

The background of the cover features a photograph of two children. In the foreground, a young girl with braided hair is wearing a dark blue Hilliard polo shirt with white piping and a small Hilliard logo on the chest. She is looking down and smiling. In the background, a young boy in a dark blue suit with white piping is standing and looking towards the camera. The setting appears to be outdoors near a building with flags.

# 2025 ANNUAL REPORT TO THE COMMUNITY

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Based on 2025 data

**Providing**  
*quality*  
*Christ-*  
*centred*  
*education*  
**for over**  
**100 years**



**Schools Reporting | 2025 Annual Report**

*(Based on 2025 data)*

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

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# EDUCATION DIRECTOR'S OVERVIEW



Mrs Sandra Ferry

As Education Director, I am pleased to endorse the 2025 Annual Report—a reflection of significant growth, deepening community engagement, and our mission to provide Christ-centered education.

Our teachers have worked diligently to implement innovative curriculum frameworks that engage students and promote critical thinking. Through collaborative professional development, educators have continuously refined their practices, ensuring that our classrooms remain dynamic and supportive learning spaces.

A key highlight this year has been the strengthening of our pastoral care initiatives. Prioritizing each student's social, emotional, and spiritual development has fostered an inclusive culture where every young person feels valued and empowered to achieve their personal best. I applaud Hilliard's dedicated leadership team, teaching staff, and support personnel for their unwavering commitment and passion.

Looking ahead, Hilliard continues to improve its facilities, expand its extracurricular offerings, and strengthen community partnerships. With a clear strategic vision, the school is well-positioned to continue providing outstanding educational outcomes.

I extend my sincere appreciation to our students, staff, parents, and the School Board for their steadfast support and insightful leadership. Together, we remain devoted to striving for excellence and honoring God in all our future endeavors.

# PRINCIPAL'S OVERVIEW



Mrs Elizabeth Chaplin

*“Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.” – Joshua 1:9*

Throughout 2025, our school theme, **Rise Above**, has inspired our community to face challenges with courage, embrace change as an opportunity to grow, and trust in God's enduring presence.

This year's achievements would not have been possible without the dedication and vision of our community pillars:

- **The School Board:** We extend our deepest gratitude to our School Board for their steadfast governance, strategic foresight, and commitment to the school's Christian mission.
- **The Leadership Team:** Thank you to our leadership team for their tireless dedication, compassionate guidance, and innovative approach to steering our school through a period of immense growth and transition.
- **Our Teaching and Support Staff:** We express our heartfelt appreciation to our exceptional educators and support staff. Their unwavering passion, daily dedication, and ongoing professional development remain the cornerstone of our students' success.

## WELCOMING GROWTH AND COMMUNITY EXPANSION

The past year has been a period of remarkable growth for Hilliard. We have warmly welcomed many new families, each bringing unique stories and energy that enrich our vibrant school life.

**Expanding Secondary Education:** Due to an exceptional surge in enrolment interest for Year 7, we are thrilled to announce the launch of a double-stream secondary school commencing in 2026. This exciting expansion will allow for greater subject variety, enhanced social connections, and new opportunities for every learner to thrive.

## BUILDING RECONCILIATION

A significant milestone this year was the formal establishment of our Reconciliation Action Plan (RAP) Committee. Bringing together staff, students, parents, and local community members, this committee has helped deepen our shared commitment to cultural understanding.

The Reconciliation Bridge Walk: This moving and unifying event brought our community together in a powerful display of respect and unity, and it has now been established as a cherished annual tradition.

## ACADEMIC EXCELLENCE AND INNOVATION

We continue to raise the bar for student achievement through tailored academic extension and enhanced support programs.

- **High Potential Learners Program:** Launched this year, this initiative supports students with exceptional abilities through targeted instruction and small-group enrichment. Our students demonstrated their talents in prestigious academic events, including the da Vinci Decathlon and interschool chess competitions.
- **NAPLAN Achievements:** Students across Years 3, 5, 7, and 9 delivered outstanding results, reflecting impressive academic growth, focus, and dedication.
- **Curriculum and Teaching:** To support lifelong learning, our staff engaged in focused professional development in literacy and numeracy, in alignment with the *Lifting Literacy Mandate* and the Primary Numeracy Project supported by Independent Schools Tasmania.

## STRENGTHENING OUR FOUNDATIONS

- **Early Learning Centre:** The opening of the new Early Learning Centre has been a major highlight of 2025. This dedicated, Christ-centred space provides a calm and caring environment that gives our youngest learners the best possible start to their educational journey.

- **Extracurricular Success:** Our sporting teams achieved outstanding results at the Adventist National Games and SSATIS competitions, demonstrating excellent sportsmanship and teamwork. Furthermore, Hilliard proudly hosted a vibrant Interschool Chess Day filled with strategy, joy, and camaraderie.

## LOOKING AHEAD WITH FAITH

This year has been a testament to the fact that rising above is not just about academic and sporting success; it is about faith, resilience, and hope. We have felt God's hand guiding our growth and strengthening our purpose in all that we do.

With deep gratitude, we step into the future—ready to *Rise Above*, together.

# BOARD OF DIRECTOR'S MESSAGE



Pr Rick Hergenhan

It is with immense pride and gratitude that I present the 2025 Board Chair Report. This past year has been a remarkable period of growth, achievement, and faithful guidance within the Hilliard school community.

Over the last twelve months, we have seen true progress across all dimensions of school life—academically, spiritually, and within our community. Our dedicated staff have continued to provide excellent, innovative teaching in a nurturing, Christ-centred environment, ensuring that students flourish in both knowledge and character.

## KEY HIGHLIGHTS OF OUR PROGRESS

- **Expanding Educational Horizons:** We celebrated significant milestones in our physical and educational infrastructure, most notably the opening of our new Early Learning Centre, which has welcomed our youngest learners into an inspiring foundation for education.
- **A Cohesive Community of Care:** Our professional learning and pastoral care initiatives have strengthened the support systems for our students and staff alike, ensuring every individual feels known, valued, and safe.
- **Equipping Future Leaders:** Our academic and holistic programs have been refined through collaborative planning and data-informed instruction, allowing us to respond effectively to the diverse needs of every student.

## GRATITUDE AND LEADERSHIP

To my fellow board members, thank you. Your insight, prayerful leadership, and willingness to serve behind the scenes have shaped our path forward. Your commitment has been vital in supporting our leadership team and staff through a year of continuous improvement.

To our exceptional educators and professional staff: thank you for your passion, resilience, and dedication to delivering a high standard of education rooted in our Christian values.

God's people look after each other.



## CONGRATULATIONS TO THE CLASS OF 2025

Finally, to our graduating class of 2025—congratulations! You have led the student body with strength, grace, and purpose. As you step into your next chapter, know that you leave equipped not just with knowledge, but with faith, resilience, and hope. We pray God continues to guide and bless you in all your future endeavours.

