



Adventist
Education

Blue Hills College



**NSW Education Standards Authority
Annual Report
2025**

Reporting on the 2024 Calendar Year

Owned and operated by

Seventh-day Adventist Schools
(NNSW) Ltd

Nurturing for Today Learning for Tomorrow Character for Eternity

1 Context

1.1 A message from the principal

To our valued Blue Hills College community,

Warm greetings to each one of you. As we journey through another enriching year at Blue Hills College, it's a wonderful opportunity to pause and reflect on who we are, what we stand for, and where we are headed as a school family.

Nestled in the leafy outskirts of Goonellabah, Blue Hills College may be small in size, but we are proud of the big impact we make in the lives of our students and in the broader community. From Pre-Kindy to Year 12, we are more than just a school — we are a family. Our smaller size is our strength. It allows us to form meaningful connections with our students, parents, and the wider community. Here, every child is known, valued, and nurtured as a unique individual with God-given potential.

Our educational philosophy is rooted in the long-standing principles of the Seventh-day Adventist Church, which guide over 8,500 schools worldwide, making it the largest Protestant education system in the world. We are proud to be part of this global legacy, yet deeply committed to our local mission. Our vision is simple yet powerful: *Nurturing for Today, Learning for Tomorrow, Character for Eternity*.

Last year, we launched a comprehensive whole-school wellbeing program, reflecting our strong focus on nurturing students in every sense. This initiative was born out of a desire to support students not only academically, but emotionally, socially, and spiritually. Through it, we've addressed mental health, anxiety, relationships, and special needs—while also equipping our staff through professional learning. In a world that is constantly changing, we want our students to be resilient, emotionally intelligent, and supported in every step of their development.

Academically, we remain committed to delivering a high-quality education that meets the standards of the NSW Education Standards Authority (NESA), while being enriched by our distinct Christian perspective. Our approach is student-centred, inclusive, and responsive. We differentiate learning to meet the needs of all students, including those with disabilities and learning challenges, ensuring that every learner has the opportunity to grow and thrive. Physical wellbeing is another vital pillar of our approach. Through sport, outdoor play, and health education, we teach students how to care for their bodies — understanding that a healthy lifestyle is part of God's plan for us. Movement, sunlight, rest, and proper nutrition are not just lessons; they are habits we hope will last a lifetime.

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School year.

At the heart of everything we do is our desire to develop character and values. We believe that academic and physical achievements are important, but it is a noble character, grounded in Christ-like values, that will truly prepare our students for a meaningful and purpose-driven life. These eternal values — integrity, compassion, service, faith — form the cornerstone of our mission.

Thank you for your continued support and partnership. Together, we are building something truly special — a community where students are nurtured today, prepared for tomorrow, and shaped for eternity.

With gratitude and hope,

Carel Neuhoff
Principal – Blue Hills College

1.2 Contextual information about the school

This year, our school proudly achieved a significant milestone in our strategic improvement journey. We successfully completed all our Quality Adventist School Improvement (QASI) goals one year ahead of schedule. This early completion gave us the unique opportunity to focus our full attention and resources on a new and essential priority: the health and wellbeing of our students.

Recognising the growing importance of mental, emotional, and social wellbeing in the lives of our students, we established a dedicated wellbeing committee to explore evidence-based, school-wide programs available to support student resilience and emotional health. After extensive research and consultation, the committee recommended implementing The Resilience Project, a nationally recognised program designed to build emotional literacy, gratitude, empathy, and mindfulness in young people.

To ensure the program was effectively embedded in our school culture:

- All staff engaged in professional development to understand and deliver the program consistently.
- All students received a dedicated workbook to support their learning and reflection.
- We partnered with external organisations to further support student wellbeing through workshops and specialist programs.
- We also increased the availability of our school counsellor, ensuring students had greater access to professional support when needed.
- We dedicated our Professional Learning Community (PLC) during the year towards this one goal.

Throughout the year, we collected data to measure the program's impact on student wellbeing. We are pleased to report that the results showed a marked improvement in student engagement, emotional awareness, and overall wellbeing.

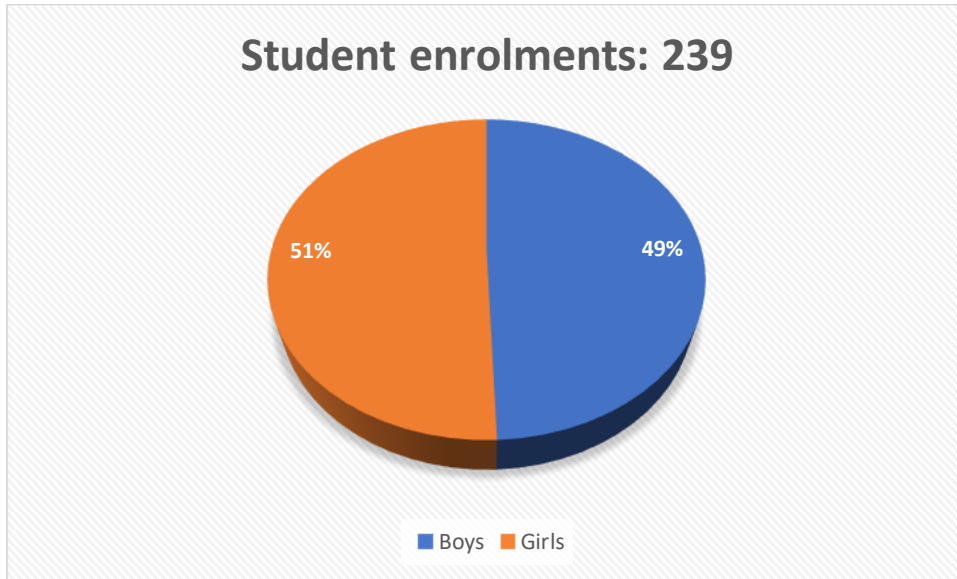
Our school community can be proud of the intentional steps we have taken to prioritise mental health, and we remain committed to building on this foundation in the coming years.

