



ANNUAL REPORT

2023

June 2024

Providing
quality
Christ-
centred
education
for over
100 years



Schools Reporting | Annual Report 2023

(Based on 2022 data)

This report was compiled by Hilliard Christian School to meet the requirements of the Tasmanian and Australian Governments.

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PRINCIPAL'S OVERVIEW



Mrs Elizabeth Chaplin

As we reflect upon the year 2023, the words of Ellen White ring true: "True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."

The 2023 theme of Challenge, Growth, and Success has guided us throughout the year, and we have embraced the challenge of providing holistic education. We have strived to cultivate the physical, mental, and spiritual development of our students, recognising that education goes beyond academics and prepares them for a life of service.

Isaiah 40:31 has been a wellspring of inspiration for us as we embarked on the renewal and refreshment of our entire campus. Our commitment to this mission was exemplified when the Primary building and Secondary Maths/Science block were inaugurated by Senator the Honourable Carol Brown. These state-of-the-art facilities symbolise our dedication to our mission of following the example of Christ, as we nurture the minds of the future and provide them with the best possible environment to grow, learn, and thrive.

We understand that our beloved community continues to grow, and so does our responsibility to meet its evolving needs. Our endeavour extends beyond constructing buildings; it's about creating environments that foster educational excellence.

In the coming year, we anticipate yet another significant milestone in the history of Hilliard Christian School - the addition of a new kindergarten facility which we anticipate will become an Early Learning Centre, catering for children aged 3 to 5 years. This expansion marks an exciting phase and offers our families the convenience of additional hours of care, further supporting our students and their families in their educational journey.

As we look back on 2023, we celebrate the growth, the challenges we have overcome, and the success we have achieved together as a school community. Our commitment to providing a well-rounded, faith-based education remains unwavering, and we are excited about the opportunities the future holds for our students.

SCHOOL ADVISORY COUNCIL MESSAGE

It has been an honour to serve as the chair of the Hilliard Christian School student advisory committee. We have convened regularly to address a diverse array of agenda items, some challenging, yet enriched by a breadth of perspectives. I believe that under the guidance of the Holy Spirit, the committee has reached suitable outcomes. I wish to express my gratitude for the precious time each member dedicates to supporting our mission field—our school.

May God continue to guide and bless our school as we introduce children to our loving Jesus.

Trevor Whyatt

Chair

Hilliard Christian School Advisory Council

ABOUT HILLIARD CHRISTIAN SCHOOL

Hilliard Christian School, an Early Learning to Year 10 school, is part of the Seventh Day Adventist Schools (TAS) Pty. Ltd., aligning with the broader Adventist Education network. This education system is a crucial outreach of the Seventh-day Adventist Church, dedicated to manifesting God's transformative love through every facet of our activities.

At Hilliard, students receive a Christ-centred education that fosters spiritual, intellectual, physical, and emotional growth, preparing them for lifelong service both in this world and beyond. The curriculum at Hilliard is rooted in a dynamic Christian worldview, centred on a personal faith in Jesus Christ as Saviour. Our educational approach strives to model and teach the principles of justice, faithfulness, and humility.

Character and ethical values at Hilliard are deepened through ongoing relationships with Jesus Christ. We intentionally cultivate values and character development, focusing on conflict resolution and nurturing core values of Belonging, Integrity, Respect, and Perseverance.

The school supports the pivotal role of the family and recognises parents as the primary educators. Anchored in God's moral directives, we offer a secure setting for the comprehensive development of each student.

Our community is grounded in the virtues typical of a Christian family, emphasising altruistic service, respect for authority, and a nurturing environment that prioritises each individual's safety and growth. Hilliard empowers students with the skills to meet and address human needs compassionately.

Hilliard Christian School aspires to excellence in nurturing each student's unique talents, offering a well-rounded education that extends beyond academics to include spiritual, mental, social, and physical development. We aim to foster a life of faith in God, respect for all individuals, and encourage students to think independently.

Our mission is to create a vibrant learning community where Jesus is central, and students can achieve their full potential as designed by God. The educational journey at Hilliard focuses on nurturing today, learning for tomorrow, and building character for eternity.



Vision

Vision for Tomorrow



Mission

To provide a God-centred, supportive educational environment in which students can reach their potential and find value in a life of service to God and the community.