# ABOUT HILLIARD CHRISTIAN SCHOOL

Hilliard Christian School, an **Early Learning to Year 10 school**, is part of the Seventh Day Adventist Schools (TAS), 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

To be a thriving Christ-centred learning community



## Mission

To be a light on the hill; shining for Jesus, serving with care, aspiring for excellence



## 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.

*Mrs Elizabeth Chaplin*

# OUR SCHOOL

## CONTEXTUAL INFORMATION

### BOARD OF DIRECTORS

**Chair**

Pr Rick Hergenhan

**Secretary**

Pr Mark Falconer

**Chief Financial Officer (CFO)**

Mr Kelvin Wood

**Education Director**

Mrs Sandra Ferry

**Director**

Mr Tony O’Neil

**Director**

Mrs Heather Buxton

**Director**

Mr Barry Bidmead

**Director**

Mrs Donna Shepherd

**Director**

Mrs Karen Petrie

### SCHOOL ADVISORY COUNCIL

**Chair**

Mr Trevor Whyatt

**Secretary**

Mrs Elizabeth Chaplin

**Rosny Church**

Mr Philip Stephens

**Glenorchy Church**

Mr Nathaneal Lee

**Staff Representative**

Miss Kirsten Groves

**Staff Representative**

Pr Ben Ashby

### HILLIARD CHRISTIAN SCHOOL STAFF

Senior Leadership Team: 6

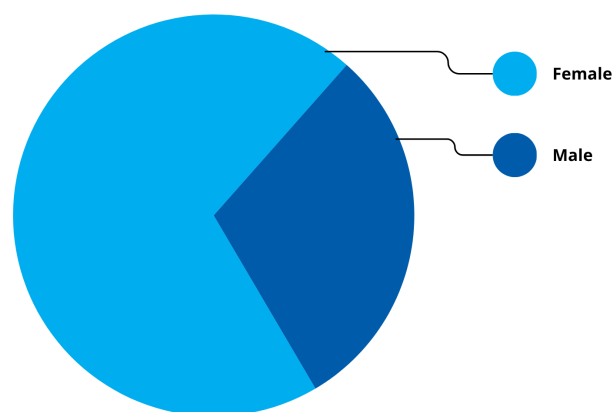
Teaching Staff: 20

Education Support Officers: 6

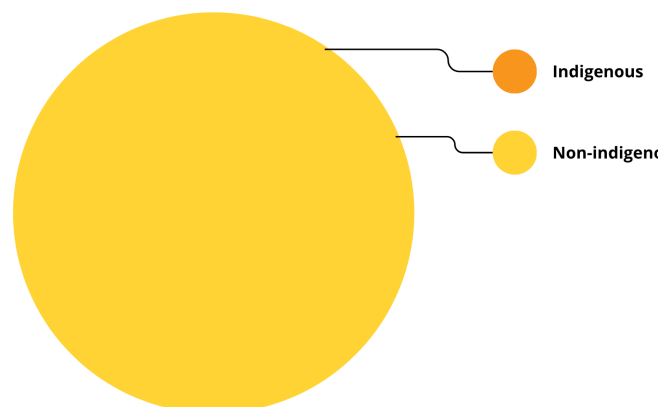
Non-Teaching Staff: 8

**TOTAL: 40**

#### Staff Gender Identification



#### Staff ATSI Identification



## SCHOOL LEADERSHIP TEAM

### Principal

Mrs Elizabeth Chaplin

### School Chaplain

Pr Ben Ashby

### Secondary Coordinator

Mr Scott Winkler

### Primary Coordinator

Mrs Angela Robertson

### Director of Early Learning

Mrs Cassie Mwarabu

### Teaching and Learning Coordinator

Mr Daniel Segovia

## HILLIARD CHRISTIAN SCHOOL WORKFORCE COMPILATION

### PRIMARY STAFF

#### HPE Specialist

Erwin Agustina - Bachelor of Education

#### Music Specialist

Clara Deng - M. Teach (Primary), B.Bus (Double degree)

#### Mandarin Specialist

Nichole Marr - B. Teach, B. Arts (double degree)

#### Preparatory

Gillian Dinning - H. Dip. Ed. (Early Primary)

#### Year 1

Michelle Pritchard - B.Ed Hons. (Early Years and Primary)

#### Year 2

Gemma Campbell - B.Ed (Primary)

#### Year 3

Tina Cai - M. Teach

#### Year 4

Nerolie Callaghan - B.Comm.St., M.Teach )Primary

#### Year 5

Laine Harman - B.Ed (Early Childhood and Primary), Diploma of University Studies (Education)

## SECONDARY STAFF

### Arts and Humanities

Felicity Knight - B.A (Comm., Eng. & Geo.), M.Teach (Eng., Geo. & His.)

### Humanities

Maryanne Saxton-Hillier - Bachelor of Education

### The Arts

Tomas O'Meara - M.Teach. (Primary & Secondary)

### Maths/Science

Ricky Maloney - B.Comm., Grad.Dip. Teach

### Health and Physical Education (HPE)

Nathaniel Amuimuia - B.Ed. (Secondary). Dp. Outdoor Ed.

### Maths/Science

Daniel Segovia - B.SC., B. Teach

### English/Encounter/Humanities

Kirsten Groves - B.Ed (Primary)

### Encounter/HPE

Reuben Voss - B.Ed (HPE)

### Science/ICT

Joshua Young - M. Teach, Bachelor Behavioural Science

### Music

Scott Winkler - Bachelor Music

*\* Denotes Aboriginal and Torres Strait Islander descent (ATSI)*

Mrs Kylie Dillon

## STUDENTS

**Total Enrolments: 223**

**ATSI: 3**

**LBOTE: 118**

**2025 Attendance Rates 91%**

**Prep 92%**

**Year 1 87%**

**Year 2 90%**

**Year 3 85%**

**Year 4 88%**

**Year 5 86%**

**Year 6 87%**

**Year 7 83%**

**Year 8 87%**

**Year 9 88%**

**Year 10 79%**

**Overall - 91%**

*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.*



# STAFF PROFESSIONAL LEARNING AND DEVELOPMENT REPORT

In 2025, our school maintained a rigorous commitment to evidence-based practice and continuous improvement. Professional development (PD) was strategically aligned across three core pillars—Literacy, Numeracy, and Teaching & Learning (including student wellbeing and data literacy)—to ensure high-impact teaching and improved student outcomes.

## LITERACY INITIATIVES

Our literacy focus was heavily anchored in the Multi-Tiered System of Supports (MTSS) framework and the Science of Reading. Staff engaged in deep learning around systematic phonics, explicit instruction, and curriculum planning to ensure a guaranteed and viable curriculum for all students.

- **Foundational Knowledge & MTSS:** Early years staff (P-2) focused intensely on Structured Literacy & MTSS and Word-level Instruction to solidify foundational reading skills.
- **Evidence-Based Pedagogy:** The whole school shifted toward Explicit Instruction methodologies and Systematic Phonics and Language Development to maximize instructional impact.
- **Curriculum & Strategy Implementation:** Phase 1 staff collaborated on comprehensive Literacy Curriculum Planning and engaged with the Lifting Literacy update to align classroom practices with systemic goals.