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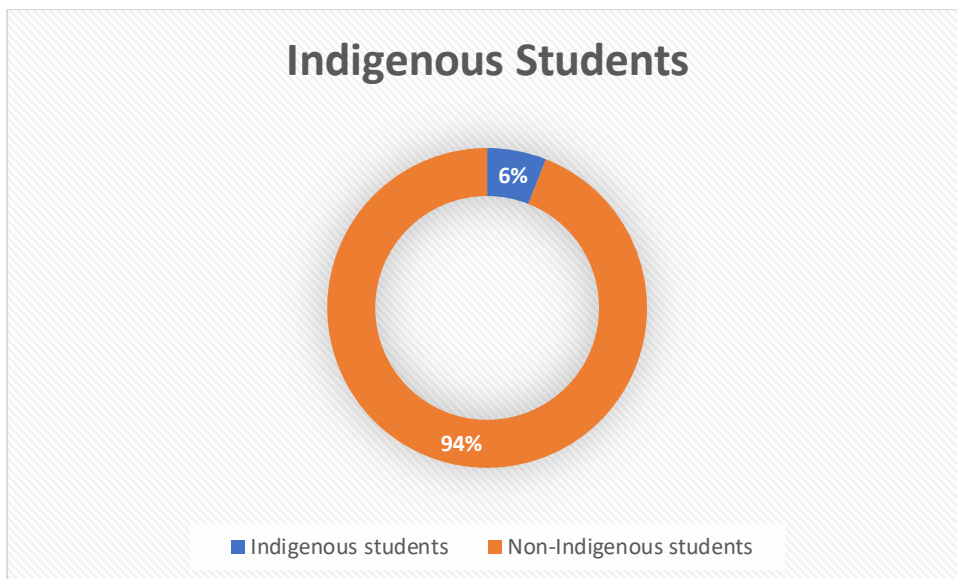
School year.

1.3 Characteristics of the student body

The College had a total enrolment of 239 students in 2024 (not including our Pre-kindy students). We maintain a good gender balance, which is evident from the graph below.



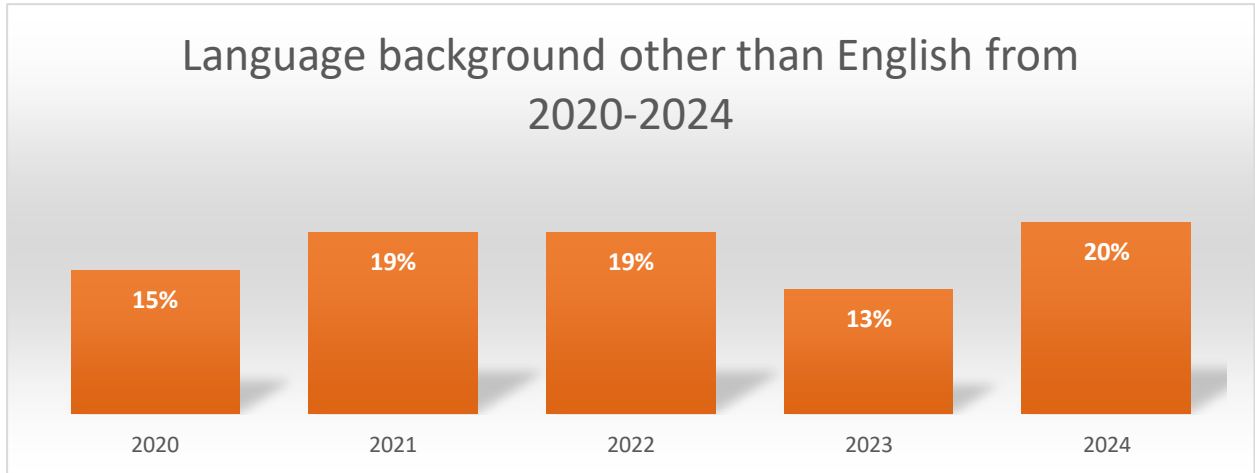
We have a relatively low percentage of indigenous students at the College and the numbers seems to fluctuate every year.



School year.

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Our cohort of students with a language background other than English increased from 2% to 19% between 2017-2021. The College changed into a very multi-cultural school over the last 12 years, and we now have 26 different ethnic groups represented at the school. Below is a graph showing the percentages from 2020-2024. Last year was our highest percentage yet.

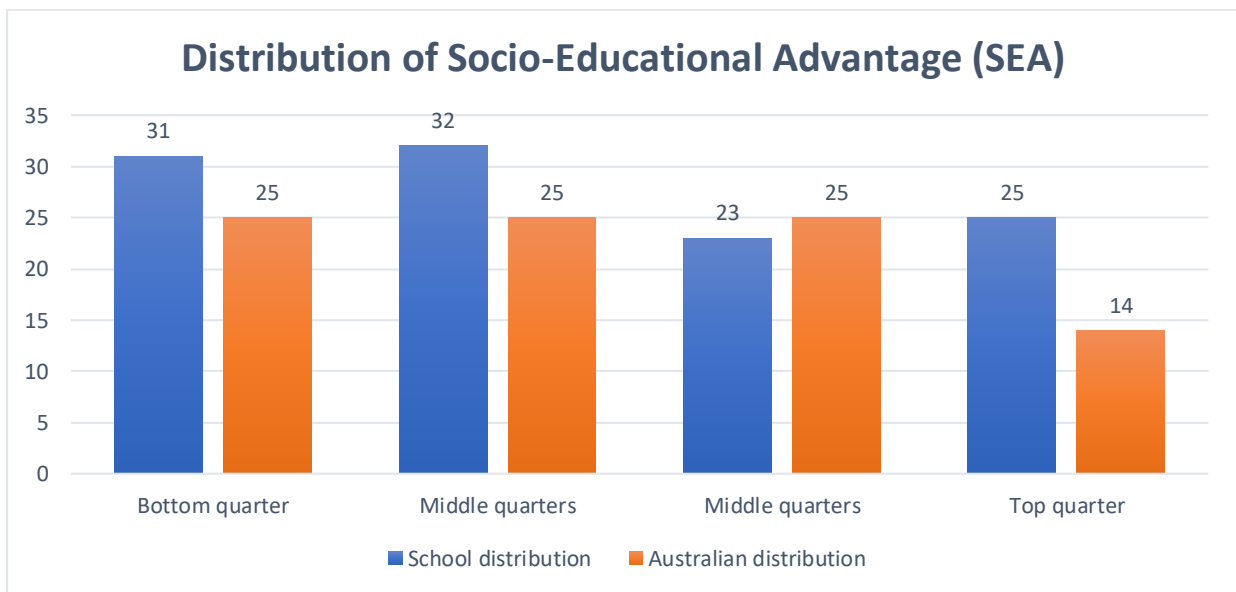


The index of Community Socio-Educational Advantage (ICSEA) in the College is as follows:

School ICSEA value 1004

Average ICSEA value 1000

School ICSEA percentile 49



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School year.

