

ANNUAL REPORT 2025 SCHOOL YEAR

MESSAGE FROM KEY SCHOOL BODIES

PRINCIPAL'S REPORT & CONTEXTUAL INFORMATION

Located in the picturesque foothills of Mount Chincogan, Hinterland Christian College provides a nurturing Kindergarten to Year 10 education in a unique natural setting. Surrounded by spacious grounds and complemented by our dry billabong environmental learning area, the campus offers students a welcoming environment where curiosity, creativity and learning flourish both inside and beyond the classroom.

Hinterland Christian College is a member of Christian Schools Australia and Independent Schools Australia and operates under the governance of Centre Church, Lismore. Since opening in 1985, the College has partnered with families across the Northern Rivers to deliver an interdenominational Christian education founded on Biblical truth. Our community is characterised by genuine relationships, a strong sense of belonging, and a commitment to nurturing each student to pursue excellence in learning, character and faith.



The 2025 school year began with an enrolment of 75 students across five composite classes: 12 students in Kindergarten to Year 2, 13 in Years 3–4, 17 in Years 5–6, 22 in Years 7–8, and 11 in Years 9–10. This continued growth in enrolments enabled the College to further strengthen its Primary structure through three dedicated classes—Kindergarten to Year 2, Years 3–4, and Years 5–6. This structure has provided greater opportunities for differentiated teaching, enhanced academic support, and a more responsive learning environment that meets the diverse needs of every student.

Involvement in the Wider Community

Poets Out Loud

Secondary students once again participated in the *Poets Out Loud* workshop, developing their confidence and creativity through spoken word poetry. Several students went on to represent the College in the regional Slam Poetry competition, where they received positive feedback and commendations from the judging panel.

Preschool Partnership Program

Our Preschool Partnership Program continued to strengthen relationships with local early learning centres through a structured schedule of reciprocal visits. During Term Two, Hinterland students visited local preschools, while in Term Three we welcomed preschool children to our campus for a 'Big School' experience. Kindergarten to Year 2 students proudly presented the big books they had collaboratively written and illustrated before sharing a range of activities, including craft, animal encounters and guided

play. These experiences continue to build strong community connections while providing young children with a positive introduction to school life.

Community Carols

Hinterland students proudly represented the College at the Mullumbimby Community Carols, sharing their musical talents and contributing to this much-loved community celebration. Their enthusiastic participation reflected the joy, confidence and community spirit we seek to foster in our students.

YWAM Partnership

The College continued its valued partnership with Youth With A Mission (YWAM), welcoming visiting teams who led chapel services, classroom discussions and small-group activities throughout the year. Their authentic testimonies and encouragement challenged students to deepen their faith and consider how they can serve others with courage, compassion and purpose.

Local Learning Experiences

Students across the College participated in a variety of authentic, place-based learning experiences throughout the year. These included visits to the Mullumbimby Farmers Market, local area exploration walks, educational tours of local sites, where students gained practical insights into waste management, recycling and environmental sustainability through real-world learning.

Involvement in the Hinterland Community: Village Events



Throughout 2025, Hinterland Christian College's much-loved Village events continued to strengthen the sense of belonging and community that is central to College life. These occasions provided families, students, staff and friends of the College with opportunities to gather, celebrate and build meaningful relationships beyond the classroom.

The year began with our Annual Village Picnic in Term One, where families enjoyed an evening of shared meals, lawn games and relaxed fellowship, warmly welcoming both new and returning members of our community.

In Term Two, our popular Soup and Trivia Night once again brought the College community together for an evening of laughter, friendly competition and connection. The event was further enhanced by the generous support of local businesses, whose donated prizes contributed to another successful and enjoyable evening.

Our annual Bush Dance returned in Term Three, with families embracing the unique atmosphere of the College grounds as they enjoyed traditional dancing, community spirit and an evening of wholesome fun together.

The year concluded with our Celebration Night, where the College reflected on the achievements and growth of students throughout the year while recognising academic, personal and community contributions. The evening also provided an opportunity to acknowledge and pray over our graduating Year 10 students as they prepared for the next stage of their educational journey. Building on the success of previous years, our Senior Student Dinner again provided a special occasion to honour, encourage and celebrate our graduating class before they embarked on the next chapter of their lives.



Strategic Planning and School Improvement

Throughout 2025, the College remained committed to ongoing school improvement while preparing for a significant period of organisational transition. As governance arrangements evolved, the decision was made to defer the development of a new Five-Year Strategic Plan until the incoming governance structure

was established. This approach ensured that the next strategic direction would be developed collaboratively under the leadership responsible for its implementation.

Although a new strategic plan was not formally developed during the year, strategic improvement remained an ongoing focus across the College. Staff and leadership continued to embed the College's Deep Learning pedagogy into curriculum design, assessment practices, teaching programs and professional learning, strengthening a shared approach to teaching and learning across all year levels. This work has further secured Deep Learning as a defining element of the College's educational philosophy and positioned it as a sustainable foundation for future growth.

Alongside this, leadership continued to monitor school priorities, evaluate existing practices, and implement improvements in curriculum, student wellbeing, compliance, and organisational systems. These ongoing initiatives ensured that the College continued to make meaningful progress while remaining responsive to both immediate operational needs and future opportunities.

This measured approach has positioned Hinterland Christian College well for the next phase of strategic planning, providing a strong foundation from which the incoming governance and leadership teams can confidently shape the College's future direction.

Celebrations, Awareness and Enrichment Programs

Awareness Days & Student Initiatives

Key awareness events such as *Crazy Hair Day* (in support of the Leukaemia Foundation's Shave for a Cure) and *National Day of Action Against Bullying and Violence* remained important fixtures on our school calendar. These days provided opportunities for creative expression and prompted meaningful conversations around empathy, justice, and social responsibility.

ANZAC Day

Throughout 2025, Hinterland Christian College gathered as a whole school to commemorate both our ANZAC Memorial Service and Remembrance Day Service, honouring the courage, sacrifice and service of the men and women who have served Australia during times of war, conflict and peacekeeping. Thoughtfully led by Mr McKerihan in partnership with our Student Representative Council (SRC) leaders, these commemorative services provided meaningful opportunities for students to reflect on the freedoms we enjoy today because of the sacrifices of others. While recognising the devastating human cost of war, the College intentionally focused on cultivating gratitude rather than glorifying conflict, encouraging students to honour those who served with humility, respect and thankfulness.



Through student presentations, Scripture readings, the Ode of Remembrance, periods of silence, the Last Post and the laying of wreaths, students were invited to consider the qualities of courage, selflessness, perseverance and service. Remembrance Day, in particular, provided an opportunity to pause at the eleventh hour of the eleventh day of the eleventh month, joining communities across Australia in remembering those who gave their lives in service to our nation.

Both services concluded by reflecting on the words of Jesus in John 15:13: *"Greater love has no one than this: to lay down one's life for one's friends."* While acknowledging that Christ's sacrifice stands alone as the ultimate expression of God's love for humanity, this verse also reminds our community of the profound nature of selfless service and inspires students to live lives marked by gratitude, compassion and a willingness to serve others.

The year concluded with our annual Celebration Night, one of the most anticipated events in the College calendar and a special opportunity for our Village to gather in celebration. Unlike traditional awards ceremonies that recognise only a select few, Celebration Night intentionally honours the unique strengths of every student. Each student is recognised for demonstrating outstanding character, citizenship, creativity,

communication, collaboration and/or critical thinking throughout the year. This whole-school celebration reflects our commitment to seeing, valuing and affirming every child, recognising that each student has been uniquely gifted by God and has meaningful contributions to make within our College community.

Class Camps, Excursions, Incursions, Sporting Events

Throughout 2025, students across both Primary and Secondary embraced a rich range of camps, excursions and enrichment experiences that extended learning beyond the classroom. These authentic opportunities fostered deeper learning, strengthened relationships, promoted student wellbeing, and created lasting memories through shared experiences.

Primary (Years K–6)

- **Canberra Trip (Years 5–6)** – A five-day educational experience focused on citizenship, critical thinking, and Australia's history and democracy.
- **Ignite School Sleepover (Years 3–4)** – An overnight camp experience that encouraged confidence, independence, positive relationships, and a strong sense of belonging.
- **Big Day Out (Kindergarten–Year 4)** – An educational excursion that connected classroom learning with authentic experiences, deepening students' understanding and appreciation of marine life and the natural world.
- **Byron Bay Wildlife Sanctuary Visit (Kindergarten–Year 4)** – A hands-on environmental experience exploring Australian wildlife and conservation.
- **UNE Voyager Visit (Kindergarten – Year 6)** – Students explored a range of interactive STEAM experiences, strengthening scientific inquiry, curiosity, and critical thinking.
- **Freestyle Dance Workshops (Kindergarten–Year 6)** – High-energy workshops that encouraged creativity, movement, and fun.
- Our College held its annual **ANZAC** service as well as its Remembrance Day ceremony to respectfully honour the service and sacrifice of Australian defence personnel. Each school day, we continue the symbolic raising of the Australian, Aboriginal, and Torres Strait Islander flags—an intentional act of respect and cultural recognition embedded in our school routine.
- **Preschool Visits** Term 2 and Term 3 – Reciprocal visits with local preschools strengthened community partnerships, fostered student leadership, and supported connections that contributed to successful transitions to school.
- **Wipeout Waste Incursion (Kindergarten to Year 6)** – Students developed practical strategies for sustainable waste management, fostering environmental responsibility and informed decision-making.
- **Cinema Excursion (Years 3–6)** – Students connected narrative writing with Australian film, strengthening their understanding of character, setting, and meaningful storytelling.
- **Brisbane Gallery to Galaxy Excursion (Years 3–10)** – An educational excursion that enriched classroom learning through visits to the Queensland Art Gallery, Gallery of Modern Art, and Sir Thomas Brisbane Planetarium, inspiring curiosity, creativity, and scientific inquiry.