## NUMERACY INITIATIVES

Building mathematical capability was driven by the Primary Numeracy Project (PNP) and a strong emphasis on data-driven instruction to target specific learning needs.

- **Primary Numeracy Project (PNP):** Phase 1 staff completed a rigorous, year-long learning journey through PNP Modules 1 and 2, culminating in a final synthesis session in November.
- **Data-Informed Practice:** To ensure no student was left behind, staff regularly engaged in the triangulation of numeracy data alongside Beginning of Year (BOY) and Middle of Year (MOY) data screener unpacking. This allowed for precise tracking of student growth and the immediate identification of learning gaps.

## TEACHING, LEARNING, AND WELLBEING

A holistic approach to student success saw staff deep-dive into classroom environment strategies, data literacy, and wellbeing frameworks to support the whole child.

- **Wellbeing & Culture:** At the commencement of the school year, all staff unpacked the Wellbeing Framework, followed by RESET-Q training. Later in the year, staff analyzed Student Wellbeing data and underwent BridgeBuilders training to foster a safe, supportive, and positive school climate.
- **An Ecosystem of Growth (Classroom Observations):** Continuous improvement was embedded into school culture through scheduled rounds of Classroom Observations across the year, allowing teachers to engage in peer feedback and refine their practice in real-time.
- **Data and Accountability:** Staff refined their administrative and pedagogical capabilities through dedicated sessions on Using data to inform teaching, Attendance and data review, Report Writing, and assessment Moderation.
- **Targeted Leadership Development:** Specialized external training was also undertaken, including Daniel Segovia representing the school at the North-west Catch-up and general staff development in MTSS structures.

## SUMMARY OF PROFESSIONAL LEARNING TIMELINE

To provide transparency on our investment in staff growth, the following table outlines the specific timeline and staff cohorts involved in these initiatives throughout the year:

DATE	FOCUS AREA	P.D. TOPIC	STAFF INVOLVED
Jan 28	Teaching & Learning	Wellbeing Framework	All Staff
Feb 3	Numeracy	PNP Mod 1	Phase 1
Feb 5	Teaching & Learning	RESET-Q	All Staff
Feb 11	Numeracy	Unpack Screener BOY Data	Phase 1
Feb 28	Literacy	Structured Literacy & MTSS	P-2 Staff
Mar 25	Numeracy	PNP Mod 2	Phase 1
Jun 5	Literacy	Systematic Phonics & Language Development	P-2 Staff
Jun 5	Numeracy	Unpack Screener MOY Data	Phase 1
Jun 6	Teaching & Learning	Assessment Moderation	All Staff
Jun 20	Literacy	Literacy Curriculum Planning	All School
Jun 23	Literacy	Lifting Literacy Update	All School

DATE	FOCUS AREA	P.D. TOPIC	STAFF INVOLVED
July 28	Literacy	Classroom Observations	Phase 1
Aug 4	Teaching & Learning	Using Data Inform Teaching	All Staff
Aug 5	Numeracy	Classroom Observations	Phase 1
Aug 25	Teaching & Learning	Student Wellbeing Data Unpacking	All Staff
Aug 29	Numeracy	Classroom Observations	Phase 1
Sep 9	Numeracy	Triangulation of Numeracy Data	Phase 1
Sep 12	Teaching & Learning	North-west Catch-up	Daniel Segovia
Sep 16	Teaching & Learning	MTSS Framework	All Staff
Sep 25	Literacy	Explicit Instruction	P-2 Staff
Sep 25	Teaching & Learning	Report Writing	All Staff
Oct 24	Literacy	Word-level Instruction	P-2 Staff
Nov 3	Teaching & Learning	Attendance and Data Review	All Staff
Nov 18	Numeracy	PNP Final Session	Phase 1
Nov 24	Teaching & Learning	Bridge Builders	All Staff



# CURRICULUM IMPLEMENTATION

## CURRICULUM OVERVIEW

*Mr Daniel Segovia*

### LITERACY AND STRUCTURED LITERACY TRANSITION

Throughout the 2025 school year, we started our journey towards a Structured Literacy model, supported by intensive professional development through Independent Schools Tasmania (IST). This transition focused on aligning our P-2 teaching practices with the Science of Reading to ensure every student builds a rigorous foundation in language. Teachers engaged in targeted sessions covering the intersection of Structured Literacy and the Multi-Tiered System of Supports (MTSS), alongside deep dives into systematic phonemics and language development. By focusing on explicit instruction and word-level mastery, our educators are now better equipped to provide high-impact, direct teaching. This momentum will carry into 2026 as we finalise our comprehensive Reading Spine and embed these evidence-based planning practices into the long-term curriculum.

### NUMERACY PROJECT

In tandem with our literacy goals, we successfully launched Phase 1 of a primary Numeracy Project. This initial phase was designed to refine the “how” of mathematics instruction, prioritising pedagogy that honors how students actually learn. Professional development for our Year 3 - 6 teachers focused heavily on Cognitive Load Theory and the implementation of daily reviews to ensure mathematical concepts are retained in long-term memory. A cornerstone of this project has been the introduction of a new numeracy screener in the primary years. By training staff in the use of these screeners and explicit instructional routines, we are now able to identify specific learning gaps early, ensuring that our mathematical instruction is both proactive and precise.

### DATA-INFORMED TEACHING

This year we have focused on the strategic use of data to drive classroom practice. We have moved beyond simple data collection, instead using a triangulation of NAPLAN, PAT, DIBELS, and our new numeracy screeners alongside internal assessments to gain a holistic view of student progress. This data-informed approach ensures that no student is overlooked and that instruction is tailored to meet individual needs. By consistently checking for student understanding and identifying where learning may have stalled, we can provide timely interventions. This commitment to data ensures that every student receives the specific support required to reach their full potential.

### PROFESSIONAL STANDARDS AND WORKFORCE DEVELOPMENT

Recognising that our curriculum is only as strong as the educators delivering it, we have placed a significant emphasis on supporting our early-career teachers. We have established a dedicated pathway to assist our provisional teachers in achieving full registration. This process involves rigorous mentorship, evidence collection, and professional reflection, ensuring that our staff meets the highest standards of the profession. By investing in the growth of our provisional teachers, we are building a sustainable, highly skilled workforce that is deeply committed to our school's pedagogical vision and the ongoing success of our students.

Mr Nathaniel Amuimuia and Miss Kirsten Groves

## LEARNING 4 LIFE

The **Learning 4 Life** program at Hilliard Christian School is a cornerstone of the Year 9 experience, which aims to bridge the gap between classroom learning and the essential attributes of adulthood. Recognising that early adolescence is a pivotal stage in development, the program focuses on cultivating four key pillars: teamwork, leadership, resilience, and responsibility.

Preparation is at the heart of Learning 4 Life. Before heading into the wilderness, students engaged in practical skill-building sessions, including:

- **Navigation:** Mastering the art of bushwalking and orientation.
- **Preparation:** Failing to plan is planning to fail.
- **Self-Sufficiency:** Learning to prepare and cook nutritious meals using Trangia stoves.
- **Collaborative Problem-Solving:** Working through group dynamics to overcome complex obstacles.

