



HILLSIDE
CHRISTIAN COLLEGE



ANNUAL REPORT

2015

AND ALL THEY CHILDREN SHALL BE TAUGHT OF THE LORD; AND GREAT SHALL
BE THE PEACE OF THY CHILDREN. (ISAIAH 54:13)

Principal's Overview

I am pleased to present HillSide Christian College's Annual Report 2015. This report is a summary of key information, which represents the school's core business. It, therefore, includes student learning data, financial overviews, survey findings, and general information about student demographics and school life. Moreover, the Annual Report represents the excellent work of the staff, students, parents and other school community members who strive to make this school a great place of learning.

HillSide exists solely to serve the will of Jesus Christ. The activities at HillSide are an act of spiritual worship to God. It is only through grace that this College is able to be successful. God is on our side in all circumstances, and we wish to glorify His name in this report.

The purpose of the College is to see students discover God through an exploration of themselves and His world, so that they might fulfil His purpose for them according to their gifts and talents.

The above statement indicates the Vision that guided 2015. However, during 2015 the College reflected and worked upon a new Vision and Mission statement, which better reflects its cultural and spiritual direction for the future. From 2016 onward, the College will implement its new Vision and Mission which builds on the previous expressions of this intent and purpose.

This new Vision and Mission is shown below, and represents the future direction of the College:

VISION

To positively transform lives, in our school, in Jesus' name.

Our vision is threefold:

Transformation – to bring abundant life in Jesus' name for every student and family in our care.

Romans 12:2: "Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect."

Education – effectively educating and supporting the students and families in our care, by applying successful professional educational and spiritual frameworks.

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

Strong Foundation – to lay the foundation for a successful life in the gospel, work and relationships. We want to see our students be respectful citizens and eager contributors in the context of a diverse modern world.

Isaiah 54:13: All your children will be taught by the LORD, and great will be their peace.

MISSION

HillSide's purpose is to provide high quality, affordable Christian education for K-12 students in the local community and provide opportunity for families to learn in a peaceful, Christ-centred environment, where there is a sense of meaning and security. HillSide is a sanctuary where the Holy Spirit will be able to minister to all members of the school community. Our central focus is to educate students who will be able to demonstrate and enjoy respect. This respect will be threefold: respect for God; respect for others; respect for self.

Our students should demonstrate good manners, be courteous and have the courage to make decisions which are not necessarily popular, but moreover righteous. They should be more confident and caring as a result of being active contributors within the HillSide community. Our students will have sense of fairness and justice. HillSide equips students to become effective life-long learners, with strong resiliency, flexibility and problem-solving ability.

Micah 6:8: "He has shown you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God."

I congratulate all staff, students, parents, HillSide Church, and community members for their positive input to school life in 2015. HillSide's future is bright, but it has challenges. These include growing the school, particularly the secondary section, the need to increase its budget surplus, the need for more student enrolments, and to maintain good systems. If the College follows Christ, and uses the gifts and talents available in its people, there will be prosperity and improvement. It is this educational excellence that the College aspires to, and this report also reflects the excellence, which has already been demonstrated.

Yours in Christ,

Mr Stephen Lamont
Principal
June, 2016

Context – Purpose and Vision

The purpose of this document is to provide a report regarding the operations and performance of HillSide Christian College during 2015.

In 2015, the **Vision** and **Mission** of the College was articulated as:

The purpose of HillSide is to see students discover God through an exploration of themselves and His world, so that they might fulfill His purpose for them according to their gifts and talents. The College's mission is to provide life-enriching experiences where people see that God is fun, alive and personal.

The potential of each student is achieved through a partnership between parents, staff, students, and the community according to the beliefs and values of the Christian faith, and displayed in the principles of personal transformation and achieving potential, character development, safety, opportunity, justice, equity, pride and self-worth. HillSide wants to be defined according to its future rather than its past. It is, therefore, a forward-thinking College that has captured the strengths of its past in shaping the culture and ethos for its future.

The **aims** of the school were to:

- To provide a strong Christian environment for each student, so that they can have the opportunity to investigate the nature of the Christian faith and its impact on them;
- To recognise the existence of God and His rule over all things;
- To develop each child's spiritual, physical, emotional (character), academic, and citizenship/service gifts for service to their community;
- To complement and reinforce the positive and ethical instruction given at home;
- To encourage students to respect other people through growth in self-control and contentment;
- To maintain a link with students once they leave HillSide, and so be able to encourage them in their respective journeys;
- To increase the standards of individual student learning, and to encourage them to think from a Christian perspective in various learning areas, so that they understand the world, and can participate in it as problem-solvers;
- To promote innovative and relevant pedagogy that is focused on the needs and strengths of the individual learner;
- To run the College efficiently, transparently, and ethically with a vision for its future growth;
- To provide students with up-to-date technology and resources.

The **Performance Indicators** of success for 2015 included:

- Students develop physically, culturally (including social development) and academically within a Christian context and according to regulatory expectations.
- Students increase in maturity and reflect this through the development of sound interpersonal relationships as well as personal resilience and self-valuing.
- Extensive communication between parents and the College on various matters, especially the academic and behavioural performance of their children.
- There is comprehensive communication with the community about College directions, activities and achievements.
- Students learn to celebrate their success and cope with failure.
- Students are confident in the face of personal and social changes because they have a variety of strategies by which to deal with issues that are caused by change.
- Students develop a passion for learning and see it as a life-long journey.
- The values and expectations of home and College will be similar in most cases and honoured by students.
- Students view themselves as members of the local and wider community and volunteer to help where possible.
- Staff members act as Christian role models to students.
- Resources are purchased that help to achieve the vision of the College and can be used in all sections of the College.
- Resources are purchased prudently and show efficient and ethical management of funds.
- Counsel from the Bible is offered to students in relation to all matters including problematic issues that all students face from time to time.
- Students perform to their best in external and internal assessments including PIPS, NAPLAN, WAMSE, WACE (ATAR), OLNA and *school-based assessments*.

Context – History and Values

HillSide Christian College was established in 1977 with the intention of supporting families associated with the Forrestfield Community Church (now Hillside Church), and to reflect similar values to those of the families and the church. The opinion of many parents at the time was that their values and ethics were not being reflected sufficiently by the state education system, and so an independent Christian school commenced.

By the mid-1980s the school had grown to about 150 children and operated in a property at the back of the church. At this time, the church was growing rapidly and so the leadership of the school decided to relocate the school to its existing site with a view of expanding enrolment and educational services.

Over the years, the College has extended its invitation to any child to enrol as long as they, and their family, are able to affiliate with the ethos and direction of the school. HillSide does not aim, therefore, to be an elite College in terms of wealth or student academic ability. That is, Hillside generally has an open enrolment policy. Enrolments are still, however, made at the discretion of the Principal. While the College has strong support and oversight from the Hillside Association, it is governed by its own Board, and is independent of the church from an operational perspective.

In 2015, the essential principles enunciated in 1977 are still being promoted. These are:

1. To ensure that each child has come to a saving knowledge of Jesus Christ, achieves a higher level of Christian maturity: attains a deeper commitment, and becomes a more effective witness for the Lord.
2. To emphasize the individuality of the student and to assist each child in properly responding to himself and to others; to develop self-confidence, individual God-given talents and abilities in creativity, goal setting, communication and academics.
3. To promote self-discipline by training them to be relevant, consistent, appreciative, responsible, and thorough in attitude, character and actions.
4. To assist each student in seeking an individual purpose for life's service and necessary preparation for eternity, through emphasis upon Biblical relevance.
5. To help each child to learn how to live to honour the Lord by meeting the daily responsibilities which the Lord has entrusted him.
6. To produce academic excellence and a high standard of conduct at all times by children.



