



HILLS
ADVENTIST COLLEGE



KELLYVILLE CAMPUS

STUDENT HANDBOOK

COMPASSION ● HOPE ● EXCELLENCE ● RESPECT ● INTEGRITY

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Welcome

PRINCIPAL'S MESSAGE

At Hills Adventist College we believe that educating the whole person is important in order to graduate students who are able to not only succeed in the rapidly changing world into which they will enter, but to make significant contributions to their community.

We recognise that education is not something that happens in a silo and that students need the support of a number of different partners. We aim to work in partnership with parents and caregivers. We are fortunate to have the support of our community and we want to help connect our students to their academics, each other and to God.

Junior, Middle and Senior School each represent important and distinct stages of a student's learning journey. In Junior School, students are nurtured in a supportive and caring environment where strong foundations are built in learning, relationships and wellbeing. Middle School is a time of personal growth and transition, where students are encouraged to develop independence, curiosity and resilience as they move from a more supported learning environment towards greater academic challenge. In Senior School, students are guided to take increasing ownership of their learning as they prepare for future pathways, with a strong academic focus supported by leadership opportunities, service and personal responsibility.

If students implement our 5 College values of Compassion, Hope, Excellence, Respect and Integrity, then we believe their journey through Hills Adventist College will be a positive one, and they will be able to make the most of all that their education has to offer.

Mrs Carlie Deppeler

COLLEGE PRINCIPAL

HEADS OF OUR *Schools*



JUNIOR SCHOOL (YEAR K–4)

Junior students at the Kellyville campus are guided to explore and grow academically while encouraging a strong connection to faith, self and others.

Mrs Dinah McDonald
HEAD OF JUNIOR SCHOOL



MIDDLE SCHOOL (YEAR 5–8)

Middle School at the Kellyville campus provides students with a safe, nurturing place where they can thrive through their transitional years into Senior School.

Mr Daniel Marsden
HEAD OF MIDDLE SCHOOL



SENIOR SCHOOL (YEAR 9–12)

Senior Students at the Kellyville Campus are provided with an environment of support and academic rigour through their final years of schooling.

Mrs Robina Lolohea
HEAD OF SENIOR SCHOOL



*We believe every child can
live a fulfilling life and have
the assurance of eternal life*

OUR **PHILOSOPHY**

ABOUT US

Our College believes and teaches that a loving God originally created us in His image. The choice to reject God's plan has severed the relationship between God and us. We have confidence that Jesus can restore all of us to wholeness through the gift of His life. As we put our faith in Him, the Holy Spirit comforts us with His peace and guides us to truth.

We believe that the Bible is our guide to understanding God. It presents true and eternal values on which our lives can be based. Christian education seeks to teach children to make intelligent and informed choices founded on these principles. They

OUR *Vision*

To be a thriving Christ-centred learning community

OUR *Mission*

Nurture for today - Learning for tomorrow - Character for eternity

OUR *Values*

Compassion - Hope - Excellence - Respect - Integrity

ADVENTIST NETWORK

Adventist Education is a well-known Protestant schooling network that operates internationally, supporting schools and students across many countries around the world.

The first Adventist school in Australia opened in St Kilda in 1892. Today, 48 schools and 13 early learning services educate nearly 17,000 students from diverse backgrounds.

Our Australian schools are non-selective, inclusive, and provide a caring, safe Christian community with high academic standards.



THE LOGO *Visual Identity*

The Crest

Toward Heaven

The lines at the top of the design suggest a continued upward momentum symbolising the resurrection and ascension to Heaven at Christ's second coming, the ultimate focus of our faith.

The Cross

The symbol of the cross, representing the Gospel of Salvation, is positioned in the centre of the design to emphasise Christ's sacrifice, which is the central theme of our faith. It is also significant that the Bible representing the law and the flame representing the Spirit come together at the cross.

Perfect Square

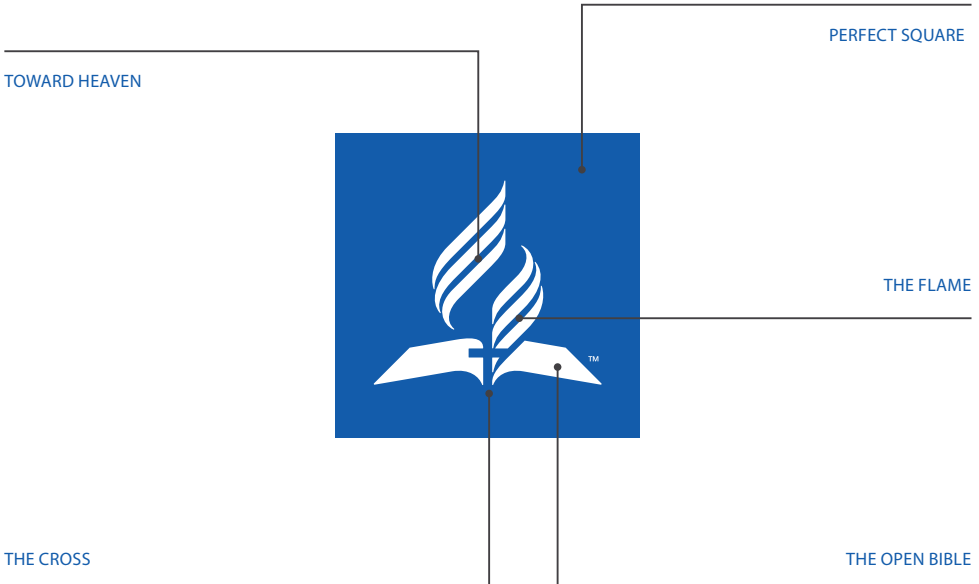
The biblical metaphor of the perfect square represents God's most Holy place and His design for Heaven.

The Flame

The flame shape is formed by three lines encircling an implied sphere. The lines represent the three Angels of Revelation, 14 circling the globe and our commission to take the Gospel to the entire world. The overall shape forms a flame symbolic of the Holy Spirit.

The Open Bible

The Bible forms the base of the design and represents the biblical foundation of our beliefs. It is portrayed in an open position suggesting a full acceptance of God's word.



The Adventist school:

A community of faith and learning

Bible-based, Christ-centred, service-oriented & kingdom-directed



BELONGING

Is an essential element in the life of every individual in Adventist schools' quest of service of belonging to:

- the family of God by building positive relationships.
- a safe and attractive learning environment, where individuals are empowered to reach their potential; and
- a community that provides identity and nurture.



BELIEVING

Is an individual and intellectual choice that impacts on all Adventist schools encourages belief in:

- Jesus Christ as Redeemer and Lord of our lives;
- the importance of learning and making positive lifestyle choices; and
- the value of interdependence and collaboration in building harmonious communities.



BECOMING

Is more than a classroom, yet critically in a time of growth and development, Adventist schools challenge with passion to ensure:

- active in discipleship, worship and service for God;
- learners with skills and values that equip for life; and
- informed, responsible and compassionate citizens.



OUR IDENTITY

History

In 1961, a one-teacher school began in the hall under the Castle Hill Seventh-day Adventist Church. In 1965, a two-classroom school was built on two acres behind the church. Until 1968, the Castle Hill church took full responsibility for the school. In that year, four surrounding churches, then called the Hills District, combined to operate the Adventist School.

In 1970, with financial assistance from the Greater Sydney Conference's "Support our Schools" scheme, the school completed extensions including one extra classroom, offices, toilets and an assembly room. Upgrading of the playground was also carried out at this time. The school continued to grow, and in 1978, the next stage of the building was completed.

During 1996, a large building project began. This provided the school with a new library, computer room, reception area, offices and staff room first used in 1997. In 2006 the new Early Learning Centre was opened and a commitment made to developing a Middle and Senior school.

By 2010, it became obvious that the Castle Hill site was incapable of sustaining greater growth, and the Middle and Senior schools (Year 5-12) were relocated to the Kellyville campus. On 25 October 2012, NSW Senator Doug Cameron officially opened the Multi-Purpose Centre, the first permanent building on the Kellyville campus.

The College continues to serve the Hills District community and provides a nurturing environment focussed on learning, personal development and opportunities for service.



SPIRITUAL



Hills Adventist College is a Christ-centred Christian school where each student is valued as a unique individual, created by God with a purpose and calling. We are committed to nurturing not only academic excellence but also spiritual, social, and emotional growth, helping students develop a strong, personal, and enduring relationship with Jesus Christ. Through daily worship, engaging Bible classes from Kindergarten to Year 12, and uplifting weekly chapel programs, we intentionally create opportunities for students to explore faith, ask meaningful questions, and grow in their understanding of God's love. Our aim is to cultivate compassionate hearts that love God, serve others, and positively impact their communities.

Our dedicated College Chaplain plays a vital role in guiding and supporting students on their spiritual journey, offering pastoral care, prayer, and encouragement, and providing a safe and nurturing presence in times of need.

While our foundation is rooted in a Seventh-day Adventist worldview, we warmly welcome families and students from all faiths and backgrounds. We ask that all students respectfully uphold the College's Christian values and participate in our spiritual programs, contributing to a caring, inclusive, and united school community where faith, respect, and belonging are central.

ACADEMIC

Hills Adventist College is dedicated to its students achieving their full academic potential. Our emphasis is on utilising Higher Order thinking skills which will provide opportunities for all students to increase their learning capacity and abilities.

We have qualified, dedicated and innovative teaching staff. Assignments and tasks are designed to provide opportunity for different learning styles to demonstrate understanding, mastery and excellence. Hills Adventist College is proud of its tradition of providing extension opportunities in academic pursuits such a Number Crunch, Science Fair, Art Competition, STEM activities as well as International Competitions and Assessments for Schools (ICAS).

CREATIVE

Hills Adventist College recognises that many students have creative gifts and talents, and that many others have a desire to explore and enjoy interests.

Within the syllabus Art, Music and Technology are designed to cater for those more creatively and practically oriented. All students will experience these subjects and those students talented in these areas will be encouraged to apply themselves further.



PHYSICAL

At Hills Adventist College, we believe in a balanced education, therefore physical education and sportsmanship are an integral part of the school curriculum.