### TESTING LIMITS: THE YEAR 9 CAMPS

The theory was put into practice through two distinct, challenging expeditions that pushed students beyond their comfort zones.

Beginning at The Springs on Mount Wellington, students hiked to Fusion Adventure Based Learning. Over two nights, they faced a series of team-building challenges and conquered their fears on the high ropes course. The journey culminated in a final trek to Kingston Beach, symbolizing their growth and endurance.

In Term 4, the cohort traveled to Cockle Creek, Australia's southernmost point accessible by road. Camping for two nights, students explored the rugged beauty of Tasmania's coastline. These hikes allowed students to reflect on their personal growth while immersed in some of the most stunning scenery the state has to offer.

### PURPOSE AND VISION

By removing the comforts of modern life and replacing them with the demands of the trail, Learning 4 Life prepares our Year 9 students for the "real world." Whether it is navigating a physical path or a personal hardship, our students leave the program with the confidence and character required to meet life's challenges head-on.



## **INFORMATION AND COMMUNICATION TECHNOLOGIES**

This year has built on the foundational work established in 2024, continuing to advance the school's technology infrastructure, operational systems, and educational capability. The ICT department has delivered significant upgrades across network infrastructure, security systems, communications, learning environments, and device management, consolidating the focused leadership structure introduced last year.

### **NETWORK INFRASTRUCTURE**

#### **Wi-Fi Access Point Upgrade and Platform Migration**

Following the improvements initiated in 2025—including repositioned access points and lifecycle planning—the school has now completed a comprehensive replacement of all outdated wireless infrastructure. The entire network has been migrated from the legacy Xirrus platform to the Cambium cnMaestro cloud management system, deploying Wi-Fi 6 protocol school-wide.

This upgrade delivers dramatically improved network coverage, stability, and throughput across all teaching and administrative areas, with enhanced capacity to support the growing number of devices used by staff and students.

#### **Chapel Wi-Fi Cabling Replacement**

Persistent connectivity issues in the chapel space were traced to deteriorated network cabling, likely compromised during prior renovation work. The existing cabling has been replaced with new, high-capacity structured cabling, restoring reliable Wi-Fi for events, services, and general use. An additional conduit path has been added to the cabling tray to support future expansion. Ongoing investigation into potential interference from a nearby Optus 5G tower is also underway.

### **OFFICE ACCESS POINTS**

A new Wi-Fi 6 access point has been installed in the Psychologist's office to resolve marginal signal quality that was causing service dropouts during testing sessions. This installation also improves coverage in the adjacent offices.

### **SECURITY AND ACCESS CONTROL**

#### **CCTV System Expansion**

This year has seen the completion of the system expansion. A new DVR with increased channel

capacity has effectively doubled the school's surveillance potential. Five additional cameras have been strategically installed to cover the primary playground, front gate, upper car park and crossing, and the general view from the ELC corner toward the car park. Extended storage capabilities now allow for longer-term footage retention. Additional cameras have been added to the early learning center in compliance with federal law changes. A secondary DVR has been added to keep the ELC CCTV data in house.

#### **Smart Lock – Primary Block**

A Salto electronic smart lock has been installed on the main entrance to the primary block. Previously maintained in a permanently locked state for security purposes, the door can now be accessed via electronic fobs issued to authorised staff and students. This system balances convenience with strong perimeter security, particularly for restricted access scenarios and lockdown procedures. A class set of fobs is available for student movement to and from the front office.

### **COMMUNICATIONS AND PA SYSTEMS**

#### **PA System Upgrade – Stage 1 Completion**

Progressing from the 2025 planning phase, Stage 1 of the PA system upgrade has been successfully completed. Traditional bell tones have been replaced with scheduled music at key transition points throughout the day, with a different song for each day of the week. Early feedback has been positive, with staff and students noting a more welcoming and engaging atmosphere.

A phone extension has been integrated with the PA system, enabling staff to make live announcements directly via any code-locked handset. This significantly improves flexibility for both routine and emergency communications, particularly in lockdown scenarios where the front office may be inaccessible.

#### **PA System – Stage 2 Planning**

Planning for Stage 2 is scheduled to commence in the next term. This phase will implement a zoned or granular speaker configuration to allow targeted communication to specific campus areas, reducing unnecessary disruptions to teaching spaces and enabling more precise messaging.

### **LEARNING SPACES AND TECHNOLOGY**

#### **Technology and Robotics Room Launch**

Building on the STEM and Technology Program Development work, the school has launched

a newly refurbished Technology and Robotics teaching space. This dynamic environment supports hands-on exploration of robotics, coding, and ICT systems, with dedicated areas for design, building, and testing. In-room networking equipment provides students with practical exposure to real-world ICT protocols and system configurations.

### **Esports Initiative and LCD Screen Installation**

Multiple LCD screens and gaming consoles have been installed in the technology room to support a growing esports programme. This initiative has led to increased student engagement, particularly among students less drawn to traditional sporting activities. The lunchtime esports programme has developed an enthusiastic following and provides an inclusive, competitive environment.

## **OPERATIONS AND DEVICE MANAGEMENT**

### **Chromebook LCD Repair Programme**

A reliable and cost-effective source for replacement LCD and digitiser screens for student Chromebooks has been identified. In-house repairs are now performed at a cost significantly below insurance excess thresholds, reducing student device downtime and delivering meaningful cost savings for families and the school. To date, 22 devices have been refurbished and returned to active service.

## **FACILITIES AND INFRASTRUCTURE PROJECTS**

### **Primary Coordinator Office Relocation – Completed**

The relocation and repurposing of the former Psychologist's office for the Primary Coordinator has been completed. The project included power supply upgrades, heat pump installation for climate control, structured data cabling, and security/PA system integration. The office is now fully operational.

### **New secondary classroom**

A new classroom has been added and communication cabling is underway. An 85" LCD screen has been selected and ordered; this will enable clear viewing of classroom content. A cambium Wifi Access point will add to the coverage and stability of this room. An additional 3CX phone will bring the classroom in line with the existing phone system.

### **Upcoming Projects**

Building on the achievements of 2025 and this year's progress, the following projects are scheduled or planned for the coming term:

- PA System Stage 2: Completion of granular zone configuration and further hardware integration, enabling targeted room-by-room broadcasting across campus.
- Continued enhancements to STEM and technology programmes, ensuring students are equipped with cutting-edge skills in robotics, electronics, and digital technologies.
- Building on the existing Salto lock system, a fob reader will be added to the front entrance for easier gate access.
- The school has progressed toward achieving a 1:1 device ratio in classrooms. Additional iPads have been purchased to ensure every student has access to their own device during class time, supporting more personalised and technology-integrated learning experiences. This deployment will complement the existing Chromebook programme and leverages the centralised JAMF device management system introduced last year for efficient oversight and security.