Values

- Belonging
- Respect
- Integrity
- Perseverance

CHILD SAFE STATEMENT OF COMMITMENT

All children and young people who come to Hilliard Christian School have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people by providing child safe and child friendly environments both physically and online, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

We have a zero tolerance for child abuse and other harm and are committed to acting in our students' best interests and keeping them safe from harm.

Hilliard Christian School regards its Child Safety responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture.

Each member of the school community has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

Hilliard Christian School's Statement of Commitment to Child Safety has been designed to reflect Tasmania's Child and Youth Safe Standards along with the Universal Principle for Aboriginal and Cultural Safety.

OUR SCHOOL

CONTEXTUAL INFORMATION

GOVERNANCE

Principal

Mrs Elizabeth Chaplin

School Advisory Council Chair

Mr Trevor Whyatt

Board of Directors Chair

Pr Rick Hergenhan

Education Director

Mr Brian Mercer

HILLIARD CHRISTIAN SCHOOL STAFF

School Leadership Team: 8

Teaching Staff: 15

Teacher Assistants: 6

Non-Teaching Staff: 6

TOTAL: 35

STAFF PROFESSIONAL DEVELOPMENT 2023

Understanding Reconciliation Action Plan

Kelly Jackman

Positive Behaviour 4 Learning

Betty Lakovic

Insights SRC

Building Cultural Capacity

Whole Staff First Aid**Whole Staff Diabetes Training****PM Benchmarking****Encounter**

Lanelle Cobbin

Soundwaves

Firefly Press

Autism

Ruth Crozer IST

Lawsense Managing Student Disability**Lawsense**

Camps and Excursions - Risk Assessment

HILLIARD CHRISTIAN SCHOOL WORKFOCE COMPILATION

SCHOOL LEADERSHIP TEAM:

Education Director	Brian Mercer	B.A, B.Ed, M.Ed.
Principal	Elizabeth Chaplin	Dip. Teach., B. Ed Mast. Learn. Innovation
Chaplain	Pr Ben Ashby	B. Ed
Director of Early Learning	Cassie Mwarabu	Dip. Early Childhood Ed. & Care, Adv. Dip. Community Sec. Mgmt.
Primary Coordinator & Inclusive Education K-10	Angela Robertson	B.Ed (Primary)
Secondary Coordinator & Music	Scott Winkler	B.Mus
Teaching and Learning Coordinator & Maths/Science	Daniel Segovia	B.Sc., B. Teach
School Psychologist	Donna Shepherd	B.A. (Psych) M. Psych (Clin) BA (Hons) M Psych (Clin)

PRIMARY STAFF:

HPE Specialist	Erwin Agustina	B. Ed
Music Specialist	Raluca Dan-Marica	B.Phil.
Spanish Specialist	Raluca Dan-Marica	B.Phil.
Kindergarten	Michelle Pritchard	B. Ed Hons. (Early Years and Primary)
Preparatory	Gillian Dinning	H. Dip. Ed. (Early Primary)

Year 1	Gemma Campbell	B.Ed (Primary)
Year 2	Thi Thu Thao Nguyen	B. Com., M. Teach. (Primary)
Year 3	Annie Peacock	M. Teach
Year 4	Kirsten Groves	B.Ed (Primary)
Year 5	Neroli Callaghan	B. Comm. St., M. Teach (Primary)

SECONDARY STAFF:

Arts and Humanities	Felicity Knight	B.A (Comm., Eng. & Geo.), M.Teach (Eng., Geo. & His.)
Arts and Humanities	Tomas O'Mera	M.Teach. (Primary & Secondary)
Maths/Science	Ricky Maloney	B.Comm., Grad.Dip. Teach
Health and Physical Education	Nathaniel Amuimuia	B.Ed.(Secondary), Dp. Outdoor Ed.
Maths Science	Daniel Segovia	B. Sc., B. Teach
The Arts and Humanities	Lee Menzie*	B.Laws. M.Ed. (Sp. Ed), B.Ed. (Primary) Dip. Teach. (Primary)
Design and Technologies	Henry Higgins	B.Ed

* Aboriginal and Torres Strait Islander (ATSI) descent

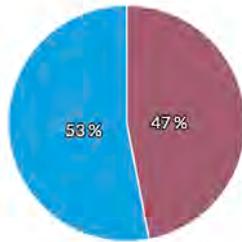
STUDENTS

Students

Total enrolments: 217

Boys 114

Girls 103



Full-time equivalent enrolments: 217.0

Indigenous students

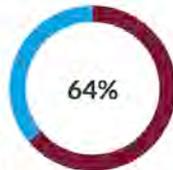


Language background other than English

Yes (64%)

