



# ANNUAL REPORT

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2022

November 2023



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# PRINCIPAL'S OVERVIEW



Mrs Elizabeth Chaplin

In my inaugural year as the Principal of Hilliard Christian School, I've been honoured to guide the culmination of a remarkable journey – the construction of a new state-of-the-art Primary building that stands as a testament to our unwavering commitment to providing our students with an unparalleled learning environment.

This milestone was followed by the innovative transformation of existing spaces into cutting-edge science and technology laboratories, along with the establishment of a dedicated Arts block. Collectively, these initiatives have forged an extraordinary educational landscape that resonates with the aspirations of every Hilliard student.

This transformative year has seen our school community flourish amidst growth and change. The harmonious collaboration between the School Board of Directors and the School Advisory Committee has been the cornerstone of our progress. Their steadfast dedication and vision have driven the advancements that have redefined the Hilliard experience.

As we reflect upon the achievements of the Hilliard school community throughout 2022, I trust that the School Board of Directors and the School Advisory Committee will take immense pride in the remarkable outcomes that their guidance and support have made possible. This year has not only marked physical changes but also symbolises a chapter of educational excellence, fortified by the collective commitment of our dedicated educators, students, and their families.

Providing  
*quality  
education*  
for over  
**100 years**

# ABOUT HILLIARD CHRISTIAN SCHOOL



Hilliard Christian School is a coeducational day school for students from pre-kindergarten to grade 10, located in the suburb of Moonah in Hobart, the capital city of the state of Tasmania in Australia.

Hilliard Christian School is operated by Adventist Schools (Tasmania) Limited, a company owned by the Tasmanian Conference. The school has registration as a primary and secondary school from the Tasmanian State Government Non-government Schools Registration Board.

Source: [encyclopedia.adventist.org](http://encyclopedia.adventist.org)

## HILLIARD'S OBJECTIVES

### For Christ

Hilliard Christian School provides an education based on a worldview that is derived from a living faith in Jesus Christ as a personal Saviour.

God, through Christ the Son, created this world as part of His perfect universe. Furthermore, He sustains His creation through His power and the natural laws He instituted. Although created perfectly, this planet has been corrupted by sin, resulting in a world that is out of harmony with the rest of creation. However, God has instituted plans to restore this world to its original perfection.

Man was originally created in God's image – a unity of body, mind and spirit. He was endowed with intellect, emotion and the power of choice. God's image has been marred, yet may be restored through a personal response to the initiative of Jesus Christ and the work of the Holy Spirit. Man's meaning, therefore, is not found in himself but in a relationship with his Creator.

All truth finds its centre and unity in God. God communicated truth to man in a general way through the natural world, His providential acts and more specifically, through Scripture and His Son, Jesus Christ.

Ethical values, relationships and the exploration of knowledge at Hilliard Christian School are discovered and held by establishing and maintaining a personal relationship with Christ.

### For family

Hilliard Christian School supports the primary educative force in each student's life – their family unit. God's moral laws, and our shared kinship through God's adoption of all who claim Him, provide a secure environment for the nurture and development of each child.

The relationships in the school are based on the fundamental values of a Christian family unit: selfless service, respect for authority, loving concern and nurture of each individual's development and safety. Hilliard Christian School seeks to give students educational encounters that empower them to be capable of understanding and addressing human needs.

### For community

Hilliard Christian School is a community that seeks excellence in the development and expression of each individual's God given talents and gifts in service to both the school and the wider community. The fostering of caring, redemptive relationships is the core of our community.

The Christian view of mankind sees each student as created in the image of God. Consequently, they can make free choices, take intelligent and noble actions, and understand human intents and actions. Students can then act creatively in helping move society towards the Kingdom of God.