## **CONCLUSION**

The ICT department has continued to build on the momentum established in 2024/25 with the introduction of focused leadership and strategic planning. This year's achievements reflect ongoing commitment to maintaining system stability, enhancing technological learning environments, and supporting operational efficiency. The projects delivered have been focused on value for money, minimal disruption to the school day, and long-term sustainability of technology systems.

The department remains committed to ensuring Hilliard Christian School stays at the forefront of digital education and innovation, supporting both current operational needs and future growth.



*Mr Scott Winkler and Mrs Angela Robertson*

## **STUDENT WELLBEING AND PASTORAL CARE**

Student wellbeing was significantly bolstered in 2025 through targeted infrastructure improvements and the strategic expansion of our support personnel. Central to this initiative was the establishment of the 'Oasis' space, a dedicated environment designed to facilitate student regulation and restorative practice.

The Wellbeing team was further strengthened by the integration of a Wellbeing Officer and a School Chaplain. Working in close collaboration with teaching staff, this multidisciplinary team focused on:

- Providing immediate emotional and social support.
- Implementing structured "time out" protocols to assist students in self-regulation.
- Ensuring a seamless and supportive transition back into the classroom environment to maximize learning continuity.

To further promote a positive school climate, the daily schedule was restructured. The previous model of a short Recess and a longer Lunch period was replaced with two breaks of equal duration.

This adjustment has provided students and staff with more consistent opportunities for rest and socialisation. Early indicators suggest that this balanced approach to the school day has contributed to a more settled atmosphere and a measurable improvement in the overall wellbeing of the school community.

*Mrs Cassie Mwarabu*

## **EARLY LEARNING OVERVIEW**

Since opening our doors in January 2025, we have experienced a remarkable year defined by rapid growth and a deepening connection to our community. Our enrolment numbers have climbed steadily alongside a growing team of passionate educators, ensuring we maintain the high standards of care families expect. A significant milestone was reached within our first eight months of operation when we underwent our first formal Assessment and Rating process, successfully achieving a “Meeting” rating. This achievement provides a solid foundation for our future as we continue to refine our practices and strive for excellence at Hilliard Early Learning.

The children’s learning journeys have been further enriched by our weekly specialist lessons and a vibrant schedule of incursions that have quickly become highlights of our program. From the hands-on environmental lessons of Little Garden Growers and the sensory exploration of Little Messy Learners to vital community safety visits from Bravehearts and the Tasmania Police, these experiences have sparked immense curiosity and joy. To build a true sense of belonging and ease future transitions, we have also established a wonderful buddy program with the primary school, allowing the children to form meaningful bonds with older peers and their future teachers. Looking ahead to 2026, we are committed to maintaining this momentum by hosting at least one incursion per month, ensuring our curriculum remains as dynamic and engaging as the children we serve.

*Mrs Angela Robertson*

## **PRIMARY SCHOOL OVERVIEW**

In 2025, we continued with our leadership focus in Primary. It was all about giving students real responsibilities as we moved away from just talking about leadership and focused on “learning by doing.” To choose our School Captains, Sports Captains, and Agents of Christ, we held a formal election. Every student who ran for a position had to write their own speech and present it to their peers. This was a massive step in building public speaking skills and courage. Students then voted for the peers they felt would best represent them, which helped the whole school understand the importance of choosing leaders who lead by example.

Our student leaders are continuing to take charge of Assemblies and Chapels, and the desire to lead has

been infectious. Instead of just watching, students were out the front, organising the programs and speaking to the school. This has helped them grow in confidence and take ownership of their school.

A major highlight of the past year was our Prep interviews. These were a large part of our primary school operations, allowing us to meet parents and make vital connections with students and families as they moved from the ELC into the primary building. This transition period was incredibly beneficial for everyone involved. Looking ahead to 2026, I plan to develop even stronger partnerships between our ELC and primary students and teachers. We will be introducing Kinder-Year 1 Chapels, buddy sessions, and library sessions held right here in the primary building. By doing more together, we aim to establish those essential lines of communication and build a deep sense of belonging for our youngest learners.

We also focused heavily on teaching students how to handle their emotions and their friendships. Bridge Builders is now a core part of our school, giving students simple, practical ways to solve their own arguments and handle conflict without feeling overwhelmed. A big highlight for the Year 4 and 5 girls was the Bella Girls program, which was a great way for them to talk about friendship and self-esteem. Additionally, we have been using RESETQ to help us see where students might be struggling. Combined with Bridge Builders, it has helped us move forward in supporting student wellbeing across the school.

A school is only as strong as the people behind it. Our teachers worked hard this year to become even more confident in what they teach, ensuring our students get the best possible lessons every day. It was also wonderful to see so many families back on campus. We loved hosting parents and families for Mother’s Day, Father’s Day, and Grandparents Day. 2025 was a year of growth. From writing speeches to solving playground problems and building bridges between the ELC and Primary, our students are learning the skills they need for real life. By focusing on both leadership and community, we are building a school where everyone feels they belong.

Mr Scott Winkler

## SECONDARY SCHOOL OVERVIEW

It has been a year of remarkable transformation and vitality within the Secondary School. As I reflect on the past twelve months, I am struck by the palpable shift in our school culture. This has been a shift defined by increased student agency, technological innovation, and a deepening of our community's spiritual heart.

Some of our key pillars that defined our journey this year have been:

### CULTIVATING STUDENT CONFIDENCE

One of the most rewarding aspects of this year has been witnessing the burgeoning confidence of our student body. We have moved beyond mere academic participation to a culture of active leadership. Whether through public speaking, student-led initiatives, or the way our seniors have mentored the younger cohorts, there is a visible "boldness" in how our students carry themselves. This growth is a testament to a supportive environment where students feel safe to take risks, voice their ideas, and embrace their individual identities.

### ADVANCING OUR DIGITAL LANDSCAPE

The integration of Information and Communication Technology (ICT) has seen significant investment this year, reshaping both our physical resources and our pedagogical approach.

We have upgraded our hardware and classroom resources to ensure students are working with contemporary tools.

Beyond the hardware, our programs have evolved to focus on digital literacy, ethical AI use, and creative problem-solving.

This digital expansion ensures our students are not just consumers of technology, but skilled creators prepared for an increasingly complex global workforce.

### SPORTING EXCELLENCE AND PARTICIPATION

Our sporting program continues to be a cornerstone of student life, characterised by both expanding participation and competitive success. This year saw a record number of students representing the school across various disciplines. From the grit shown on the playing fields to the elite performance of our representative teams, our athletes have worn the school colors with pride. The focus remains on developing the "whole person"—fostering discipline, teamwork, and resilience through physical activity.

## SPIRITUAL LIFE: CHAPEL AND ENCOUNTER

At the core of our mission is the spiritual formation of our students. This year, we have seen profound growth in the students' knowledge and understanding of the Christian faith through two key avenues:

**Chapel:** Our weekly gatherings have become a vibrant space for reflection and community, allowing students to explore faith in a contemporary and engaging context.

**The Encounter Program:** This subject has matured significantly, providing a rigorous yet personal framework for students to grapple with big questions.