No (36%)

Not stated (0%)



Source: My Schools
<https://www.myschool.edu.au/school/40025>

2022 STUDENT ATTENDANCE RATES

Primary Year 1 - 6

Year 1 - 88%

Year 2 - 81%

Year 3 - 84%

Year 4 - 88%

Year 5 - 87%

Year 6 - 91%

Secondary Year 7 - 10

Year 7 - 85%

Year 8 - 88%

Year 9 - 90%

Year 10 - 85%

Overall - 90%

The average student attendance rate. Student's attendance at Hilliard Christian School is recorded each day. Parents/caregivers are contacted if no advice/explanation has been given of child's absence.



CURRICULUM IMPLEMENTATION

CURRICULUM OVERVIEW

Hilliard Christian School implements all eight learning areas of the Australian Curriculum. Teachers plan, teach, assess and report on the English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Languages (Spanish), Technologies and the Arts. We also use the Encounter Curriculum in addition to the Australian Curriculum subjects whose primary purpose is for all students at every grade level to have a personal, deep, abiding relationship with God and to respond to His invitation to live out of the overflow of this relationship — to understand the truths of the Bible, to respond to Christ's invitation to live in a lifelong vibrant relationship with Him, and be passionate about the salvation of others.

The school leadership team develops timetables that are relevant to the school context while ensuring adherence to recommended time allocations for the teaching of all areas. All teachers ensure that students, and their needs, are at the centre of curriculum planning.

In delivering the curriculum, teachers design, plan and implement all aspects of the relevant achievement standard for each learning area and/or subject provided in each year and/or band. Teachers use the curriculum elements, such as the achievement standards, to guide teaching and learning sequences that give students opportunities to develop the three dimensions of the Australian Curriculum which are learning area disciplinary knowledge, understanding and skills, the seven general capabilities and three cross-curriculum priorities. Teachers collaboratively design unit plans using the Understanding by Design process for each learning area based on the achievement standards and content descriptions for the respective learning area as well as utilising student data. A yearly overview of each learning area is designed to ensure that all areas are covered each year which are collaboratively reviewed horizontally and vertically.

Year level unit plans consist of the relevant parts of the achievement standard being taught, the teaching and learning sequence, and the differentiation to meet the needs of students. Teachers continually plan, monitor and review curriculum delivery at the school as students' needs are continually changing.

Transformative assessment is utilised to evaluate, modify and adapt teaching and learning sequences to the needs of the students. Monitoring student achievement is an ongoing process involving both formative and summative assessments. Teachers provide regular feedback to parents regarding student progress through continuous reporting through SEQTA, informal meetings as well as formal communication opportunities, such as Parent-Teacher interviews and written reports, twice per year.

Support is given to teachers to build their knowledge and capability to ensure consistency of practice across the school. Teachers attend regular professional development sessions, plan collaboratively and problem solve solutions with student learning at the forefront. At Hilliard Christian School pedagogy is built on three pillars: Why for Learners, What for Learners and How for Learners. Time and resources are allocated for teachers to plan and monitor the implementation of the curriculum collaboratively with each other, the Inclusive Education Officer, the Primary and Secondary Coordinators, and the Teaching and Learning Officer. High-quality education is delivered, which implements evidence based differentiation practices and high impact teaching strategies within the curriculum so as to embrace the whole child.

Extra-curricular activities

Though the school is limited in physical size, it does provide many opportunities for students to participate in additional activities – some during break times and some after school. These include, but are not limited to:

- Chess Club
- Music - Violin, Piano, Guitar and Choir
- Junior and Secondary Sporting - Cross country, Swimming Carnivals, Athletic Carnivals
- Junior and Secondary Interschool Sporting through SATISS and JSATISS - Cricket, Basketball, Volleyball, cross country, athletics, swimming
- Academic competitions - ICAS, Tasmanian Mathematics competition, MAT competitions
- Art club
- Duke of Edinburgh

Electives are also offered in Years 9 and 10 which included:

- MathX
- Adulting 101
- Visual Art
- Information, Communication and Technologies
- Sport and Recreation
- Music
- Design and Technologies

LEARNING 4 LIFE

In Year 9 students enter the Learning for Life programme designed to develop values such as independence, interdependence, persistence, and resilience through a varied programme. This programme includes:

- Targeted pastoral care
- outdoor education
- service learning,
- camping
- personal development designed to enhance students' readiness to move on to future education.