Each student's experience at Hilliard Christian School is as rich and filled with personal meaning as possible. Students pass through phases of development: discovering what they know; who they are becoming, and establishing consistency between their moral judgments and actions. They learn the necessity of considering others – frames of reference, feelings, and needs – moving out of their own ego-centric world, growing in their power to respond both creatively and responsibly. As students grow in their power to think and to act, they become more effective agents of grace in the world, transplanting ideas from their own minds into the minds, imaginations and lives of others.

# OUR SCHOOL

## CONTEXTUAL INFORMATION

### GOVERNANCE

#### Board Of Directors 2022

Chair	Pr Rick Hergenhan
Secretary	Pr Mark Falconer
CFO	Pr Cosmin Dan Marica
Director of Education	Mr Brian Mercer
Member	Mrs Donna Shepherd
Member	Mrs Cheryl Walsh
Member	Mr Tony O'Neil

#### School Advisory Council 2022

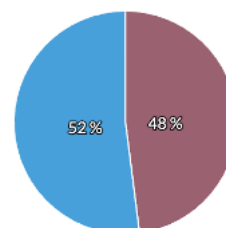
Chair	Mr Trevor Whyatt
Secretary	Mrs Elizabeth Chaplin Principal
Church. Rep.	Mr Phillip Stephens Rosny Church
Church. Rep	Mrs Lucy Campbell Glenorchy Church
Church Rep.	Mrs Narelle Walker Rosny Church
Staff Rep.	Mrs Katy Matteo
Dir.of Ed	Mr Brian Mercer
Ex. Officio	Pr Rick Hergenhan  Pr Cosmin Dan Marica  Pr Mark Falconer

### STUDENTS

#### Students

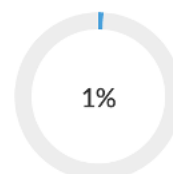
Total enrolments: 226

Boys 117  
Girls 109



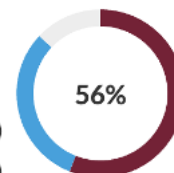
Full-time equivalent enrolments: 225.2

Indigenous students



Language background other than English

Yes (56%)  
No (31%)  
Not stated (13%)



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

### 2022 ATTENDANCE RATES

#### Primary Year 1 - 6

Year 1 - 84%  
Year 2 - 84%  
Year 3 - 84%  
Year 4 - 85%  
Year 5 - 85%  
Year 6 - 87%

#### Secondary Year 7 - 10

Year 7 - 85%  
Year 8 - 84%  
Year 9 - 90%  
Year 10 - 84%

**Overall - 85%**

*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.*



# NAPLAN

## 2022 RESULTS

Please note that from 2019, the method for determining the colour coding of results changed.

2017	2018	2019	2020	2021	2022
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Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	438	421	423	435	396
Year 5	488	452	472	452	471
Year 7	500	453	508	490	487
Year 9	574	572	593	566	554

### LEARNING EXPERIENCES AND EDUCATIONAL PROGRAMS

Hilliard Christian School places a strong emphasis on spiritual growth and development. Regular school chapel services provide students with a platform to come together, reflect, and engage in collective worship. The Encounter Programme further enriches this aspect, facilitating profound spiritual experiences. Another highlight is the annual Week of Worship, which offers a dedicated time for students to deepen their faith and connection. Students are invited to delve deeper into biblical understanding through regular small group Bible studies for those who are keen to participate.

Our commitment to academic excellence is evident through our comprehensive educational programs. Aligned with the Australian Curriculum, we ensure a robust foundation for our students' learning journey. Moreover, we offer specialised literacy programs such as Mini-Lit, Multi-Lit, and Macq-Lit, designed to cater to diverse learning needs. With 56% of our students from a language background other than English, intensive programmes to enhance decoding skills and enhancing phonemic awareness have proved to be successful in developing literacy skills and small group lesson structures have been beneficial in developing conversational English skills.

Extension Programs provide avenues for advanced learning, nurturing intellectual curiosity. Notably, the Elementary Mathematics Mastery - Direct Instruction Programme stands out as a dedicated effort to enhance mathematical literacy and teaching methodologies.

### LANGUAGES

In recognition of the globalised world, Hilliard

provides opportunities for language acquisition beyond English. Spanish language instruction equips students from Kinder to Year 8 with valuable cross-cultural communication skills.

### ACTIVITIES

In addition to their academic pursuits, our students actively participate in a diverse array of activities that enhance their holistic development. IGNITE serves as a platform for nurturing Christian fellowship, while our commitment to community service is exemplified through a series of initiatives, including the ANZAC Day March and wreath laying, Harmony Day celebrations, NAIDOC Week observances, RUOK Day engagement, Jeans for Genes support, contributions to Operation Christmas Child, and efforts to bring Lights for Vanuatu. These endeavours collectively cultivate values of empathy and compassion within our student body.

### OUTDOOR EDUCATION

In 2022, the Character Builders program, spanning Year 5 to 10, offered dynamic outdoor experiences that enhanced character development. Through day camps, students learn teamwork, resilience, and problem-solving in natural settings.

### MUSIC EDUCATION

In 2022, Hilliard introduced private music tuition and a performance music program. Choir participation, weekly instrumental lessons, and dedicated music specialists contribute to a rich musical experience for our students. We look forward to expanding the programme to include Ensemble, band and orchestral experiences in the coming years. Integral to our school curriculum, music education



assumes a pivotal role in nurturing well-rounded development, with a focused commitment to cultivating a strong foundation of general musical knowledge among our students. A pedagogical approach centred on the introduction of solfa, a music notation system encompassing syllables such as do, re, mi, fa, sol, la, ti. This method empowered students to comprehend and compose music using solfa.

The teaching methodology embraced a range of interactive components, including singing, games, and diverse musical activities. The students were actively engaged in collaborative group singing and interactive musical games. These activities served a dual purpose – enhancing their musical aptitude and fostering a deepened sense of teamwork and cooperation. Participating in these musical endeavours bolstered their auditory perception, enriched their sense of rhythm and pitch, and augmented their overall musical prowess.

As we foster their musical growth, our students not only learn to appreciate the beauty of music but also cultivate a genuine love for the arts. This immersive approach to music education in our primary school lays the foundation for a holistic learning experience that celebrates both skill development and a profound connection to the world of melodies and harmonies.

## **SPORTS AND ATHLETICS**

Promoting physical well-being and sportsmanship, Hilliard actively participates in inter-school sports through SSATIS (Southern Sports Association of Tasmanian Independent Schools). A variety of sports, including basketball, netball, soccer, and volleyball, engage students in healthy competition and teamwork. Swimming, track and field, and cross-country events foster a holistic approach to fitness. The annual Inter-house Swimming, Cross-Country, and Athletics Carnivals promote a sense of unity and school spirit.

Incorporating a holistic approach to education, we offer a diverse array of learning experiences, ranging from spiritual growth and academic rigor to language acquisition, community service, outdoor education, music, and sports. These opportunities collectively nurture well-rounded individuals prepared to excel in various facets of life.

## **PASTORAL CARE**

Hilliard Christian School places a paramount emphasis on its Pastoral Care Program, deeply rooted in our unwavering dedication to nurturing the spiritual, academic, social, and physical well-being of every individual under our guardianship. We take great privilege in manifesting the love and compassion of Jesus Christ throughout our school community, embodied in our core values of Respect, Belonging, Integrity, and Perseverance.

The administration of our Pastoral Programs and the

support for our students are diligently overseen by Primary and Secondary Coordinators, along with our dedicated Home Room teachers.

## **SPIRITUAL ENRICHMENT**

Embracing the spiritual dimension of our educational ethos, our staff actively participates in spiritual development workshops. Daily worship sessions provide a meaningful avenue for communal reflection and growth. Our staff's professional development is further enriched by units from the SDA Encounter Programme, a testament to our commitment to holistic growth and nurturing the spiritual fabric of our school community.