Events and Achievements 2015

- Staff PD Days - Terms 1, 2, 3 and 4;
- Induction camp Years 11/12;
- Bickley Secondary Excursion Years 7-10;
- Mrs Ewing's retirement function;
- Clubs – Japanese, Music, Drum Corps, Swim Club, Homework clubs;
- “God Rock” Term Four;
- Lock-Down Drill and Evacuation drills (twice yearly);
- In-school swimming lessons (P-7);
- Secondary school swimming carnival;
- Staff commissioning @ HillSide Church
- Staff spiritual retreat;
- Online Numeracy and Literacy Assessments (OLNA) - March and September;
- Easter procession - re-enactment of the triumphal entry into Jerusalem;
- Sonshine FM live broadcast and community breakfast;
- Bush Dance and Camp Out;
- NAPLAN testing in May;
- Weekly Club and Culture in the secondary section;
- ANZAC ceremony with RSL;
- Cross country - primary and secondary, including primary interschool;
- Primary dance lessons and social;
- Disco and fun night;
- Athletics carnivals, both interschool and school-based;
- WACSSA swimming, basketball, netball, soccer and football carnivals;
- Drum Corps performances and club;
- Primary school clubs term three;
- After-school homework group;
- Secondary in-school exams;
- WACE exams -Year 11 and 12;
- School church service at HillSide Church;
- Hope Day Mission;
- Cambodia trip with RAW Impact;
- Parent busy bees;
- Completion of building – Car Park completion, ECE area and Amphitheatre;
- Year 6/7 Camp to Sydney/Canberra;
- Presentation nights;
- Year 12 graduation and formal;
- Year 6 graduation and celebration;
- Choir singing for Christmas at Carlisle retirees;
- School surveys – parent ECE, Primary, Secondary, staff survey and Years 5-12 student survey;
- College Open night and other school tours;
- Transition Day for new secondary students

Student Numbers 2015 - August Census

Pre-Kindergarten	13
Kindergarten	33
Pre-Primary	23
Year 1	25
Year 2	19
Year 3	21
Year 4	29
Year 5	30
Year 6	31
PRIMARY SUBTOTAL	224
Year 7	23
Year 8	38
Year 9	23
Year 10	27
Year 11	18
Year 12	2
SECONDARY SUBTOTAL	131
COLLEGE TOTAL	355

School Demographics 2015

Students at HillSide are drawn from a variety of local suburbs. The table below shows this information for the main catchment suburbs:

Suburb	Number of students
Forrestfield	165
High Wycombe	49
Wattle Grove	29
Maida Vale	28
Kalamunda	10
Other areas	78

Other students are drawn from suburbs outside those listed above.

SOCIO ECONOMIC STATUS

HillSide SES Score = 97

School ICSEA value = 1008

Average ICSEA value = 1000
(from MySchool Data)

	Bottom quarter	Middle quarters		Top quarter
School Distribution	27%	29%	32%	12%
Australian Distribution	25%	25%	25%	25%

Total enrolments (Pre-Primary - Year 12) 314 (Full time equivalent total)

Girls 153

Boys 161

Indigenous students 4%

Language background other than English 17%

Attendance Rates and Data - Students

School Year	Total Attendance Percentage
Pre-Primary	92
Year 1	92
Year 2	95
Year 3	95
Year 4	95
Year 5	95
Year 6	93
Year 7	92
Year 8	93
Year 9	91
Year 10	92
Year 11	92
Year 12	92
ALL YEAR AVERAGE	93

Attendance Rates

The average attendance for the total student population in 2015 for all compulsory years of schooling was 93%. The College's Strategic Plan set 94% as its target for attendance, which was slight higher than what was actually achieved. *(NB: percentages have been rounded to nearest whole number).*

Absentee Management - Primary Section

Primary school students are marked against the register of attendance twice per day: A.M. and P.M. The absentee system relies on the morning procedure for marking absentees being completed before 9:00 a.m. each day. The afternoon register is marked by 1.20 p.m. The office reconciles all registers electronically and parents are notified whether by telephone or via email in relation to those student with unexplained absences.

A student is marked absent under the following condition.
If they are not physically present in the room.

If a student arrives after the register is marked the student will need to be sent to Administration to obtain a “Late Note” that will admit them into class. This entry will be put on the SEQTA system by the Administration staff.

Parents are required to issue a note following their child’s absence. This process is monitored by the Attendance Officer, and notes are sent directly to those parents which have not followed this process. Extended absences or unexplained absences, which are ongoing or of concern, may be referred to the Principal. In severe cases of non-attendance the District Attendance Officer may be notified. The College also has signed “Parent Agreements”, which entitles the school to review a student’s enrolment where non-compliance or truancy is involved.

Absentee Management - Secondary Section

Secondary school students are marked against the register of attendance every period, including the two form classes. The absentee system relies on teachers marking the register electronically within five minutes of the start of a learning period. This enables the Attendance Officer to effectively monitor absence and punctuality regularly.

A student is marked absent under the following condition.

If they are not physically present in the room.

If a student arrives after the roll is marked, the student will need to be sent to Administration to obtain a “Late Note” that will admit them into class. This entry will be put on the system by the Administration staff.

Parents are required to issue a note following their child’s absence. This process is monitored by the Attendance Officer, and notes are sent directly to those parents which have not followed this process. Extended absences or unexplained absences, which are ongoing or of concern, may be referred to the Principal. In severe cases of non-attendance the District Attendance Officer may be notified, where the Principal is not satisfied with parental efforts to improve attendance. The College also has signed “Parent Agreements”, which entitles the school to review a student’s enrolment where non-compliance or truancy is involved.

Teaching Staff (FTE)

Male		Female	
Full Time	Part Time	Full Time	Part Time
11	0.8	10	5.95

TOTAL FTE = 27.75 (including executive staff)

Total Indigenous Teachers: 0

Highest Qualification	Total
Masters	3
Bachelor	31
Diploma	2

TRBWA Classification	Total
Full Registration	31
Provisional	4
Limited Authority to Teach (LAT)	1

Non- Teaching Staff (FTE)

Male		Female	
Full Time	Part Time	Full Time	Part Time
1	1.5	3	8.52

TOTAL FTE = 14.02

Total Indigenous Non-teaching Staff: 0

Highest Qualification	Total
Bachelor	2
Certificate IV	6
Certificate III	8
Other qualification	1
No qualification	3

Staff Professional Development (PD) 2015

Professional Learning Hours

Christian Schools Australia (CSA): 650 hours

Association of Independent Schools of Western Australia (AISWA): 160 hours

School-based Learning: 200 hours (one hour per teacher X four sessions per term)

TOTAL Professional Learning: 1010 hours

NB: Please note the figures above are approximate calculations based on estimations and also quantifiable data. Other incidental professional development opportunities have not been included.

Total non-teaching staff (head count): 20

Total teaching staff (head count): 36

Total PD Budget 2015: \$24,687

Professional Development Activities

The examples of PD undertaken by staff in 2015 included:

Briefing the Board

CSA State Conference (one day programme of PD)

Legal issues for schools

Teachers and the Law

Professional Standards (AITSL) for teachers and principals

Disability Discrimination Act (DDA) and Disability Standards in Education (DSE)

NCCD Data Collection

Assessment and Reporting using the Australian Curriculum

Leading Change

Performance and development workshops

VET co-ordinator meetings

National Quality Standards (NQS) training

Write Time, Write Place

SEQTA - attendance, reporting, programming

WACE reforms

ECE network meetings

Big 6 - Semester One

Reflective Practice with early writers

Claire Warden Licensed Training

Reflective Practice for Early Writers

Judy Petch - classroom observation and teacher practice



Financial – Income Sources

Income Sources 2015 (Audited)

The table below is a summary of income sources taken from audited statements.

Income Source	Total (\$)
Commonwealth and State Recurrent combined	3, 259, 109
Tuition fees and other fees	1, 437, 959
Interest	4, 164
Lease rentals	13, 795
Other income sources	243, 505
TOTAL INCOME	4, 958, 532

More Events and Activities – A Visual Diary



Secondary students have a vibrant curriculum based on the Australian Curriculum. Here Year 11 students enjoy a guest speaker.



Curriculum is *multifaceted* and interesting at HillSide. Clubs have included Lego, Chess, Music, Japanese, Drum Corp and many more.



Celebrating the *positive impact* of HillSide to the lives of families is demonstrated through events such as Open Night 2015.



Staff, student, parent and *community relationships* are at the centre of everything we do. Mr Macdonald “gets in on the action” here.



Events provide learning opportunities which bring the school together. Carnivals, special days and themes *make for great fun*.



Incursion and excursions provide students with *vast learning experiences*. Here Miss Robinson becomes an honorary police officer.



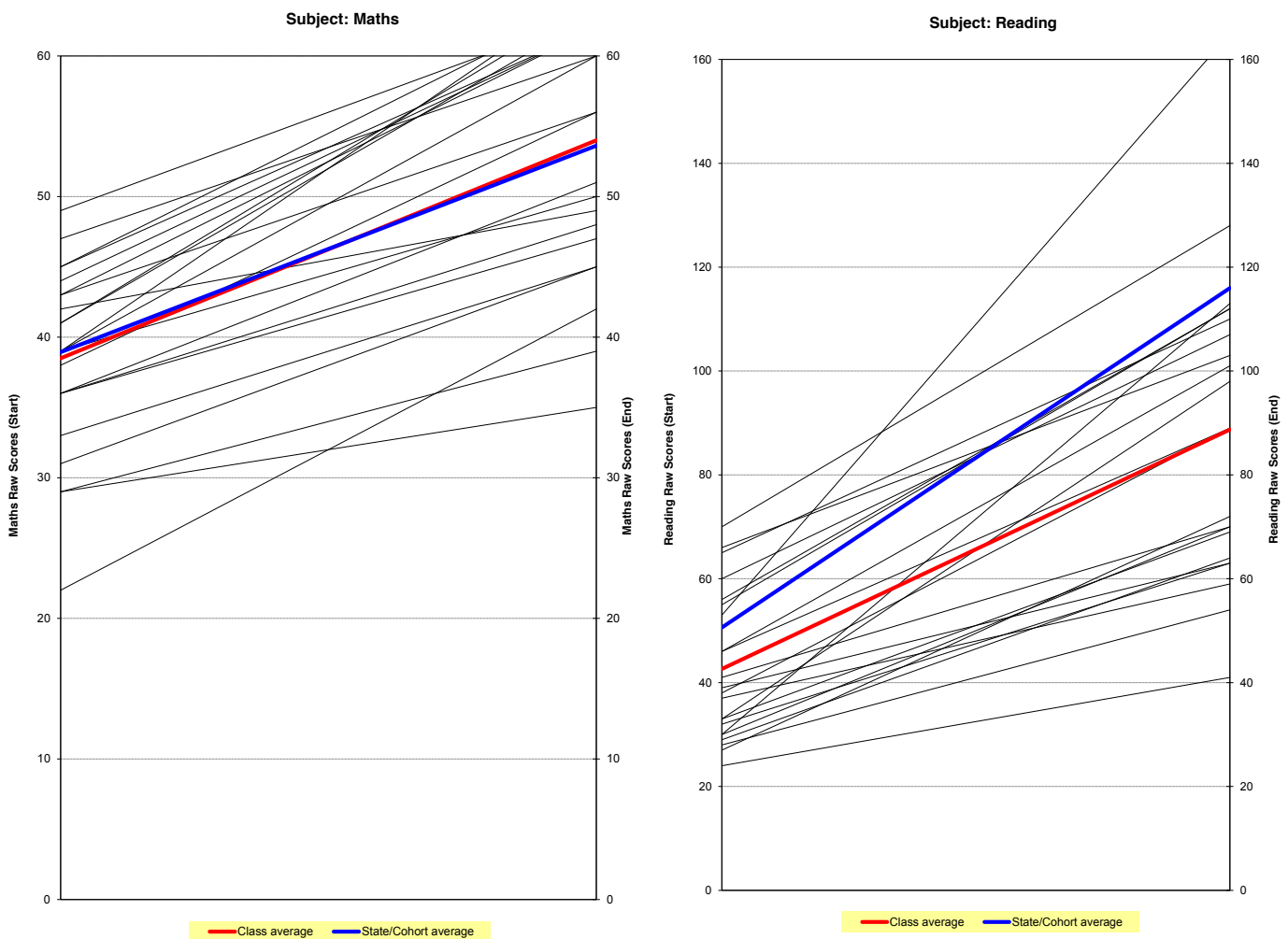
HillSide is part of a *larger community of Christians*. Following an email sent to Sonshine FM, HillSide hosted the Breakfast Show.



Our students are exposed to real life experiences. This was facilitated through camps and adventures. Year 9 at Narrogin is an example.

Students Performance Data

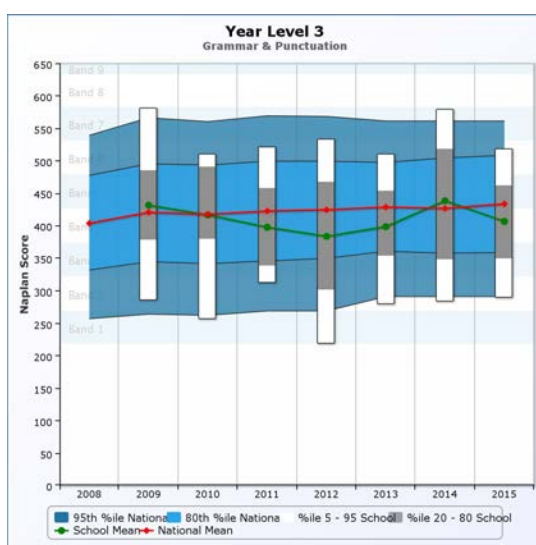
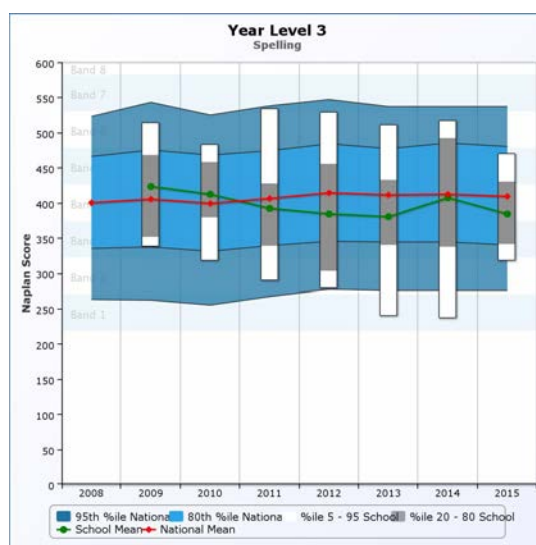
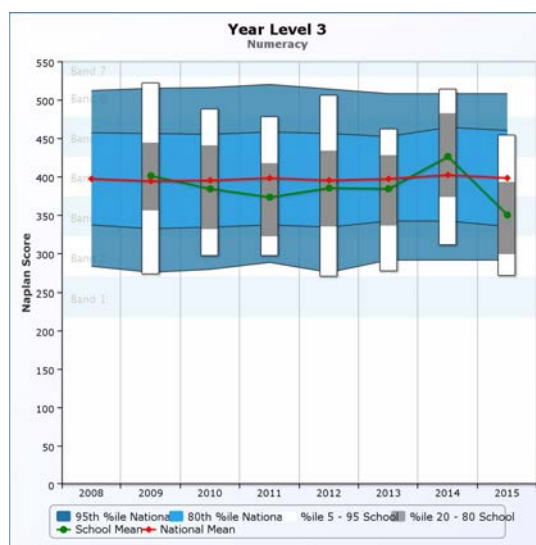
PIPS 2015 - Pre-Primary Performance (Whole Cohort)



PIPS Analysis

There were 30 children in the total cohort of students in Pre-Primary in 2015. In line with the changing demographics of the school, 20% were ESL students. In terms of performance therefore, Mathematics represents generally normal performance compared with the state cohort. School scores correlated very closely the averages expected for all students across the state. In terms of Reading, the results indicate a lower than expected improvement. Students' Reading results were lower than the averages expected, however, there was some marked improvement for some students. The school needs to continue the focus on Phonics into Years 1-3, and to use external testing to compare the results in 2016 to improve value adding. Students will experience structured curriculum in Year 1, 2016. Dianna Rigg spelling and structured intervention for Reading will assist this improvement. Students will be retested using PAT tests and intervention strategies employed for those students who need extra support to improve.

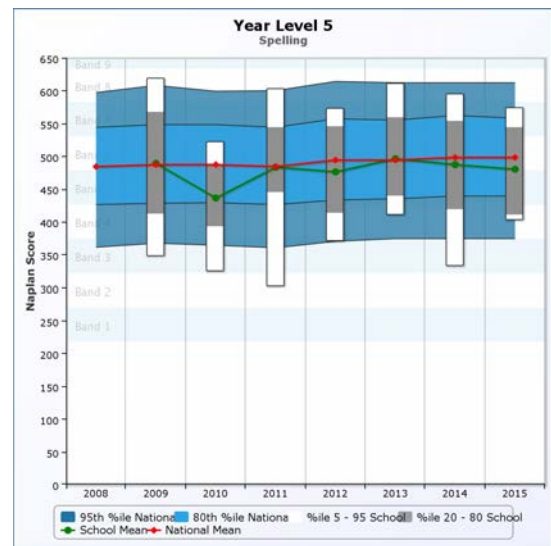
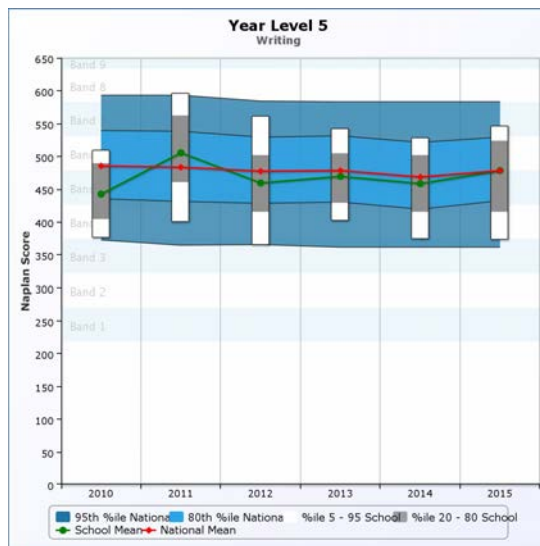
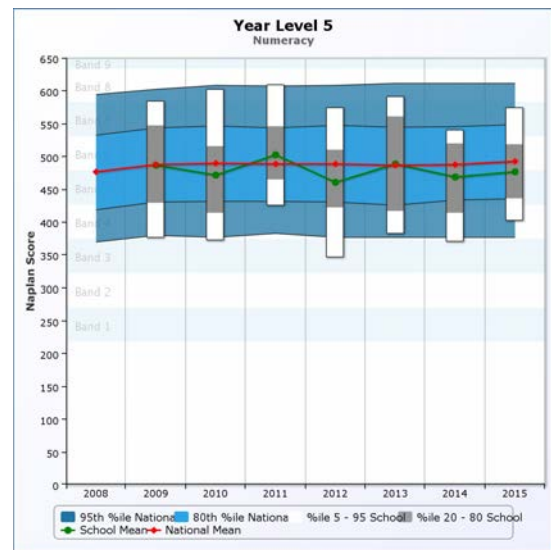
NAPLAN 2015 - Year 3 Cohort Over Time



Year 3 NAPLAN Analysis

In 2015, the Year 3 cohort performed generally below national mean. Writing, Spelling, and Grammar were the strongest of the subjects but results in Reading and Numeracy indicate that the cohort is effectively one band below the National average. Planning for improvement in 2016 will include specific strategies in Literacy and Numeracy. Data has been extensively analysed and students who need intervention have been identified with teachers planning for their improvement. In 2015, Mathematics streaming and PAT testing has provided direct inputs to both identify and extend students at their own level.

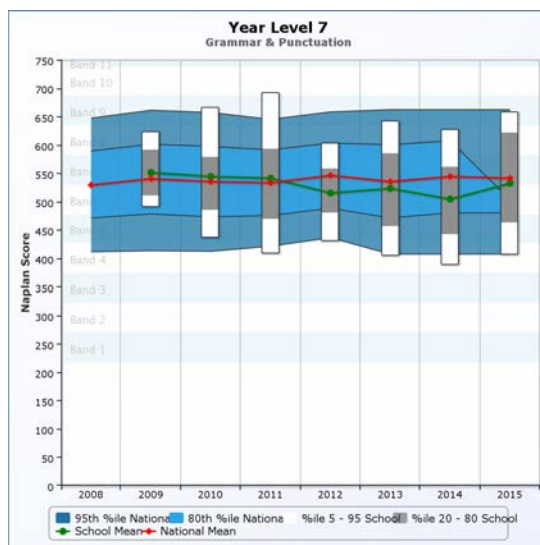
NAPLAN 2015 - Year 5 Cohort Over Time



Year 5 NAPLAN Analysis

The 2015 Year 5 cohort performed generally at national mean. Writing, and Grammar/ Punctuation were the strongest of the subjects, however this was not markedly higher than other subject areas. In terms of value adding, the cohort generally improved its performance between Year 3 (2013) and Year 5 (2015), particularly in Reading, Spelling and Grammar/Punctuation. The trend over time for the year level is markedly variable. Between 2009 and 2015 there is fluctuation of performance demonstrated year to year, which could be largely attributed to student exits and entry, and each cohort being represented from different demographic backgrounds.

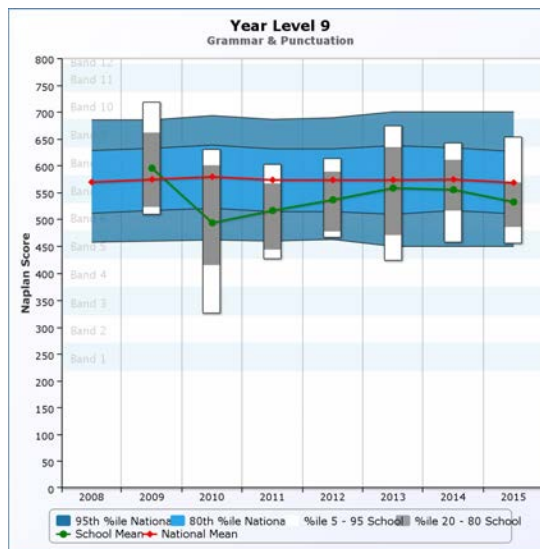
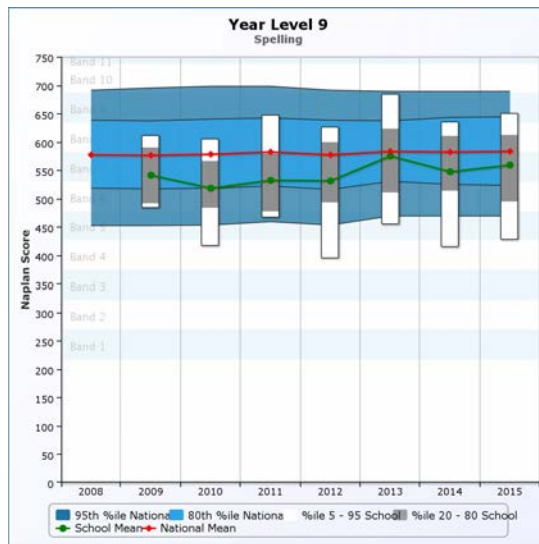
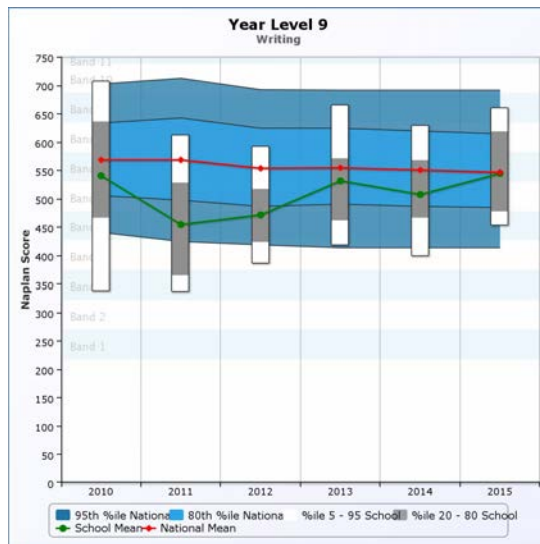
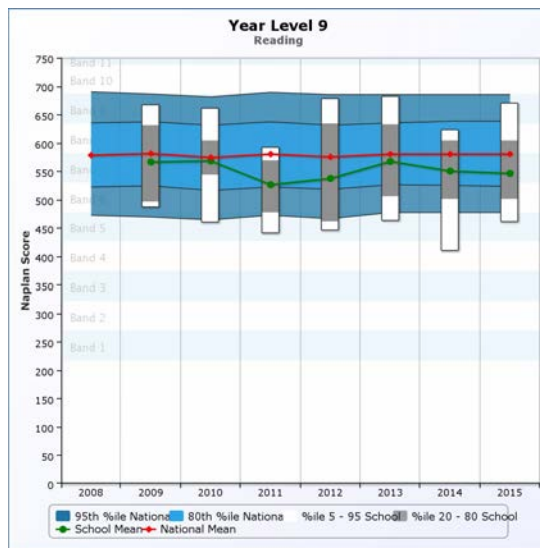
NAPLAN 2015 - Year 7 Cohort Over Time



Year 7 NAPLAN Analysis

In 2015, the Year 7 cohort performed generally at the national average. The cohort had normal improvement from Year 5 (2013) to Year 7 (2015). The best improvement was in Writing where the cohort value adding was better than expected. Most other subject value adding remained stable. The year level over time shows fluctuation and is difficult to interpret as the change to high school entry age means that students not remaining at HillSide are removed from the data pool for Year 7. Likewise new students are enrolled. It is therefore important that the school retains a high majority students entering Year 7.

NAPLAN 2015 - Year 9 Cohort Over Time



Year 9 NAPLAN Analysis

In 2015, the Year 9 cohort performed generally slightly below the national average. The cohort had lower improvement than expected however the data must be considered against the changing demographics. There is significant student exit between Year 7 and Year 9. The school also has a relatively small cohort, and there are a significant number of students who struggle to access normal curriculum. Participation or exemption from testing by these students results in a lower set of results. The school is confident that pathway choices will afford the group better opportunity for improvement in future years.

Secondary Section Achievement

1. OLNA PERFORMANCE (2015) – Year 10 students, 2015

	CATEGORIES OF ACHIEVEMENT		
	Numeracy	Reading	Writing
CATEGORY 1	0	1	0
CATEGORY 2	8	5	6
CATEGORY 3	21	23	23

Categories of Achievement

Category 3 - Students who have demonstrated the minimum standard, either through the OLNA or Year 9 NAPLAN. (3* = demonstrated the minimum standard through achieving Band 8 or higher in Year 9 NAPLAN.)

Category 2 - Students who have not yet demonstrated the minimum standard but are expected to do so before the end of Year 12. It is recommended that these students enrol in ATAR or General courses.

Category 1 - Students who have not demonstrated the minimum standard and may require specific learning interventions. It is recommended that these students consider enrolling in Foundation courses.

2. WACE – Year 12 (2015)

Number of Candidates in Year 12	Number who are WACE eligible
3	3

Note: One student not listed above for the following reasons:

- Units were not successfully completed in Year 11, so the student was unable to meet the minimum requirement to obtain a WACE;
- Student is enrolled in a VET programme through an external RTO, and attends school for only one day per week;
- A student with learning needs has difficulty meeting benchmarks.

3. VET – Year 12 (2015)

Candidates	Course	RTO	Achieved Certificate
1	Cert IV in Electrotechnology	Polytechnic West	Yes
1	Cert II in Animal Studies	SMYL	Yes

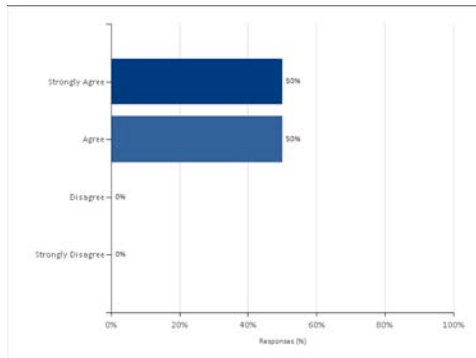
4. Post School Destinations

- 4 students were enrolled in Year 12 (three full time, one part time)
- 2 students will go directly to university.
- 1 student will need to do a bridging course to go to university or TAFE is an option with no bridging course.
- 1 student will go into employment with a completed Cert II.

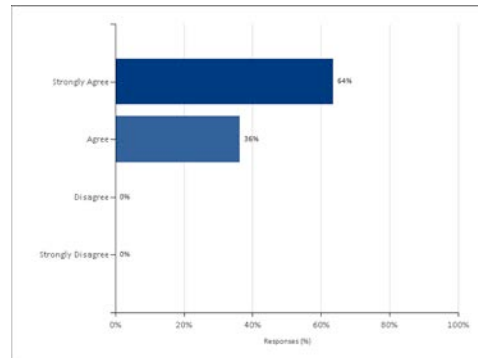


Early Childhood Education PARENT SURVEY RESULTS – 2015

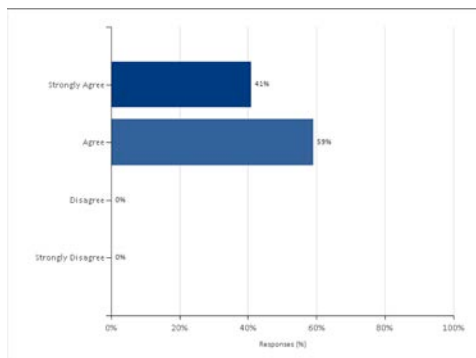
HillSide is a calm but active learning environment



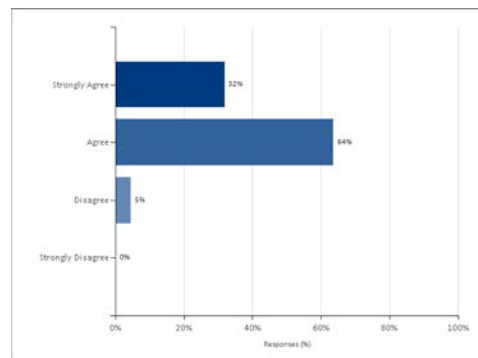
The ECE is a stimulating learning environment



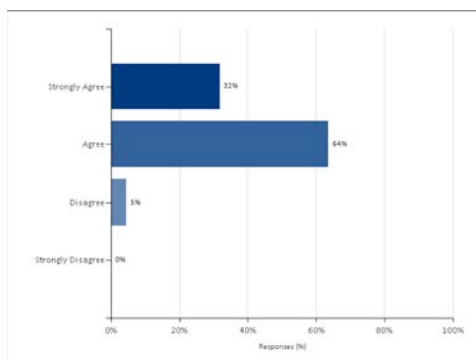
Effort is acknowledged at this school.



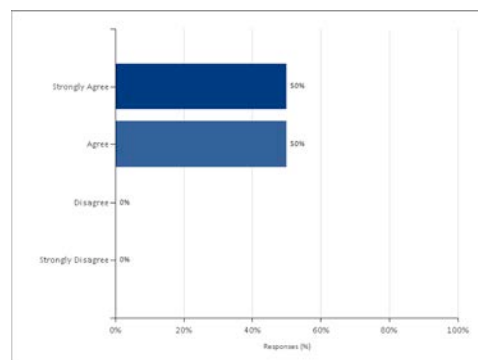
Behaviour is managed well at HillSide.



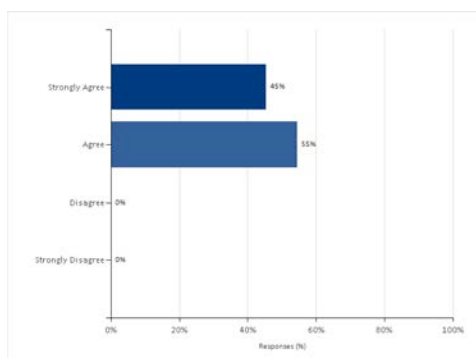
The school takes ECE parent concerns seriously.



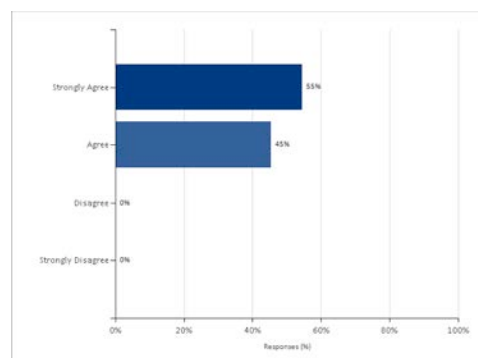
My child enjoys going to school.



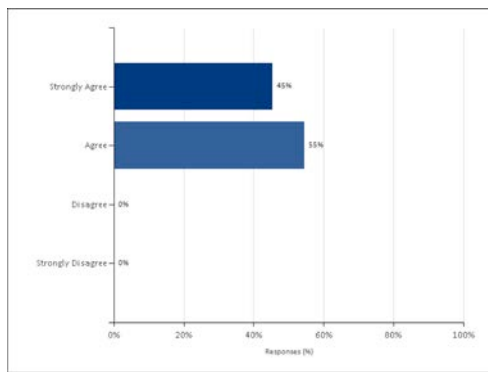
As a parent I feel supported by ECE staff.



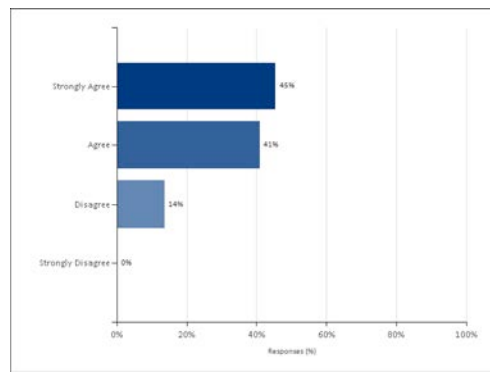
Our family has enjoyed a positive experience in ECE.



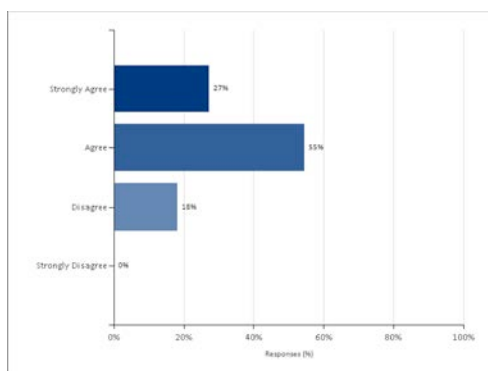
There are good working relationships between parents and staff in the ECE area.



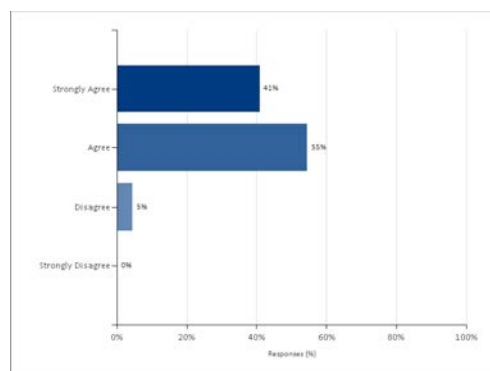
The ECE facilities are in good condition.



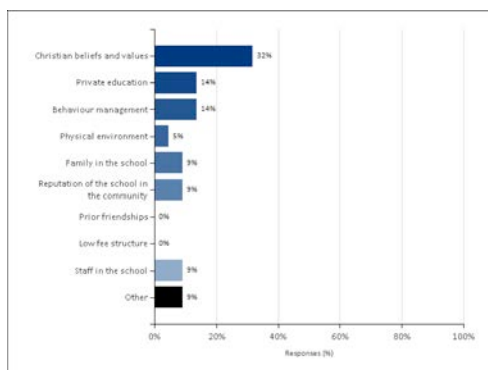
The ECE area and classes are well resourced.



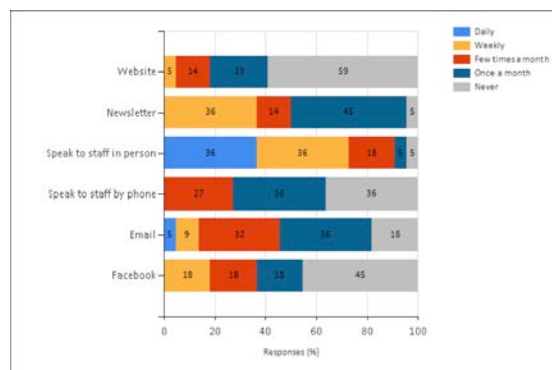
The ECE section communicates regularly with parents.



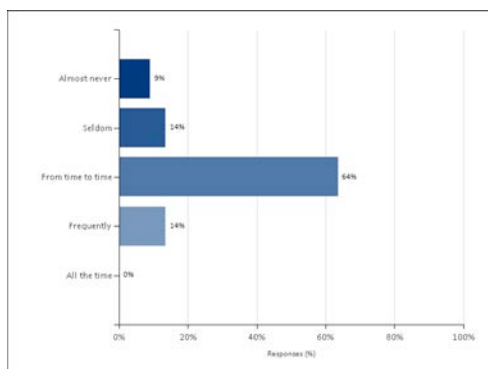
What is the main reason you enrolled your child at HillSide?



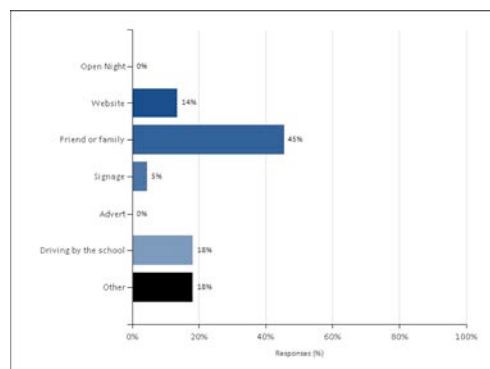
On average, how often do you use each of the following methods to communicate with HillSide?

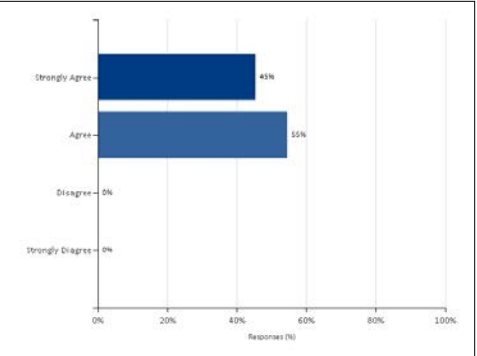
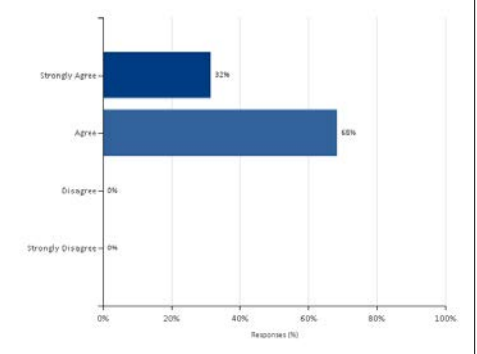
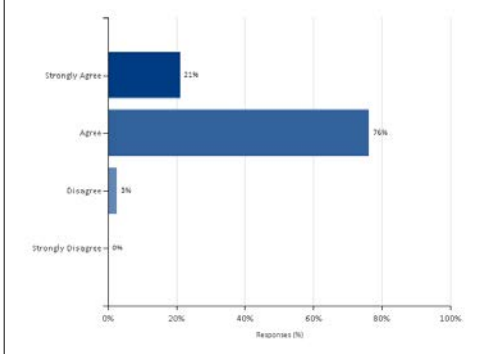
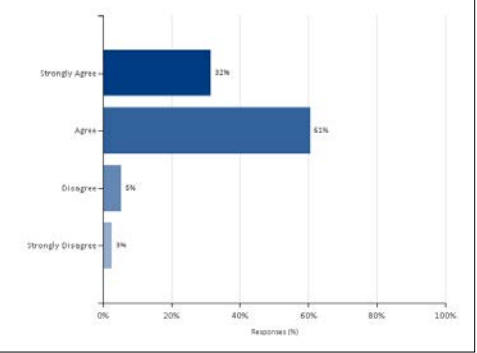
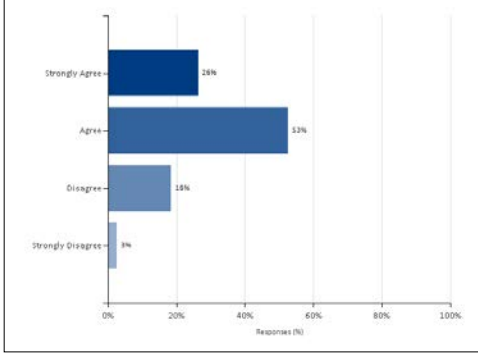
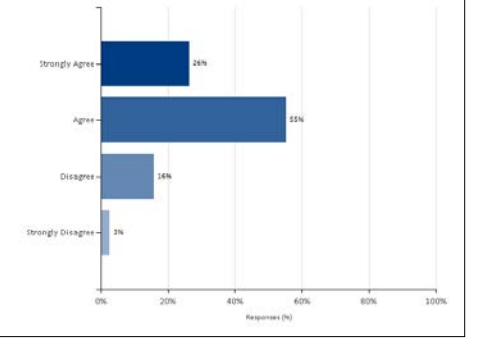
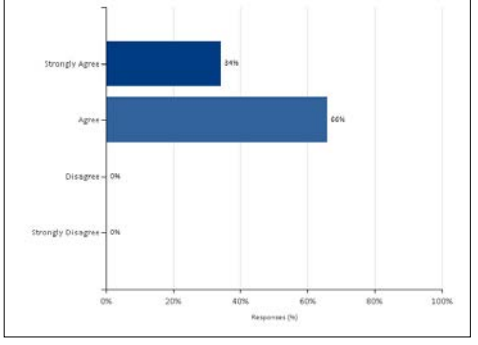


How often do you contribute your opinion to the school?



How did you first learn about HillSide?

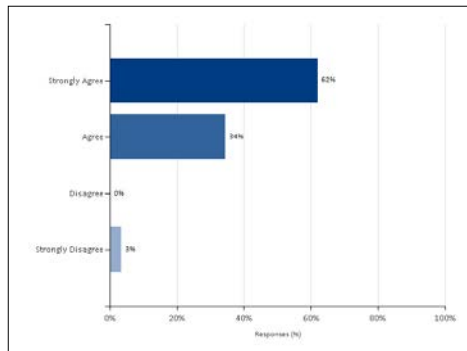


I would recommend HillSide to another prospective parent.	Other responses
	These are comment based extended responses.
PRIMARY (YEARS 1-6) PARENT SURVEY RESULTS – 2015	
HillSide is a calm but active learning environment.	The Primary School (Years 1-6) is a stimulating learning environment.
	
Effort is acknowledged at this school.	Behaviour is managed well at HillSide.
	
The school takes parent concerns seriously.	My child enjoys going to school.
	

