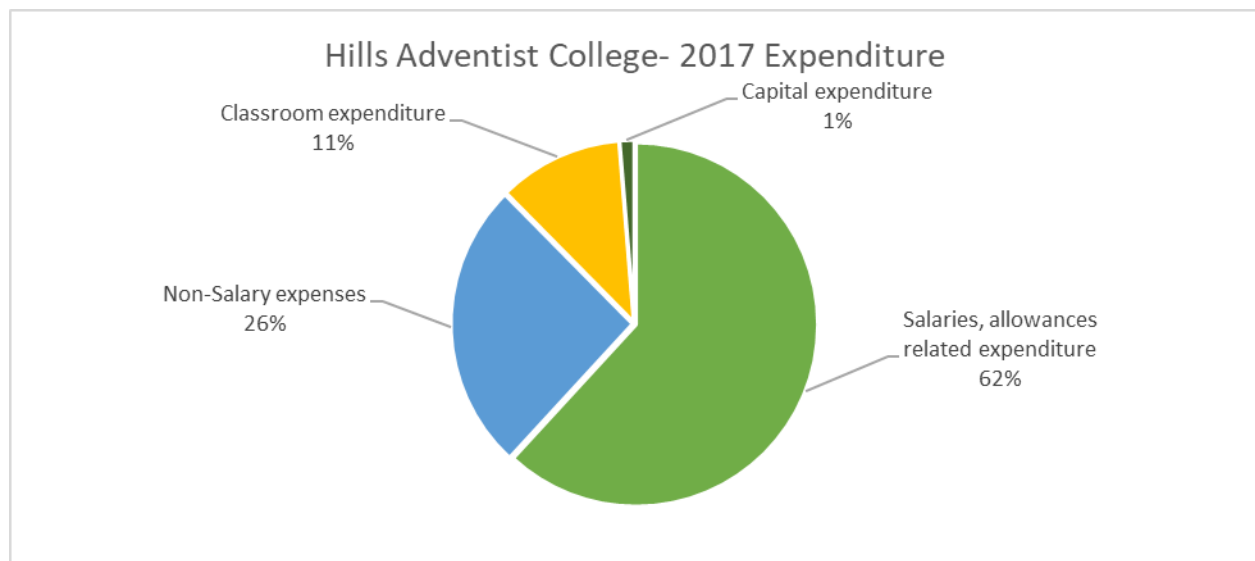
14 Summary financial information

The schools company will complete this section for all SDA schools.

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2017 Annual report will be published on the College's website and available on request from the College office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Passes on the NAPLAN reporting to parents showing student results against key national information



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations