

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 school blazer with white piping and a tie is standing and looking towards the camera. The setting appears to be outdoors near a building with flags.

ANNUAL REPORT TO THE COMMUNITY

2024

June 2025

Providing
quality
Christ-
centred
education
for over
100 years



Schools Reporting | Annual Report 2024

(Based on 2023 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

2024 was a year of faith, growth, and achievement at Hilliard Christian School, inspired by our theme Let Your Light Shine (Matthew 5:16). Our students, staff, and families embraced opportunities to shine in academics, sports, the arts, and spiritual leadership.

A highlight of the year was the Week of Worship, themed Stay Salty and Lit, where students led worship, scripture readings, and reflections. The week culminated in a meaningful Sabbath celebration with families. We thank Prs Ben Ashby and Sarah Redman for their leadership.

In sports, our students excelled at the Adventist National Games, securing first place in the final and earning the Team Spirit Award for the second consecutive year—an honour recognising their sportsmanship and character.

The arts flourished as well, with Hilliard students earning top placements in the Hobart Eisteddfod Violin Solo Sections, demonstrating talent and dedication.

Academically, 2024 marked institutional progress, including the successful Office of Education Registrar's Re-registration review and Quality Adventist Schools Review, securing five more years of accreditation. Additionally, Adventist Schools Tasmania gained approval to open an Early Learning Centre (ELC) on our campus in 2025, furthering our commitment to Christ-centred education.

We are grateful for the unwavering support of the government, our church, staff, students, and families. With faith and dedication, we look forward to 2025, continuing to nurture and inspire our students to shine God's light in all they do.

BOARD OF DIRECTOR'S MESSAGE



Pr Rick Hergenhan

On behalf of the Board of Directors we are honoured to present this annual report. As a Seventh-Day Adventist school, we are deeply committed to providing a holistic education that fosters intellectual, physical, emotional, and spiritual development in a safe and nurturing environment.

We believe that education is not only about academic achievement but also about shaping well-rounded individuals who are capable of contributing positively to society here and now and are also prepared to contribute positively for a life to come. Our school is guided by the principles of the Seventh-Day Adventist Church, which emphasise the values of integrity, respect, compassion, and service to others. We are reminded of the Bible verse from Proverbs 22:6, which states:

"Train up a child in the way he should go, and when he is old he will not depart from it." (Proverbs 22:6, KJV)

At Hilliard Christian School, we aim to provide quality education that is inclusive and accessible to all, fostering an environment where every student is encouraged to explore their unique talents and potential. Our staff are dedicated professionals who understand the diverse needs of our students, and we offer an education that promotes lifelong learning and character development.

We pride ourselves on our commitment to high standards of governance, transparency, and accountability. We work diligently to ensure compliance with all relevant educational regulations and seek continuous improvement in all areas of our school's operations. We are grateful for the support of the government in helping us fulfill our mission to provide a transformative educational experience for our students.

As we look to the future, we are confident that Hilliard Christian school will continue to play a vital role in the educational landscape of Tasmania, and we look forward to working collaboratively with all stakeholders to ensure we are contributing to the well-being and future success of our students and the broader community.

Pastor Rick Hergenhan

Board Chair

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

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.



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

Principal

Mrs Elizabeth Chaplin

Director

Mr Tony O'Neil

Director

Mrs Cheryl Walsh

Director

Mrs Donna Shepherd

Director

Mrs Karen Petrie

SCHOOL ADVISORY COUNCIL

Chair

Mr Trevor Whyatt

Secretary

Mrs Elizabeth Chaplin

Rosny Church

Mrs Narelle Walker

Rosny Church

Mr Philip Stephens

Glenorchy Church

Mrs Lucy Campbell

Staff Representative

Mrs Gemma Campbell

Staff Representative

Pr Ben Ashby

STAFF

Senior Leadership Team: 6

Teaching Staff: 18

Education Support Officers: 6

Non-Teaching Staff: 10

TOTAL: 40

STUDENTS

Total Enrolments: 223

ATSI: 7

LBOTE: 138

STAFF PROFESSIONAL DEVELOPMENT 2024

Teachers as Leaders

Leanne Entermann, Adventist Leadership Institute

Camps and Excursions

Elizabeth Chaplin, Hilliard Christian School

Stepping Stones - Literacy

Angela Robertson, Hilliard Christian School

Acquaint Program

Jacques Calais, Adventist Schools Australia

Progression to Full Registration

Trudy Ward, Independent Schools Tasmania

Curriculum Development

Daniel Segovia, Hilliard Christian School

Inclusive Ed. and Intervention

Ruth Croser, Independent Schools Tasmania

Staff Efficacy

Trudy Ward, Independent Schools Tasmania

First Aid

Moreton Group

Child Safety/Safeguarding Children

CompliLearn online modules

Bodies, Relationships and Sexuality

Belinda Tankard-Reist, Collective Shout

Encounter Programme

Lanelle Cobbin

HILLIARD CHRISTIAN SCHOOL WORKFORCE COMPILATION

SCHOOL LEADERSHIP TEAM:

Education Director	Sandra Ferry	
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	Angela Robertson	B.Ed (Primary)
Secondary Coordinator	Scott Winkler	B.Mus
Teaching and Learning Coordinator	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	Clara Deng	M.Teach (Pri), B.Bus (Double Degree)
Mandarin Specialist	Nichole Marr	B. Teach, B. Arts (Double Degree)
Kindergarten	Alicia Hallett	B.Ed. (Early Childhood)
Preparatory	Gillian Dinning	H. Dip. Ed. (Early Primary)
Year 1	Michelle Pritchard	B.Ed Hons. (Early Years and Primary)
Year 2	Thi Thi Thao Nguyen	B. Com., M. Teach. (Primary)

Year 3	Tina Cai	M. Teach
Year 4	Neroli Callaghan	B. Comm. St., M. Teach (Primary)
Year 5	Gemma Campbell	B.Ed (Primary)

SECONDARY STAFF:

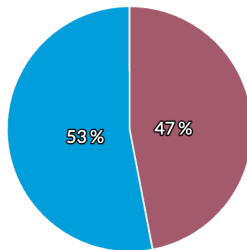
Arts and Humanities	Felicity Knight	B.A (Comm., Eng. & Geo.), M.Teach (Eng., Geo. & His.)
Humanities	Samuel Holmes	B.Teach., B.Arts.
Arts	Tomas O'Mera	M.Teach. (Primary & Secondary)
Maths/Science	Ricky Maloney	B.Comm., Grad.Dip. Teach
Health and Physical Education	Nathaniel Amuimuia	B.Ed.(Secondary), Dp. Outdoor Ed.
Maths/Science	Daniel Segovia	B. Sc., B. Teach
English/ Encounter/ Humanities	Kirsten Groves	B.Ed (Primary)
Encounter/ HPE	Reuben Voss	B.Ed (HPE)
Math/ Science/ICT	Joshua Young	M. Teach, Bachelor Behavioural Science

* Denotes Aboriginal and Torres Strait Islander descent (ATSI)

STUDENTS

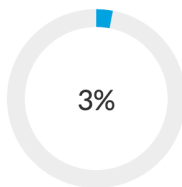
Total enrolments: 223

Boys 118
Girls 105



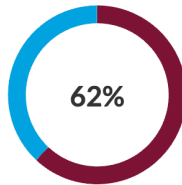
Full-time equivalent enrolments: 223.0

Indigenous students



Language background other than English

Yes (62%)
No (38%)
Not stated (0%)



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

2024 STUDENT ATTENDANCE RATES

Primary Year 1 - 6

Prep - 86%
Year 1 - 84%
Year 2 - 86%
Year 3 - 88%
Year 4 - 90%
Year 5 - 85%
Year 6 - 86%

Secondary Year 7 - 10

Year 7 - 81%
Year 8 - 92%
Year 9 - 88%
Year 10 - 85%

Overall - 89%

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

In 2024, our school continued to provide a broad, balanced, and engaging curriculum aligned with the Australian Curriculum Version 9 and the Early Years Learning Framework. Our approach aimed to meet the diverse needs of students from Kindergarten to Year 10, supporting their academic, social, emotional, and physical development.

The curriculum was delivered across the eight key learning areas:

- **English:** Focused on developing literacy skills through reading, writing, speaking, and listening activities tailored to various learning levels.
- **Mathematics:** Emphasised problem-solving, critical thinking, and numeracy skills, integrating real-world applications to deepen understanding.
- **Science:** Fostered curiosity and inquiry through hands-on experiments and investigation of biological, chemical, physical, and earth sciences.
- **Humanities and Social Sciences:** Explored history, geography, civics, and economics to develop a sense of global awareness and civic responsibility.
- **The Arts:** Encouraged creativity and self-expression through music, visual arts, and performance opportunities.
- **Health and Physical Education:** Promoted physical fitness, personal wellbeing, and teamwork skills.
- **Languages:** Provided opportunities to explore the Chinese language and culture, broadening students' global perspectives.
- **Technologies:** Integrated design and digital technologies to build problem-solving and computational thinking skills.

CURRICULUM HIGHLIGHTS

- **Wellbeing Integration:** Programs such as Bridge Builders, Learning 4 Life and the Encounter program were incorporated to support students' emotional resilience and social skills development and the focus on designed weekly pastoral care sessions.
- **Student Engagement:** A combined explicit teaching and inquiry-driven approaches were implemented to foster active learning and critical thinking.
- **Personalised Learning:** Differentiated teaching strategies ensured that all students, including those with additional needs, were supported and challenged appropriately.

ASSESSMENT AND REPORTING

A comprehensive assessment framework, including formative and summative assessments, provided ongoing insights into student progress. Continuous reporting through SEQTA in Secondary School ensured transparent communication with parents and caregivers about academic achievement and areas for growth. Learning portfolios were implemented in the Primary School to track student performance and growth with an opportunity for Student-Led Portfolio Sessions with parents and guardians.

FUTURE FOCUS

We will continue to refine our curriculum to enhance student engagement, resilience, and independence, fostering confident learners ready for the challenges of the future.

Primary school will move from portfolio reporting to continuous reporting to create a whole school approach to reporting.

Structured Literacy and Numeracy will be implemented into the primary with the vision to expand this throughout the school by the end of 2027.

YEAR 9 SUBJECT: LEARNING 4 LIFE

The Year 9 *Learning 4 Life* program at Hilliard Christian School aimed to challenge students, build resilience, and provide a fun and meaningful journey through adolescence. With a focus on "preparing for the journey," the course emphasised outdoor experiences and practical life skills, equipping students to navigate the challenges of teenage life.

A central component of the program was preparing for a short expedition. Students learned essential skills, including how to pack sufficient clothing, food, water, and gear such as backpacks, tents, and cooking equipment to sustain them during a three-day camp. They practised navigation and explored various hiking routes, mastering the use of camp cooking gear like Trangias while immersing themselves in Hobart's breathtaking scenery. Notable hikes included the Disappearing Tarn, Newtown Falls, Truganini Reserve, and several others, each offering unique challenges and opportunities for discovery.

The camp was held at the Fusion Adventure-Based Learning facility, where students developed teamwork and resilience. Highlights included the high ropes course, with the "leap of faith" being a standout experience for many. Other activities such



as indoor and outdoor rock climbing further tested their physical and mental limits while fostering a sense of accomplishment.

The program also incorporated the PERMA model of wellbeing, focusing on building positive emotions, engagement, relationships, meaning, and accomplishment. This holistic approach helped students reflect on their personal growth and wellbeing throughout the year.

To conclude the program, students collaborated in small groups to plan and execute service projects that contributed to the school community. These included organising basketball clinics for Year 2 students, hosting a pancake lunch for the high school community, leading art activities with Prep students, and spending time with Kindy students.

Through outdoor adventures, teamwork, and community service, Learning 4 Life provided Year 9 students with valuable life skills, personal growth, and memories to carry forward into their teenage years and beyond.

INFORMATION AND COMMUNICATION TECHNOLOGIES

This year has seen significant advancements in the school's ICT department, with the introduction of the role of exclusive coordinator. This leadership structure has enabled a more focused approach to managing technology operations, ensuring the department is well-prepared for current and future demands.

Device Inventory and Wi-Fi Upgrades

With an increase in student enrolments, the school began the year with 40 new students and more applications still being processed. This led to a rapid deployment of new Chromebooks to meet demand. Improvements in Wi-Fi coverage have also been implemented, including repositioning and reinforcing access points. As older equipment reaches the end of its lifecycle, upgrades are underway to transition all devices to the advanced XMS Maestro management platform, ensuring seamless connectivity across the campus.

Early Learning Centre Integration

The Early Learning Centre (ELC) has been successfully integrated into the school's technology systems. This ensures reliable access to essential educational and administrative tools, enhancing learning and operational efficiency.

Administrative and Device Management Enhancements

New Mac Mini workstations have replaced outdated Mac computers, boosting productivity for administrative staff. The introduction of the JAMF device management system allows for centralized control of all Apple devices, improving security and efficiency. Additionally, access to Microsoft Active Directory and Sophos firewall management has been granted to ICT personnel, improving system oversight and troubleshooting capabilities.

Student Multimedia and Communication Improvements

A subscription to ClickView now provides a curated collection of educational media resources, ensuring compliance with DRM and legal requirements. The 3CX phone system has also been upgraded with an Interactive Voice Response (IVR) feature, allowing for automated call direction and direct access to the Early Learning Centre.

STEM and Technology Program Development

A dedicated team has been formed to redevelop a strong and cost-effective STEM and technology program. This initiative aims to equip students with cutting-edge skills in robotics, electronics, and digital technologies.

Upcoming Projects

Planned improvements for the coming year include:

- **PA System Renewal** – Expanding and integrating the PA system with phone infrastructure for better communication.
- **CCTV System Upgrade Completion** – Finalizing the security camera upgrade for improved campus safety.
- **Tech Space Renovation** – Transforming the MDT room into a technology hub for robotics, 3D printing, CNC, and STEM projects.

The ICT department remains committed to maintaining system stability, enhancing technological learning, and supporting operational efficiency. These initiatives ensure the school remains at the forefront of digital education and innovation.

STUDENT WELLBEING AND PASTORAL CARE

This year, our well-being and pastoral care initiatives have been firmly grounded in a holistic approach to nurturing the emotional, social, spiritual, and moral development of every student. We believe that students thrive academically and personally when they feel valued, supported, and secure. Below is an overview of the key programs and highlights from this year:

Conflict Resolution and Communication Skills

BRIDGE BUILDERS® Conflict Resolution Program

This program, founded and led by Jocelyn Chirside, has been instrumental in equipping students with the skills to handle conflicts constructively. Through learning key communication techniques, empathy, and problem-solving, students are empowered to resolve conflicts peacefully, fostering mutual respect and contributing positively to the school community.

Social-Emotional and Character Development

Our well-being framework is guided by the **Values Scope and Sequence**, aligned with the General Capabilities of the Australian Curriculum. This program integrates social-emotional learning with character education, focusing on topics like empathy, self-awareness, resilience, and self-regulation. Weekly discussions and activities ensure that every student is supported in their personal growth, with our pastoral care model providing individualised attention to help students feel seen and heard.

Spiritual Development

The **Encounter Program** has offered students meaningful opportunities to explore their faith and spirituality. Through regular devotions, prayer, and reflection, students have connected their learning with their spiritual journey, fostering a deeper sense of purpose.

- **Week of Worship:** A spiritual highlight of the year, bringing the school community together for reflection, worship, and meaningful discussions to strengthen students' spiritual foundations.
- **Guest Speaker Melinda Tankard Reist:** Delivered impactful talks addressing cultural messages about bodies, relationships, and sexuality. Students learned about body image, mental health, relationship boundaries, and social advocacy.

Skill-Building Workshops

- **Elevate Education:** Offered structured workshops for students, staff, and parents to cultivate effective study habits and boost academic performance. These high-impact sessions provided practical tools and fostered lasting behavioral change.
- **Drug Education Network (DEN):** Interactive classroom sessions engaged students in meaningful discussions about the risks associated with alcohol and drugs. Aligned with best-practice principles, these sessions created a safe and informative environment for students to ask questions and deepen their understanding.

Behaviour Management and Restorative Practices

Our behaviour management approach emphasizes prevention and personal responsibility. By focusing on reflection and restorative practices, students are encouraged to understand the impact of their actions and restore relationships when needed. Teachers and staff actively guide students in developing respect, kindness, and accountability, creating teachable moments that foster long-term positive decision-making.

Looking Ahead

Our commitment to student well-being extends beyond academics, encompassing their spiritual, emotional, and social growth. Through programs like **Bridge Builders**, the **Encounter Program**, and our values-driven pastoral care approach, we continue to create a nurturing environment where every student can grow with confidence, purpose, and a deepened sense of faith.

We are excited to build on this year's success and remain dedicated to supporting our students as they develop into compassionate, thoughtful, and spiritually grounded individuals.



EARLY LEARNING OVERVIEW

A Milestone Year for Early Learning

2024 has been a landmark year for our Early Learning program. After much anticipation and a few unexpected delays, we were thrilled to open the doors to our brand-new learning environment. Our kindergarten students have successfully transitioned into this dynamic space, which has already proven to foster their growth, creativity, and learning in remarkable ways.

Little Wallabies Program

Throughout this time, we continued running the **Little Wallabies program** in our existing room. This ongoing initiative provides younger children, set to join us in 2025, with opportunities to explore the environment, build connections with their peers, and form early bonds with educators. It has been heartwarming to see the excitement and curiosity sparked in these young learners as they begin their early education journey.

Looking Ahead: Long Day Care Service

With both **Provider Approval** and **Service Approval** granted in October, we are excited to expand our offerings in 2025. Our new long day care service will welcome children as young as 3 years old into a nurturing, play-based environment designed to support their growth and learning. Operating 50 weeks a year, from 7:30 a.m. to 6:00 p.m., this service reflects our ongoing commitment to providing exceptional care and education.

We are proud of the progress made this year and look forward to continuing our mission of supporting each child's unique development.

PRIMARY SCHOOL OVERVIEW

This year has been packed with exciting events that brought our primary school community together, fostering learning, growth, and celebration. Here's a look back at some of the highlights:

Sports and Leadership

- **Years 3-5 Swimming Carnival:** A wonderful showcase of students' enthusiasm, teamwork, and sportsmanship.
- **Primary GRIP Leadership Program:** Nurtured leadership skills and confidence in our students, preparing them to take on future responsibilities.
- **Student Leadership Elections:** Term 4 saw inspiring speeches from students vying for leadership roles in 2025, demonstrating confidence and vision for the future.
- **Bridge Builders Training:** Facilitated by Jocelyn Chirnside, this program equipped students with essential conflict resolution skills, fostering respect and cooperation across the school.

Cultural and Community Events

- **Harmony Day:** Celebrated our diversity through cultural sharing, dress, and meaningful discussions.
- **Easter Service:** Held at Glenorchy Church, this event provided a moment of reflection and unity for the school community.
- **Mother's Day:** The Mother's Day Stall allowed students to choose thoughtful gifts, while the Morning Tea provided a lovely opportunity for families to celebrate together.
- **Father's Day Breakfast:** Created special moments for dads and their children, strengthening family connections.
- **Reconciliation Week:** Encouraged meaningful conversations about Australia's shared history and the importance of reconciliation.

Arts and Music

- **Eisteddfod at City Hall:** A proud moment as our students represented the school, with two students placing first and one placing second in their year level for violin.
- **Soirée:** A delightful evening where students receiving private music lessons showcased their creativity and talent.

Academic Enrichment

- **National Simultaneous Storytime:** Fostered a love of reading among students.

- **Premier's Reading Challenge:** A hit with primary students, who eagerly participated in this literacy initiative.
- **Academic Assembly:** Celebrated students' achievements and highlighted their hard work and dedication.

Special Weeks and Activities

- **Dental Health Week:** Promoted good oral hygiene through engaging and informative activities.
- **Book Week:** A vibrant celebration featuring a lively parade and a successful Book Fair, fostering enthusiasm for reading.
- **Remembrance Day Ceremony:** Observed with respect and solemnity, paying tribute to those who have served in the armed forces.

Excursions and Outdoor Adventures

- **Year 1 Excursions:** Visits to Legacy Park and Bonorong Wildlife Park offered enriching experiences.
- **Year 3 Museum and Park Visit:** Combined learning with outdoor exploration in a fun-filled day.
- **Year 4/5 Spring Beach Camp:** A memorable outdoor adventure where students developed teamwork, resilience, and a connection with nature.

Celebrations and End-of-Year Highlights

- **Kinder to Year 2 Athletics Carnival:** Our youngest students embraced teamwork and physical activity with energy and enthusiasm.
- **Upper Primary Awards Ceremony:** Recognised academic and personal achievements in our older students.
- **Early Years Awards Concert:** Showcased the talents and efforts of our youngest learners.
- **Year 5 Fun Day:** A day of laughter and memorable activities, marking the end of their primary school journey.

Looking Ahead

It has been a remarkable year of connection, learning, and celebration for our primary school community. We look forward to continuing this journey and creating more unforgettable experiences in the future.

SECONDARY SCHOOL OVERVIEW

Secondary school provided countless opportunities for students to let their light shine by nurturing their talents, academic abilities, and leadership skills. Through a broad and dynamic curriculum, students were encouraged to **explore their strengths and interests**, allowing them to excel in various fields. The school has continued to develop subjects like **Learning for Life**, ensuring that students gain essential life skills, confidence, and the ability to navigate real-world challenges. By fostering a culture of excellence in academics, sports, the arts, and extracurricular activities, students are given platforms to showcase their abilities and grow into well-rounded individuals.

Beyond academics, the school has placed a strong emphasis on student wellbeing, recognising that a supportive and inclusive environment is key to success. Through **intentional support systems**, such as counseling services, peer mentoring programs, and well-being initiatives, students receive the guidance they need to thrive emotionally and socially. The emphasis on mental health and resilience has ensured that every student feels valued, heard, and empowered to reach their full potential. This **focus on holistic development** allows students to shine not only in their studies but also in their personal growth and relationships.

Moreover, the school has actively fostered **a spirit of community and service**, encouraging students to use their talents to make a positive impact. Leadership opportunities, volunteer programs, and character-building initiatives have helped students develop a sense of responsibility and purpose. By promoting values such as kindness, perseverance, and teamwork, the school has created an environment where every student is empowered to shine in their unique way. As a result, students leave secondary school not only with academic achievements but also with the confidence and skills to contribute meaningfully to society.

SPORT

2024 has been an outstanding year for sports at Hilliard Christian School, with 123 students from primary and secondary actively participating in inter-school competitions. This includes 48 students from primary and 75 from secondary, reflecting the growing enthusiasm for sports across the school. Basketball remained a student favourite, while volleyball continued to rise in popularity. Additionally, this year saw the introduction of cricket and touch football teams, expanding the range of sporting opportunities for our students.

Hilliard Carnivals

The school carnivals were significant highlights of the year:

- **Swimming Carnivals:** The Year 3-5 and Year 6-10 events showcased exceptional talent and school spirit.
- **Athletics Carnival:** Held at the Domain Athletics Centre, this event featured record-breaking performances and remarkable teamwork.
- **Cross Country & Colour Explosion:** For the first time, the Cross-Country event included a vibrant Colour Explosion, which not only enhanced the excitement but also raised over \$4,000 to support the growth of sports programs at the school.

SSATIS Competitions

Hilliard teams competed in a range of SSATIS events, including basketball, volleyball, netball, cricket, soccer, and touch football. Key achievements included:

- **High School Volleyball:** Both the Boys and Girls teams triumphed in their respective divisions.
- **SSATIS Carnivals:** Hilliard students participated in swimming, cross country, and athletics, with notable improvements and an impressive number of ribbons earned in the Junior SSATIS Athletics.
- **Relay Team Debut:** The Year 5/6 girls' relay team made a strong first appearance at the Junior SSATIS Athletics, presenting a formidable challenge to other schools.

Adventist National Games (ANG)

One of the year's major highlights was Hilliard's participation in the Adventist National Games at Avondale University, in collaboration with North West Christian School.

- **Boys U17 Basketball:** The team went undefeated, claiming the championship title.
- **Unity Award:** Hilliard was honoured with the Unity Award for the second year in a row, recognised by other coaches for outstanding team spirit both on and off the court.

Other Notable Competitions

- **All Schools Volleyball:** Provided students with challenging and rewarding experiences against other schools.
- **All Schools Beach Volleyball:** Hilliard entered this competition for the first time at Kingston Beach, where the High School Girls team secured a remarkable runner-up finish.

Building School Pride and Teamwork

The achievements and participation in 2024 underscore the growing prominence of sports at 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.

CHESS

This year, Chess Club has been an exciting and enriching part of school life, running every Friday at lunchtime. It has provided students with a valuable opportunity to learn, play, and sharpen their skills. The club has seen significant growth among primary students, fostering collaboration and learning opportunities between primary and secondary students.

Program Highlights

- **Black Square Chess Guests:** In Term 3, the program was enhanced by special guests from Black Square Chess, who brought new insights and expertise to our sessions, inspiring students to deepen their understanding of the game.
- **Inter-School Competitions:** Term 3 also saw Chess Club members competing in inter-school tournaments. Both primary and secondary students represented the school with enthusiasm, and the secondary team achieved an impressive third place.

Looking Ahead

Building on this year's success, we aim to:

- Further increase participation across all year levels.
- Take even larger teams to competitions.
- Work towards returning to the state championships in the near future.

Chess Club remains committed to fostering strategic thinking, collaboration, and a love for the game among our students.



INSTRUMENTAL MUSIC PROGRAMME

Young musicians at Hilliard performed for appreciative audiences throughout the year. Highlights and standout performances included the concert for the Mothers' Day Morning Tea and The City of Hobart Eisteddfod in May, the Collinsvale Church service in June and the Musical Soirée in September.

Performers at the Mothers' Day Morning Tea provided the icing on the cake for an enjoyable morning of classroom activities and conversation.

Special congratulations go to the students who performed so successfully on stage in the Hobart Town Hall for the City of Hobart Eisteddfod. Charlie Segovia came first in Class 540 Pre-Preliminary, Esther Mwarabu came first in Class 550 Preliminary and Tinaya Rajakarunadhipaathige was the runner up in the same category as Esther.

The Musical Soirée provided an opportunity for almost all of the students taking instrumental lessons to perform pieces for a supportive audience of family and friends. The Soirée provides a casual atmosphere that allows for some students to have their very first opportunity to play for a large audience and for older students to air their favourite pieces. To close the year students will provide musical items for Grandparents' Day and to help celebrate student success at the Awards Night.

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 2024 year was based on Matthew 5:16, **"Let your light shine"**.

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, 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 Ignite is a program they enjoy.

SERVICE

Throughout 2024, 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.

In Terms 3 and 4, 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.

Chaplaincy

This year, chaplaincy has continued to play a vital role in the spiritual growth of our school community. Through Bible studies, devotional gatherings, and special events, we have seen the Holy Spirit working in the lives of students and staff alike.

Over 50 students have actively participated in group Bible studies, deepening their understanding of Scripture and strengthening their personal faith. These studies have provided a safe and encouraging environment for students to explore Biblical teachings and engage in meaningful discussions.

Staff have also been supported in their spiritual growth, with Tuesday morning small group Bible studies running throughout 2024. A total of 34 studies have taken place, guiding staff through the Gospel of John. These sessions, carefully structured to foster discussion and reflection, have seen participation from groups of 3-6 people. The level of engagement and the depth of conversations are a clear testament to the Holy Spirit's presence in these gatherings.

Each working day begins with a staff devotional, fostering a Christ-centred atmosphere within the school. Staff take turns leading these devotions, which include prayer, reflection, and encouragement. On one designated day each week, a special prayer initiative ensures that every student is prayed for individually. Teachers share insights about the student before engaging in a group prayer. Following this, a personalised postcard is sent to the student's home, informing their family of the spiritual support they are receiving.

A highlight of the year was our Week of Worship, which made a profound impact on our students. In a moving response to God's call, 82 students made the decision to accept Jesus as their

rescuer and guiding friend. The week concluded with a Celebration Service on Sabbath, where approximately 80 people—including staff, students, and their families—gathered to worship together. Our guest speaker, Sarah Redman, shared powerful messages that reinforced the spiritual journey experienced throughout the week.

We praise God for the ways He is moving within our school and look forward to continuing this important work of faith, discipleship, and community in the coming year.

PARENTS AND FRIENDS ASSOCIATION

Over the past year, our association has seen strong engagement, with meetings being well-attended and positive progress made. Key committee positions were successfully filled, though it took some time to complete the process as we adjusted to our new roles. The team is now working cohesively and settling into responsibilities within the association.

This year, the committee has hosted several successful events. Highlights include:

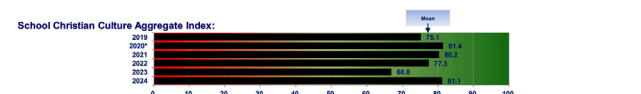
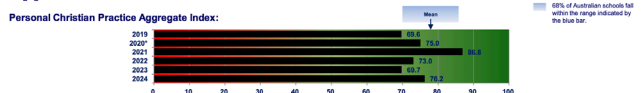
- **Mother’s Day Stall:** This event was a tremendous success, raising **\$961.80** in profit after expenses.
- **Crazy Hat and Hair Day:** The whole school participated with great enthusiasm, contributing a gold coin donation and raising **\$168.70**.
- **Free Dress Days:** A perennial favourite among students, these events brought in **\$233.85**.
- **Father’s Day Stall:** This recent event raised **\$512.75** in profit after purchases.

To conclude the year, we organised a **Family BBQ** for the school community, featuring games and food. The event was generously supported by donations from Woolworths Moonah, Coles Northgate, and Bakers Delight New Town, and we are deeply grateful for their contributions.

As of now, the P&F account has a balance of **\$1,154.72 in profit**, which will help us plan and deliver more exciting events in the coming year. Thank you to everyone who has supported our efforts—we look forward to continuing this journey together!

SCHOOL COMMUNITY FEEDBACK

Aggregate indices provide a high-level picture of your school’s effectiveness and change over time. Aggregate indices are provided for the areas of Personal Christian Practice, School Christian Culture, Organisational Climate, Teaching Climate, Student Wellbeing, and Community Engagement.



At Hilliard Christian School, we deeply value the voice of our community. Each year, we conduct a comprehensive survey to gather feedback on key areas, including our organisational climate, teaching climate, student well-being, and community engagement.

In 2024, we were pleased to see overwhelmingly positive feedback, reflecting significant growth across all four areas. This encouraging result affirms the dedication of our staff, the engagement of our families, and the ongoing commitment to fostering a nurturing and high-quality learning environment for our students.

We greatly appreciate the insights shared by our community. Your feedback is instrumental in helping us refine our practices, drive continuous improvement, and shape the future direction of Hilliard Christian School.

Thank you for being an integral part of our school’s journey. Together, we will continue to grow and thrive.

Strategic Directions for Growth and Excellence

At Hilliard Christian School, we are committed to creating an environment where students thrive academically, socially, and emotionally. As we look ahead, we are focusing on three key strategic directions that will shape the future of our school and enhance the learning experience for every student.

Strategic Direction 1: Quality Learning

Our Goal:

We aim to elevate student achievement by continuously improving teaching practices and ensuring our approach is centred around student needs.

What This Means for Our School:

- Ongoing professional development for teachers to refine and enhance teaching strategies.
- A strong focus on **student-centred learning**, where individual needs, strengths, and interests shape our teaching approach.
- Commitment to **excellence in education**, ensuring all students receive the support they need to succeed.

Strategic Direction 2: Belonging and Resilience

Our Goal:

To foster a school environment where students feel safe, valued, and empowered to express themselves confidently and creatively.

What This Means for Our School:

- A supportive and inclusive culture where every student has a voice and a place to belong.
- Programs and initiatives that build resilience, confidence, and personal growth.
- Strong family-school partnerships, where parents are engaged and valued in their child's educational journey.
- A focus on well-being and community connection, ensuring that every student and family feels welcomed and supported.

Strategic Direction 3: Curriculum, Assessment, and Reporting

Our Goal:

To enhance the way we assess and report student progress, ensuring a clear, student-centred approach that fosters motivation and enthusiasm for learning.

What This Means for Our School:

- A more personalised approach to assessment, ensuring that students understand their progress and are encouraged to take ownership of their learning.
- Clear, transparent communication between teachers, students, and parents about academic growth and achievements.
- Continued focus on making learning engaging, meaningful, and tailored to student strengths and challenges.

LOOKING AHEAD

These strategic directions reflect our commitment to excellence, inclusivity, and student success. By working together as a school community, we can create an environment where every student learns, grows, and thrives.

Thank you for your continued support in making Hilliard Christian School a place of learning, belonging, and achievement.



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STUDENT ACHIEVEMENT

The following is an achievement summary of the students at Hilliard Christian School in 2024.

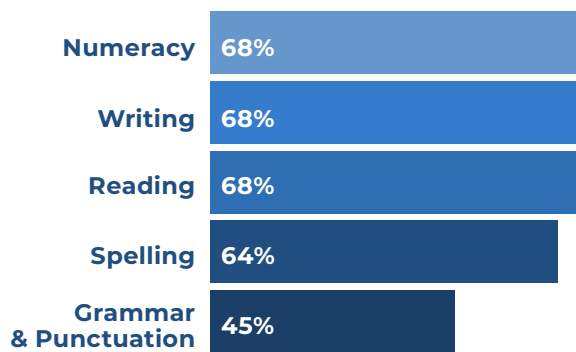
YEAR LEVEL	BELOW STANDARD (GPA < 3)	STANDARD GPA 3 - 4.1)	ABOVE STANDARD (GPA 4.2 - 4.4)	HIGH ACHIEVERS (GPA > 4.4)
F	33%	56%	11%	0%
1	16%	84%	0%	0%
2	39%	56%	6%	0%
3	27%	73%	0%	0%
4	22%	78%	0%	0%
5	39%	48%	4%	9%
6	33%	50%	6%	11%
7	31%	57%	6%	6%
8	17%	56%	18%	9%
9	30%	62%	0%	8%
10	25%	60%	0%	15%

HILLIARD CHRISTIAN SCHOOL NAPLAN REPORT – 2024

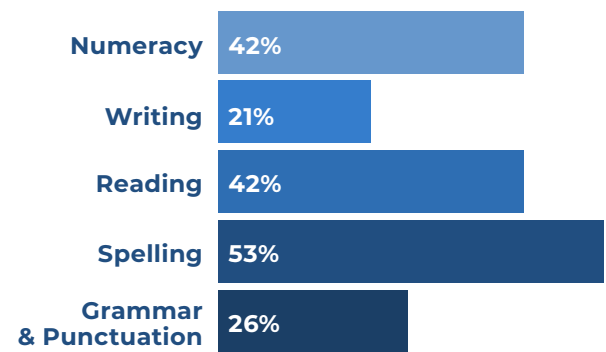
At Hilliard Christian School, we value the insights that **NAPLAN** (National Assessment Program – Literacy and Numeracy) provides about student progress in key areas of learning. Each year, students in **Years 3, 5, 7, and 9** participate in these assessments, which measure performance against national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

In **2024**, 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.