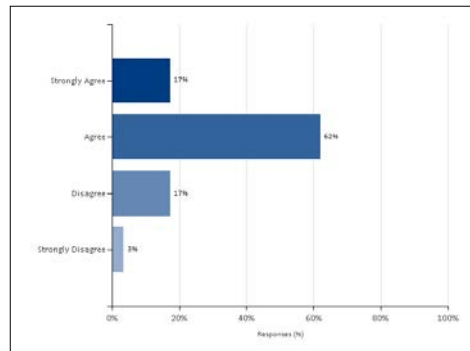
<p>As a parent I feel supported by primary school staff.</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>26%</td></tr><tr><td>Agree</td><td>66%</td></tr><tr><td>Disagree</td><td>8%</td></tr><tr><td>Strongly Disagree</td><td>0%</td></tr></table>	Response	Percentage	Strongly Agree	26%	Agree	66%	Disagree	8%	Strongly Disagree	0%	<p>Our family has enjoyed a positive experience in the primary school section.</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>42%</td></tr><tr><td>Agree</td><td>53%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>0%</td></tr></table>	Response	Percentage	Strongly Agree	42%	Agree	53%	Disagree	5%	Strongly Disagree	0%																																												
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<p>What is the main reason you enrolled your child at HillSide?</p> <table><tr><th>Reason</th><th>Percentage</th></tr><tr><td>Christian beliefs and values</td><td>34%</td></tr><tr><td>Private education</td><td>18%</td></tr><tr><td>Behaviour management</td><td>0%</td></tr><tr><td>Physical environment</td><td>3%</td></tr><tr><td>Family in the school</td><td>16%</td></tr><tr><td>Reputation of the school in the community</td><td>3%</td></tr><tr><td>Prior friendships</td><td>0%</td></tr><tr><td>Low fee structure</td><td>0%</td></tr><tr><td>Staff in the school</td><td>3%</td></tr><tr><td>Other</td><td>18%</td></tr></table>	Reason	Percentage	Christian beliefs and values	34%	Private education	18%	Behaviour management	0%	Physical environment	3%	Family in the school	16%	Reputation of the school in the community	3%	Prior friendships	0%	Low fee structure	0%	Staff in the school	3%	Other	18%	<p>On average, how often do you use each of the following methods to communicate with HillSide?</p> <table><tr><th>Method</th><th>Daily</th><th>Weekly</th><th>Few times a month</th><th>Once a month</th><th>Never</th></tr><tr><td>Website</td><td>13</td><td>22</td><td>54</td><td>32</td><td></td></tr><tr><td>Newsletter</td><td>13</td><td>55</td><td>28</td><td>11</td><td></td></tr><tr><td>Speak to staff in person</td><td>11</td><td>32</td><td>26</td><td>24</td><td>8</td></tr><tr><td>Speak to staff by phone</td><td>8</td><td>24</td><td>39</td><td>45</td><td></td></tr><tr><td>Email</td><td>5</td><td>21</td><td>39</td><td>24</td><td>24</td></tr><tr><td>Facebook</td><td>24</td><td>13</td><td>11</td><td>50</td><td></td></tr></table>	Method	Daily	Weekly	Few times a month	Once a month	Never	Website	13	22	54	32		Newsletter	13	55	28	11		Speak to staff in person	11	32	26	24	8	Speak to staff by phone	8	24	39	45		Email	5	21	39	24	24	Facebook	24	13	11	50	
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HIGH SCHOOL PARENT SURVEY RESULTS – 2015

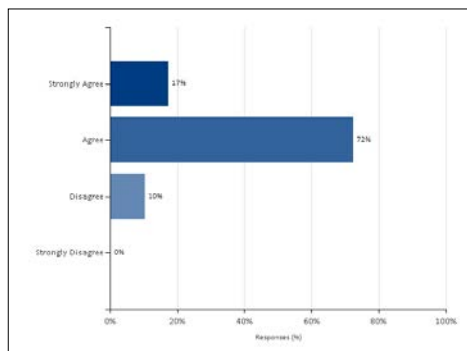
HillSide provides a good, safe learning environment.



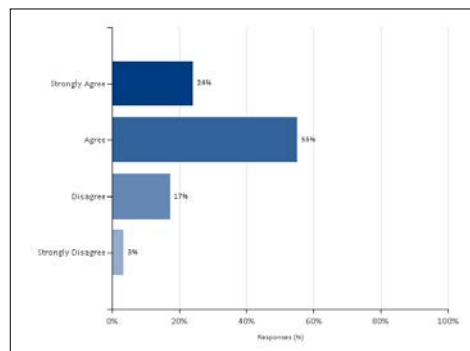
The high school offers high quality teaching and learning.



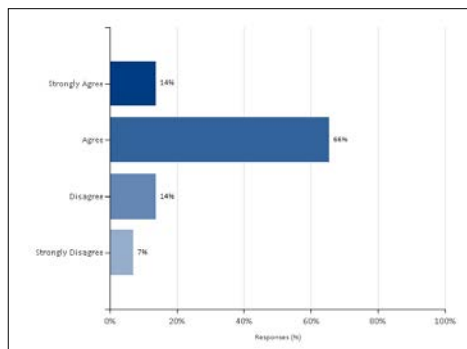
Effort is acknowledged at this school.



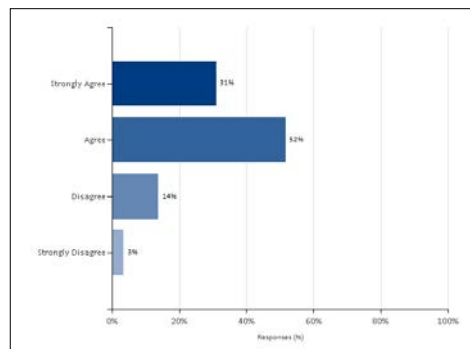
Behaviour is managed well at HillSide.



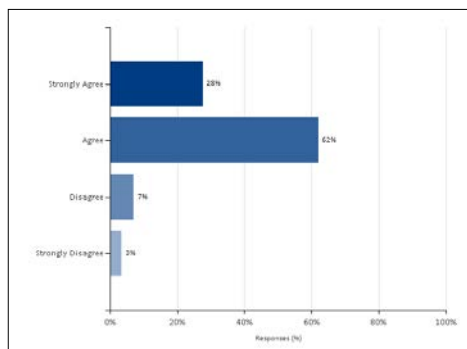
The school takes High School parent concerns seriously.



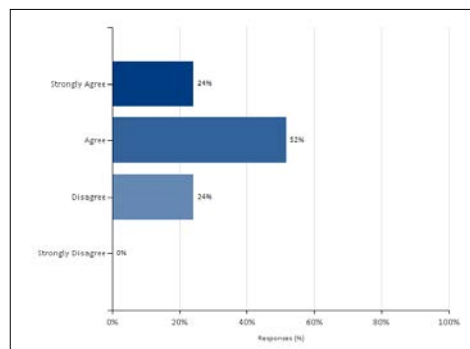
My child enjoys going to school.



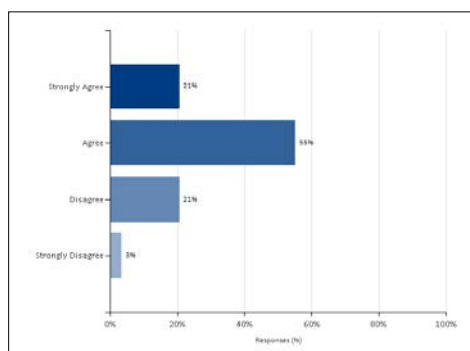
As a parent I feel supported by High School staff.



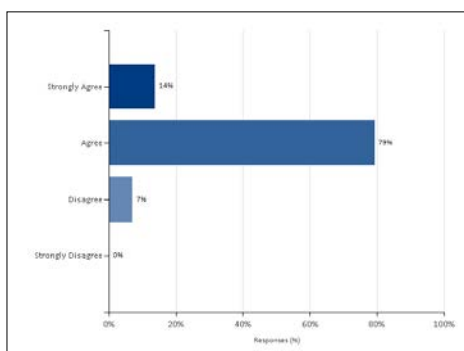
Our family has enjoyed a positive experience in High School.



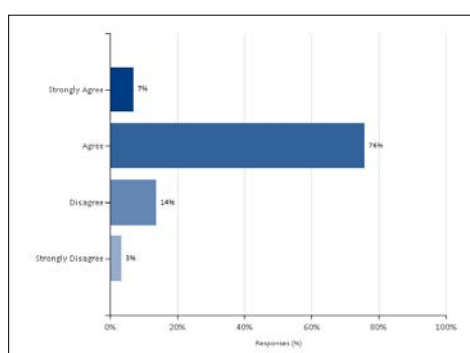
There are good working relationships between parents and staff in the High School area.



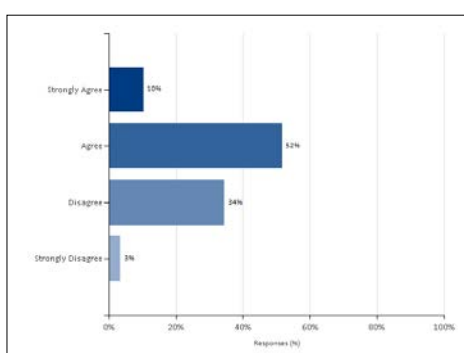
The High School facilities are in good condition.