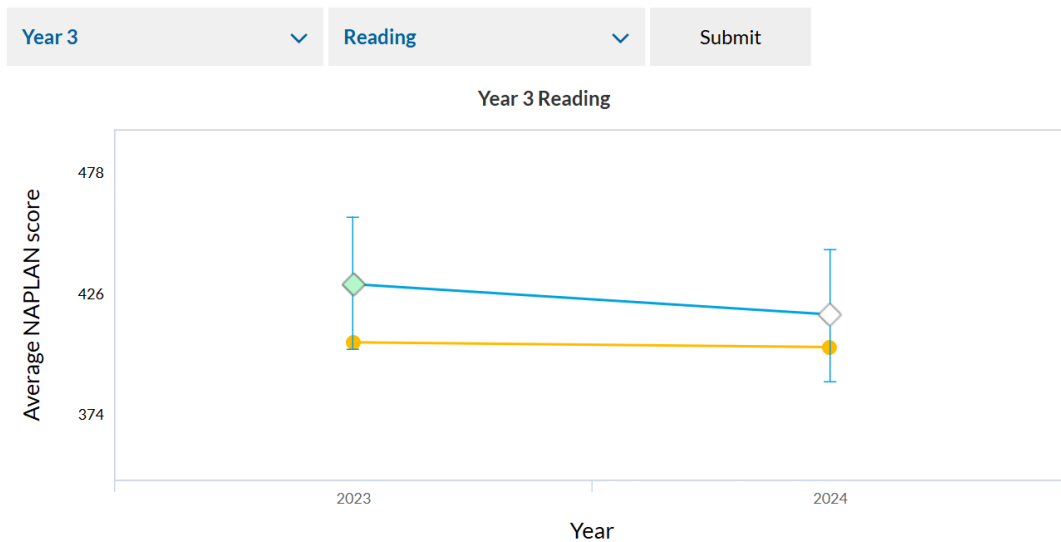
2 Outcomes and results

2.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading



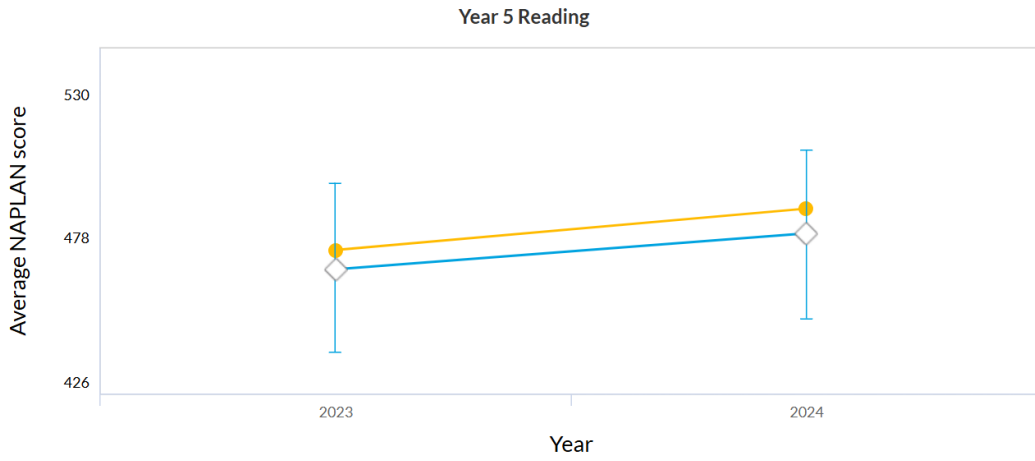
Select categories:

- Selected school Students with similar background All Australian students

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School year.

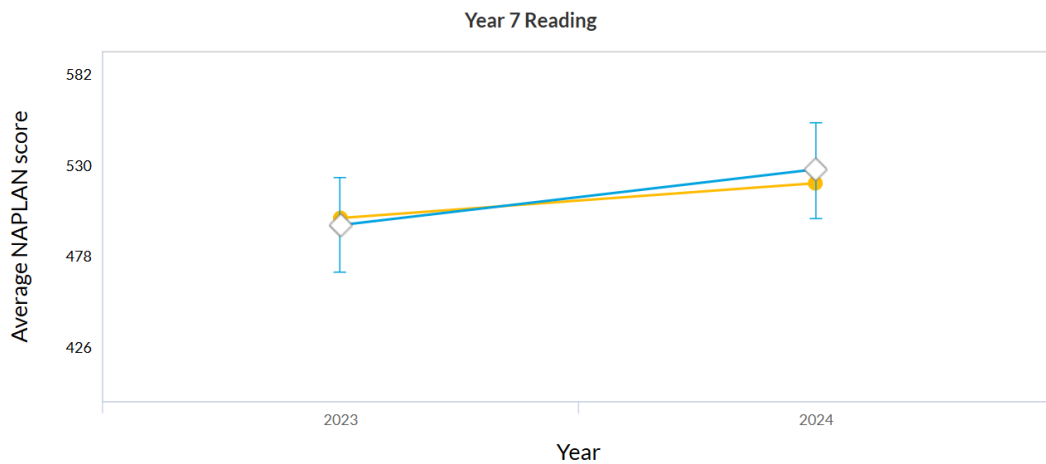
Year 5 ▼ Reading ▼ Submit



Select categories:

- Selected school Students with similar background All Australian students

Year 7 ▼ Reading ▼ Submit



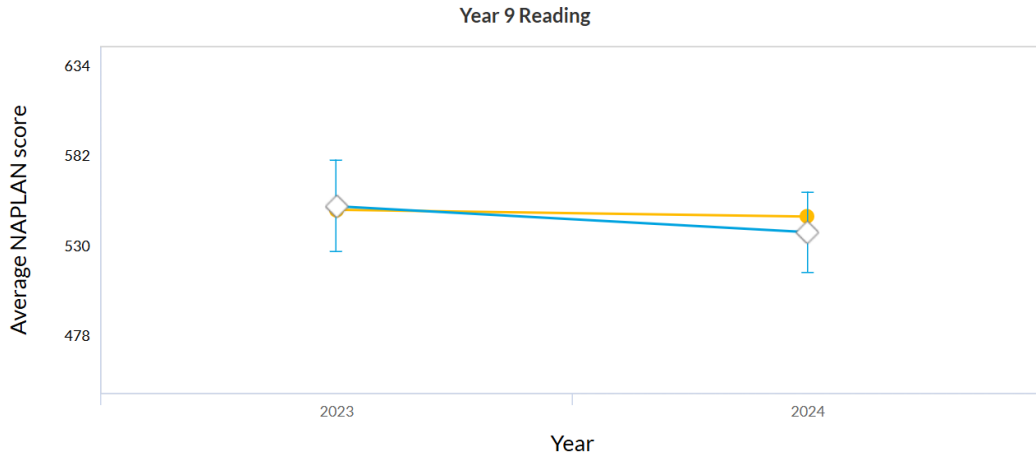
Select categories:

- Selected school Students with similar background All Australian students

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School year.

Year 9 ▼ Reading ▼ Submit

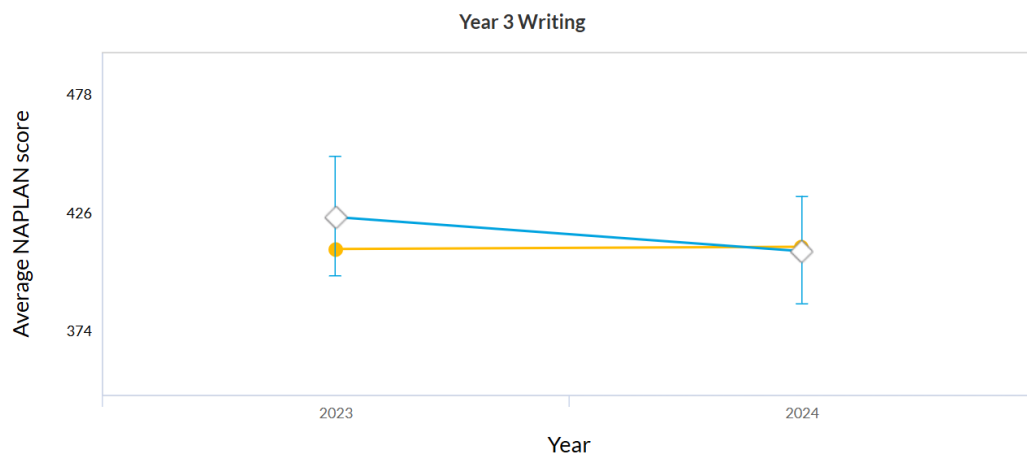


Select categories:

- Selected school Students with similar background All Australian students

Writing

Year 3 ▼ Writing ▼ Submit



Select categories:

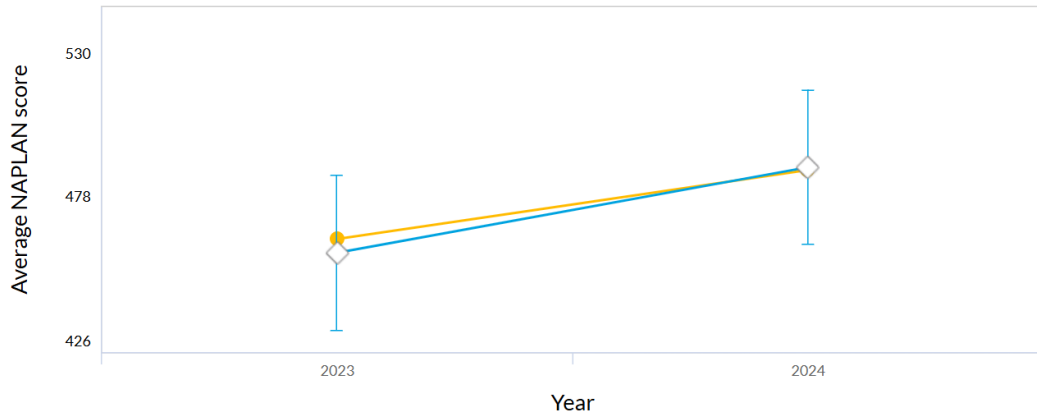
- Selected school Students with similar background All Australian students

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School year.

Year 5 Writing

Year 5 Writing

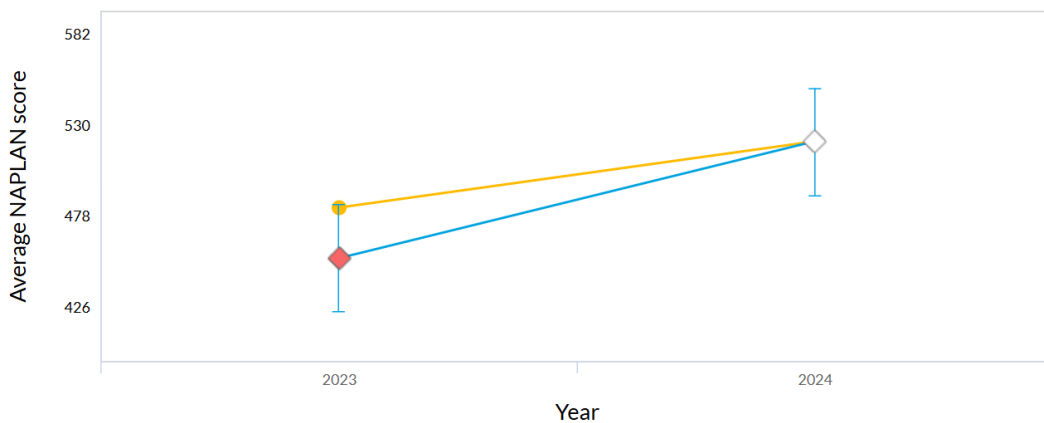


Select categories:

- Selected school Students with similar background All Australian students

Year 7 Writing

Year 7 Writing



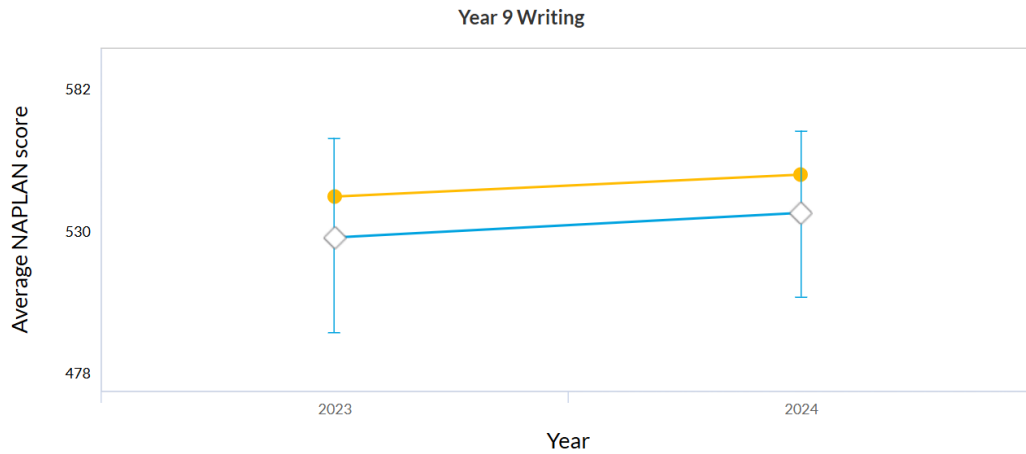
Select categories:

- Selected school Students with similar background All Australian students

School year.

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Year 9 ▼ Writing ▼ Submit

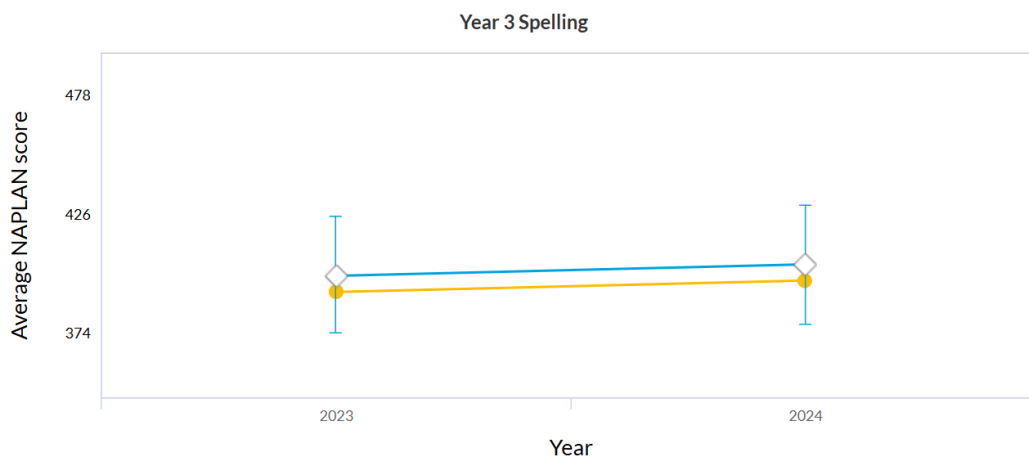


Select categories:

- Selected school
 Students with similar background
 All Australian students

Spelling

Year 3 ▼ Spelling ▼ Submit



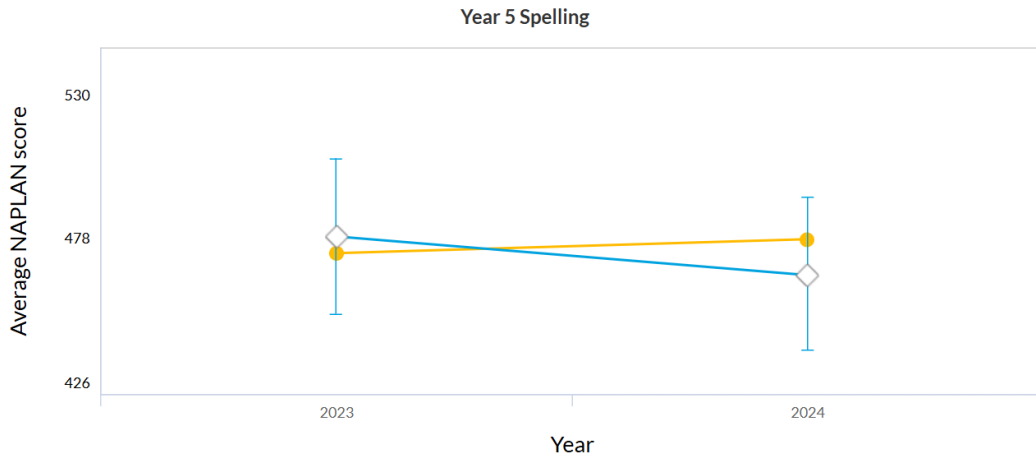
Select categories:

- Selected school
 Students with similar background
 All Australian students

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School year.

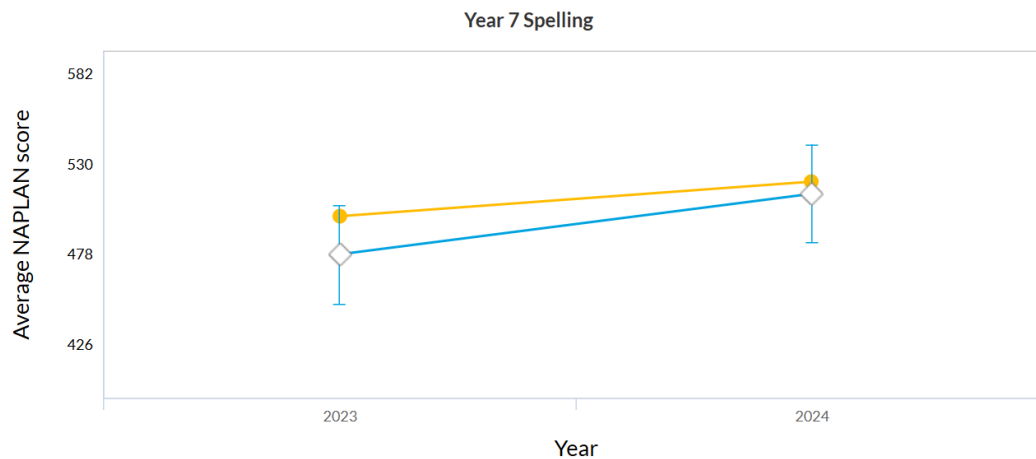
Year 5 Spelling



Select categories:

- Selected school Students with similar background All Australian students

Year 7 Spelling



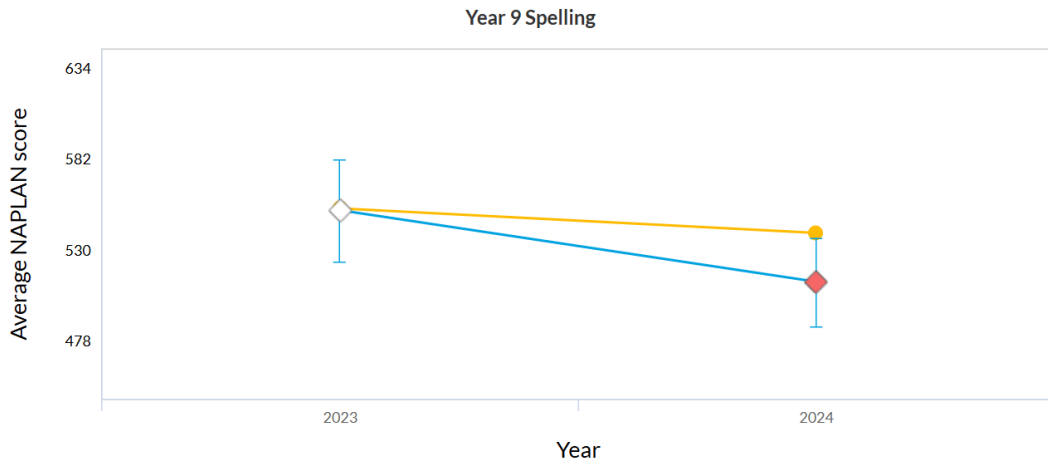
Select categories:

- Selected school Students with similar background All Australian students

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School year.

Year 9 ▼ Spelling ▼ Submit

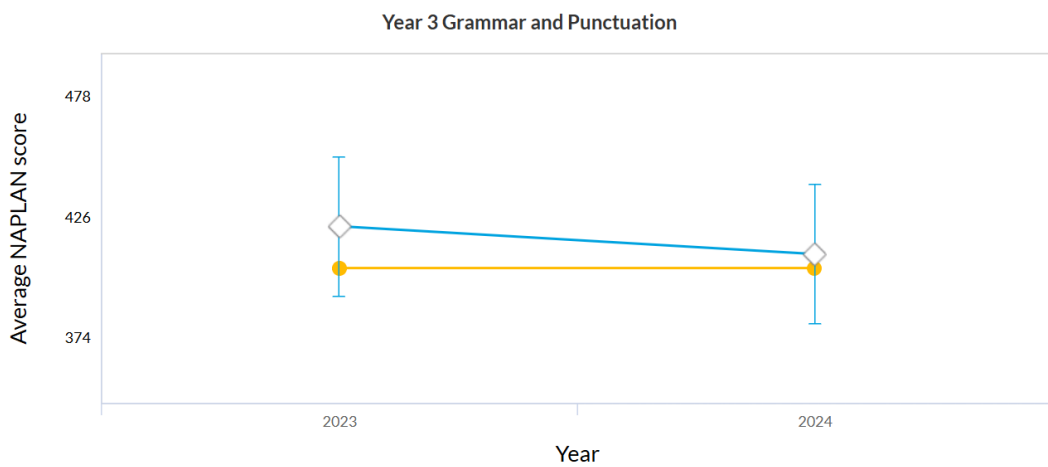


Select categories:

- Selected school
 Students with similar background
 All Australian students

Grammar and Punctuation

Year 3 ▼ Grammar and Punctuation ▼ Submit



Select categories:

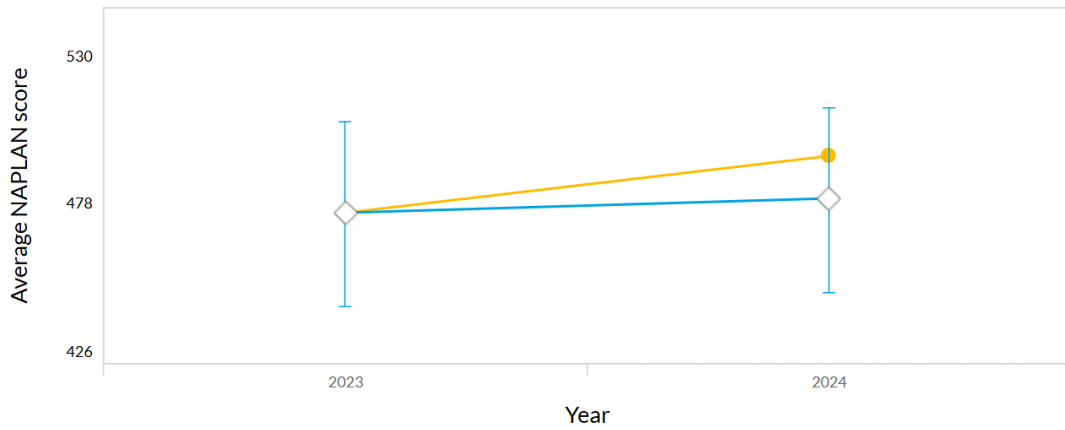
- Selected school
 Students with similar background
 All Australian students

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School year.

Year 5 ▼ Grammar and Punctuation ▼ Submit

Year 5 Grammar and Punctuation

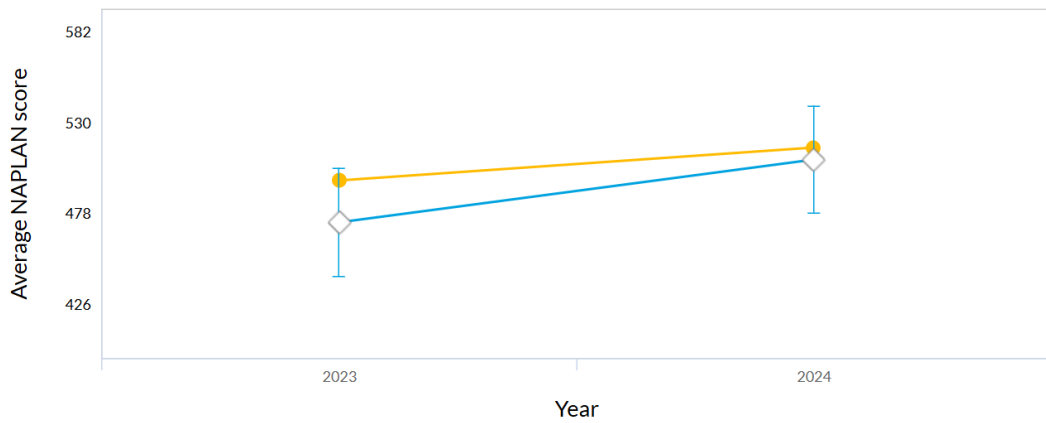


Select categories:

- Selected school Students with similar background All Australian students

Year 7 ▼ Grammar and Punctuation ▼ Submit

Year 7 Grammar and Punctuation

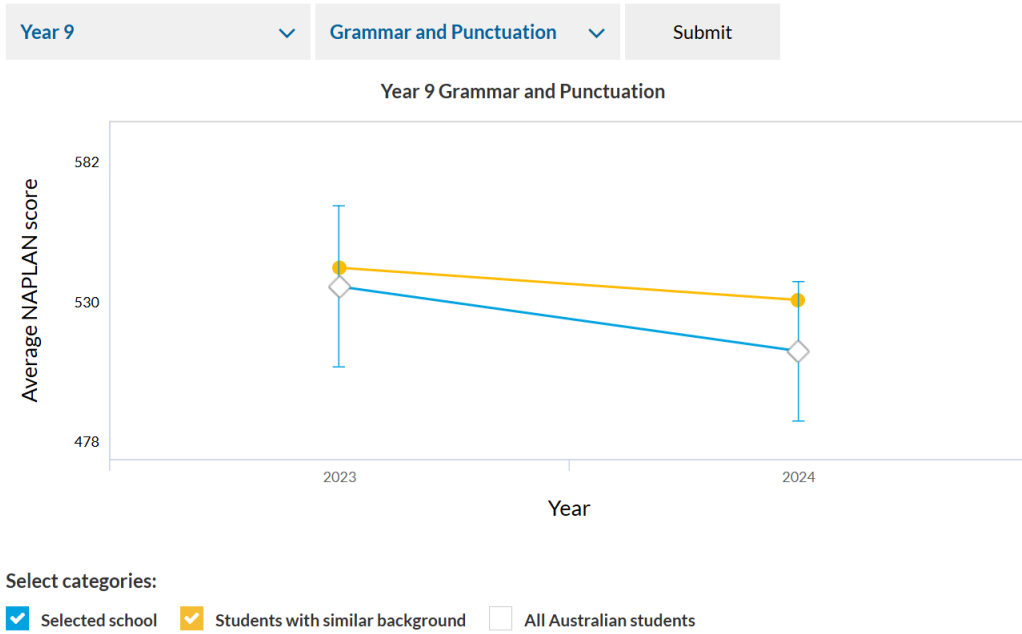


Select categories:

- Selected school Students with similar background All Australian students

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School year.