Personal Development, Health and Physical Education supports students in developing healthy decision-making skills and physical abilities through a range of individual and team activities. A variety of weekly sporting activities are available both within school time and after school hours. The College House system provides opportunities for participation and competition in sports throughout the year, including carnivals and lunchtime competitions. Each year, all students are encouraged to participate in the Swimming Carnival, Cross Country Carnival and Athletics Carnival at their own ability level.

Students who excel in sports are given opportunities to participate in school sporting teams which compete against other schools. Hills Adventist College is a member of the Hills Zone School Sporting Association, Association of Independent Co-Educational Schools and Combined Independent Schools, providing pathways to state and national competition levels.

HOUSE SHIELD & EXCELLENCE PROGRAM

The House Shield is keenly contested each year, with the House system fostering pride and identity in a supportive environment. It provides a framework for pastoral care while encouraging participation, excellence and leadership across a wide range of school activities.

All students and staff are members of one of four Houses:

- **Phillip (Blue Gum) - Blue**
- **Hunter (Eucalypt) - Green**
- **Denison (Waratah) - Red**
- **Fitzroy (Wattle) - Yellow**

In line with our mission and vision, we recognise that the House Shield should reflect student achievement across a broad range of activities. Students can earn House points through sporting, academic and arts areas within our Excellence Program. The House Shield is presented at the end-of-year presentation program, with points awarded across a variety of activities, including:

Sporting	Academics	The Arts
HAC Swimming Carnival	Competitions eg ICAS, AMT, STEM	Art Competition
HAC Athletics Carnival	Catalyst Activities, Gifted and Talented Programs	Band/ Choir / Chapel Performances
HAC Cross Country	Science Fair	Creative Collective
Representative Sport	Outstanding academic achievement	Junior School Concert
Lunchtime competitions	Premier's Reading Challenge	Debating, Public Speaking

CURRICULUM AND LEARNING

Curriculum Delivery

Research has demonstrated that content is remembered and applied better when the context and purpose are clear. Teachers use a mix of evidence-based instructional pedagogy including Direct, Explicit Instruction and Project Based Learning to deliver the curriculum. Considered and collaborative programming allows for the syllabus requirements to be met and encouraging the application of learning through problem solving.

Teachers endeavour to provide differentiated learning, catering to different learning needs. Students working in class situations have an impact on the success of one another's learning. Students will be encouraged to be responsible for their own behaviour and mindful of their effect on their classmates.

At each stage of schooling, students are expected to take an increased, age appropriate level of responsibility for their learning. Students who engage in class and take opportunities to investigate topics and ideas beyond basic requirements will be rewarded with greater understanding and better results.

DEVICE PROGRAM

The use of technology in the classroom is an integral part of learning in the 21st Century. We encourage students to be ethical digital citizens and to use the device with care and respect.

Junior School

Hills Adventist College has recently updated their computer network. There is a designated class set of laptops that provide access for research and technology classes. The Junior School also has multiple class sets of iPads that are used to enhance student learning through watching, listening, reading and creating information. Devices are used as tools to assist learning and to meet curriculum outcomes.

Access to the internet is provided solely for the purposes of educational research. Any misuse or damage of the technology our school provides will result in immediate individual restrictions.

Middle and Senior School

Students will have access to a range of digital platforms to support their learning. As laptops are used across many lessons each day, students should bring their devices to school fully charged. The provided laptops are touchscreen devices with a stylus for inking, and students are required to use the College-issued laptop case. Students in Years 7–12 are charged an annual laptop usage fee, with additional charges possible for any loss or damage. Year 5 and 6 students access a class set of laptops.

Students will also receive access to Office 365 and OneDrive cloud storage, and should ensure they are signed into OneDrive to keep their documents secure.



FILTERING

What it does:

Blocks harmful or distracting websites and content on school devices and network

Why it matters:

Keeps students safe online and focused on learning

How it works:

- Uses smart rules to allow educational sites while blocking inappropriate ones
- Continuously operating quietly in the background



MONITOR (Wellbeing)

Why it matters:

Supports a safe and caring environment by alerting staff when students might need help

How it works:

- Monitors activity on the computer (searches, messages, etc.)

It's about support and care



CLASSWISE

What it does:

Allows teachers to monitor students' computers during school hours

Why it matters:

Makes lessons more interactive & distraction-free

How it works:

- Pauses internet access
- Lock students to specific websites
- Maintain a safe, focused environment

Linewise – Web Filtering and Monitoring

The College uses a web filtering system to support students in only accessing age-appropriate content. Occasionally, some apps and websites may be restricted. If students require access for educational reasons, they should contact the Director of Teaching and Learning, who will work with the IT department. At the end of each year, students must return all items (laptop, charger, pen, and case) for electrical tagging, software updates, and maintenance. Devices are reissued at the start of each school year. Parents are required to read and accept the ICT Terms of Use, sent at the beginning of the year, before devices are provided.

LEARNING ENRICHMENT

Learning Enrichment is coordinated by specialist staff. The specialist Learning Enrichment team, in collaboration with the Classroom Teacher, will decide the best way to support a student with Learning Difficulties. Withdrawal may occur at times; however, in-class differentiation can sometimes prove more effective depending on the nature of the difficulty. A combination of both approaches may be used to support a student with Learning Difficulties.

Learning Enrichment, in collaboration with the classroom teacher, will also decide on the best way to support students who excel in certain areas of learning. This can be done in the classroom or through catalyst activities, such as, Science Fair, Number Crunch, external challenge programs etc.

ASSESSMENT AND REPORTING

Assessment is the process of collecting, organising, interpreting and recording information, and is used to make informed decisions about student's achievement of outcomes including both formal and informal tasks. Assessment is an ongoing process that clearly identifies expected learning criteria and support is given to help each student achieve their best.

Junior School

Formal communication regarding student's assessment is in the form of Mid and End of Year Reports, Parent/Teacher Learning Conferences (Terms 1 & 2) and digital Student Portfolios throughout the year.

Middle and Senior School

Continuous reporting at Hills Adventist College is a model of assessment and communication that provides students and parents with ongoing feedback on learning throughout the year, rather than relying solely on end of semester reports. Using SEQTA Learn and SEQTA Engage, students and guardians can view results, rubrics and written feedback for assessment tasks as they are completed. This feedback is directly linked to specific tasks and is designed to help students understand their strengths, identify areas for improvement, and make meaningful progress over time.

At the end of a Semester, an Academic Transcript is provided; however, they serve as summaries of achievement, while continuous reporting ensures learning conversations and feedback occur regularly and in a timely manner across the school year.

HOMWORK GUIDELINES

The completion of homework is essential to the effective learning process. The homework guidelines are intended to:

Recognise that learning continues outside of the classroom
Encourage students to be actively engaged in their learning
Support students in their learning

- Students are expected to complete homework. If completion is taking too long then please contact your child's teacher so that modifications can be made.
- Students are encouraged to use planners or diaries to space out and plan when and how they will complete their homework alongside their out of school responsibilities
- Teachers are expected to keep a record of homework compliance.
- Lack of homework should be noted as a pastoral care note and sent to the parents so that a pattern can be identified and parents/guardians are aware of the issue.
- Students can be referred to Academic Lunch Support to complete any outstanding homework
- Teachers should ensure that homework is visible on the student dashboard on SEQTA Learn (Years 7-12)
- Classroom teachers (K-6) will provide information at the start of the school year regarding how homework will be given and checked

Homework-hours guidelines:

To be purposeful and targeted to student needs and abilities, not just the completion of class work to be given 4 nights per week (Mon-Thurs) in Years K – 4 may include weekend work in Years 5-12 to be inclusive of assessment task preparation.

SUGGESTED HOURS FOR HOMEWORK

PLEASE NOTE THAT THIS IS A GUIDE ONLY AND AT TIMES HOMEWORK MAY BE MORE OR LESS.

Kindergarten	10 minutes per night
Years 1 and 2	20 minutes per night
Years 3 and 4	30 minutes per night
MIDDLE SCHOOL	
Years 5 and 6	45 minutes a night
Years 7 and 8	1 hour a night
SENIOR SCHOOL	
Year 9	1 to 1.5 hours a night
Year 10	2 hours a night
Year 11	2 to 2.5 hours a night
Year 12	3 hours a night or more

If you have concerns regarding your child's homework then please contact your child's class teacher for Kindergarten to Year 6 and the subject teacher for Years 7-12. If further support is needed, contact the subject teacher (Years 7 –12) or class teacher (K-6).

Ethical Scholarship

We believe understanding and valuing ethical practices is essential when locating and using information. As Christians we comply fully with copyright laws and uphold honesty and integrity in all aspects of academic practice. Students are taught, appropriate to their level, how to research and acknowledge the work of others through using a bibliography and are expected to use these skills in set tasks. If a student fails to abide by the Ethical Scholarship Guidelines, then consequences will apply. These guidelines can be found on SEQTA.

GENERAL INFORMATION

Excursions

Classroom Teachers are responsible for organising incursions and excursions. You will be notified of each excursion through Consent2Go where relevant information for



the excursion will be provided as well as permission for your child to attend. Please respond to Consent to Go emails as soon as possible. If your child is unable to attend please notify the classroom teacher as well. The cost of excursions are covered at the beginning of the year as part of the consumable fees. Junior students are asked to use the College's excursion bag, available through the Uniform Shop.

Crunch&Sip

Crunch&Sip® is a time for K- 4 students to 'refuel' on vegetables, salad and fruit and 'rehydrate' with water. Students who are not hungry and are well hydrated perform better in the classroom, show increased concentration, and are less likely to be irritable and disruptive. Students will be given a Crunch&Sip break during the morning session of learning each day.

Library

The main function of the Library is to provide space and materials for research and investigations and foster enthusiasm for reading.

Each class in Years K-6 will have a weekly Library lesson. During this time, they will be given the opportunity to borrow books and develop literacy skills. In addition to this, classroom teachers may choose to take their class to the library for research purposes. Year 3 students and older are able to visit the library at recess, lunch and study periods (where applicable).



THE ARTS

Junior School

The Arts subject, Music, Visual Arts, Dance and Drama are part of the curriculum and taught by specialist teachers for Kindergarten to Year 4 students at Hills Adventist College. Students are given the opportunity to show case their skills during different performance opportunities, such as Chapel, Junior School Musical and external performance opportunities when they arise.

Learning music is a joyful experience, and students take part in fun practical and theoretical activities through singing. Further to this, Years 3 & 4 students have the opportunity to learn an instrument on a weekly basis as part of the Creative Enrichment program. Regular practice is essential for students to develop their skills, build their confidence and enable them to fully participate in the College's music program that continues into Middle School.

Middle School

The Middle School Creative Enrichment Program at Hills Adventist College reflects the College's commitment to Christ-centred education and aligns with the principles of the Quality Adventist Schools Framework, which recognises Adventist schools as communities of faith and learning that nurture excellence, purpose, and service. The program affirms the belief that creativity is a God-given gift and provides opportunities for students to develop their talents in ways that honour God and serve others.

Students engage in a structured Creative Arts curriculum encompassing visual art, drama, dance, music, film, and STEAM-based projects. Learning experiences promote creativity, critical and reflective thinking, and collaboration, while supporting the development of technical skills and artistic literacy. The program values student voice and choice, encouraging learners to explore interests and express ideas with confidence and integrity.

In Middle School, a Creative Enrichment approach enables students to participate in cross-disciplinary projects that foster teamwork, problem-solving, and perseverance. Through collaborative creative processes, students are encouraged to take responsibility for their learning, show respect for others, and contribute positively to their learning community.

Senior School

In the Senior School, students are provided with opportunities to further develop

their creative interests through elective study and co-curricular involvement. The College offers Higher School Certificate (HSC) courses in subjects such as Music and Visual Arts, allowing students to refine their artistic skills, deepen conceptual understanding, and pursue personal passions at an advanced level. These courses encourage independent thinking, creative expression, and disciplined practice, preparing students for further study and lifelong engagement in the arts.

In addition to formal curriculum offerings, creative opportunities in the Senior School are responsive to student interest and staff expertise. Students may participate in Drama productions, music ensembles, Chapel Band, and other creative arts clubs and activities. These opportunities provide avenues for collaboration, leadership, and performance within the College community.

The Senior School experience continues to affirm that creativity is a God given gift. Students are encouraged to use their talents purposefully, contributing to College life through performances, creative projects, and service opportunities. Through both curriculum and co-curricular pathways, students are supported to grow in confidence, character, and their ability to use the arts to communicate meaning, inspire others, and honour God.

Private Music Lessons

Private music tuition is available through the school, offering students the opportunity to learn a variety of instruments through individual or group lessons at the College. Parents are encouraged to schedule lessons to minimise disruption to student learning. Please contact the College Reception for more information.



TEXTBOOKS

Mandatory textbooks for all grades will be provided by the College. Depending on the subject, students may be issued a hard copy textbook, provided with access to a digital textbook via Box of Books through SEQTA, or have access to both a digital version and a shared hard copy in the classroom. Where applicable, textbooks will be loaned for particular grades and subjects. A textbook deposit is applied for students in Years 7–10 and will be refunded upon the return of all loaned textbooks in satisfactory condition at the end of the year.

Stationery

All stationery for Kindergarten to Year 4 is provided in class. Stationery lists for Years 5–12 are published on the College website and are to be purchased by parents. Years 7 students will be provided with a calculator in their Mathematics classes during the first week of school. All students need to have the same model, any new students will need to purchase the same model as their cohort. This calculator, if cared for, should be sufficient for their studies through to the Higher School Certificate.

LOCKERS

Years 7 to 12 students will be issued with their own lockers. A bond will be charged and refunded if the locker is clean and undamaged. Students must purchase their own locks and keep the lockers locked when not in use. Students are encouraged to share their combination or a spare key for their lock with their Homeroom teacher. This will enable the Homeroom teacher to provide access for students should they forget their code or key.

LOST PROPERTY

While every effort is made to return lost clothing and belongings to students, the College cannot take responsibility for items that are misplaced. We strongly encourage all items to be clearly labelled with your child's name. Lost property is located at the Front Office, students and families are welcome to check for any missing items there.

MONEY AND VALUABLES

It is recommended that students not bring large amounts of money or valuables to school. Student ID Cards are now a recommended alternative to use for payments instead of cash. We can take no responsibility for damage or loss.

MOBILE PHONES & PERSONAL DEVICES

Students may bring mobile phones and other personal electronic devices to the College; however, they do so at their own risk. The College does not accept responsibility for loss, theft, or damage.

Storage Requirements

To ensure a focused learning environment, all mobile phones and personal electronic devices must be switched off and stored securely for the duration of the school day. Devices must not be used, seen, or heard at any time and may only be accessed after 3:07pm.

Storage expectations are as follows:

- **Kindergarten–Year 4:** Devices must be handed in to the Front Office upon arrival
- **Years 5–6:** Devices must be handed in to the student’s homeroom teacher at the start of homeroom
- **Years 7–12:** Devices must be stored in the student’s locker (secured with a lock) upon arrival

Devices must not be kept in school bags at any time.

Use of Devices for Learning

Students are to use only College-approved devices for learning, in accordance with the College’s ICT User Agreement and Acceptable Use expectations.

Consequences for Breaches

If a student does not follow these guidelines, the device will be confiscated and the following consequences will apply:

First offence: Device confiscated and a notice issued; student may collect the device at the end of the day

Second offence: Device confiscated; parent/carer required to collect the device; Level 2 Redirect issued

Third offence: Device confiscated; parent/carer required to collect the device; Level 2 Redirect issued; student required to hand the device into the Front Office at the start of each day for one week

Repeated breaches may be referred to the Discipline Committee for further action.

Parent Contact

Parents and carers who need to contact their child during the school day should do so through the College Reception.

PLACEMENT OF STUDENTS

Class structures are flexible and may change from year to year. When there is more than one class per grade, allocations are decided by staff according to the following factors: social structures, behaviour, learning, ability, and available facilities. Students in Year 7 & 8 will be allocated to their Mandatory Technology class with a different, smaller group than their Homeroom class.

EXTRA-CURRICULAR ACTIVITIES

Hills Adventist College is committed to providing students with a diverse range of enriching extra-curricular opportunities that support personal growth, skill development, and meaningful engagement within the school and wider community.

Students are encouraged to participate in our vibrant music programme, including the vocal ensemble, where they prepare and perform choral pieces at school, church, and community events. A variety of instrumental ensembles and bands are also available, offering regular opportunities for students to develop their musical talents and perform throughout the year. Students may also be involved in the Chapel Band, which plays a special role in leading worship during College chapel services and contributes to the spiritual life of the school. These opportunities vary each year based on student interest and staff expertise.

The College is a proud member of the Hills Zone Sporting Association, providing pathways for students to participate in competitive sport and this is the pathway for our students progress to compete at a national level. Through our membership with HICES (Heads of Independent Co-educational Schools), students also have the opportunity to take part in the annual Music Festival.

In addition to these programmes, a wide range of co-curricular clubs are offered,

coordinated by the Prefect team in collaboration with teaching staff. These clubs, held during lunchtime, allow students to explore interests, build new skills, and develop positive social connections.

Students may also choose to participate in a variety of lunchtime or afterschool activities organised by external providers such as Hills Zone competitions, basketball and soccer skill development programmes, coding club, chess club, Mandarin classes, and Motivate Sports. These offerings also vary from year to year based on student interest and staff expertise. Through these opportunities, students are supported to discover their interests, build confidence, and develop a strong sense of community and belonging.

ATTENDANCE

Students are required to be within the school gates by 8:25am to ensure they arrive at Homeroom by 8:30am. After 8:25am, the gates are locked and late students must sign in through the front office. The Middle and Senior School timetable operates on a two-week cycle.

COLLEGE BELL TIMES		
Monday, Tuesday, Thursday & Friday		Wednesday - Extended Homeroom
Start of Supervision	8:00am	8:00am
Homeroom	8:30am	8:30am
Period 1	8:45am	9:00am
Period 2	9:37am	9:50am
Recess	10:29am	10:40am
Period 3	10:49am	11:00am
Period 4	11:41am	11:50am
Lunch	12:33pm	12:40pm
Period 3	10:49am	11:00am
Period 4	11:41am	11:50am
Lunch	12:33pm	12:40pm
Period 5	1:23pm	11:50am
Period 6	2:15pm	2:17pm
Junior School End of Classes	2:40pm	2:40am
Middle & Senior End of Classes	3:07pm	3:07pm
End of Supervision	3:30pm	3:30pm

Attendance Procedures

- Accurate attendance records are kept by Homeroom Teachers and SMS notifications of absences are sent home.
- If a student is away from school, the parent/caregiver needs to contact College Reception to give the reason for the absence or go directly to the SEQTA Engage app and log the absence (see image below for ref).
attendance@hills.adventist.edu.au
- Attendance is compulsory at all school activities, including camps, excursions and sporting events.
- If a student will be removed from class for holidays or other events, parents need to complete the Parental Application for Exemption Form or the Application for Extended Leave – Vacation and Travel form. These are available on the College website. They will then receive a Certificate for Exemption or Certificate of Extended Leave signed by the Principal.
- Please plan holidays during term breaks, as inconsistent attendance or long periods of absence could negatively impact academic performance.
- Students are responsible for collecting and completing all studies missed during absences. If students miss exams or assignment due dates, without prior arrangements, their mark could be recorded as zero.

Lodge Absence - Seqta Engage

tes Seqta Engage

WELCOME

TIMETABLE

ABSENCES

ASSESSMENTS

DASHBOARD

DIRECT MESSAGES

New absence

Student *

Student

Start date *

12 May 2026

Start time *

8:30am

End date *

12 May 2026

End time *

3:07pm

Reason for absence *

Reason

Comment (optional)

Comment

You have 255 characters left

Late Sign In

Students are encouraged to demonstrate responsibility and punctuality. They are required to sign in at the school office if they arrive late. Repeated lateness will be followed up by the Homeroom teacher.

Pupil Free Days

Each year some days are taken as pupil free days. This time is used for planning, curriculum development and professional development. Parents/caregivers are given advance notice of these impending dates so that alternative care can be provided. Please note the after school care provider, Extend, provides care for primary aged children on these days. Term dates are listed on the College website.

WELLBEING

Here at Hills Adventist College we are committed to providing quality and inclusive learning opportunities for all our students, placing a high level of importance on nurturing student wellbeing and positive mental health. So how do we do this? Firstly, we have a strong team of experienced Teachers, Chaplains and Counsellors who take the time to get to know and understand each student. They provide mentorship, guidance and foster in students a sense of belonging and involvement which helps them develop a strong sense of positive wellbeing.