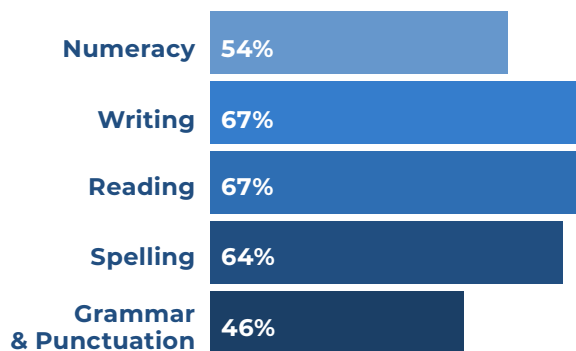
YEAR 3



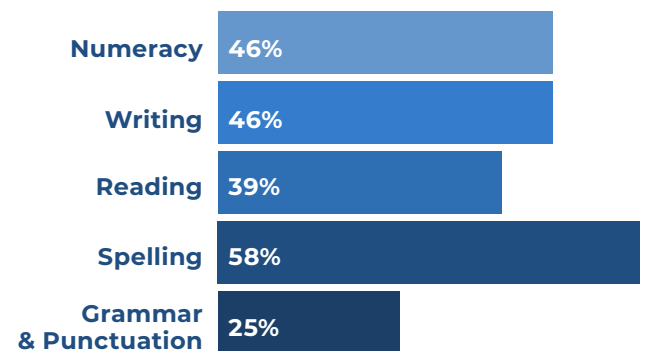
YEAR 7



YEAR 5



YEAR 9



WHAT THESE RESULTS MEAN FOR OUR SCHOOL

Our **2024 NAPLAN** results highlight areas of **strength and opportunities for growth**. While our students are performing similarly to their peers in comparable schools, we are **committed to continuous improvement** in all areas of literacy and numeracy.

To support our students in their learning journey, we will:

- Continue to refine our teaching strategies to ensure all students receive targeted support.
- Enhance literacy and numeracy programs to boost student achievement.
- Provide additional support and intervention for students who need it most.
- Strengthen parent partnerships to encourage learning beyond the classroom.

LOOKING AHEAD

We believe that every student is on their own learning journey, and NAPLAN is just one of many ways we assess progress and success. Our focus remains on developing confident, capable, and engaged learners who grow academically and personally.

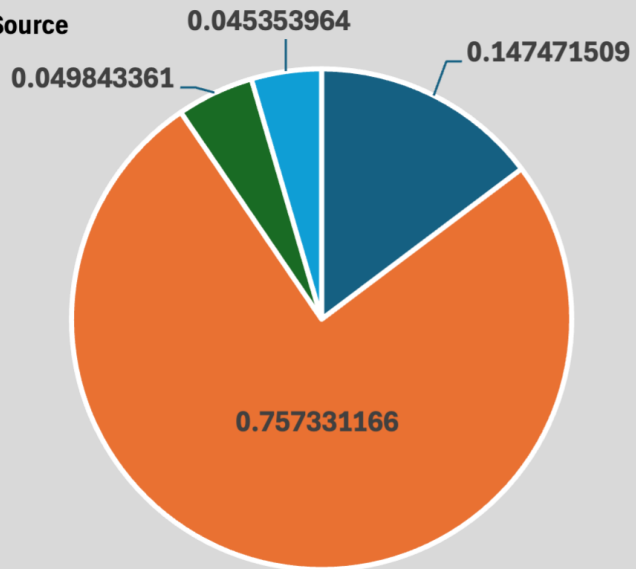
Thank you to our students, staff, and parents for your continued support in making Hilliard Christian School a place of learning, growth, and excellence.

BUSINESS

FINANCIAL INFORMATION

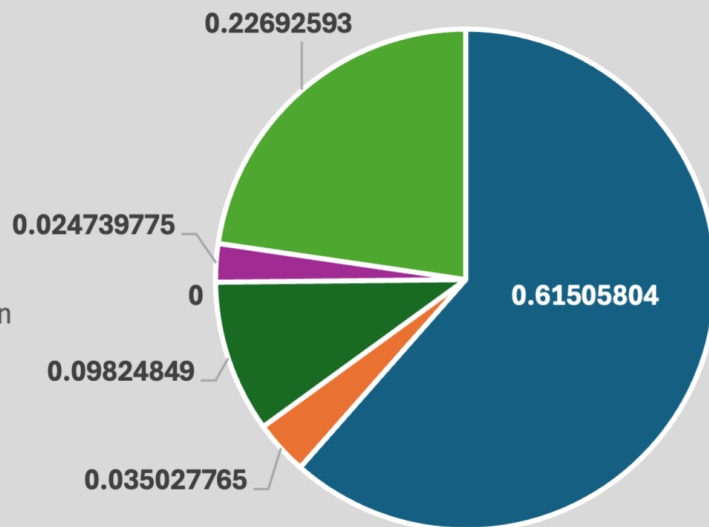
Income (Broken Down by Funding Source)

- Fees
- Government Grants
- Donations
- Other Income



Expenditure

- Salaries & Related
- Teaching & Materials
- Facilities & Infrastructure
- Finance Interest Payments
- Depreciation & Amortisation
- Other Expenses







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