- **Sporting Schools Program** – Sporting Schools grant funding provides students with opportunities to participate in a range of specialist sporting programs, including soccer, surfing, gymnastics and circus workshops, developing physical skills, confidence, teamwork, and resilience. It also allowed them to have a broader range of sporting opportunities.
- **Book Week** – Book Week was enthusiastically celebrated across the College under the Children's Book Council of Australia 2025 theme, "Book an Adventure." Students explored the excitement of reading through a range of classroom literacy activities and enthusiastically participated in the annual Book Week Parade, dressing as favourite literary characters. The colourful celebration highlighted students' creativity while fostering a love of books, imagination, and the many adventures that reading can inspire.
- **Jump Up Days** – Following the success of previous years, Hinterland Christian College expanded its Jump Up Day program in 2025, holding one each term. These transition experiences provided students with the opportunity to spend a full day in their anticipated class for the following year, becoming familiar with new teachers, classmates, routines and learning environments well before the start of the new school year.



The program has proven particularly valuable in supporting students who experience anxiety around change, allowing them to build confidence, reduce uncertainty and approach the new school year with greater assurance. For all students, Jump Up Days provide a meaningful opportunity to practise "next year" before it arrives, fostering excitement, resilience and a smooth transition between year levels.

The program also welcomed prospective students and their families, offering an authentic experience of life at Hinterland Christian College. Many students who participated subsequently confirmed their enrolment, demonstrating the program's value in both strengthening student wellbeing and supporting the continued growth of the College community.



- **NAIDOC Week** – NAIDOC Week was integrated into learning across the College, with this year's focus on Aboriginal art and cultural expression. Through engaging, hands-on activities, students developed a deeper appreciation of Aboriginal and Torres Strait Islander cultures while exploring the significance of Indigenous storytelling, symbolism and artistic traditions.
- **Swimming Intensives (Kindergarten–Year 10)** – Students participated in swimming intensives that developed water safety awareness, swimming proficiency, confidence, and lifelong skills through targeted instruction.
- **Kindy Orientation** – Our *Kindy-O* program once again welcomed Preschool students preparing for their transition to Kindergarten. Running from Week 2 to Week 8 of Term 4, the program offered a supportive and joyful introduction to school life, strengthened by the warm welcome and peer connections formed with current students.
- **Stage 5 Work Experience** – The Work Experience program continued to provide valuable opportunities for students to explore a diverse range of career pathways throughout 2025.

Placements across industries including construction, wildlife management, early childhood education, hospitality, visual arts, community services and the trades enabled students to develop practical workplace skills, gain real-world experience, and build confidence as they considered future education and career opportunities.

- **Whole-School Sports Carnivals** - Students participated in the annual Swimming Carnival, Athletics Carnival, and Cross Country, promoting active participation, House spirit, teamwork, and healthy competition. Many students also represented the College at Zone competitions.

Secondary (Years 7–10)

- **CYC Burleigh Camp (Years 7–8)** - Students engaged in adventure-based activities designed to build resilience and teamwork.
- **Senior Sunshine Coast Camp (Years 9–10)** - A culminating experience for senior students, blending cultural exploration with peer bonding and personal reflection.
- **Freestyle Dance Workshops (Years 7–10)** - Engaging sessions that combined physical activity with expressive performance.
- **Bible Society Masterclass** - In July, students in Years 8–10 attended the Bible Society Masterclass at Kings Christian College, Pimpama Campus. The day challenged students to deepen their faith through thought-provoking sessions exploring the wonder of God's creation, embracing their identity in Christ, and living courageously for Jesus in an increasingly complex world. The event encouraged students to engage thoughtfully with their faith and consider how they can confidently live out Biblical values in their everyday lives.
- **Graduating Dinner (Year 10)** - A special evening celebrating the achievements and transitions of our graduating students.
- **Swimming Intensives (K–10)** - Students from Kindergarten to Year 10 participated in the annual Swimming Intensive Program, developing water confidence, swimming technique and water safety skills through age-appropriate instruction.
- **Brisbane Gallery to Galaxy Excursion (Years 3–10)** - Students in Years 3–10 travelled to Brisbane to explore the Queensland Art Gallery, Gallery of Modern Art and the Sir Thomas Brisbane Planetarium, enriching their learning through immersive experiences in the visual arts, science and astronomy.
- **Poets Out Loud** - An interactive slam poetry workshop that encouraged creativity, communication, and confident self-expression.
- **Visit from YWAM** - Deepening understanding of faith through personal testimony.
- **SRC-led Hinterland House Days** - The Student Representative Council coordinated a series of House Days throughout the year, fostering school spirit, teamwork and friendly competition while providing opportunities for students across all year levels to connect and build community.
- **School Musical** - Students from Kindergarten to Year 10 participated in the bi-annual school musical, developing confidence, creativity and collaboration through singing, acting and performance. The production showcased the diverse talents of our students and was warmly supported by families and the wider College community.

Physical Spaces and Site Improvements

Throughout 2025, Hinterland Christian College continued to invest in improving its facilities, enhancing safety, accessibility and the overall learning environment for students, staff and visitors.