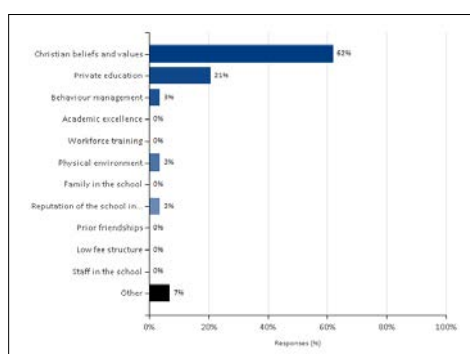
High School section and classes are well resourced.



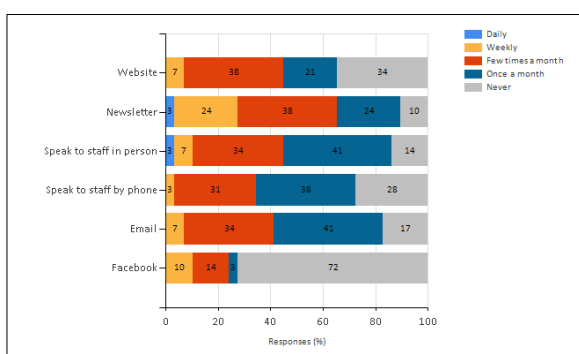
High School section communicates regularly and effectively with parents.



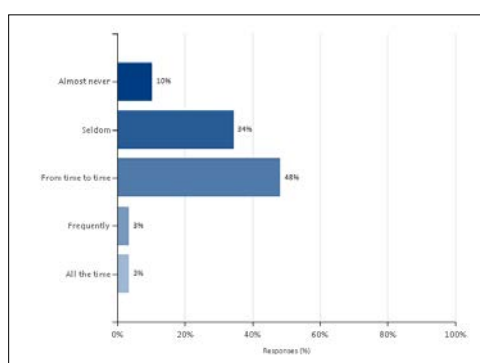
What is the main reason you enrolled your child in the High School?



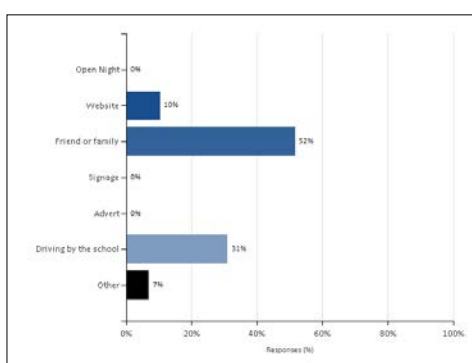
On average, how often do you use each of the following methods to communicate with HillSide?



How often do you contribute your opinion to the school?



How did you first learn about HillSide?



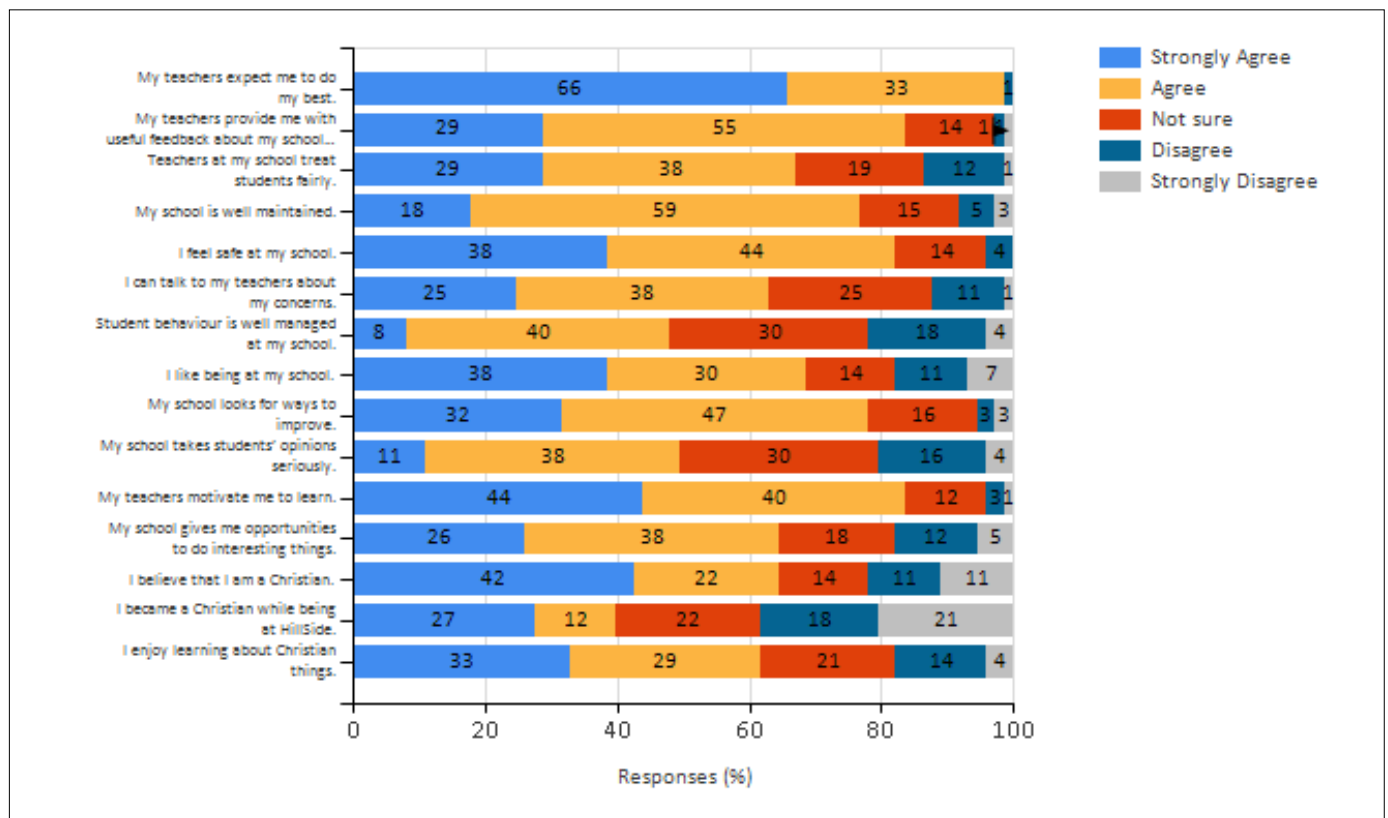
I would recommend the High School to another prospective parent.	Other responses
<p>A horizontal bar chart with the x-axis labeled 'Responses (%)' ranging from 0% to 100% in 20% increments. The y-axis lists four categories: 'Strongly Agree' (34%), 'Agree' (48%), 'Disagree' (14%), and 'Strongly Disagree' (4%). The bars are blue and extend to the right.</p>	These are comment based extended responses.

STUDENT (YEARS 5-12) SURVEY RESULTS – 2015

Are you male or female?	What year level are you?
<p>A horizontal bar chart with the x-axis labeled 'Responses (%)' ranging from 0% to 100% in 20% increments. The y-axis lists two categories: 'Male' (41%) and 'Female' (59%). The bars are blue and extend to the right.</p>	<p>A horizontal bar chart with the x-axis labeled 'Responses (%)' ranging from 0% to 100% in 20% increments. The y-axis lists year levels from 5 to 12. The bars are blue and extend to the right. The data is as follows: Year 5 (0%), Year 6 (24%), Year 7 (13%), Year 8 (14%), Year 9 (14%), Year 10 (17%), Year 11 (13%), and Year 12 (1%).</p>

	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	48	66%	24	33%	-	-	1	1%	-	-
My teachers provide me with useful feedback about my school work.	21	29%	40	55%	10	14%	1	1%	1	1%
Teachers at my school treat students fairly.	21	29%	28	38%	14	19%	9	12%	1	1%
My school is well maintained.	13	18%	43	59%	11	15%	4	5%	2	3%
I feel safe at my school.	28	38%	32	44%	10	14%	3	4%	-	-
I can talk to my teachers about my concerns.	18	25%	28	38%	18	25%	8	11%	1	1%
Student behaviour is well managed at my school.	6	8%	29	40%	22	30%	13	18%	3	4%
I like being at my school.	28	38%	22	30%	10	14%	8	11%	5	7%
My school looks for ways to improve.	23	32%	34	47%	12	16%	2	3%	2	3%

My school takes students' opinions seriously.	8	11%	28	38%	22	30%	12	16%	3	4%
My teachers motivate me to learn.	32	44%	29	40%	9	12%	2	3%	1	1%
My school gives me opportunities to do interesting things.	19	26%	28	38%	13	18%	9	12%	4	5%
I believe that I am a Christian.	31	42%	16	22%	10	14%	8	11%	8	11%
I became a Christian while being at HillSide.	20	27%	9	12%	16	22%	13	18%	15	21%
I enjoy learning about Christian things.	24	33%	21	29%	15	21%	10	14%	3	4%



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HILLSIDE CHRISTIAN COLLEGE
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WESTERN AUSTRALIA



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