Learning 4 Life (L4L) recognizes that this stage of adolescence is marked by significant changes – socially, physically, and mentally. Our aim is to equip Year 9 students with essential life skills, preparing them for the journey that lies ahead.

Throughout the course, students will cultivate the ability to persevere, set personal goals, and effectively self-manage. Emphasising overall well-being, L4L places a strong focus on mental and physical health.

Students will engage in dynamic sessions that foster leadership, teamwork and problem solving, essential attributes for success in the real world. The course also features an outdoor component such as hikes and rock climbing/abseiling designed to challenge students, encouraging cooperation and the development of valuable interpersonal skills.

HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED TO ASSIST LEARNING

To support high-quality, integrated digital learning activities, a range of technologies is utilised. As the school has developed a rich digital environment, Years 3 to 10 students are part of a 1:1 laptop program providing ubiquitous access to technology both in the classroom and outside the school. Students in Years Prep to Year 2 each have 1:1 access to classroom iPads. These devices remain at school. With uninterrupted wireless access, students seamlessly integrate digital technologies into the curriculum continuously throughout the day. Most classrooms have large interactive screens which are in continual use. ICT Capabilities are integrated across all Key Learning Areas. In summary:

- 1:1 laptops
- Digital skills incorporated into lessons regularly
- Teachers use SEQTA to deliver teaching and learning activities
- All year levels refer to the Technologies Curriculum to plan and implement teaching and learning programs throughout the year.
- Digital literacy including ethical use of technologies are as integrated part of the curriculum

ENHANCING STUDENT WELL-BEING AND PASTORAL CARE AT HILLIARD

At Hilliard, we remain committed to supporting the well-being of our students through a comprehensive pastoral care system. This system addresses the needs of students individually, in groups, and across the entire school community, ensuring that every student receives the attention and care they require.

A key component of our support system has been the availability of our Psychology and Chaplaincy services. The presence of a full-time chaplain throughout 2023 has been particularly beneficial, enhancing the spiritual and emotional support available to our students. Our teachers have also played a crucial role, providing significant care and support that extends beyond traditional academic instruction.

A notable development in our pastoral care program this year has been the partnership with Empowering Life Skills and the implementation of their Bridge Builders learning program for conflict resolution. Owner and founder Jocelyne Chirinside came to Hilliard to train our Year 5 leaders in conflict resolution and mediation techniques. The training aimed to embed a consistent language and strategy across the school for resolving conflicts independently and positively.

It is heartening to observe students beginning to adopt this whole-school language. Our future goal is to ensure that every member of our school community is equipped with the knowledge and skills to manage conflicts effectively and independently. This initiative not only enhances individual student resilience but also fosters a more harmonious school environment.

As we continue to build on these foundations, the focus on pastoral care and well-being at Hilliard promises to cultivate a nurturing and supportive atmosphere that contributes significantly to the overall development of our students.



PRIMARY SCHOOL OVERVIEW

Throughout the year in Primary, our commitment to excellence in education, holistic development, and community engagement has remained steady. We have seen remarkable growth, celebrated diverse achievements, and strengthened our relationships with students, parents, and staff.

The Grip Leadership Program proved to be transformative for our students. Participants returned with renewed confidence and enthusiasm, equipped with invaluable skills and insights that will guide them in their future endeavors.

Our Leadership Commissioning and Staff Dedication Service saw a fair turnout, underscoring the value our community places on leadership and dedication. It served as a reminder of our collective commitment to nurturing leaders and fostering a culture of dedication within our school.

The successful execution of our **Parent Information Sessions** was a testament to the strong partnership between the school and parents. Parents were eager to participate, asking insightful questions and engaging in meaningful discussions, further strengthening the home-school connection.

The introduction of the **UTAS Mobile Interactive Learning Environment Truck** brought a wave of excitement to our students. Through hands-on learning experiences, students were fully engaged, exploring cutting-edge technology and expanding their horizons in ways previously unimaginable.

Our **Harmony Week and NAIDOC Week** celebrations were vibrant and inclusive, showcasing the rich diversity of our school community. Students actively participated in worship and cultural activities, fostering mutual respect, understanding, and appreciation for our differences.