Key site improvements included:

- **Campus Safety:** A significant tree management program was undertaken to remove ageing and hazardous trees, improving campus safety ahead of the severe weather associated with the local cyclone. The proactive works helped minimise risk, and the College was grateful to experience no significant damage during the weather event.
- **Accessibility Upgrades:** The College completed a major disability access project, refurbishing the amenities to include an accessible toilet and shower, two ambulant toilets, a separate shower, and improved pathways to enhance accessibility across the campus.
- **Building Improvements:** The Library was refreshed with new paint and carpet, while the deck area was repainted to improve the presentation and functionality of shared learning spaces.
- **Classroom Environment:** New ceiling fans were installed in classrooms, and air filtration systems were trialled in selected learning spaces to enhance comfort and support student wellbeing.
- **Environmental Improvements:** Seven possum-proof Bin Trim waste stations were installed across the College grounds, supporting improved waste management, cleaner facilities and the protection of local wildlife.
- **Future Planning:** The College was pleased to secure a successful Building Grant Assistance (BGA) application, providing an important foundation for future capital improvements.



These projects reflect the College's ongoing commitment to providing safe, welcoming and accessible facilities that support high-quality learning and the wellbeing of the entire school community.

Classroom and Resource Improvements

Throughout 2025, the College continued to strengthen the resources available to support high-quality teaching and learning across all year levels.

Key improvements included:

- Introduction of the Wordsmith and Teachers 4 Teachers programs across the Primary school, providing contemporary, evidence-informed teaching resources to support literacy and classroom instruction.
- Acquisition of new Secondary textbooks to support curriculum delivery and align with updated teaching programs.
- Implementation of the Project Cupboard, creating a centralised collection of practical teaching resources to support hands-on, inquiry-based and collaborative learning experiences.
- Ongoing expansion of curriculum, assessment and classroom resources to support the implementation of the NSW syllabuses and the College's Deep Learning approach.

Together, these investments have strengthened the quality and consistency of teaching resources available to staff while enhancing learning opportunities for students across the College.

Outdoor Learning, Stewardship and Animal Care



At Hinterland Christian College, our natural environment continues to play an integral role in student learning. Our outdoor spaces provide authentic opportunities for students to connect with creation, develop practical skills, and explore environmental responsibility in meaningful ways. The Billabong environmental learning area remains a valued resource, supporting inquiry-based experiences that deepen students' understanding of ecosystems, biodiversity, and the changing seasons.

Our weekly lunchtime Gardening Club continues to be a highlight for many students, who willingly volunteer their time to maintain the College gardens and vegetable patches. Through planting, nurturing, and harvesting, students develop practical horticultural skills while learning the value of perseverance, collaboration, and faithful stewardship. These experiences reinforce our desire to see students live out their faith through service, responsibility, and care for God's creation.



Beyond their educational value, our gardens and outdoor learning spaces play an important role in supporting student wellbeing. For a number of students with Individual Plans (IPs), access to these spaces provides purposeful opportunities for emotional regulation, anxiety management, sensory engagement, and restorative outdoor breaks throughout the school day. Whether tending the gardens, spending time with the animals, or simply enjoying the calm natural environment, these experiences contribute to students' readiness to learn and their overall sense of belonging within the College community.

Animal care remains another distinctive aspect of life at the College. These authentic learning experiences foster curiosity, compassion, and an appreciation of the responsibilities involved in caring for living

creatures.

Students also continue to enjoy caring for our much-loved rabbits, shared by our Kindergarten to Year 4 classes, and our budgerigars, which are cared for by Years 5-6 students. Daily interactions with these animals promote empathy, wellbeing, and a sense of shared responsibility while contributing to the warm and nurturing culture of the College. For some students with additional learning and wellbeing needs, caring for the animals also provides a calming, purposeful activity that supports self-regulation, confidence, and positive engagement throughout the school day.

Together, these programs reflect Hinterland Christian College's commitment to environmental stewardship and experiential learning, equipping students to value creation, serve others with care, and grow as thoughtful, responsible custodians of the world God has entrusted to us.

A handwritten signature in blue ink that reads "Karlene Grinham".

Karlene Grinham
Principal



HINTERLAND CHRISTIAN COLLEGE SCHOOL BOARD REPORT FOR THE 2025 YEAR



The significant development for 2025 has been the Board's decision to prayerfully seek God's direction regarding the future governance of our school. As a Board, we carefully considered what would best serve Hinterland Christian College, its students, staff, families, and long-term future.

After much prayer, discussion, and discernment, we came to the conclusion that, after 17 years of faithfully caring for the College following its rescue from closure, the school would benefit from coming under a different management structure.

We invested considerable time exploring a range of organisations that could potentially fulfil this role. Throughout this process, it was important to us that any future management

partner would understand and preserve the unique culture and values that make Hinterland Christian College such a special place.

After careful consideration, we felt that Melos was the best fit for our College. We are therefore pleased to announce that, during 2026, Melos will assume responsibility for the management of the school. We believe this transition will position the College strongly for future growth and continued success.

Throughout 2025, the College continued to flourish as we remained committed to promoting a Christ-centred education and way of life. The Board is deeply grateful for the leadership of our Principal, Mrs Karlene Grinham, and for the dedication of all staff who continue to make Hinterland Christian College a unique learning community nestled in the beautiful Byron Hinterland.