While developing positive student wellbeing is incorporated into every aspect of our College experience, we also have several specialised programs which aim to strengthen this positive wellbeing even further. In our Junior School, we build in structures such as Book Buddies, Hills Zone Sport Coaches and Senior Helpers to foster connection and build positive relationships between students across the whole College from Kindergarten to Year 12. Our College has also implemented the You Can Do It! Wellbeing Program in the Junior School, which supports students to develop positive social and emotional skills, resilience, confidence and a growth mindset, helping them to approach learning and relationships with optimism and persistence.

In our Middle School, our Peer Support program involves Teachers and Chaplains who train our Year 11 students to become leaders and mentors in our College. Each Year 7 student is part of a small group led by a team of Year 11 students, and they meet on a weekly basis to provide support and help them get to know their peers a little better through team building activities and challenges. Similarly, our Year 8 students are mentored by their Homeroom Teachers to provide peer support to students in Year 5, helping them develop new friendships and confidence as they transition to new routines and learning environments in Middle School.

Our College has also implemented 'The Invictus Wellbeing Program' which is a resilience program designed to equip students in Years 7 to 10 with the resilience necessary to flourish and reach their potential in our complex world. Students engage in ongoing outdoor education and regular memory events that promote positive psychology and resilience.

Our wellbeing team includes chaplains and counsellors who provide pastoral care, emotional support, and guidance to help students feel connected and supported within the college community. Confidential counselling services are available to support students' personal growth, resilience, and wellbeing. Where needed, the school may also assist families in accessing external support services.

Our school is committed to supporting the wellbeing, safety, and pastoral care of all students. If students require additional wellbeing or pastoral care support, they are encouraged to speak with a member of staff. Our school Chaplains, Counsellors, Homeroom Teachers, Wellbeing Coach and Wellbeing Director are available to provide support, guidance, and referrals as needed. These staff members work collaboratively to provide emotional, social, and pastoral support appropriate to students' individual needs.

CHILD SAFE PROGRAM

Our Child Safe Program is based on the NSW Government Child Safe Standards and is available on our College website. Within the 'About Us' section of the website, you will find the public facing documents that form part of our Child Safe Program. These include the Child Safe Policy, the Codes of Conduct for adults and students, and clearly outlined processes for reporting any incidents or concerns that may arise. Additional public-facing documents support the management of reports, including procedures for investigating concerns, reviewing evidence and resolving issues. Together, these documents provide a transparent and consistent approach to ensuring the safety and wellbeing of our children and young people. It is the shared responsibility of the whole College community to be familiar with these documents and to actively contribute to maintaining a safe and supportive environment.

STUDENT MANAGEMENT

Be Attitudes

Students of Hills Adventist College are expected to consistently apply our Be Attitudes in every aspect of school life. Students may be rewarded with Citizenship PB points when these traits are observed.

Be Attitudes

Be Kind

Show compassion to others through you words and actions, just as Jesus showed love to all.

Ephesians 4:32 "Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you."

Be Punctual

Be on time and ready to learn, honouring your time and the time of others as a gift from God.

Ecclesiastes 3:1 "There is a time for everything, and a season to every activity under the heavens"

Be Respectful

Treat God, people, property and the environment with honour and care.

Psalms 24:1 "The earth is the Lord's, and everything in it, the world, and all who live in it"

Be Attentive

Focus your mind and heart on learning, showing that you value the opportunities God gives you.

Proverbs 1:5 "Let the wise listen to these proverbs and become even wiser. Let those with understanding receive guidance"

Be Responsible

Take ownership of your actions and care for what God has entrusted to you.

Luke 16:10 "Whoever can be trusted with very little can also be trusted with much..."

THE EXCELLENCE PROGRAM

Hills Adventist College endeavours to celebrate the effort and achievement of our students in all areas of school life. We achieve this with our Excellence Program, which consists of four areas: Academics, Sports, Citizenship and The Arts. Throughout the year, staff will give students Positive Behaviour (PB) Points or Commendations on SEQTA for demonstrating improvement, effort, and achievement in class, as well as for participating in various events and programs. These points count toward the Annual House Shield competition between Fitzroy, Hunter, Phillip, and Denison houses.

Students and Parents can track student’s progress by viewing their accumulated points on the SEQTA LEARN and SEQTA ENGAGE dashboard.

Please Note: remember to choose the “show points” option rather than “show count”.

Once a student accrues a specified number of points in a category, they will achieve a Bronze, Silver, Gold or Honours Award, for that category. The table below outlines the required benchmarks in each category in a calendar year.

Please Note: points are reset at the beginning of each school year.

Senior School students can qualify for “House Colours”. This is when a student achieves honours in all 4 categories in a calendar year OR once they accumulate 8 honours in at least two different categories. Students may begin accumulating honours in Junior or Middle School, but they are only eligible to be receive “House Colours” once they enter Senior School. Recipients are presented with a stripe, in the colour of their House, to be attached to their Blazer pocket. This serves as a formal recognition of their commitment across all aspects of the Excellence programme.

Excellence Benchmarks

	The Arts	Sports	Academics	Citizenship
Commendation	5	5	5	Various
Bronze Award	20	100	40	30
Silver Award	50	200	75	45
Gold Award	75	250	100	60
“Honours”	100	300	150	75



BEHAVIOUR MANAGEMENT

Behaviour Levels

Our school has developed a behaviour process designed to support students in cultivating positive habits and behaviours within the school environment. At Hills Adventist College there are five behaviour levels used to respond to behaviour and this system aims to guide students toward consistently making constructive choices by providing opportunities for reflection on how their actions impact both themselves and others. It focuses on helping students understand the consequences of their choices and encourages them to redirect negative behaviours toward more positive outcomes.

Staff will apply their discretion and professional judgement, guided by our Behaviour Levels, when determining an appropriate level assigned to a particular behaviour. Serious behavioural incidents will be investigated, and decisions will be communicated. In some instances, a student may be requested to be kept at home while a serious incident is being investigated.

Appeals to issued Notices or other, can be made direct to the issuing teacher. The Head of School can be approached to appeal issued Level 1 -3 consequences. Discipline Committee can hear appeals of Head of School issued consequences.

BEHAVIOUR *Levels*

1

NOTICE

Examples: disrespect, minor disruptions, technology misuse, incomplete homework

Teacher issued consequences: reflective conversation and parental notification via SEQTA

2

REDIRECT SESSION

Examples: Repeated disruptive behaviour, physical contact, bullying, theft/trespassing

Consequences: Redirect session during lunch, parent contact, apology/restitution/supervised task

3

BEHAVIOURAL ESCALATION

Examples: serious bullying, extreme or repeated Level 2 behaviours, three Level 2 redirect sessions in a semester

Head of School/Campus issued consequences: parent meeting, loss of privileges, school service tasks.

4

SUSPENSION (INTERNAL OR EXTERNAL)

Examples: Extreme Level 3 behaviour, vandalism or serious bullying

Consequences: internal or external suspension, parent interview & behaviour contract etc.

5

EXPULSION

Examples: Extreme Level 4 behaviour, no improvement after suspension, determined by the Discipline Committee

Consequences: expulsion from school

ANTI-BULLYING

Bullying interferes with learning and will not be tolerated at Hills Adventist College. It is not an acceptable part of growing up. Every student has the right to enjoy learning and leisure free from intimidation. Students should support each other by reporting all instances of bullying. Saying nothing implicates a bystander as condoning or being complicit in the bullying. Each member of the Hills Adventist College community shares the collective responsibility to ensure every member feels safe, supported, and valued at all times. Bullying, in any form, is never acceptable.

Reports of bullying will be taken seriously, and appropriate action will be taken immediately according to the school's anti-bullying framework, behaviour management and discipline guide.

What is Bullying?

Bullying is a behaviour that is a misuse of power that is:

- Unwanted
- One-sided (not a mutual disagreement)
- Repeated or likely to be repeated
- Intended to hurt, control, embarrass, or exclude

Bullying can include:

- Physical – hitting, kicking, tripping
- Verbal – name-calling, teasing, put-downs
- Social – exclusion, rumours
- Psychological – threats, intimidation
- Cyber – harmful messages or online behaviour
- Sexual – unwanted contact or comments

Your Responsibility

Everyone has a role to play:

- Speak up – report bullying to a teacher or trusted adult
- Support others – don't ignore or encourage bullying
- Be respectful – treat others with kindness

Doing nothing allows bullying to continue.

How the School Responds

All reports of bullying are taken seriously. Staff will:

- Act quickly and fairly
- Support students involved
- Investigate what has happened
- Follow up to ensure the behaviour stops

Parents may be contacted, and ongoing support will be provided.

Behaviour Levels & Consequences

Bullying is a serious behaviour concern and is managed through Behaviour Levels:

Lower-Level (One-Off Behaviour):

- Teacher intervention
- Reflection and restorative conversations

Mid-Level (Repeated Behaviour):

- Formal documentation
- Parent communication
- Detention or behaviour support
- Referral to Heads of School

High-Level (Serious or Ongoing Bullying):

- Executive involvement
- Behaviour contracts or counselling
- Suspension or further disciplinary action

All incidents are recorded and followed up.

Support Available

You can seek help from:

- Teachers
- Heads of School
- Wellbeing Coaches
- School Counsellor or Chaplains
- Peer Support Leaders

Our Aim

- A safe and supportive school environment
- Students who stand up for one another
- Growth through accountability and respect

Bullying is never acceptable — together we can make a difference.

COMMUNICATION

At Hills Adventist College, students are expected to communicate in a way that reflects our College values under the headings of Care, Accountability, and Restoration. Learning to address concerns respectfully and appropriately is an important part of personal growth and community life.