It is heartening to see students engaging deeply with the teachings of Christianity, not just as a set of facts, but as a lens through which they can view the world with compassion and purpose.

As we look toward next year, we do so with deep gratitude for the dedication of our staff and the partnership of our parents in making these achievements possible.



## SPORT

Another successful year has been completed as part of the Southern Sport Association of Tasmania Independent Schools (SSATIS), with strong participation and continued growth across our sporting programs.

In 2025, we had 129 students representing Hilliard Christian School across a range of team sports and carnivals. This level of involvement highlights the increasing enthusiasm for sport within our school community. Basketball and volleyball remain the most popular choices among students, continuing to attract high levels of engagement and competition.

A significant milestone this year was sending our girls' volleyball teams to the Adventist National Games for the first time. Although we did not field basketball teams at this event, the experience provided our volleyball athletes with a valuable opportunity to compete at a higher level. Facing strong opposition, the girls demonstrated resilience, skill development, and growth in performance throughout the tournament.

We also expanded our sporting involvement by participating in the Southern Futsal Tournament for the first time, entering three teams. The competition proved to be highly competitive, with several closely contested matches. This experience has laid a strong foundation for future participation, with a number of students showing promising potential in futsal.

In addition, our girls' volleyball team achieved outstanding success in the Southern Junior League, finishing as champions. This accomplishment reflects the dedication, teamwork, and perseverance of the players, as well as the ongoing strength of our volleyball program.

Overall, interest and participation in sport at Hilliard continues to grow, which is encouraging for the future of our programs. We look forward to building on this momentum, providing more opportunities for students to develop their skills, represent the school, and experience the many benefits of sport.

Hilliard Christian School. These activities have not only fostered teamwork, skill development, and resilience but also strengthened school pride. As we look ahead, we are excited to continue expanding opportunities and celebrating the accomplishments of our students in sports.



Mr David Malone

## INSTRUMENTAL MUSIC PROGRAMME

The instrumental music program continues to provide lessons for students on violin, piano and classical guitar. The key objectives of the program are to give students skills to make music, to progress to a high level and to have the confidence to perform in public. Students took part in a range of concerts and other performance opportunities during the year. These included a Mothers' Day mini concert, an Eisteddfod and, towards the end of the year, a Musical Soirée in which all instrumental music students performed.

The Mothers' Day mini concert in May featured solo performances by both primary and secondary school students to a supportive audience and, later in May, students represented the school with success in the City of Hobart Eisteddfod, performing solos to a competition jury and audience in the Hobart Town Hall.

The Musical Soirée in November gave every student in the program an opportunity to perform for parents and friends in an informal setting. During 2025 there had been staff changes in instrumental music with two new, highly qualified teachers in violin and piano commencing. The Soirée was held in the music room of the Primary School and it was an occasion for parents to enjoy hearing the progress of the children and to meet their teachers.

The final musical highlight of the year was at the Awards Night on the 2nd of December. The conscientious efforts of students were recognised and the evening featured performances to the large and appreciative audience by the most outstanding instrumental music students at the primary and secondary levels.

Mr Ben Ashby

## CHAPLAINCY

The chaplaincy program continues to integrate faith, service, and pastoral care in a way that strengthens Hilliard Christian School's culture and supports the mission of nurturing young people for Christ-centred lives.

### Student Baptisms and Bible Studies

- Five Hilliard students were baptised this year, publicly committing their lives to Christ.
- Several more students have requested baptismal studies and are currently engaged in studies.
- Increased student-initiated faith conversations indicate a strong spiritual culture emerging within the school community.

### Bible Study Framework

- A structured annual Bible Study Plan has now been developed for Y4-10, allowing studies to be delivered consistently and repeated annually.
- This framework provides continuity for long-term discipleship and ensures age-appropriate spiritual content for each stage of student development.

### Tuesday Morning Staff Small Group Bible Study

- Each week a small group Bible study has been facilitated for staff before school.
- Semester 1: Focused on the Book of Acts, exploring the mission of the early church.
- Semester 2: Focused on the Book of Exodus, drawing lessons on faith, identity, and leadership.
- These sessions showed a high level of staff engagement.

### World Changer Bibles

- Multiple students requested a Bible of their own this year.
- The chaplaincy team has gifted several 'World Changer' Bibles to students.
- Each Bible included a personalised message from both the student's Encounter teacher and the Chaplain, creating meaningful connections and ongoing spiritual encouragement.

### Staff Spiritual Culture

- Staff have been rostered to facilitate staff devotionals throughout the year.
- Each week, staff prayed for students on the

school roll, lifting up each student and their family by name over the course of the year.

- The chaplain contacted families to offer support and collect specific prayer requests—a ministry that has opened valuable relational and pastoral conversations.

### **Partnership with Families and Church**

- Positive connections were established with parents through the ‘Adventist Lens’ series, which provided relational engagement and a deeper understanding of Adventist faith perspectives.

### **Chapel and School Worship**

- Weekly chapels continue to be a meaningful and transformative part of student life.
- This year’s chapels built toward our 2025 school theme: “Rise Above”, emphasizing that with Jesus, you can rise above any challenge.
- Student participation in chapel leading, testimonies, and music continued to mature.

### **Ignite**

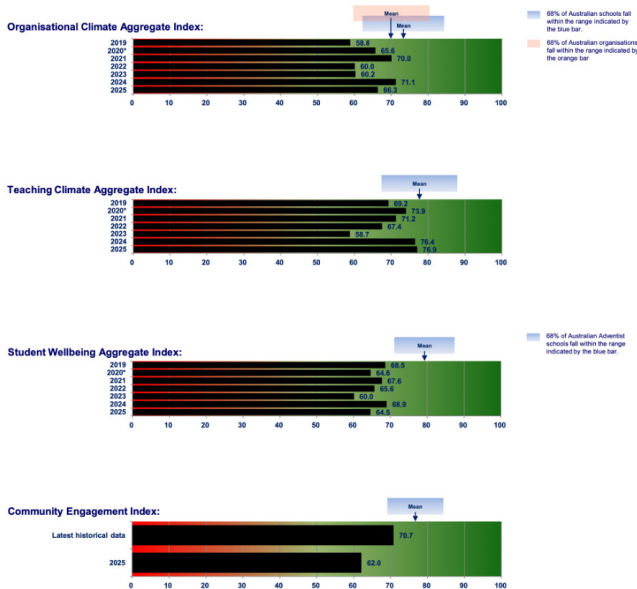
- Each term a group of Hilliard Christian Staff members facilitated the Friday afternoon Ignite program for secondary students. This consisted of a spiritual sharing time and the opportunity to participate in various social activities.

### **Service**

- Students have served in various school events throughout the year, including the Hobart ANZAC parade and various chapel events.
- At Christmas time, several classes visited a local aged care facility to spread Christmas cheer.



