



## THE HILLS CHRISTIAN COMMUNITY SCHOOL ANNUAL REPORT 2016 (compiled June 2017)

### The Legacies of 2016 (from the HCCS Year Book)

Every parent wants to leave a positive **legacy** to their children and I do not mean an inheritance of money or property.

My mum was a housewife and dad a panel beater so their **legacy** was a loving home, an interest in every aspect of their children's lives, a cohesive and caring family, respectful relationships and not financial gifting.

I was reading recently about how the **legacy** of President Obama has been recognised and it made me think in terms of HCCS and the **legacies** of 2016.

HCCS has an outstanding staff who engage the hearts and minds of children with grace, respect, love, encouragement, support, faith and challenge. Whether the child is 3 ½ years old in our delightful Early Learning Centre or 17 years old in Year 11, our staff plan and deliver a rich and relevant curriculum which promotes the **legacy** of life-long learning.

The **legacies** of the 2016 school year include:

- ◆ the community spirit which was so evident at the 2016 Fun Fair. The **legacy** left by convenors of the Fun Fair Committee, Meryl Klimczak and Alicia Ranford, the Fair Committee, all staff, students and their families was obvious on a delightful spring day where the mood was upbeat and happy and our hard working community raised over \$35,000.
- ◆ the celebration of mums, dads and grandparents on their special days to acknowledge the **legacy** of family on young hearts and minds.
- ◆ the spiritual **legacy** of our committed Christian staff as they seek to introduce God's love to some children and confirm this love to others. I appreciate our gentle and nurturing approach to faith at HCCS.
- ◆ the goodwill and care recognised in our buddy classes particularly with the creation of the 'Buddy Quilt' by Year 2N and Year 4O. All buddies do meaningful and fun activities and older children are often sought out in the yard.
- ◆ the difference our Year 8 students and accompanying adults made in Fiji in May. Whilst still donating clothes, toys, presents, books and stationery to schools and orphanages, the 2016 team's lasting **legacy** was buying materials and helping with the process of rebuilding schools and villages following Cyclone Winston.
- ◆ the passion, skill and commitment of instrumental teachers who empower our budding musicians to perform in the band, orchestra, choir, ensembles and the Chapel Band at Secondary. Playing an instrument is a **legacy** for life.
- ◆ the special year of learning and growing of Year 7 within the Rivermont Property. The sense of wonder and connection with Nature of the whole class is another **legacy** for life, as is the dedication with the garden and kitchen programme. The number of Year 7 students who now regularly cook meals at home based on recipes learnt at School is inspirational. Their skills of building nesting boxes, animal homes and other constructions are amazing.
- ◆ the further development of the Rivermont Property with more active play pieces constructed by our superb grounds staff to complement the Nature Play is a **legacy** for future generations.



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- ◆ the foundation class at HCCS Secondary who will progress to Year 12 in 2017. They are a close and collegial peer group who continue to support each other and set the tone at Oakbank. Their **legacy** will be a joint one with our dedicated and loyal Secondary staff. Together, they have pioneered a strong culture of respect, learning, faith and achievement.
- ◆ our facilities and resources at Verdun and Oakbank. The current HCCS Community appreciates and enjoys the vision, dedication, energy and faith of Board members who in recent years have purchased and developed Rivermont, renovated the Year 7 Centre, negotiated the alliance with Oakbank Area School and built a new Administration Building. I am very grateful to God for Mike Rogers and his team of leaders whose **legacy** will be evident for decades.



- ◆ the celebration of Pam Schiller's life, saying goodbye to one of the most capable, wise, Godly, inspirational, caring, creative, friendly, knowledgeable, gifted and empathetic people I have had the pleasure to know. Pam worked at HCCS for over 20 years and stated in a letter she wrote which was read at her funeral, "Don't ever discount the effect someone else has on your life." Pam's **legacy** for me, and many others, is that God is always with us, even in the toughest of times and that every day is a gift. She concluded with "God has so blessed my life" and "My best memories come from time spent with family and friends."
- ◆ Desley Saldanha will leave behind a **legacy** of influencing a School Community to personally understand the love of God, of 'broken' relationships restored, of children learning to grow their friendships and resilience, of families in distress and grief to know healing and hope, of staff who needed a listening ear and the hundreds of lives changed for the better. Desley's **legacy** will never cease because restored and confident children take the influence of someone like Desley with them into their adolescent and adult years and become successful parents and human beings. Thank you Desley for your support for the whole HCCS Community for over 16 years as our Counsellor / Chaplain and the love and nurture you have so generously offered. I will miss you.