Student Communication Expectations

When responding to a concern or problem, students are expected to:

- Care
- Speak respectfully and calmly to staff and others
- Seek help early rather than allowing issues to escalate
- Be mindful of how their words and actions impact others
- Show a willingness to listen and understand different perspectives

Accountability

- Take responsibility for raising concerns in an appropriate way
- Follow the correct communication pathway
- Be honest when explaining situations
- Be open to feedback, guidance, and possible consequences

Restoration

- Work towards resolving issues in a positive and constructive way
- Be willing to repair relationships where harm has occurred
- Accept support and guidance to move forward
- Contribute to a respectful and supportive College community

Communication Process for Students

Students should follow these steps when addressing a concern:

1. Subject Teacher or Homeroom Teacher

- o This is always the first point of contact.
- o Subject Teachers support academic concerns.
- o Homeroom Teachers support pastoral care and general wellbeing.

2. Head of Department (HOD)

- o For Years 7–12, if the issue cannot be resolved with the teacher, students may seek assistance from the relevant HOD.

3. Wellbeing Support

For pastoral care or wellbeing concerns not resolved at the classroom level:

- o Junior School: Head of Junior School
- o Middle School: Middle School Wellbeing Coach → Director of Wellbeing (if required)
- o Senior School: Director of Wellbeing

4. Director of Teaching and Learning (DTL)

- o For academic matters not resolved with the teacher or HOD.

5. Head of School

- o If the concern remains unresolved after following the steps above.

6. Principal

- o In situations requiring further review after all prior steps have been followed.

Our Commitment

By following this communication process, students demonstrate:

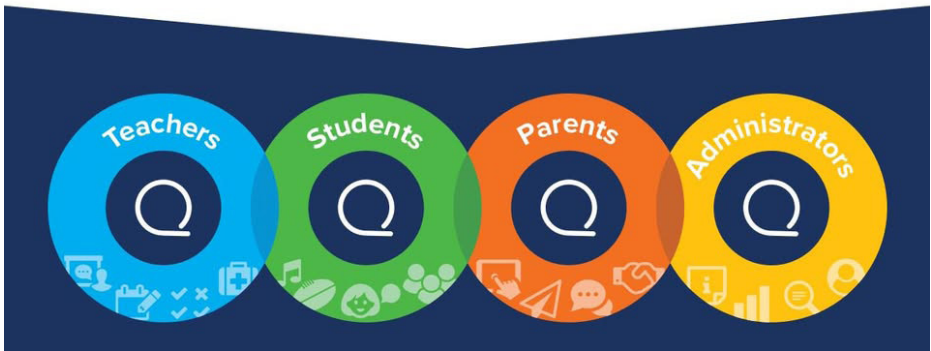
- Care for others and the community
- Accountability for their actions and choices
- A commitment to Restoration, seeking positive outcomes and strengthened relationships

This ensures that all concerns are addressed in a way that is fair, respectful, and aligned with the values of our College community.

COMMUNICATION PLATFORMS

The College provides approved platforms to support communication within the school community. Students are expected to use these responsibly and in alignment with our College values.

SEQTA



SEQTA Direct Messaging (Middle and Senior School Only)

SEQTA Direct Messaging allows students to communicate with teachers regarding academic progress and school-related matters. SEQTA Direct Messaging is not used in the Junior School or at the Castle Hill Campus.

Students are expected to:

- Use respectful and appropriate language at all times
- Communicate for school-related purposes only
- Respond appropriately to teacher communication and follow guidance provided

COLLEGE SOCIAL MEDIA

The College uses official social media platforms, including Facebook, YouTube, and Instagram, to share updates and celebrate College life with the wider community.

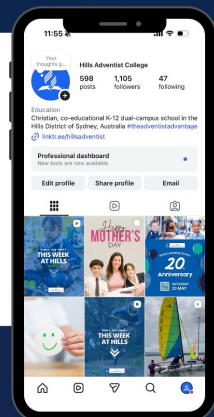
Students are expected to:

- Represent the College positively when engaging with or referencing school-related content
- Follow College policies regarding online behaviour and digital conduct
- Help maintain a respectful online environment that reflects the values of the College community



FOLLOW US

@HillsAdventistCollege



PARENT/GUARDIAN COMMUNICATION *and* INVOLVEMENT

The College values a strong partnership between home and school, guided by our commitment to Care, Accountability, and Restoration. Clear and respectful communication supports student wellbeing, learning, and personal growth.

Opportunities for Engagement

Welcome Tea

At the commencement of each school year, an information evening is held at the College. This is an opportunity for all parents/caregivers to become acquainted with the class teachers and gain an overview of the year's opportunities.

College Newsletter

The College publishes a newsletter as a way to provide updates to families on what has been happening and what is coming up at the College. They are emailed out to each family, and it is also available on the College website.

Parent/Guardian Involvement

Parents and caregivers are encouraged to engage in College life through:

- Attending events and performances
- Supporting school programs and activities
- Contributing to community events and initiatives

Such involvement strengthens community connections and enhances the student experience.

Supporting Students at Each Stage

Parents and caregivers play an important role in supporting students as they grow in independence.



Scan the QR Code for the Complaints and Grievances Policy

This document outlines the key principles and processes of the complaints management system for staff, parents, and other individuals who wish to make a complaint.

Junior School Students

Junior School students benefit from strong parental involvement, as they are still building foundational skills and habits. Parents and caregivers are encouraged to regularly communicate with teachers, participate in classroom activities, and support learning at home. Consistent routines, positive reinforcement, and direct assistance with homework and school events help foster confidence and a love for learning in younger students.

Middle School Students

Middle school students are expected to become more independent and should need less direct involvement from parents. However, parents and caregivers still play an important role by guiding students in making good decisions about managing their time, getting enough sleep, and eating well. It is also important for parents and caregivers to notice any significant changes in a child's behaviour or attitude. Teachers can better support students academically, socially, and spiritually if they are informed about personal or relationship issues that might affect the student's development.

Senior School Students

Senior School students are expected to demonstrate greater maturity and self-management as they prepare for post-school pathways. While parental support remains important, it is best focused on encouraging goal-setting, assisting with study strategies, and guiding students through decisions about subject choices, careers, and further education. Open communication about academic progress and wellbeing, alongside support for extracurricular and leadership opportunities, empowers Senior School students to thrive and achieve their goals

Home and School Association

Members of the Home & School Association are appointed annually by the College Council. The role of the Home & School Association is to support school objectives by:

- Promoting a sense of community among guardians
- Promoting the school's identity in the wider community
- Assisting with the organisation and running of special events
- Raising funds to provide special equipment and facilities across the College
- Opportunities for involvement can range from assisting with one event, being a class or year group representative or taking on a more formal roll.

Parents may be involved through event support, representation roles, or committee participation.

Communication with Staff

Effective and respectful communication between parents and staff is essential, all parents must abide by our Parent Code of Conduct when interacting with the College.

- Parents/carers may contact teachers via:
 - Email (K–12)
 - SEQTA Direct Messaging (Years 5–12)
 - Staff will endeavour to acknowledge communication within 48 hrs (business days)
 - Communication occurs between 8:00am – 4:00pm, Monday to Friday
- For urgent matters during the school day, parents should contact the College Office.

Raising and Resolving Concerns

The College encourages a respectful and structured approach to resolving concerns. Parents and caregivers are expected to:

- Encourage students to address concerns directly with staff where appropriate
- Approach all communication with respect and openness
- Follow the College communication pathway
- Work collaboratively towards positive and constructive outcomes

Communication Pathway

To ensure concerns are addressed effectively and fairly, parents and caregivers are expected to follow the same escalation process as students:

1. **Teacher First**
 - **Subject Teacher** (academic concerns)
 - **Homeroom Teacher** (pastoral or general concerns)
2. **Next Level Support**
 - **Head of Department (HOD)** – academic matters (Years 7–12)
 - **Wellbeing Staff** – pastoral matters:
 - Junior: Head of Junior School
 - Middle: Wellbeing Coordinator → Director of Wellbeing
 - Senior: Director of Wellbeing
 - **Director of Teaching and Learning (DTL)** – unresolved academic matters
3. **Further Escalation**
 - **Head of School** – where concerns remain unresolved, or behavioural escalations.
4. **Principal**
 - Escalations unable to be resolved via previous avenues, as necessary.

Parent Code of Conduct



- * Always start with the question:
How can we work together for the benefit of the student?
- * Expectations: Be a positive role model and support the College
- * We are part of a **community**
- * When on campus, model appropriate and respectful behaviour

For more details regarding the Parent Code of Conduct please refer to Appendix B

CANTEEN

The canteen is open Monday to Friday. Online ordering is available for canteen orders and over-the-counter purchases through Flexischools.

How to Get Started

1. Download the Flexischools App – Available on the Apple or Google Play store.
2. Create an Account – Follow the prompts in the app to set up your profile.
3. Add Your Child – When setting up a Flexischools account for the first time, you will be prompted to add your child during the sign-up process. If you already have a Flexischools account, go to the Profile section and select + Add New Student to link your child. Please note: Middle and Senior School students may use their Student ID card (barcode), linked to Flexischools, to make payments at the canteen.



Flexischools

We're using **flexischools** to simplify school life

Download the app today!

Download on the App Store

GET IT ON Google Play

Sign up for a Flexischools account.

Email address

Confirm email address

Sign up

Already registered? Log in here

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Paying at the Canteen (Kellyville Campus)

To support a focused learning environment and consistent technology use during the school day, mobile phone payments are not permitted at the canteen.

- Student ID card (barcode) payments (linked to Flexischools)
- NFC (tap-to-pay) wearable devices (e.g., smart watches) for the canteen and selected school activities (where available). Mobile phones are not permitted, even if they have tap-to-pay.
- Cash
- EFTPOS (physical debit/credit cards)

Student ID card payments

Students may use their **own** Student ID card to pay at the canteen. When the barcode is scanned, the student's photo will appear on the point-of-sale screen and canteen staff will verify identity before approving the purchase. The amount is then deducted from the student's **Flexischools** balance.

- Students must use their own Student ID card.
- Students must not use another student's card.
- Payments may be declined if the identity does not match the photo shown on screen.

Who can use this system?

This payment method is available to Middle and Senior School students who have been issued a Student ID card.

Placing a Canteen Order

- Orders can be placed through the Flexischools app or website.
- Students can also place their own orders through the app for added independence. Parents can set daily spend limits and monitor purchases.
- If you have any issues with Flexischools, please contact Flexischools Support.
- Alternatively, students can bring a brown paper bag with correct change and their name, class and order written on the front.
- Online orders must be placed by 9:00am. Any orders received after that time will automatically be transferred into the next day's orders. Please see the College Website for more specific details.