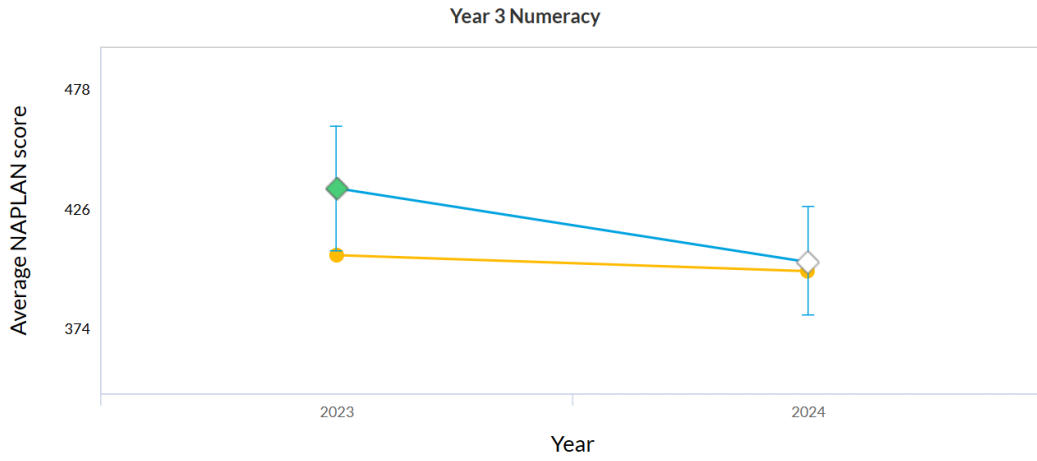
Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

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School year.

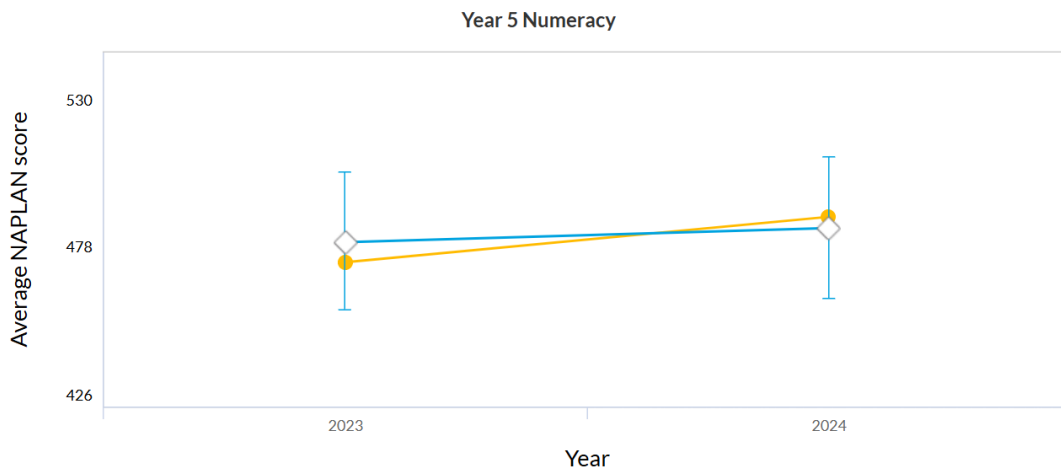
Year 3 Numeracy



Select categories:

- Selected school Students with similar background All Australian students

Year 5 Numeracy



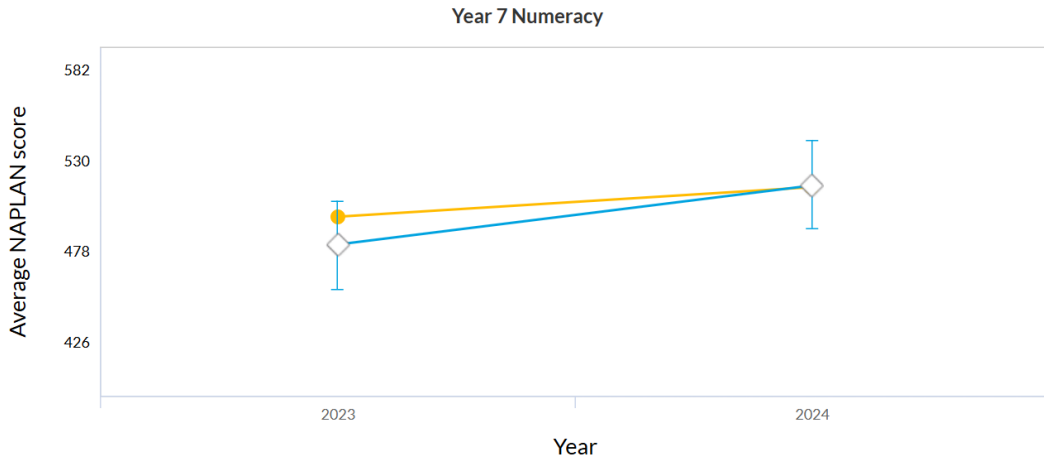
Select categories:

- Selected school Students with similar background All Australian students

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School year.

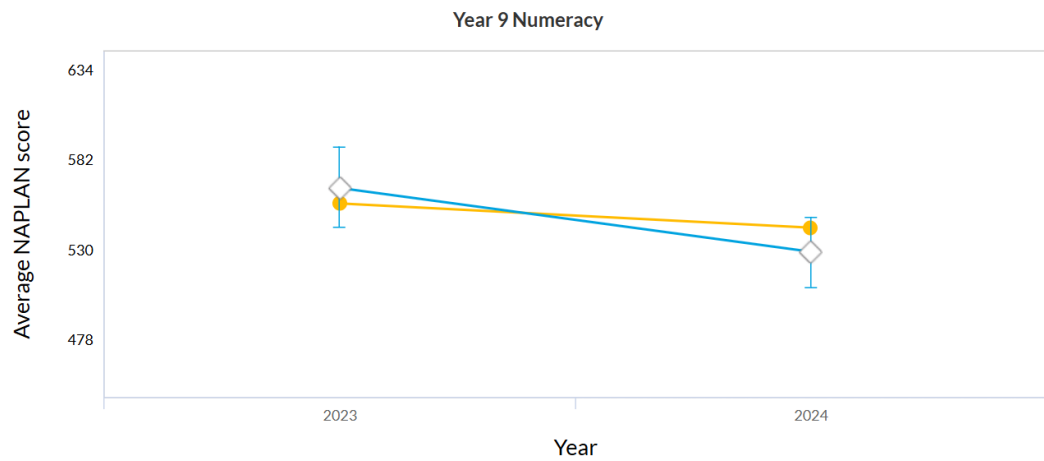
Year 7 Numeracy



Select categories:

- Selected school Students with similar background All Australian students

Year 9 Numeracy



Select categories:

- Selected school Students with similar background All Australian students

Interpretative Comments

The recent NAPLAN results for our Year 3 students indicate a decline in reading, writing, numeracy, and grammar and punctuation, consistent with national and state-wide trends. In all of these areas, however, our students experienced a slightly stronger decline compared to those in similar schools, highlighting the need for targeted support and early intervention strategies. On a more positive note, spelling results showed improvement, aligning with national and state-wide trends. This increase is encouraging and reflects positively on the literacy initiatives currently in place. Moving forward, a focused effort will be required to address the areas of decline and ensure our students are supported to achieve improved outcomes in future assessments.