November 1st marked a significant milestone in our journey with **the grand opening of our new Primary building**. The event was a resounding success, symbolising progress and innovation. Primary staff members are delighted with the state-of-the-art facilities, aimed to enhance the learning experience for generations to come.

The active participation of all staff members in the **World Teachers' Day Breakfast** highlighted our appreciation for their dedication and hard work. It was a moment of camaraderie and gratitude, recognizing the pivotal role our educators play in shaping young minds.

Step-Up Day provided an invaluable opportunity for students and teachers alike to forge new connections and build relationships. It was a day filled with excitement and anticipation, setting the stage for a successful academic year ahead.

The **Primary Student Leadership Speeches** showcased the talents and aspirations of our young leaders. Through rehearsed presentations and democratic voting, students assumed leadership roles, including the prestigious Agent of Christ

position, embodying our school values and ethos.

Piano and instrumental music recitals were met with acclaim, highlighting the progress and confidence of our primary students in their musical endeavors. These performances not only entertained but also demonstrated the dedication and talent nurtured within our school community.

The Hilliards Awards Presentation was a memorable evening of recognition and celebration, honoring the achievements and contributions of students across Years 3 to 10. It was a testament to the hard work and resilience displayed by our students throughout the year.

We concluded the year with the **Early Years Awards and Christmas Concert**, a joyous occasion that brought together parents, students, and staff. It was a fitting end to a year filled with accomplishments and milestones, reinforcing our sense of community and shared purpose.

SECONDARY SCHOOL OVERVIEW

In 2023, Hilliard Secondary School experienced two significant developments: the introduction of Middle School and the addition of a new Year 9 subject called "Learning 4 Life."

We introduced **Junior Secondary School** to create a dedicated educational space for students in Years 6 to 8. This new setting fosters positive relationships and provides students with the foundational skills necessary for secondary education, while also allowing them room to grow individually.

Recognising the need for robust skill development for students transitioning out of Junior Secondary School, we developed the **Learning 4 Life** program. This program, centered around positive student relationships, features a deliberate mix of activities that promote teamwork and individual challenges.

Our sports program saw notable success, with our Junior Secondary Boys Volleyball Team becoming the Year champions in the **SSATIS Competition**. Additionally, opportunities for student engagement expanded with the introduction of the **Chess Club**.

This year, we also implemented **Continuous Reporting**, shifting from detailed historical reports to sending home summary reports for each subject. Parents are increasingly proficient with our learning management system, SEQTA, enhancing the feedback process and encouraging greater student responsibility.

Pastoral Care was strengthened across all year levels, with each group receiving dedicated pastoral care class time, supported by booklets that guide these sessions. Weekly assemblies were introduced to foster a sense of community, celebrating achievements with service badges and engaging students with various announcements and activities that resonate with the entire student body.

SPORT

Hilliard Christian School has participated in various sporting programs and events throughout the year. SSATIS has increased students participation in sport for both primary and secondary. The secondary school was also involved in other sporting events such as the Hobart Schools Volleyball cup and the Adventist National Games which was marked as a highlight for the students who participated.

Hilliard has completed its second year of being part of the **Southern Sports Association of Independent Schools (SSATIS)** which has allowed our students to participate in various sports no matter their skill level. 105 students across Primary and Secondary participated in sports which included carnivals (swimming, athletics and cross country) and afternoon sports. Basketball was the most popular sport but it also included volleyball, netball and soccer.

In Secondary, we saw success in various sports with our senior girls basketball and senior boys volleyball teams coming runners up in their competitions. The Junior Secondary boys volleyball team remained undefeated all season and placed first in their competition.

Volleyball is a sport that is increasing in popularity at school. Hilliard entered Junior and Senior boys volleyball teams in the Hobart Schools Cup. All schools in the Hobart region were invited to participate in this event. Our Junior boys came runners up and the Senior boys took out Division Two.

Hilliard and North West Christian School joined forces to form a **Tasmanian Adventist Schools Basketball team**. The basketball teams were chosen to participate in the inaugural **Adventist National Games** event which was held at Avondale University over four days. Teams from various adventist schools around Australia came to this event with over 160 students participating over the weekend.

Our boys' team had a successful tournament against tough opponents and came runners up to an experienced Avondale School team. The boys' team took out the **Spirit of the Tournament award** along with Hilliard student, Uriah Leo, being chosen as Most Valuable Player by other coaches.