I am grateful to God that the **legacy** of HCCS continues to be developed by the strong leadership team of Ange Harvey, Donovan Shaw and Chris Taylor, high calibre teachers like Kylie Grivell and Louise Romaldi who leave us after one Semester and all the members of our wonderful community.

May the **legacy** of 2016 continue to bring HCCS students and their families happy memories into the future, of fun, learning, achievement and success.

*Chris Riemann*

Chris Riemann

Principal

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## Professional Engagement

### Staff Attendance

For a school of this size the attendance rate of 96.1% is excellent and absences include sick leave and family leave. Absences due to school related activities are not included.

### Teacher Qualifications

Many of the teaching staff have Masters qualifications with 86% having a Bachelor Degree and 14% a Diploma of Teaching.

## Professional Learning

The staff at HCCS are committed to ongoing professional learning. The whole school focus for teachers from the Early Learning Centre (ELC) to Year 11 was on formative assessment and our key teachers led staff through the first year of a two year program by Dylan Wiliam. Wellbeing of the HCCS community continues to be a priority with the ELC and Primary team implementing Kids Matter and the Secondary campus introducing Mind Matters. The HCCS school community had the opportunity to engage in professional learning through the Resilience Project.

ELC staff have continued their professional learning around the Early Years framework, Nature play and various professional learning to support the learning needs of students. Primary staff have accessed professional learning opportunities through AISSA as well as accessing professional learning to support the needs of individual students. Secondary staff have accessed professional learning to support the implementation of SACE, VET and the AIE course.



### Reporting

In 2016, the School (ELC- Year 11) reported formally in a variety of ways. Including:

- Parent- Teacher Interviews, held early in the year at both campuses.
- Formal reports are sent home at the end of Semester 1 and 2 at both campuses and Secondary students receive a progress report in Term 1 and 3.
- The Verdun campus offers Student –Led conferences in Term 3

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## NAPLAN

In 2016, students in Year 3, 5, 7 and 9 participated in NAPLAN.

Percentages of students at or above the National Minimum Standard.

	Reading	Writing	Spelling	Grammar And Punctuation	Numeracy
Year 3	100%	100%	98%	98%	98%
Year 5	98%	98%	100%	100%	100%
Year 7	100%	96%	100%	93%	100%
Year 9	100%	100%	100%	100%	100%

## **Student Outcomes**

### Student Attendance

The attendance rate for students was 93%. Absences include illness and family activities. Absences due to school related activities are not included. In 2016, the School continued to text each family who had not contacted the School regarding a child's absence. This procedure ensures the safety and whereabouts of each child.



### **Attributes of HCCS which support student outcomes**

The staff, school and wider community 'add value' to student learning and life in so many ways including:

1. Recruiting and developing high quality teachers who create a strong learning community by planning in teams, sharing expertise and reviewing practice. During 2016, the year level planning teams continued Inquiry-based methodology to enhance the teaching and learning programme as well as planning Maths, Science and English tasks and assessments. The teaching teams have been recognised for their exemplary planning and delivery of the Australian Curriculum by the Australian Curriculum Assessment and Reporting Authority.

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2. The focus of Christian faith and values within the curriculum and all aspects of school life. HCCS encourages spiritual and faith development through Monday morning devotions at Verdun, the Christian Education curriculum, Secondary Chapel Services, classroom devotions and realizing how precious we are to God.
3. The strong nurturing and pastoral care programme. Teachers spend the time to support students as they resolve issues and also recommend children and situations to our Chaplain, Mrs Desley Saldanha. Feedback from parents affirm care as a vital part of HCCS life. This nurture and care is also reflected in the excellent Before School, After School and Vacation care programme.