## **OUR COMMUNITY**

Seventh-day Adventist Schools (Tas) deeply acknowledges and values the significant role that parents and caregivers hold in their children's education. Recognising the pivotal role of a supportive home environment, we understand that the collaboration between schools, parents, and the community is paramount to fully unlocking each child's learning potential. Through the joint efforts of teachers, parents, and the wider community, a nurturing environment is created in which every child can truly flourish.

## **ENHANCING LEARNING TOGETHER**

At Hilliard Christian School, we firmly believe in the synergy between parents, educators, and students in shaping a successful learning journey. There exists an array of avenues through which parents can actively contribute to their children's educational growth:

### **Participation in School Life**

- **Parent-Teacher Interviews:** These pivotal sessions create direct channels of communication between parents and teachers, facilitating a comprehensive understanding of a child's academic progress and personal development.
- **Year Level Information Sessions:** Specialized gatherings offer parents insights into grade-specific curriculum and developmental nuances, ensuring a holistic understanding of their child's educational path.
- **Assemblies and Special Occasion Services:** Events such as ANZAC Day not only honour significant moments but also provide platforms to engage with the school community, sharing meaningful experiences.
- **Open Day:** This unique opportunity offers parents a firsthand glimpse into daily school life, fostering connections with teachers and students in an immersive setting.
- **Special Events:** Interactive activities like lunches and breakfasts foster a sense of camaraderie among parents, nurturing a strong school community.

# PRIMARY SCHOOL OVERVIEW

## Voluntary Support

- **Classroom Involvement:** Parents' active presence in the classroom provides invaluable support to teachers, enriching the educational experience for all students.
- **Excursions and Incursions:** Parental engagement in these outings enhances students' learning beyond the classroom, enriching their exposure to various subjects and experiences.
- **Sports Coaches:** By volunteering as sports coaches, parents play a pivotal role in nurturing sportsmanship, teamwork, and healthy competition among students.

## Effective Communication

- **Fortnightly Newsletter:** This regular publication serves as a vital conduit, keeping parents well-informed about school activities, achievements, and essential updates, fostering a strong connection between home and school.

By actively participating in these diverse avenues, parents become integral partners in their children's education, fostering an environment of shared responsibility and collaborative learning.

With the overarching goal of creating a positive and immersive learning environment, Primary organised a range of experiences that encompassed both educational and holistic development aspects.

## MUSICAL ENRICHMENT: TASMANIAN SYMPHONY ORCHESTRA EVENT

Students from Kindergarten to Year 6 enjoyed a captivating musical event presented by the Tasmanian Symphony Orchestra. This immersive experience exposed our students to the world of symphonic music, fostering engagement, appreciation, and a deeper connection with the arts.

## SPORTSMANSHIP AND FITNESS: CROSS COUNTRY EVENTS

Promoting physical fitness and sportsmanship, our students participated in Cross Country events. Through these running activities, they showcased their determination and teamwork while embodying the spirit of healthy competition.

## ENVIRONMENTAL LEARNING: SUSTAINABILITY CENTRE VISIT

Our Year 3-4 students embarked on an educational journey to the Sustainability Centre. Through hands-on activities and engaging presentations, they gained insights into environmental sustainability, learning about recycling, conservation, and the significance of preserving natural resources.

## CULTURAL EXPLORATION: TASMANIAN MUSEUM AND ART GALLERY VISIT

Kindergarten students embarked on an enriching visit to the Tasmanian Museum and Art Gallery (TMAG). Through interactive exhibits and engaging learning experiences, they delved into art, history, and culture, igniting their curiosity and broadening their knowledge.

## CHARACTER BUILDING AND OUTDOOR EDUCATION

The Character Builders Program brought outdoor education and personal growth to different year levels. School camps equipped students with resilience, teamwork, and leadership skills. Nature exploration, team-building exercises, and outdoor activities created indelible memories.