Parent volunteer assistance is valued, and always appreciated, so please contact the College if you would like to volunteer on an occasional basis.

TRANSPORT

Students are expected to always represent the College positively when travelling to and from school, including on private and/or public transport and in surrounding areas. This expectation applies whenever a student is in school uniform, both before and after school. While travelling, students are expected to demonstrate respectful, responsible, and considerate behaviour towards members of the public and transport staff. This includes following all transport rules and directions, making safe choices, and contributing to a calm and positive environment for others. Students are expected to act with integrity and self-discipline, recognising that their conduct reflects both their character and the College community. Inappropriate behaviour during travel may result in disciplinary action in accordance with the College behaviour policy.

Public Transport

Eligible students may apply for a free Student Opal Card. This is available to primary students (Years 3–6) who live more than 1.6 km straight-line distance or 2.3 km walking distance from the College, and secondary students (Years 7–12) who live more than 2.0 km straight-line distance or 2.9 km walking distance from the College.

Students are required to use their Opal Card for every journey to and from school by tapping on and tapping off for each trip. Accurate use of the card ensures that transport usage is recorded correctly and supports the ongoing provision of public transport services to the College.

School Buses

The school operates a limited private bus service, which services the local area, and is run at an additional charge. The Bus Co-ordinator plans bus routes and receives applications from families. Each year, applications are to be submitted to the Bus Co-ordinator for the following year for new or continuing families, in order to plan the route for the new year. Please note, even if your child currently utilises this service, you still need to re-apply each year.

The buses are used internally for transporting students across campus and to excursions and camps. As we replace our older fleet of buses we ensure that new buses are fitted with seat belts and are working through installing technology that support safety, including cameras. However, the use of the older buses is often necessary and we apply our safety processes including ensuring students are seated and listening to the instructions of the teacher and driver.

A code of Roles, Responsibilities and Guidelines is available to all school bus families to view. This document outlines acceptable conduct on behalf of all parties associated with the school bus to ensure safe and enjoyable travelling. This can be found on the College website.



UNIFORM

General Information

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the College Uniform.

Uniform Transition

New uniform and current uniform items (while stocks last) can be purchased from the uniform shop. This is to accommodate a three year transition to the updated uniform. All students should be wearing complete new uniform items by 2028. Our College uniform is designed to be non-seasonal in order to provide more choice for students to dress appropriately to weather conditions. Old uniform items can be worn according to the updated uniform policy, as long as they reflect the College uniform and how it is intended to be worn.

Uniform Passes

We understand that from time to time misadventures with uniforms can happen. Students are required to provide written evidence from parents if they are unable to wear the correct uniform. This can be a physical note or email. Students will then be issued a uniform pass and students who are repeatedly out of uniform, or do not have parent communication, will receive a Level 1 Notice. Uniform passes are valid for one day and must be able to be presented by students upon request throughout the day.

Uniform Requirements

General points to remember:

- Black structured leather school shoes with a low heel – no runners, volleys or boots. Black leather Nike A1s are allowed.
- Kindergarten and Years 1 and 2 may wear lace-up or high fastening Velcro / Mary Jane style shoes (College standard). Please note, Year 2 students will need to wear lace-up shoes if shoes are intended to be worn in Year 3
- Years 3 -12 must wear lace-up shoes (College standard)
- Junior School Students are required to use the College branded excursion bag for excursions
- All student hair colour is to be natural and tidy
- Boys must have their hair off the collar and out of eyes
- Junior and Middle School girls must tie their hair up
- Senior School girls may wear their hair out if it is clean and tidy
- Girls' make-up should be natural looking this includes eyelashes, nail length and colour
- One pair of plain silver or gold studs are permitted. Other jewellery is not permitted unless approved by the Head of School through formal application for medical or religious exemptions only
- All uniform items must be in good condition, fit appropriately and be worn in the manner for which they were designed
- Undergarments must not be visible
- If you are still in school uniform after school hours, all dress standards apply, and the complete uniform is to be worn in a representative way
- College branded items purchased from the Uniform Shop are essential

For information about uniform, please refer to Appendix C

Uniform Shop

For uniform shop details, including opening hours, please refer to the Hills Adventist College Website.

GENERAL INFORMATION

Administration

College Council

Members of the College Council are elected for a term of three years by the Seventh-day Adventist Schools (Greater Sydney) Limited Board of Directors. The Council has an advisory role that includes the following:

1. Financial Management
3. Strategy
4. Policy development

Office Hours

The College office is open between 8:00am and 4:00pm each day. Please make your business calls and enquiries during these times.

Sickness or Accident

The College has limited facilities to care for students who are unwell. Parents/caregivers will be contacted, if at all possible, when the sickness is deemed to be more than a passing minor problem. Simple first aid will be applied to minor cuts and abrasions at the College.

In the case of an accident of a serious nature, parents/caregivers will be contacted immediately. If parents/caregivers cannot be contacted, the student will be taken to the nearest doctor. All medical costs are the responsibility of the parents/caregivers.

It is the responsibility of the parents/caregivers to ensure that the school has up-to-date medical information.

If a student is required to take specific medication, parents are required to complete a Medication Form, which can be obtained from Reception, and hand it in to the office. The Receptionist will record the details as the medication is given.

The College does not provide medication (paracetamol, ibuprofen, etc) to students.

APPENDIX A – JUNIOR SCHOOL BEHAVIOUR LEVELS

Kindergarten – Year 4 Behaviour Levels

These guidelines are provided to complement a Positive Behaviour approach to discipline and provide consistency. Teacher discretion and professional judgement is applied when determining the appropriate level consequence as we acknowledge Junior School students are still learning what is appropriate and expected behaviour.

MISDEMEANOUR

Level One – Teacher Administered Discipline – Level 1 Notice Issued

CONSEQUENCES

Students consistently do the following and have been provided with an opportunity to improve behaviour. Notices are recorded in SEQTA under Level 1 Behaviour Notice – Junior School and parents are notified.

- Pushing and shoving while lining up
- Not lining up quietly outside class
- Throwing objects in the classroom
- Disturbing the classroom environment
- Spraying water from their mouth
- Failure to follow the hands off rule (games, niggling)
- Not being prepared for class (no musical instrument)
- Incomplete Homework
- Cheating/copying work
- Not respecting others
- Littering
- Not following a teacher's instructions
- Not attending a teacher administered recess/lunchtime appointment
- Engaging in graffiti
- Chewing gum
- Eating food in class without teacher permission
- Leaving the classroom without permission
- Not wearing a hat term 1 & 4
- Disruptive behaviour / talking in Assembly / Chapel
- Low-level swearing
- Using computers or electronic devices inappropriately (playing games without permission)

- Sharing passwords (manipulating student work)
- Dishonesty
- Out of bounds within school grounds
- Arguing/answering back staff (being disrespectful)

In classroom situations all teachers are encouraged to provide:
- warnings involving a sequence of escalation of response, and possible removal to the Head of Campus or Head of School.
- focus on positive behaviour over negative behaviour
- Relationships over rules

- Student is warned or reminded of the appropriate behaviour
- The student is required to move to a different location within the classroom or playground
- The teacher determines appropriate consequences that may require parental acknowledgement
- Teachers may require students to complete set work or reflect on their behaviour during next available break time
- Parents notified when students sent from the classroom and record of behaviour entered in SEQTA.

Process:

- Supervising teacher or Homeroom teacher is to enter the Level 1 Behaviour Notice into SEQTA (parents/caregivers are notified)

MISDEMEANOUR

Level Two – HOC or HOS Discipline- (3 Notices = Re-Direct Session)

CONSEQUENCES

Students report to the HOC or HOS when they have received three Level 1 Behaviour Notices or presented one of the following behaviours that is an instant Level 2 behaviour.

- Repetition of Level 1 offences
- Failure to attend a redirect session
- Physical contact. Shoving, pushing hitting, kicking
- Continued disruptive behaviour, disturbing others, preventing them from working and learning
- Careless disregard for the property of another student, teacher or the school, leading to loss or damage
- Trespassing in another's belongings or classroom
- Theft of another's property.
- Continually arguing/answering back staff (being disrespectful)
- Unacceptable behaviour during out-of-school activities
- Disobedience of a reasonable instruction of a staff member (teacher, teacher aide, office staff, etc.)
- Grossly misrepresenting the school during out-of- school activities.
- Misuse of technology that is in breach of the Technology Acceptable Usage Policy.
- Any breach as determined by the Head of Campus or Head of School to warrant a redirect session
- Level A Bullying which involves a misuse of power in a relationship that is intentional, ongoing and repeated which

could be:

- minor verbal putdowns.
- spreading rumours/gossip.
- teasing/jokes that 'putdown'.
- low level intimidation
- swearing at someone

Process:

- The student is given a 20 minute redirect session at lunch and the issuing admin member is to cc the Homeroom teacher and **contact (email or phone)** parents/caregivers.
- Students will need to attend the next scheduled redirect session to complete work or reflect on decisions
- Apology and restitution where appropriate
- Jobs supervised by a staff member

MISDEMEANOUR**CONSEQUENCES****Level Three – HOC or HOS: Parent Meeting/Loss of privileges/Behaviour Plan**

- Extreme, repeated or unsatisfactory progress of Level 2 behaviour. - further level 2 intimidation
 - Three Level 2 Redirect Sessions received within a term.
 - Deliberate rudeness, abusive or offensive language (high-level swearing) or behaviour, to any members of the College community.
 - Vigorous /dangerous shoving or pushing / fighting
 - Premeditated and ongoing dishonesty.
 - Theft of another's property that is of a more serious nature
 - Continued misuse of technology that is in breach of the Technology Acceptable Usage Policy.
 - Any breach as determined by the HOC, HOS or Principal to warrant a Level 3 response.
 - Level B Bullying which involves a misuse of power in a relationship that is intentional, ongoing and repeated which could be:
 - serious public putdowns.
 - physical threats, cyber bullying
- Process:
- The student is dealt with by the Head of Campus/ HOS and parents are notified.
 - A parent meeting is arranged to discuss a Behaviour Plan that will be implemented to support the student. The following may occur but is not limited to:
 - Loss of privileges for a time (play time, restricted play spaces, external sport, socials or carnivals).
 - Communication Cards
 - Counselling
 - School service
 - Apology and restitution where appropriate.