Academically, the College has maintained a high standard of education, resulting in encouraging progress and outcomes for our students. We have also continued to invest in improving classroom facilities and enhancing the school grounds to create an even better learning environment and experience for our students.

On behalf of the College Board, I would like to thank our students and families for being part of the College community. You are a significant part of what makes this school such a special place. We appreciate your ongoing support, trust, and partnership.

I would also like to express my sincere gratitude to the College Executive, fellow Board Members, teaching staff, administration team, and ancillary staff. Your commitment, hard work, and dedication continue to contribute to another productive and successful year for the College.

As we look to the future, we do so with excitement and confidence. We believe Hinterland Christian College will continue to provide a Christ-centred education that equips students for all God has planned for them—a life filled with faith, hope, love, purpose, and opportunity.

Thank you for your ongoing partnership and commitment to Hinterland Christian College.



David Winter | Lead Pastor CentreChurch Lismore

Board Chair of Summerland Christian College and Hinterland Christian College
P 02 6624 2711

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

Students in Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) during 2025. NAPLAN provides one of several measures used by the College to monitor student progress and inform teaching and learning.

As is often the case for smaller schools, some year groups did not meet the minimum cohort size and participation thresholds required under the national NAPLAN reporting guidelines for public reporting. As a result, comparison data was published only for the College's Year 3 cohort, with Years 5, 7 and 9 not meeting the reporting thresholds.

The published Year 3 results demonstrated sound achievement across all assessed literacy and numeracy domains, reflecting the College's continued emphasis on explicit instruction, strong foundational skills, and personalised learning that supports the growth of every student. Detailed NAPLAN results are publicly available through the national reporting website.

NAPLAN remains one of several assessment tools used by the College to monitor individual student progress, inform differentiated teaching, and identify opportunities for both targeted intervention and extension.

RESULTS OF THE HIGHER SCHOOL CERTIFICATE

As Hinterland Christian College is a K-10 school this section does not apply to our college.

WORKFORCE COMPOSITION

In 2025, Hinterland Christian College was supported by a dedicated team of twelve staff serving across teaching, learning support, administration and leadership. The teaching team consisted of five full-time teachers, one part-time teacher (0.6 FTE), and the Principal, who continued to teach a 0.2 FTE load alongside her leadership responsibilities. Four members of the teaching staff held accreditation at the Proficient Teacher level, reflecting the College's ongoing commitment to professional growth, high-quality teaching practice, and excellence in education.



SENIOR SECONDARY OUTCOMES

As Hinterland Christian College is a K-10 school this section is not relevant.

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

The average student attendance rate for Kindergarten to Year 10 at Hinterland Christian College in 2025 was 84.47% of school days. This represents an improvement on the College's 2024 attendance rate, reflecting the ongoing partnership between the College and families to promote the importance of regular school attendance, student engagement and academic success.

Where there are five or fewer students in a year group, a dash (-) may be displayed to protect the privacy of individual students.

PRIMARY			SECONDARY		
Grade	Student Rate	Attendance	Grade	Student Rate	Attendance
K	-%		3	85%	
1	93%		4	90%	
2	86%		5	81%	
			6	88%	
			7	82%	
			8	78%	
			9	78%	
			10	82%	

Under the NSW Education Act, it is the duty of parents or carers to ensure their child/ward of compulsory school-age enrolled at a government school or a registered non-government school attends school whenever instruction is provided, unless a valid reason exists.

The school monitors the attendance of all students, and follows-up unexplained absences as required. If, in the opinion of the school executive, absences reach a level of concern, the parents or carers are contacted and reminded of their responsibilities under the Act.

The measures used to address non-attendance will be those deemed appropriate to the individual case.

These may include, but are not limited to;

- Interviews with the student;
- Counselling for the student;
- Interviews with the parent/s or carer/s;
- Encouragement or reward;
- Sanctions, such as school or after-school detentions;
- Notifications to relevant authorities;
- Exclusion for failure to meet the attendance requirements of the College as agreed upon enrolment.

RETENTION OF YEAR 10 TO YEAR 12

As Hinterland Christian College is a K-10 school this section is not relevant.

POST SCHOOL DESTINATIONS

Hinterland Christian College provides education from Kindergarten to Year 10. Upon completing Year 10, students transition to schools offering Stage 6 education to complete their senior secondary studies. In 2025, four Year 10 students graduated from the College and successfully transitioned to continue their education at a combination of local government and independent secondary schools, with one student relocating interstate to pursue their senior studies.

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

The student body reflected a broad range of church affiliations within the wider Protestant tradition, together with considerable socio-economic and cultural diversity. This richness of backgrounds contributes to a vibrant, welcoming and inclusive Village, where students have opportunities to learn from one another, develop empathy, and grow in their understanding and appreciation of different cultures, all within the shared foundation of the College's Christian values. The College's Enrolment Policy promotes equitable access to education, provides support for families experiencing disadvantage where possible, and requires families to support the Christian ethos and values of the College. The full Enrolment Policy is outlined below.