4. The outstanding HCCS Extended Education team. With seven teaching and support staff, children's learning needs are impressively supported.

Learning Support includes:

- a. Spelling, Maths and homework
- b. Speech and language
- c. Academic, social and emotional support
- d. Reading
- e. Sensory integration
- f. More able children

Support is provided in class for individuals and groups or children are withdrawn from the classroom. Support for parents is also strong.

5. Participation in curricula events/competitions/roles like:
  - a. Chess
  - b. Debating
  - c. Junior Orator
  - d. Poetry Recitation
  - e. Choir
  - f. Student Representative Council and Secondary Student Voice
  - g. House Leadership at Verdun and Oakbank
  - h. Band and Orchestra
  - i. Instrumental ensembles

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6. Participation in community focus activities like:
  - a. Christmas, Easter and Worship Services
  - b. School choir/band performances
  - c. Grandparents'/Grand friends' morning and Fathers' and Mothers' Day breakfasts
  - d. Performance at local aged care places
  - e. Buddies programme
  - f. Hosting student teachers and work experience students
  - g. Staff Dedication Service in Adelaide Hills churches
  
7. The governance of the School Board. The Board continually examines finances, promotions, planning, and grounds issues to provide the best opportunities for learning at The Hills Christian Community School.
  
8. Volunteering opportunities for community members (including parents) like:
  - a. Coaching and managing sporting teams in local competitions
  - b. Coaching and managing sporting teams in SAPSASA and SACSA
  - c. Classroom and excursion support
  - d. The Learning Assistance Program (LAP)
  - e. The Parents and Friends Collective which supports fund-raising initiatives (Ice-blocks, BBQs, Pancakes, Entertainment Books, Mothers' and Fathers' Day stalls, class events etc) and assists with new families, families in need and general school life
  - f. The parent committee at the Early Learning Centre and Secondary School provides ideas, advice and fundraising.
  
9. Extra curricula activities like:
  - a. Aquatics (e.g. swimming lessons and the Courier Cup)
  - b. Athletics (HCCS Sports Day and competitions)
  - c. Sporting teams (HCCS teams in netball and basketball)
  - d. SAPSASA and SACSA competitions (Verdun) and SSSSA competitions (Oakbank)
  - e. Coaching clinics (e.g. tennis, football, cricket)
  - f. Footsteps Dance programme.



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## Satisfaction

### **STAFF FEEDBACK** (completed June 2017)

The vast majority of staff believe:

- The School has high standards for both students and staff
- The implementation of the Australian Curriculum is thorough, engaging and provides a strong basis for teaching
- Students treat teachers/staff with respect and staff treat students with respect
- There is a strong sense of collegiality amongst the HCCS staff
- The facilities are adequate to support student learning.

100% of staff also believe that they understand and are committed to the vision of the School.

### **STUDENT FEEDBACK** (completed June 2017)

The vast majority of students in Year 5, 7, 9 and 12 believe:

- They are interested, engaged and progressing in their learning at HCCS
- Their teachers are interested in them
- Their opinion counts at HCCS
- The behaviour of students at HCCS is appropriate
- Their views are valued by the teachers
- Teachers are helpful if they need assistance
- The School's buildings, grounds and equipment are good
- The School provides a safe, supportive learning environment
- They are satisfied that HCCS is a good school with quality teachers and lots of opportunities.

### **PARENT FEEDBACK** (completed June 2017)

100% of parents believe:

- HCCS is offering good learning opportunities for their children
- Their children are interested, engaged and progressing in their learning at HCCS
- HCCS teachers are high quality, knowledgeable and competent in their roles
- HCCS staff members are caring and take a genuine interest in the well-being and education of their children
- The behaviour management and protection of students is good.

98.6% of parents believe:

- HCCS has appropriate facilities and grounds to support its educational programme.

98.5% of parents are:

- Satisfied with their child's schooling at HCCS.

Chris Riemann, Donovan Shaw, Ange Harvey and Chris Taylor  
29/6/17

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