Unfortunately illness and injuries plagued the girls team but the experience of this competition for our students was one that they will remember. Many of the Year 10 students said that it was the highlight of their year.

This year, Hilliard has seen growth in sports participation and will aim to continue this momentum with more sporting opportunities for Hilliard Students and to strengthen our school spirit.



IGNITE

Ignite is a High School program that aims to allow students to participate in a program outside of the classroom on a Friday afternoon, once or twice a term. The activities aim to encourage students to socialise, have fun and be exposed to the Christian ideas and values that Hilliard is known for.

The theme for the 2023 year was based on Isaiah 40:31

*“But those who wait on the LORD
Shall renew their strength; They shall mount up
with wings like eagles,
They shall run and not be weary, They shall walk
and not faint.”*

The program involves a small talk, a reminder of the verse and what it might mean to them and the occasional guest speaker. Many students participated in a variety of activities including bowling, cooking, making s'mores over a bonfire, games, trivia and of course pizza.

The bonfire attracted the most students with 40+ in attendance. Pr Ben supported the program, and other teachers helped when needed. Students indicated that it is a program they enjoy and would like to see more of at school.

SERVICE

Throughout 2023, Hilliard Christian School participated in several initiatives to serve our wider community. The Seventh-day Adventist churches in the wider Hobart area invest in the school by engaging in regular prayer and supporting students in complex situations. We took the opportunity to visit these churches and contribute to their weekend services as a way to say thank you and respond to their generosity by assisting students to be generous with their gifts and time.

We have many migrant families that have enrolled their children at Hilliard. Many of these families have made the decision to move to Tasmania to provide better opportunities for their children at a significant cost to themselves. This unique context inspired us to reach out to other families that are trying to find their way through various complicated circumstances. Over several weeks students brought in new socks and underwear to donate to the not-for-profit group, 'Tassie Mums'. These items were then distributed into packs that are given to families in need.

As 2023 came to a close, teachers and students worked tirelessly to put together shoeboxes to contribute to the Operation Christmas Child initiative. This worldwide initiative provides opportunities for people to put together a Christmas gift for a child that quite possibly, has never received a Christmas gift ever. Through this process students are encouraged to take their eyes off their own wants and focus on children who have significant needs.



HILLIARD PARENTS AND FRIENDS

In 2023, Hilliard welcomed the formation of our Parents & Friends Association, initially composed of at least seven active parents with children enrolled at the school. Our inaugural meeting took place on July 15, 2023, where we elected our President, Vice President, Secretary, and Treasurer. The association's primary mission is to nurture the community spirit among our school families. To kickstart our initiatives, we received some initial funding, or "seed money."

We reached out to the school community to identify areas where our efforts could make a significant impact. The feedback highlighted several needs, including:

- A buddy seat
- A water bubbler for the primary building
- Shade for the 'Kiss & Drop' area
- And many more

Our fundraising efforts began with a few creative ideas:

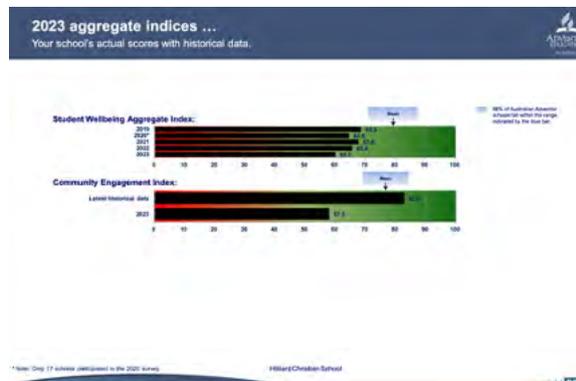
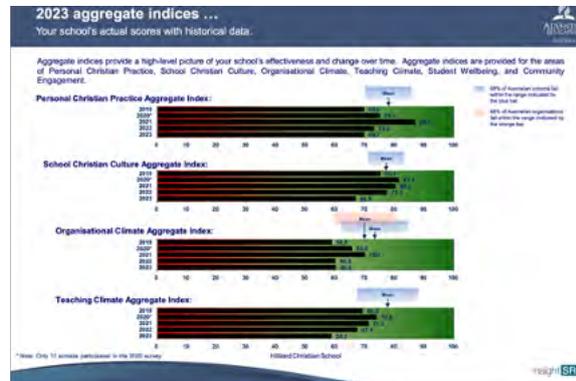
- Tea Towels: We ordered 70 tea towels, all of which were sold, marking this venture as a success.
- Recipe Book: We purchased 100 books and managed to sell at least 50.
- Cake Auction
- Chocolate Drive

The first major event organised by the committee was a Welcome BBQ. It proved to be a tremendous success, serving as an excellent introduction of the committee to other parents. Although it was a great opportunity for making connections, we faced challenges in attracting broader participation beyond the core group of dedicated parents.