Enrolment Policy

Hinterland Christian College welcomes applications for enrolment of students whose parents/guardians are seeking an education for their child/children within a Christian context.

Due to the Christian philosophy of the College, it is assumed that enquiring families would be linked by

attendance to a local church with at least one parent a professing Christian (and, where there are two parents, that the other at least be agreeable to the child's/children's enrolment in the School) – hence the church membership question on the enrolment application form requiring a minister's signature. If no active church affiliation exists, such enrolment applications will be considered and processed on an individual basis (may be with a referral to the Board); on the condition that clear support for the Christian philosophy and activities of the College is confirmed with a signed statement. The College leadership will monitor enrolments to preserve the "Christian worldview" across all classes in the school.

The College seeks to provide equal opportunity for all applicants from families seeking a Christian education regardless of Christian church or Christian denominational affiliation, and the School also endeavours to aid disadvantaged students where possible – discounts on fees may be offered where parents are able to demonstrate that their family is experiencing major financial hardship.

An "Enrolment Application" form needs to be completed and forwarded with the required enrolment fee. A school-parent interview with the Principal, along with a successful probationary period, is required before enrolments are finalised.

Conditions for Continued Enrolment

For a student to be eligible to continue to be enrolled at Hinterland Christian College, the College executive and Board must be satisfied that:

- The student and their family are maintaining their full support for the Christian philosophy and ethos of the College;
- The family and student are meeting the requirements outlined on the original enrolment agreement e.g. Uniform compliance, fee payment, following communication procedures;
- The student participates fully in all extra-curricular activities arranged by the College, including, but not limited to: College athletics, swimming and Cross Country carnivals, awards nights and performance nights.
- Students are expected to participate in all excursions and camps unless granted an exemption by the Principal for compelling reasons.
- The family acknowledges that if they choose to withdraw their child from the College, a minimum of ten weeks written notice must be given, or, if ten weeks written notice is not received, then a full term's fees must be paid in lieu of notice when removing the student from the College;
- The lifestyle of the student and/or family does not conflict with the Christian values of the College;
- The activities of the student and/or family are not likely to bring significant criticism upon the College, or create disharmony or distress, for either staff, students or the College community;
- The continued enrolment of the student is not disadvantaging the College or harming its reputation;
- The student's behaviour and attitudes are such that it does not unduly interfere with the ongoing physical safety, spiritual and emotional wellbeing of other students in the school;
- The student is maintaining acceptable standards of behaviour, attendance, respect for staff and effort in all aspects of College life;
- The relationship between the students and /or family, and the College has not deteriorated to the point where, in the opinion of the College executive, irreconcilable differences exist;
- There is strong acceptance by the student and the family of the authority of the College in organisational, educational and disciplinary matters and other College matters.

If, following careful consideration of the evidence, a decision is made by the school executive that a student should not be enrolled for any of the above reasons; the family will be informed that the student has been excluded, along with an explanation. If the family of the student wishes to question the exclusion, an appeal against the decision, in writing, may be lodged with the School Board within seven (7) days of the date of notification of the exclusion. After the written response from the family is received, the Board will then make a final decision, giving due consideration to the matters at hand and the merits of the case. The results of the appeal will then be conveyed in writing to the family in question.

In future, changes may be made to the Conditions for Continued Enrolment at the absolute discretion of the

College Board, and notification of the changes will appear in the College communication platforms (Compass and emails) for two consecutive publications.

SCHOOL POLICIES INCLUDING A SUMMARY OF POLICIES FOR STUDENT WELFARE, ANTI-BULLYING, DISCIPLINE AND COMPLAINTS AND GRIEVANCES

The College's approach to student discipline continues to combine consistent behaviour management practices with careful consideration of individual student needs, student rights, and the principles of procedural fairness. Supporting these routine discipline strategies, the Levels System remains an effective framework for responding to more significant behavioural matters, strengthening communication and partnership between home and school while promoting positive outcomes for students.

The College's Welfare and Discipline Policy is founded on Biblical principles and provides a comprehensive framework for student wellbeing. It addresses key areas including student supervision and protection (incorporating security, anti-harassment and critical incident procedures), expected standards of conduct, pastoral care and welfare strategies, and effective communication with parents. The policy also expressly prohibits corporal punishment and neither explicitly nor implicitly sanctions the administration of corporal punishment by non-school persons to enforce the discipline of the College.



Harassment, Bullying and Violence Policy and Procedures (Referred to as the *Harassment Policy* in this document.)

Bullying, harassment and violence have no place at Hinterland Christian College. Bullying is defined as deliberate and repeated behaviour intended to cause physical or emotional harm and may include actions such as hitting, pushing, name-calling, threats, exclusion, or spreading rumours. Harassment is similar in nature but may involve less direct behaviours or language that cause distress or anxiety. Violence is defined as any intentional physical contact that results in significant pain or injury. The College is committed to recognising signs of distress, equipping students and staff to respond appropriately, and implementing clear procedures for preventing and addressing incidents when they occur.