## SCHOOL COMMUNITY FEEDBACK



The midpoint of our three-year Strategic Improvement Plan marks a period of significant consolidation and growth for Hilliard Christian School. In order to ensure an accurate trajectory, leadership conducted a retrospective analysis using a June 2024 baseline, following the formal adoption of the ACER School Improvement Tool (SIIT) in 2025. Our longitudinal Insights SRC data reveals a distinct three-stage journey: a pre-strategic baseline of low engagement in 2023, followed by a “Quantum Leap” in teaching standards and climate during 2024, and finally, a 2025–2026 phase of stabilization where we are standardizing high expectations across the school.

A review of our longitudinal trends reveals strong stability in our core educational delivery, alongside areas where we are actively refining our community approach. The **Teaching Climate Aggregate** has shown impressive consistency, rising from 58.7 in 2023 to a strong 76.9 in 2025, confirming that our core pedagogical shifts are now firmly embedded. However, the data also highlights areas requiring targeted attention. The **Organisational Climate Aggregate** and **Student Wellbeing Aggregate** experienced slight dips in 2025 compared to 2024, settling at 66.3 and 64.5 respectively. Similarly, the **Community Engagement Index** adjusted to 62.0 following the previous year’s sharp increase.

The decline in the Community Engagement Index suggests that as we increased academic rigor and set higher standards, some parents may have felt

a gap in approachability. Leadership recognises this feedback and views these “growing pains” as an essential opportunity for refinement rather than a setback. To address these trends, our 2026 Action Plan is designed to strengthen community collaboration and student wellbeing, ensuring that academic growth is balanced with an inclusive, welcoming school environment.

## STRATEGIC DIRECTIONS FOR GROWTH AND EXCELLENCE

Over the past 21 months, Hilliard Christian School has embarked on a transformative journey within our improvement agenda, shifting our baseline from a varied approach to a cohesive, high-performing framework. Moving away from generic improvement goals, we have unified our focus around Explicit Instruction and High Impact Teaching Strategies (HITS). This dedicated lens now guides all professional development, ensuring that our educational strategies are clear, targeted, and aligned with a standard of excellence.

To ensure our practices are robust and data-driven, leadership has shifted our decision-making away from intuition. By integrating Insights SRC data, ACER standardised testing, and diagnostic screeners, we have cultivated a transparent culture where data tells the truth of our progress. When indices like Community Engagement showed a decline, this transparency enabled us to respond with immediate, targeted Action Plans rather than relying on guesswork. Our leadership team has actively engaged as lead learners, transforming standard staff meetings into collaborative Pedagogical Labs that embed the improvement agenda into our daily practice.

Looking toward 2026, our strategy centres on sustainability and deep community agency. We are currently introducing Professional Learning Communities, peer-to-peer observations, and a renewed pedagogical framework that aligns with Quality Adventist Schools. Our goal is for every student to not only know what they are learning but to actively understand the school’s broader improvement goals and their personal role in achieving them.

## STUDENT ACHIEVEMENT

The following is an achievement summary of the students at Hilliard Christian School in 2025.

YEAR LEVEL	BELOW STANDARD (GPA < 3)	STANDARD GPA 3 - 4.1)	ABOVE STANDARD (GPA 4.2 - 4.4)	HIGH ACHIEVERS (GPA > 4.4)
F	18%	59%	24%	0%
1	24%	41%	24%	12%
2	29%	54%	17%	0%
3	25%	71%	4%	0%
4	17%	65%	13%	4%
5	20%	60%	16%	4%
6	36%	52%	8%	4%
7	48%	24%	19%	10%
8	38%	38%	17%	8%
9	39%	37%	11%	13%
10	36%	43%	21%	0%

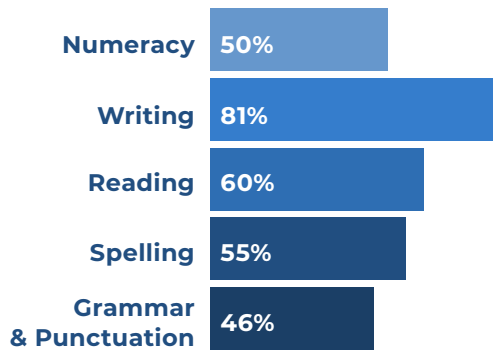
Mr Daniel Segovia

## HILLIARD CHRISTIAN SCHOOL NAPLAN REPORT – 2025

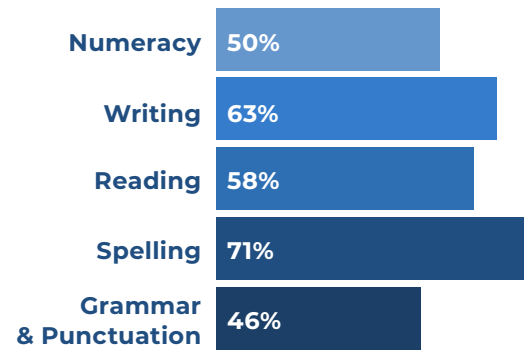
At Hilliard Christian School, we value the insights that **NAPLAN** (National Assessment Program – Literacy and Numeracy) provides about student progress in key areas of learning. Each year, students in **Years 3, 5, 7, and 9** participate in these assessments, which measure performance against national literacy and numeracy benchmarks.

In **2025**, our students performed at **similar levels** to students in comparable schools across all bands and year levels. These results help us understand our strengths and identify areas for further growth and improvement.

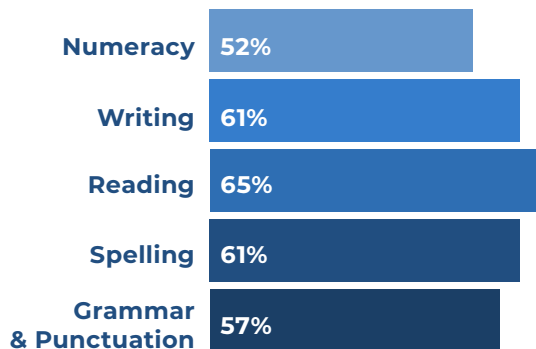
### YEAR 3



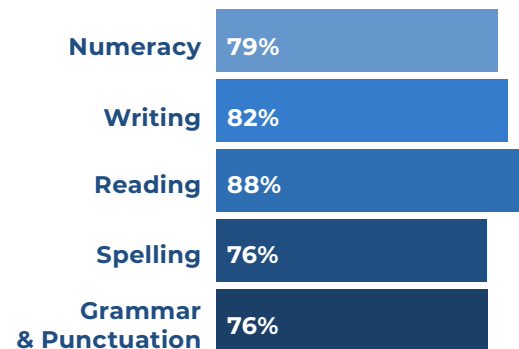
### YEAR 7



### YEAR 5



### YEAR 9



## PROFESSIONAL GROWTH AND LEARNING

The professional development (PD) program for the academic year was designed as a comprehensive, multi-tiered strategy aimed at driving continuous improvement in teaching and learning. Built around the core pillars of **Literacy, Numeracy, and Student Wellbeing**, the program engaged staff across all phases of learning. By integrating data literacy, evidence-based instructional strategies, and collaborative planning, the school fostered a unified culture of academic excellence and holistic student support.

## PROGRAM FRAMEWORK AND STRATEGIC PILLARS

The professional development journey was organised into three foundational focus areas to ensure balanced growth across the teaching cohort.