MISDEMEANOUR**CONSEQUENCES****Level Four - Discipline Committee Administered Discipline– External or Internal Suspension**

- Extreme Level 3 behaviour.
 - Defiance of the HOC/HOS.
 - Further infractions/unsatisfactory progress after being on Level 3.
 - Continuing intimidation or verbal abuse.
 - Higher level rudeness, abusive or offensive language or behaviour, to any members of the College community in a public domain. (incl. social networks)
 - Being in the possession of weapons, including pocket knives.
 - Continued Level B Bullying or Level C Bullying which involves a misuse of power in a relationship that is intentional, ongoing and repeated which could be:
 - Physical bullying/sexual harassment.
 - Deliberate acts of vandalism against the property of other students, teachers or the school (breaking, damaging, defacing).
- Process:
- Any breach as determined by the Principal and Discipline Committee to warrant suspension.
 - Internal suspension may be given, (working outside of class)
 - External suspension; the student will be unable to come to school.
 - Interview with parents/guardians to discuss conditions for return to school including a written contract.
 - Loss of significant privileges (SRC, Captaincy, Excursions, free-range at recess/lunch).
 - Apology and restitution where appropriate.
 - Where appropriate, the police may be involved

MISDEMEANOUR**CONSEQUENCES****Level Five - Discipline Committee Administered Discipline: Expulsion**

- Extreme Level 4 behaviour.
 - When behaviour has not improved after suspension.
 - Any breach as determined by the Discipline Committee to warrant expulsion.
- Process:
- Expulsion as determined by the Discipline Committee

MIDDLE & SENIOR SCHOOL BEHAVIOUR LEVELS

Years 5-12 Discipline Levels

These guidelines are meant to complement a Positive Behaviour approach to discipline and promote consistency.

MISDEMEANOUR	CONSEQUENCES
Level One – Teacher Administered Discipline – Level 1 Notice Issued	

- Jostling and running in buildings or during line-up.
- Throwing objects within the classroom.
- Disturbance of the work conditions set by the teacher.
- Throwing or spraying water on any person.
- Failure to keep the hands off rule . (games, niggling)
- Incomplete class work.
- Lacking materials necessary for class work.
- Lateness without a note from College staff.
- Not lining up quietly outside class
- Not respecting others
- Littering.
- Not following a teacher’s instructions.
- Failure to attend a teacher administered recess/lunchtime appointment.
- Engaging in graffiti, on books/diaries/their person or anywhere else.
- Chewing gum.
- Eating food in class without teacher permission.
- Leaving the classroom without permission.
- No note for sport /non-participation
- Middle School students not wearing hats term 1 & 4
- Disruptive behaviour / talking in Assembly / Chapel.
- Low-level swearing.
- Using computers or electronic devices inappropriately (playing games without permission)
- Sharing passwords.
- First and Second time use of a mobile phone

- In classroom situations all teachers are encouraged to provide:
- Focus on positive behaviour over negative behaviour
 - Relationships over rules
 - Having a conversation after class about the impact of their behaviour
 - A Student is warned or reminded of the appropriate acceptable behaviour.
 - The student is required to move to a different location within the classroom.
 - Give the student a timeframe to complete work/ homework.
 - Warnings involving a sequence of escalation and possible removal to the Head of School.
 - The teacher determines appropriate consequences that may require parental acknowledgement.
- A Level 1 Notice is issued by the teacher and parents will be notified when students don't demonstrate an improvement or refuse to obey / cooperate.
 - Use of a mobile phone before or during school - the phone is to be handed in to the HOS and the teacher issues a Level 1 and parents are notified.
 - Second Time - the phone is to be handed into the HOS, a Level 1 is issued and parents need to collect the phone (see Mobile and Other Electronic Devices Policy).

MISDEMEANOUR	CONSEQUENCES
Level Two- Admin Administered Discipline- (3 Notices = Lunch time Re-Direct Session)	

- Repetition of Level 1 offences.
- Failure to attend a detention.
- Physical contact (hands-off rule). Shoving or pushing.
- Cheating/copying work.
- Continued disruptive behaviour, disturbing others, preventing them from working and learning.
- Careless disregard for the property of another student, teacher or the school, leading to loss or damage.
- Dishonesty.
- Trespassing in another's folders, work, files, school bag, locker.
- Continually out of uniform without a valid reason.
- Out of bounds within school grounds.
- Arguing/answering back staff (being disrespectful).
- Unacceptable behaviour during out-of-school activities.
- Disobedience of a reasonable instruction of a staff member (teacher, teacher aide, office staff, etc.)
- Any breach as determined by the Head of School to warrant a lunch-time Redirect Session.
- Level A Bullying: – minor verbal putdowns.
 - spreading rumours/gossip.
 - teasing/jokes that "putdown".
 - low level intimidation
 - swearing at someone
- Third time use of a mobile phone in a semester.

- Level 2 Re-Direct Notice issued and parents and relevant staff notified.
 - The teacher issues a Level 2 and ensures the HOS and parents/caregivers are notified.
 - The HOS will issue a lunch-time Re-Direct and ensure the students teachers and parents/caregivers are notified.
- Students will need to attend the next Re-Direct Session, or when notified by the HOS and HR teacher.
- Apology and restitution where appropriate.
- Issues relating to a students work (eg. homework, assignments not done, etc.) will be dealt with by the teacher involved and HOD.
- If mobile phone related, the third time or irresponsible use will be a Level 2 and the device will be collected and held by the HOS. Parents will be informed and required to collect the device.

MISDEMEANOUR**CONSEQUENCES****Level Three – Head of School Administered Discipline: After-School or Sport Detention or In-School Isolation**

- Extreme or repeated Level 2 behaviour or 3 Re-Direct sessions within a semester.
- Three Re-Direct Sessions received within 2 weeks.
- If 3 Level 1 notices are received in a day.
- Ongoing disruptive behaviour, disturbing others, preventing them from working and learning.
- Deliberate rudeness, abusive or offensive language (high-level swearing) or behaviour, to any members of the College community.
- Grossly misrepresenting the school during out-of-school activities.
- Truancy or absence from school grounds without permission.
- Forging Parents or Guardians signature.
- Knowingly being in the company of people in possession of or using illegal substances (alcohol, cigarettes, vapes, drugs) while attending school or a school function or while in school uniform.
- Vigorous /dangerous shoving or pushing.
- Premeditated and ongoing dishonesty.
- Misuse of another's password.
- Blatant Defiance of a reasonable instruction of a staff member (teacher, teacher aide, office staff, etc.)
- Theft of another's property.
- Plagiarism (including using AI as one ones' work).
- Deliberate/premeditated defiance of the Technology Acceptable Usage Policy.
- Any breach as determined by the Head of School or Principal.
- Level B Bullying: - serious public putdowns.
 - physical threats, cyber bullying
 - further level 2 intimidation
- The student is dealt with by the HOS and parents are notified.
- Sport detention or an after school detention is issued (1 hour after school)
- Loss of privileges for a time (External Sport, socials or carnivals).
- Further lunchtime and after-school detentions may be given, days of service tasks, daily report cards, behaviour contracts and referral to counselor.
- Apology and restitution where appropriate.
- Repeated Level 3 may result in a Behaviour Contract being issued by the HOS.

MISDEMEANOUR**CONSEQUENCES****Level Four- Discipline Committee Administered Discipline– External or Internal Suspension**

- Extreme Level 3 behaviour or third Level 2 in a Semester.
- Defiance of the Head of School.
- If three or more Re-Directs are received in a day.
- Further infractions/unsatisfactory progress after being on Level 3.
- Fighting (open-handed or clinched fist)
- Continuing intimidation or verbal abuse.
- Higher level rudeness, abusive or offensive language or behaviour, to any members of the College community in a public domain. (incl. social networking – facebook etc...)
- Being in the possession of, or using, or showing the effects of illegal substances (alcohol, cigarettes, vapes) while attending school or a school function or while in school uniform.
- Being in the possession of weapons, incl. pocket knives.
- Knowingly being in the company of people in possession of or using, or showing the effects of illegal drugs (or the inappropriate use of prescription drugs) or weapons, while attending school or a school function or while in school uniform.
- Possession of pornographic, obscene, occult or other offensive material.
- Level C Bullying: - Physical bullying/sexual harassment.
- Deliberate acts of vandalism against the property of other students, teachers or the school (breaking, damaging, defacing).
- Deliberate and/or premeditated harassment - sexual, racial or other - of another person.
- Any breach as determined by the Principal and Discipline Committee to warrant suspension.
- Student referred to the Discipline Committee for decision.
- Parents and students given an opportunity to present their case to the Discipline Committee
- After 5 ReDirect Sessions without improvement in a semester, the 6th ReDirect will become an internal or external suspension,
- Internal suspension may be given, (working in the library)
- External suspension; the student will be unable to come to school.
- Interview with parents/guardians to discuss conditions for return to school including a written contract.
- Loss of significant privileges (SRC, Captaincy, Excursions, free-range at recess/lunch).
- School suspension issued in SEQTA.
- Apology and restitution where appropriate.
- Where appropriate, the police may be involved.
- Student placed on behaviour card for at least five days.