This commitment is underpinned by the Biblical instruction found in Ephesians 4:31-32: *"Get rid of all bitterness, rage, anger, brawling and slander, along with every form of malice. Be kind and compassionate to one another, forgiving each other."*

The College adopts both proactive and reactive approaches to preventing and responding to bullying, harassment and violence. Students are encouraged to report any concerns or incidents to a staff member as soon as possible. At the beginning of each school year, all students receive a Student Handbook containing the College's Harassment Policy, with both hard copy and digital versions made available through Google Classrooms to ensure ongoing access. The policy is regularly referenced by the Wellbeing Lead and Homeroom teachers throughout the year, with age-appropriate discussions reinforcing the importance of caring for others, recognising inappropriate behaviours, and understanding the steps to take if students experience or witness bullying or harassment. These ongoing conversations reflect the College's commitment to maintaining a safe, respectful and supportive learning environment.

Policy Review and Compliance

Throughout 2025, the College continued its regular review of key policies and procedures to ensure ongoing alignment with current legislative requirements, regulatory expectations, and best practice within the Independent school sector. This commitment to continuous improvement reflects the College's dedication to maintaining a safe, transparent and well-governed learning environment for all members of the Hinterland Christian College community.

The following policies and key governance documents were reviewed, updated or amended during the

2025 reporting period:

- Attendance Policy
- Discipline, Behaviour Management and Student Welfare Policy and Procedures
- Staff Code of Conduct
- Student Code of Conduct
- Parent Code of Conduct
- Staff Handbook
- Student Handbook

All policies referenced are available to members of the College community upon request from the College Office.

Complaints and Grievance Resolution

The College continues to maintain strong and positive relationships with both students and families. Matters relating to enrolment or student discipline that were referred to the College Board during 2025 were managed and resolved in accordance with the College's established policies, procedures and governance framework.

As a school community founded on partnership and choice, the College continues to receive overwhelmingly positive feedback from families regarding the quality of its educational programs, pastoral care and overall operation.

College leadership remains approachable and committed to open communication, with parents encouraged to raise questions or concerns as they arise. The Chair of the College Board is also available to meet with families when required, with campus meetings arranged as appropriate. A copy of the Grievance and Complaints Policy is available to all members of the school community upon request through the College Office.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Student Achievement

Throughout 2025, the College continued to focus on student growth by strengthening learner agency, academic achievement and personal responsibility. Students were encouraged to set learning goals, reflect on their progress and actively engage with feedback to support continuous improvement.

Key achievements included:

- Over **85%** of Primary and Secondary students achieved a grade of C or above in Semester Reports.
- Continued implementation of student goal-setting and reflective learning practices across all year levels.
- Targeted intervention programs supporting measurable progress for students requiring additional learning support.
- Increased student ownership of learning through ongoing reflection and responsive feedback.

Teaching and Learning

The College continued to strengthen its implementation of Deep Learning through its partnership with AISNSW, embedding the Global Competencies of character, citizenship, collaboration, communication, creativity and critical thinking into curriculum, assessment and classroom practice.

Key achievements included:

- Ongoing professional learning, coaching and collaborative planning for teaching staff.
- Continued integration of Deep Learning across all classrooms and learning areas.

- Strengthened student leadership and accountability through the Student Representative Council and authentic learning experiences.
- Continued participation in AISNSW Deep Learning networks and professional learning.
- Further development of classroom resources supporting student understanding of the Global Competencies.
- Continued reporting on student growth in the Global Competencies across all subject areas.

These initiatives continue to strengthen professional practice, increase student engagement, and align teaching and learning with the College's Christian worldview and future-focused educational vision.

Student Attendance

Student attendance remained a priority throughout 2025. Through ongoing communication and partnership with families, the College continued to reinforce the importance of regular attendance and its positive impact on student achievement, wellbeing and engagement, fostering a culture where every day of learning is valued.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY



The guiding Scripture for Hinterland Christian College, *"Act justly, love mercy and walk humbly with your God"* (Micah 6:8), continues to shape the culture and relational ethos of the College. This verse remains the foundation for how we seek to learn, lead and live together as a Christ-centred community.

Respect and responsibility are intentionally woven throughout daily life at the College and are modelled by staff across every year level. Chapel services, morning devotions, Biblical Studies and classroom discussions provide regular opportunities for students to explore Biblical principles that encourage compassion, integrity, service and wise decision-making. These experiences

create safe spaces for students to reflect on their actions, develop empathy and grow in their relationships with God and others.

Positive feedback from parents, carers and the wider community continues to affirm the College's commitment to fostering a respectful, inclusive and caring environment. Weekly Primary assemblies, PDHPE lessons and whole-school wellbeing initiatives consistently reinforce expectations around respectful behaviour, personal responsibility and the importance of standing against bullying. These themes are intentionally revisited throughout the year to support students in developing strong character and positive relationships.

The College again participated in the National Day of Action against Bullying and Violence, providing students with opportunities to engage in activities and discussions that promoted kindness, inclusion and healthy relationships. These experiences reinforced the importance of creating a school culture where every individual feels safe, known and valued.

The Student Representative Council (SRC) continued to develop as an authentic student leadership body throughout 2025. Through regular meetings, leadership development with the College Chaplain and practical service opportunities, students strengthened their skills in communication, collaboration, initiative and servant leadership while representing the voice of their peers and contributing positively to College life.