- **Literacy and Language Development:** Building capacity in structured literacy, systematic phonics, and word-level instruction. This included targeted training in Multi-Tiered System of Supports (MTSS) and data-driven literacy planning.
- **Numeracy Development:** Deepening pedagogical approaches to mathematical reasoning through collaboration with Independent Schools Tasmania (IST) and the Primary Numeracy Project (PNP) modules and data triangulation to identify learning gaps.
- **Wellbeing and Engagement:** Integrating the Wellbeing Framework into daily practice, ensuring that data regarding student attendance, social-emotional needs, and academic performance were analysed collectively.

## KEY AREAS OF FOCUS

### Evidence-Based Teaching and Learning

- **Explicit Instruction:** Staff explored highly effective explicit teaching methodologies to deliver core concepts clearly, ensuring student engagement and retention.
- **Classroom Observation Cycles:** Teachers participated in collaborative, ongoing classroom observations to share best practices, provide constructive feedback, and refine instructional delivery.
- **Curriculum Planning and Moderation:** Cross-level moderation sessions were conducted to ensure consistency in assessment and grading, keeping the curriculum aligned across all year groups.

### Data-Informed Decision Making

- **Screening and Assessment:** The team regularly unpacked Beginning-of-Year (BOY) and Middle-of-Year (MOY) screener data to track progress and adjust interventions early.
- **Triangulation of Data:** Teachers utilised multiple data points—including formative, summative, and wellbeing assessments—to build a comprehensive profile of student needs and tailor instruction accordingly.

## IMPACT AND OUTCOMES

The comprehensive professional development cycle delivered measurable improvements in collaboration and teaching strategies:

- **Unified Support Systems:** The implementation of MTSS enabled staff to better identify and support students requiring targeted academic and emotional interventions.
- **Collaborative Culture:** School-wide planning sessions, including attendance reviews and the BridgeBuilders initiative, strengthened collaboration across different phases of learning.
- **Enhanced Pedagogical Capacity:** Teachers reported increased confidence in utilising data to inform daily instruction and applying structured phonics and numeracy strategies in the classroom.

## POST HIGH SCHOOL DESTINATION SURVEY

### Anticipated Year 11 Destination of 2025 Year 10 Cohort

2026 DESTINATION	NO. STUDENTS	%
Indie school	1	8%
Elizabeth College	7	54%
Rosny College	1	8%
Guilford Young College	3	23%
Claremont College	1	8%

### Anticipated Fields of Studies

FIELD OF STUDY	NO. STUDENTS	%
Construction	1	7%
Performance Arts	1	7%
Medical	4	29%
Hospitality	1	7%
STEM	2	14%
Business	3	21%
Military	1	7%
ICT	1	7%



# BUSINESS

## FINANCIAL INFORMATION

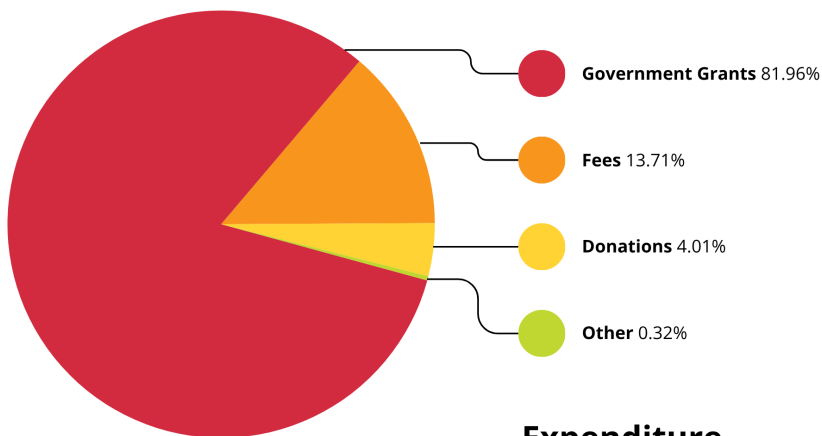
Mr Kelvin Wood

### TOTAL STUDENTS: 248

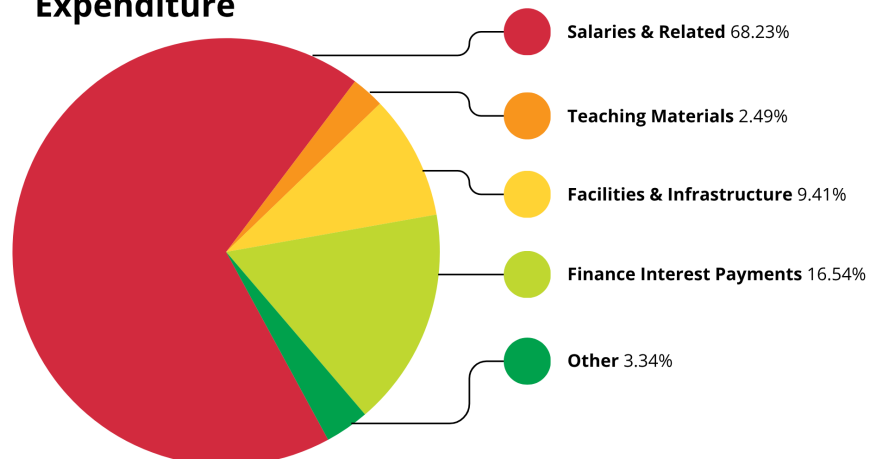
Description	\$ Total	\$ per Student
<b>Income</b>		
Student tuition	854,491	3,446
Other student income	69,497	280
Government grants	5,107,070	20,593
Trading income	141,529	571
Appropriations	20,000	81
Investment income	5,865	24
Other incomes	32,999	133
<b>Total income</b>	<b>6,231,451</b>	<b>25,127</b>
<b>Capital Expenditure</b>	<b>0</b>	<b>0</b>
<b>Total Capital expenditure</b>	<b>0</b>	<b>0</b>

	\$ Total	
<b>Income</b>		
Fees	854,491	13.71%
Government Grants	5,107,070	81.96%
Donations	20,000	0.32%
Other Income	249,890	4.01%
<b>Total</b>	<b>6,231,451</b>	<b>100.00%</b>
<b>Expenditure</b>		
Salaries & Related	3,650,826	68.23%
Teaching & Materials	133,228	2.49%
Facilities & Infrastructure	503,292	9.41%
Finance Interest Payments	0	0.00%
Depreciation & Amortisation	178,782	3.34%
Other Expenses	885,000	16.54%
<b>Total</b>	<b>5,351,128</b>	<b>100.00%</b>

### INCOME (Broken Down by Funding Source)



### Expenditure







Hilliard Christian School | **P:** (03) 6272 1711  
32 Cheviot Road | **E:** [info@hilliard.tas.edu.au](mailto:info@hilliard.tas.edu.au)  
West Moonah 7009 | **W:** [hilliard.tas.edu.au](http://hilliard.tas.edu.au)  
Seventh-day Adventist Schools (Tasmania) Limited