## PHYSICAL WELL-BEING AND TEAMWORK

Promoting physical health and teamwork, we organized swimming lessons and an Athletics Carnival. These events fostered a sense of community and healthy competition among our students.

# SECONDARY SCHOOL OVERVIEW

## PARENT ENGAGEMENT AND COMMUNITY BUILDING

Parent Information Sessions held in March encouraged parental involvement and open communication. These informative sessions allowed parents to gain insights into our curriculum, extracurricular activities, and upcoming events, fostering a strong school-home partnership.

## CELEBRATING RELATIONSHIPS: FATHER'S DAY AND MOTHER'S DAY

To honour the significant role of parents and mother/father figures, we organized special stalls where students could purchase meaningful gifts. These gestures highlighted the importance of family relationships.

## PROMOTING WELL-BEING AND EXPRESSION

The introduction of the Move Well Eat Well Room emphasized the importance of balanced nutrition and physical fitness. Brave Heart Sessions focused on emotional well-being and resilience. The STOMP Movement to Music program provided a unique platform for rhythmic and creative expression.

## EMBRACING VALUES AND COMMEMORATING HERITAGE

Our school celebrated cultural diversity through Harmony Day and educated students about the sacrifices of servicemen and women on ANZAC Day. A Week of Worship allowed students to explore and reflect on their personal beliefs and values.

## INNOVATIVE LEARNING: FESTIVAL OF BRIGHT IDEAS

The Festival of Bright Ideas immersed students in exciting technology and science experiences, encouraging innovation, creativity, and a passion for learning.

The diverse array of excursions and events throughout the academic year 2022 played a pivotal role in providing our primary school students with a well-rounded education. These experiences nurtured growth, learning, and a strong sense of community, fostering holistic development and enriching their educational journey.

The Secondary School demonstrated notable growth in both enrolment figures and expanded student opportunities throughout the year.

The academic year commenced formally with the Dedication Service, setting the tone for a year of both structured and informal learning experiences. Students represented Hilliard with pride at the ANZAC Celebrations, embodying our commitment to active participation in significant events.

Fostering student leadership and organisational skills, the Student Leaders and Student Representative Council convened regularly to facilitate leadership training and coordinate various school activities. An impactful initiative, "Speak Up Stay Chatty," was spearheaded by students. The engagement of student leaders extended to lunchtime events featuring snow cones, sporting activities, as well as observances like Jeans for Genes Day and R U OK Day.

Our weekly chapel services provided a platform for a harmonious blend of community building, student leadership, and Christian ministry. The School Chaplain played a pivotal role in delivering profound Bible teachings during chapel sessions and smaller group interactions throughout the week.

In 2022, the Secondary School embarked on an unconventional camp experience – a Boot Camp held at various locations within Hobart and atop Mount Wellington. While undeniably challenging and exhausting, this unique endeavour allowed students to rise to the occasion and overcome new obstacles.

For Year 10 students, the year involved both Work Experience placements across greater Hobart and a demanding end-of-year exam schedule. These experiences served to prepare them for the rigours of Senior Secondary studies.

The Secondary School's journey throughout the year was marked by growth, engagement, learning, and the nurturing of a strong sense of community among students and staff alike.



## **ADVANCING INCLUSIVE EDUCATION**

Throughout 2022, Hilliard made significant strides in the realm of inclusive education. We reviewed and elevated our Individual Learning Plan (ILP) templates, fostering heightened collaboration through team meetings. This collaborative approach enabled us to effectively strategize and meet the diverse needs of our inclusive student community. Our dedication to professional development led us to harness the wealth of resources on the NCCD website, while also capitalising on the enriching staff training and professional growth opportunities facilitated by Independent Schools Tasmania during the year.