Looking ahead to 2024, we are excited about the prospect of hosting more BBQs, increasing our fundraising activities, and introducing more exciting projects to further enrich our school community.

SCHOOL COMMUNITY FEEDBACK

Feedback from parents, students, and staff is essential for developing plans that are responsive and effectively address the needs of the Hilliard Christian School community. The tables below present the responses from the 2023 Insights SRC Surveys, which can be compared with the feedback from previous years' surveys to assess trends and improvements.



FUTURE DIRECTIONS

As we look ahead, Hilliard Christian School is committed to sustaining spiritual growth, academic excellence, and future success for all our students. We will persist in refining our teaching practices and prioritizing a pedagogy that centers on student needs and educator well-being. By harnessing a robust student voice, we plan to craft a dynamic and adaptable curriculum that meets the diverse interests and requirements of our students.

A master plan tailored to the present and future necessities of our school has been established to guide the development of Hilliard Christian School's physical environment. We will continue to nurture a safe and supportive learning atmosphere where students can actively participate and influence decisions that affect their educational experience. Furthermore, we will expand opportunities for students to enhance their relationships within the local community and increase their involvement in global service initiatives.



STUDENT ACHIEVEMENT

Anticipated Yr 11 Destination of 2023 Yr 10 Cohort

Anticipated Yr 11 Destination of 2023 Yr 10 Cohort

2024 Destination	No. Students	Percentage %
Claremont College	1	6
Elizabeth College	9	53
Guilford Young College	4	23
Rosny College	1	6
Interstate	1	6
Unknown	1	6

Anticipated Fields of Studies

Field of Study	No. Students	Percentage %
Agriculture	1	6
The Arts	3	17
Law	2	12
Business	1	6
Military	1	6
Engineering	2	12
Medical	5	29
Education	1	6
Business	1	6