Across the year, students were also provided with numerous opportunities to practise respect, responsibility and service through camps, excursions, environmental initiatives, fundraising activities, leadership opportunities and community partnerships. These authentic experiences encouraged students to demonstrate the College's values in practical ways and are detailed throughout this Annual Report.

STUDENT, PARENT AND TEACHER SATISFACTION



Parents

Parent satisfaction remained strong throughout 2025, with families continuing to affirm the College's relational culture, open communication and Christ-centred approach to education. Regular conversations between parents, teachers and the Principal reflected a high level of trust and partnership, with many families expressing appreciation for the personalised care and support their children receive.

The ongoing implementation of Deep Learning continued to generate positive feedback from families, who value the College's commitment to preparing students with the skills, character and dispositions needed for

life beyond school. Parent participation in Village events remained strong throughout the year, reflecting the growing sense of connection and belonging within the Hinterland community.

Families also demonstrated a growing commitment to the College's Village culture, with increasing numbers expressing interest in volunteering, supporting events and contributing to the everyday life of the school. This strengthening partnership between home and school continues to enrich the educational experience of every student.

Students

Student voice continued to be an important part of College life throughout 2025. Feedback gathered through the Student Representative Council (SRC), student discussions and informal reflection highlighted high levels of engagement in learning, wellbeing initiatives, camps, excursions and co-curricular opportunities.

Students responded positively to the College's Positive Consequences framework and continued to value opportunities to contribute to school life through leadership, service and community involvement.

The Student Representative Council met regularly to represent student perspectives, coordinate fundraising initiatives, support student-led clubs and contribute to decision-making across the College.



Primary students enthusiastically participated in lunchtime activities including Library Club and Garden Club, while Secondary students continued to demonstrate leadership through the Senior Café, developing responsibility, teamwork and hospitality skills in authentic learning contexts. A particularly valued aspect of College life continues to be our Village Lunch, where students from Kindergarten to Year 10 share the playground together. The natural cross-age interactions, mentoring and friendships that develop during this time contribute to the strong sense of belonging, community and care that characterises Hinterland Christian College.

Staff



Staff satisfaction continued to grow throughout 2025 as teachers further embedded Deep Learning practices across the College. Regular collaborative planning sessions, shared professional reflection, and ongoing coaching strengthened consistency in teaching practice while fostering a strong sense of collective purpose and professional trust across the team.

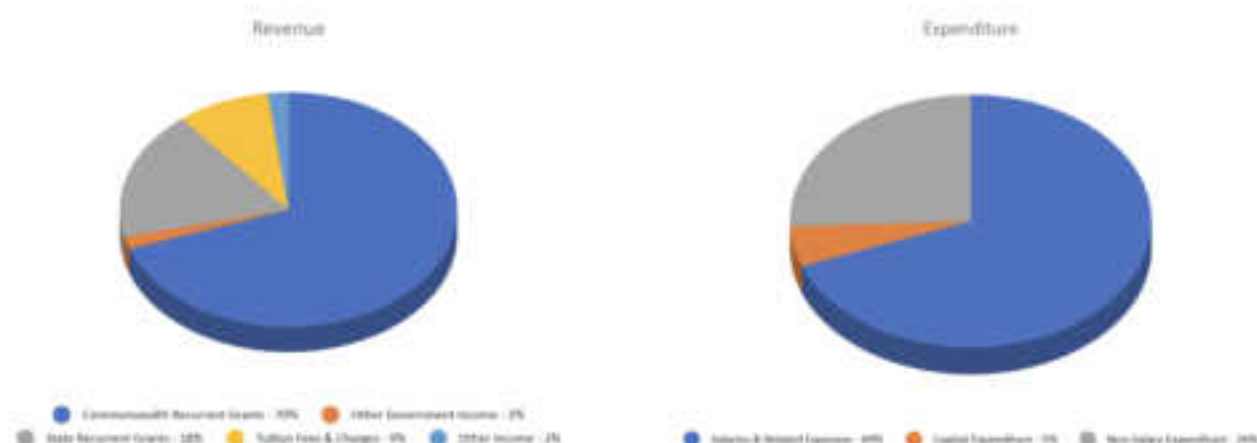
The year also saw staff intentionally invest in one another beyond the classroom. A staff-led Christmas in July gathering

was introduced, providing an opportunity to celebrate, connect and strengthen relationships outside the normal rhythm of school life. This initiative reflected the positive culture developing within the staff team and the value placed on wellbeing, camaraderie and mutual encouragement.

Staff feedback reflected growing confidence in designing authentic learning experiences that intentionally develop the Global Competencies of character, citizenship, collaboration, communication, creativity and critical thinking. Teachers also expressed enthusiasm for the continued strengthening of the College's educational vision and the opportunities this provides for ongoing professional growth and school improvement.

SUMMARY OF FINANCIAL INFORMATION

The tables below outline income and expenditure for the overall financial information for the College for the academic year of 2025.



Prepared by Karlene Grinham, Principal