As we move forward and plan for the future, our foremost objective remains the refinement of our evidence-gathering process. This involves streamlining the process to make it more concise and user-friendly. To achieve this, we are poised to make adjustments to our unit plans and scope and sequences. By doing so, we ensure that the modifications and adaptations outlined by the NCCD are seamlessly integrated in a manner that optimally benefits our students and creates a meaningful impact on their learning journeys.

# BUSINESS & STAFFING

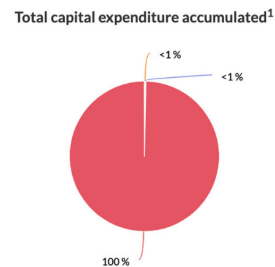
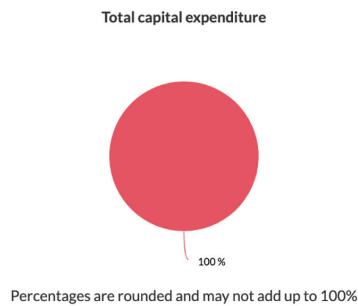
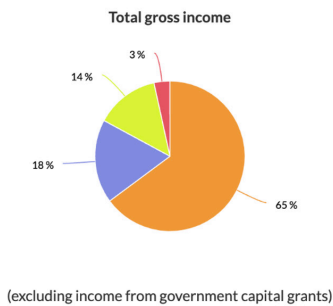
## WORKFORCE INFORMATION

### FINANCIAL

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 203.4

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	2,461,460	12,102
State / territory government recurring funding	683,751	3,362
Fees, charges and parent contributions	519,006	2,552
Other private sources	130,122	640
<b>Total gross income</b>	<b>3,794,339</b>	<b>18,655</b>
Less deductions	0	0
<b>Total net recurrent income</b>	<b>3,794,339</b>	<b>18,655</b>

Capital expenditure	\$ Total	\$ Accumulated <sup>1</sup>
Australian government capital expenditure	0	1,073
State / territory government capital expenditure	0	195
New school loans	0	0
Income allocated to current capital projects	0	0
Other	31,939	393,536
<b>Total capital expenditure</b>	<b>31,939</b>	<b>394,804</b>



<sup>1</sup> Accumulated capital expenditure is the sum of three consecutive years.

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

### STAFF

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.

### PROFESSIONAL GROWTH AND LEARNING

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.

NAME	POSITION
CHAPLIN, Elizabeth	Principal
MATTEO, Katy	Secondary Coordinator
ROBERTSON, Angela	Primary Coordinator
MARTINEZ, Billy	Chaplain
PRITCHARD, Michelle	Kindergarten Teacher
NGUYEN, Cora	Classroom Teacher - Prep
CAMPBELL, Gemma	Classroom Teacher – Year 1
DINNING, Gillian	Classroom Teacher – Year 2
CLEAVER, Sophie	Classroom Teacher – Year 3
CONNELLY, Stephanie	Classroom Teacher – Year 4
CALLAGHAN, Nerolie	Classroom Teacher – Year 5
MALONEY, Rick	Classroom Teacher – Year 6
KNIGHT, Felicity	Secondary Teacher
MENZIE, Lee	Secondary Teacher
SEGOVIA, Daniel	Secondary Teacher
HIGGINS, Henry	Secondary Teacher
AMUIMUIA, Nathaniel	Secondary Teacher
WINKLER, Scott	Secondary Teacher
AHUJA, Kavita	Reception
DILLON, Kylie	Reception/Accounts Payable
MARTINEZ, Natasha	School Development
RABE, Darren	Facilities Manager/Bis Coordinator
SCOTT, Jeddah	Teacher Assistant
BANNISTER, Melissa	Teacher Assistant
SALTER, Lisa	Teacher Assistant
RAINSFORD, Leonnie	Teacher Assistant
MITCHELL, Heather	Teacher Assistant
SEGOVIA, Belinda	Teacher Assistant





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