NAPLAN REPORT

YEAR 3

NUMERACY



READING



WRITING



SPELLING

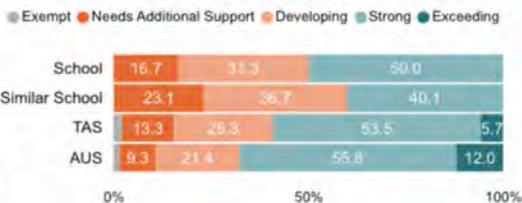


GRAMMAR AND PUNCTUATION

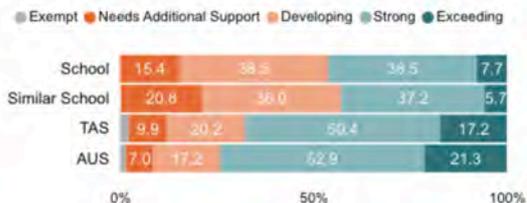


YEAR 5

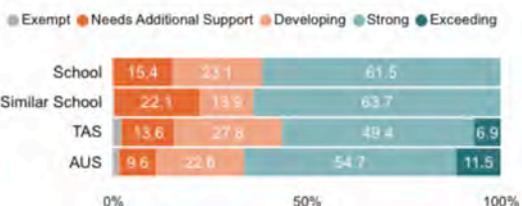
NUMERACY



READING



WRITING



SPELLING

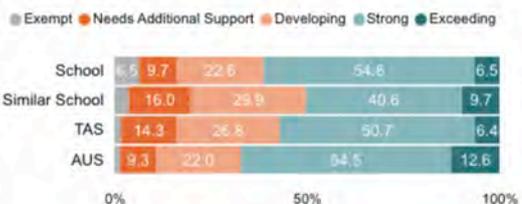


GRAMMAR AND PUNCTUATION



YEAR 7

NUMERACY



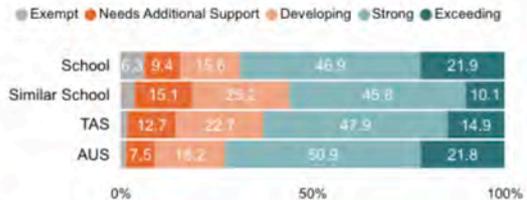
READING



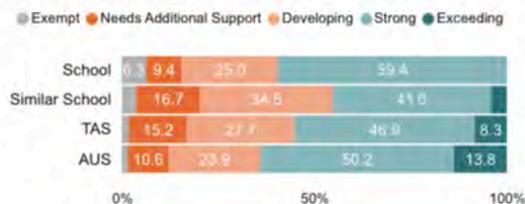
WRITING



SPELLING

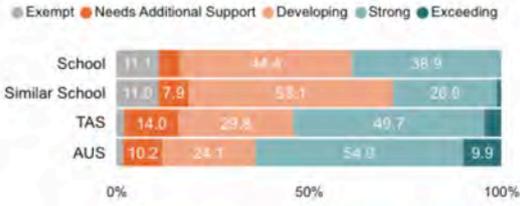


GRAMMAR AND PUNCTUATION



YEAR 9

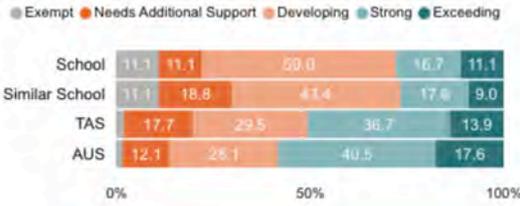
NUMERACY



READING



WRITING



SPELLING



GRAMMAR AND PUNCTUATION



BUSINESS AND STAFFING

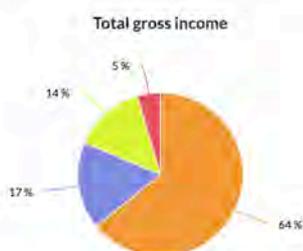
WORKFORCE INFORMATION

FINANCIAL

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 244.2

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	2,965,108	12,142
State / territory government recurring funding	797,714	3,267
Fees, charges and parent contributions	652,549	2,672
Other private sources	209,321	857
Total gross income	4,624,692	18,938
Less deductions	0	0
Total net recurrent income	4,624,692	18,938

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	0	0
New school loans	0	0
Income allocated to current capital projects	0	0
Other	293,048	457,539
Total capital expenditure	293,048	457,539



(excluding income from government capital grants)

Total capital expenditure



Total capital expenditure accumulated¹



Percentages are rounded and may not add up to 100%

¹ Accumulated capital expenditure is the sum of three consecutive years.

Source: My Schools
<https://www.myschool.edu.au/school/40025/finances>

	Total Students	217
Description	\$ Total	\$ per Student
Student tuition	776,481	3,578
Other student income	37,070	171
Government grants	3,987,572	18,376
Trading income	148,171	683
Appropriations	262,440	1,209
Investment income	26,072	120
Other incomes	27,489	127
Total income	5,265,297	24,264
Capital Expenditure		
Total Capital expenditure	503,362	2,320



PROFESSIONAL GROWTH AND LEARNING

Our commitment to creating secure communities and upholding child protection principles is profoundly intrinsic to the ethos of Hilliard Christian School. As an integral part of the Seventh-day Adventist Schools (Tasmania) Limited, our institution stands as a safe haven for children. We champion the safety and well-being of each student, and our entire staff body receives training and professional learning regarding safeguarding and reporting any form of harm of children that comes to their attention. This is meticulously aligned with legal obligations and child safe standards.

Hilliard Christian School profoundly values the growth and development of its staff members. Opportunities for professional learning are thoughtfully offered to both teaching and non-teaching personnel. Through our Staff Development and Appraisal program, we equip our staff with the necessary tools to set both immediate and long-term career objectives, thereby fostering their progress through distinct career stages.

Additionally, an annual collaborative professional learning day brings together Hilliard Christian School and North West Christian School, amplifying the collective knowledge base of both institutions.

EDUCATIONAL PURSUITS

To maintain our educational standards, we undertake requisite government-mandated training sessions on an annual basis. Moreover, we are committed to the mandated training sessions established by Adventist Schools Australia (ASA). Our teachers engage in yearly appraisal and goal-setting processes, which also include the development of an AITSL e-portfolio, reflecting their dedication to professional excellence.



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