MISDEMEANOUR**CONSEQUENCES****Level Five - School Council Administered Discipline: Expulsion**

- | | |
|--|---|
| <ul style="list-style-type: none">• Extreme or repeated Level 4 behaviour.• Using a weapon.• Being in possession of, using, or showing the effects of illegal drugs while attending school or a school function or in school uniform.• When behaviour has not improved after suspension.• Any breach as determined by the School Council to warrant expulsion. | <ul style="list-style-type: none">• Expulsion as determined by the School Council.• Where appropriate, the police may be involved. |
|--|---|

APPENDIX B – PARENT CODE OF CONDUCT

Parent Code of Conduct

Always start with the question:

**HOW CAN WE BEST WORK TOGETHER
FOR THE BENEFIT OF THE STUDENT?**



EXPECTATIONS

Be a positive role model and support the College

- Abiding by College policies, guidelines and procedures eg. uniform, homework etc
- Be aware of child safe standards
- Be respectful and inclusive
- Encourage your child's participation in college life
- Keep us informed about your child
- Avoid gossip, criticism and speculation with other parents and online
- Any concerns should be raised directly with the college
- Ensure any photos or videos are taken with the permission of parents



AS PART OF OUR COMMUNITY

it's important to avoid:

- Bullying and intimidation
- Aggression or violence
- Behaviour that causes a risk to a persons health and wellbeing
- Defamatory comments
- Gossip, rumour and innuendo
- Raising your voice
- Offensive or age inappropriate language



WHEN ON CAMPUS

model appropriate and respectful behaviour

- Obey all WHS requirements including road rules
- Follow staff instructions
- Demonstrate good sporting conduct and fair play
- Leave any redirection of other students to the College staff

APPENDIX C – UNIFORM GUIDELINES

Uniform Policy - 2025 to 2028 Transition

General Information

New uniform and current uniform items (while stocks last) can be purchased from the uniform shop as of 2025. This is to accommodate our three year transition to the updated uniform. Orders can be placed Term 4, 2024 for updated uniform items that are not currently in stock. Our College uniform is designed to be non-seasonal in order to provide more choice for students to dress appropriately to weather conditions. Current uniform items can be worn according to the updated uniform policy, as long as they reflect the College uniform and how it is intended to be worn.

Sports Uniform

- Junior, Middle or Senior School polo shirt
- Navy sports shorts
- Navy sports pants
- Visible white sports socks
- Sports shoes
- Navy jacket
- Navy blue hair accessories

Other Items

- Navy Bucket hat (Kindy to Year 4 and required in Term 1 and 4)
- Navy cap (Middle and Senior School and required in Term 1 and 4 for Year 5 to 8)
- School bag is required by all students – small or medium College Physiopak
- Homework bag (required for Kindy to Year 4)
- Sports bag (optional)
- Excursion bag (required for Kindy to Year 4)

General points to remember:

- Black structured leather school shoes with a low heel – no runners, volleys or boots. Black leather Nike A1s are allowed.
- Kindergarten and Years 1 and 2 may wear lace-up or high fastening Velcro / Mary Jane style shoes (College standard). Please note, Year 2 students will need to wear lace-up shoes if shoes are intended to be worn in Year 3
- Years 3 and 4 must wear lace-up shoes (College standard)
- All student hair colour is to be natural and tidy
- Boys must have their hair off the collar and out of eyes
- Junior and Middle School girls must tie their hair up
- Senior School girls may wear their hair out if it is clean and tidy
- Girls' make-up should be natural looking this includes eyelashes, nail length and colour
- One pair of plain round silver or gold studs are permitted. Other jewellery is not permitted unless approved by the Head of Campus through formal application for medical or religious exemptions only
- All uniform items must be in good condition, fit appropriately and be worn in the manner for which they were designed
- Undergarments must not be visible
- If you are still in school uniform after school hours, all dress standards apply, and the complete uniform is to be worn in a representative way
- College branded items purchased from the Uniform Shop are essential

Junior School Girls Formal Summer Uniform – Term 1 & 4

Uniform items that Junior School girls can wear in Term 1 and 4:

- Light blue checked dress
- White socks (cover ankle but no higher than mid-calf)
- Navy blue hair accessories only
- Navy College jumper
- Navy College jacket
- Navy raincoat
- Navy blue bike pants, for under uniform (optional)

Junior School Girls Formal Winter Uniform – Term 2 & 3

Uniform items that Junior School girls can wear in Term 2 and 3:

- Plaid skirt (skirt length must be no higher than the knee and no lower than mid-calf)
- Girls pants
- Junior School Long Sleeve Blouse
- Dark navy opaque tights - smooth (no pattern or ribbing), minimum of 40 denier or white socks (covering ankle but no higher than mid-calf) may be worn to instead of tights, however, tights are to be worn for school photos, formal events or as requested by staff
- Navy blue hair accessories only
- Navy College jumper
- Navy College jacket
- Navy raincoat

Junior School Boys Uniform – Terms 1 to 4

Uniform items that Junior School boys can wear all year round:

- Charcoal shorts
- Long charcoal trousers (front closing waistband, College standard)
- Charcoal Socks
- Junior School short sleeve shirt (if wearing a tie with this shirt, it must have a button)
- Junior School long sleeve shirt (must be worn tucked in)
- Junior School tie (shirts must be tucked in when worn and is required in Term 2 and 3)
- Navy College jumper
- Navy College jacket
- Navy raincoat

NEW UNIFORM

Hills Adventist College

Kindergarten - Year 4



Formal - Girls



Dress



Blouse



Sock



Skirt



Pants



Softshell Jacket



Jumper

Formal - Boys



Shirt



Shorts



Sock



Tie



Shirt



Trousers



Softshell Jacket



Jumper

Sport - All Students



Polo



Shorts



Sock



Sock



Tracksuit Pants



Softshell Jacket

Accessories - All Students



Backpack



Excursion Bag



Library/Homework Bag



Bucket Hat

Middle School Girls Uniform

Uniform items that Middle School girls can wear all year round:

- Plaid tunic (skirt length must be no higher than the knee and no lower than mid-calf)
- Girls pants
- Short sleeve blouse
- Long sleeve blouse
- College Blazer (must be worn during Term 2 and 3)
- Dark navy opaque tights - smooth (no pattern or ribbing), minimum of 40 denier or white socks (covering ankle but no higher than mid-calf) may be worn to instead of tights, however, tights or pants are to be worn for school photos, formal events or as requested by staff
- Navy College jumper
- Red hair accessories only

Middle School Boys Uniform

Uniform items that Middle School boys can wear all year round:

- Charcoal shorts
- Long charcoal trousers (front closing waistband, College standard)
- Charcoal Socks
- Middle School short sleeve shirt
- Middle School long sleeve shirt (must be worn tucked in)
- Middle School tie (shirts must be tucked in when worn and is required in Term 2 and 3)
- College Blazer (required in Term 2 and 3)
- Navy College jumper
- Navy raincoat

NEW UNIFORM

Hills Adventist College

Year 5 – Year 8



Formal – Girls



Blouse



Skirt



Blouse



Sock



Pants



Blazer



Jumper



Tights

Formal – Boys



Shirt



Shorts



Sock



Tie



Shirt



Trousers



Blazer



Jumper

Sport – All Students



Polo



Shorts



Sock



Sock



Tracksuit Pants



Softshell Jacket

Accessories – All Students



Backpack



Sports Bag



Excursion Bag



Cap

Senior School Girls Uniform

Uniform items that Senior School girls can wear all year round:

- Plaid tunic (skirt length must be no higher than the knee and no lower than mid-calf)
- Girls pants
- Short sleeve blouse
- Long sleeve blouse
- College Blazer (must be worn during Term 2 and 3)
- Dark navy opaque tights - smooth (no pattern or ribbing), minimum of 40 denier or white socks (covering ankle but no higher than mid-calf) may be worn to instead of tights, however, tights or pants are to be worn for school photos, formal events or as requested by staff
- Navy College jumper
- Senior School students wear navy blue hair accessories

Senior School Boys Uniform

Uniform items that Senior School boys can wear all year round:

- Charcoal shorts
- Long charcoal trousers (front closing waistband, College standard)
- Charcoal Socks
- Senior School short sleeve shirt
- Senior School long sleeve shirt (must be worn tucked in)
- Senior School tie (shirts must be tucked in when worn and is required in Term 2 and 3)
- College Blazer (required in Term 2 and 3)
- Navy College jumper
- Navy raincoat

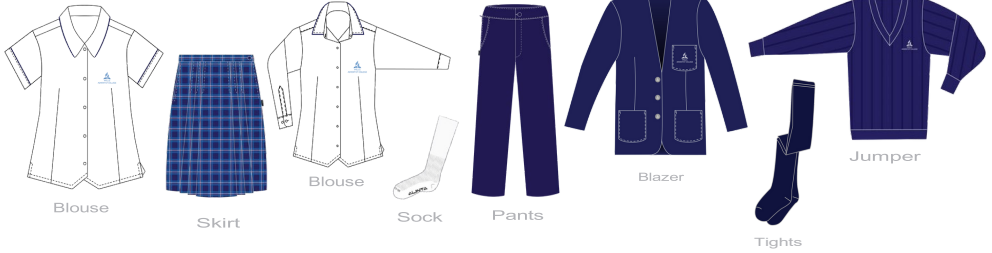
NEW UNIFORM

Hills Adventist College

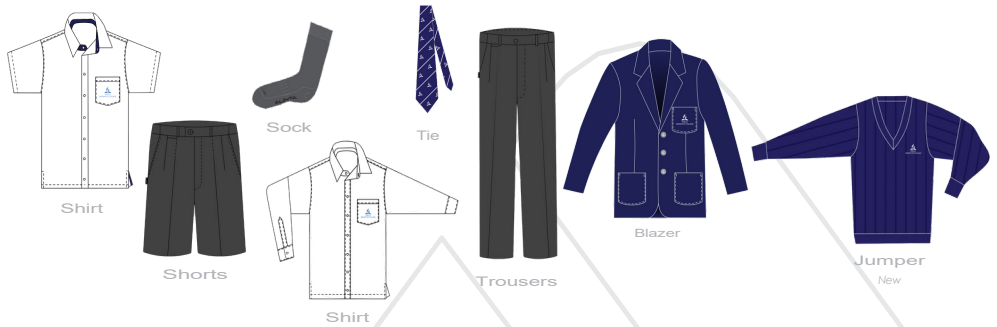
Year 9 – Year 12



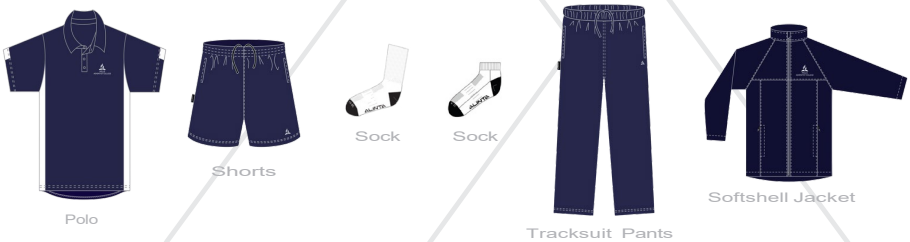
Formal – Girls



Formal – Boys



Sport – All Students



Accessories – All Students



GET IN **TOUCH**

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