The NAPLAN results for our Year 5 students show strong alignment with national and state-wide trends, with improvements recorded in reading, writing, numeracy, and grammar and punctuation. These gains reflect the effectiveness of current teaching strategies and student engagement across these core areas. However, unlike the broader trend, our spelling results showed a decline, in contrast to the national and state-wide increase. This divergence highlights spelling as an area requiring targeted attention. As we look ahead, this will be a key focus for our staff in the coming year, with the aim of strengthening student outcomes and ensuring progress in line with other literacy areas.

The latest NAPLAN results for our Year 7 students are encouraging, showing improvements across all assessed areas—reading, writing, spelling, numeracy, and grammar and punctuation. These outcomes are consistent with national and state-wide trends, which also reflect overall gains in student performance. What is particularly positive is that, in all cases, our students demonstrated a slightly stronger increase than those in other similar schools. This suggests that the teaching and learning strategies implemented at our school are having a meaningful impact on student outcomes. These results are a strong indicator of our continued commitment to academic excellence and provide a solid foundation for future learning as students progress through their schooling.

The recent NAPLAN results for our Year 9 students reflect national and state-wide trends, with performance declines observed in several key areas. Specifically, our students demonstrated a decrease in writing, spelling, numeracy, and grammar and punctuation. These declines were consistent with broader patterns; however, it is noteworthy that in all these areas, our students experienced a slightly greater decline compared to students at similar schools. Conversely, performance in reading showed an improvement, aligning with the overall trend of increased results in this area. This positive outcome indicates growing strength in comprehension and literacy, despite the challenges seen in other domains. Overall, while the results mirror national patterns, the slightly more pronounced decline in most areas highlights a need for targeted intervention and support to reverse this trend and ensure students remain competitive with their peers across the country.

School year.

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2.2 Record of School Achievement

| Item | Students |
|--|----------|
| Number of Students studying in Year 10 | 20 |
| Number of ROSAs issued by NESA in 2024 | 20 |

2.3 Results of the Higher School Certificate Examination 2024

Comparison of 2024 results compared to the State

| Subject | No of students | | Performance band achievement by number and/or % | | | | | |
|--------------------------------------|----------------|--------|---|--------|--------|--------|--------|--------|
| | | | Band 6 | Band 5 | Band 4 | Band 3 | Band 2 | Band 1 |
| PDHPE | 4 | School | | | | 75 | 25 | |
| | | State | | | | 24 | 8 | |
| Music | 1 | School | | 100 | | | | |
| | | State | | 47 | | | | |
| Modern History | 4 | School | | | | 75 | 25 | |
| | | State | | | | 19 | 8 | |
| Mathematics Standard | 7 | School | | | 14 | 29 | 57 | |
| | | State | | | 30 | 24 | 13 | |
| Information Processes and Technology | 1 | School | | | | 100 | | |
| | | State | | | | 22 | | |
| Industrial Technology | 3 | School | | | | 66 | 33 | |
| | | State | | | | 32 | 11 | |
| Geography | 3 | School | | | | 33 | 33 | 33 |
| | | State | | | | 18 | 6 | 3 |

School year.

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| | | | | | | | | |
|------------------------------|---|--------|--|--|-----|----|----|--|
| English Standard | 8 | School | | | | 88 | 12 | |
| | | State | | | | 25 | 7 | |
| Community and Family Studies | 4 | School | | | 50 | 50 | | |
| | | State | | | 36 | 20 | | |
| Ancient History | 4 | School | | | | 50 | 50 | |
| | | State | | | | 19 | 11 | |
| Electrotechnology | 1 | School | | | 100 | | | |
| | | State | | | | 31 | | |

Interpretative comments for Higher School Certificate results

In 2024, nine students completed their HSC at Blue Hills College. While small cohort sizes can make it challenging to identify consistent academic trends—especially given that some subjects are not offered every year—we remain committed to supporting and accommodating our students’ subject preferences as much as possible. The academic profile of each cohort varies significantly, which naturally impacts results from year to year.

This year's group presented a diverse range of learning needs, including students with special education requirements and several recent arrivals from overseas with limited English proficiency. Taking these factors into account, we are proud that every student successfully achieved their HSC certificate.

While we acknowledge the desire to see more results in the higher performance bands (Bands 5 and 6), we also recognise and celebrate the dedication and perseverance of our students in the face of considerable challenges. We are actively developing strategies to support continuous improvement in HSC outcomes and remain deeply committed to nurturing each student’s academic journey.

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School year.

2.4 Results of the Higher School Certificate Examination 2024

Comparison of 2024 HSC results as a trend over time

| Subject | No of students | | Performance band achievement by number and/or % | | | | | |
|---|----------------|------|---|-------|-------|--------|--------|--------|
| | | | Band 6 | Band5 | Band4 | Band 3 | Band 2 | Band 1 |
| Ancient History | 4 | 2024 | | | | 50 | 50 | |
| | 4 | 2023 | | | 50 | 25 | 25 | |
| | 2 | 2022 | | | 100 | | | |
| Community and Family Studies | 4 | 2024 | | | 50 | 50 | | |
| | 4 | 2023 | | 25 | 25 | 25 | 25 | |
| | 2 | 2022 | 50 | | 50 | | | |
| English Standard | 8 | 2024 | | | | 87.5 | 12.5 | |
| | 7 | 2023 | | | 28.57 | 28.57 | 42.85 | |
| | 5 | 2022 | | | 60 | 40 | | |
| Mathematics Standard | 7 | 2024 | | | 14.28 | 28.57 | 57.14 | |
| | 7 | 2023 | | | 14.28 | 14.28 | 14.28 | 14.28 |
| | 4 | 2022 | | | 75 | 25 | | |
| Personal Development, Health and Physical Education | 4 | 2024 | | | | 75 | 25 | |
| | 4 | 2023 | | | 50 | | | 50 |
| | 3 | 2022 | | | 66.66 | 33.33 | | |
| Geography | 3 | 2024 | | | | 33.33 | 33.33 | 33.33 |
| | 0 | 2023 | | | | | | |

School year.

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| Subject | No of students | | Performance band achievement by number and/or % | | | | | |
|-----------------------|----------------|------|---|-------|-------|--------|--------|--------|
| | | | Band 6 | Band5 | Band4 | Band 3 | Band 2 | Band 1 |
| | 0 | 2022 | | | | | | |
| Music | 1 | 2024 | | 100 | | | | |
| | 0 | 2023 | | | | | | |
| | 0 | 2022 | | | | | | |
| Modern History | 4 | 2024 | | | | 75 | 25 | |
| | 3 | 2023 | | | | | | |
| | 0 | 2022 | | | | | | |
| Industrial Technology | 3 | 2024 | | | | 66.66 | 33.33 | |
| | 0 | 2023 | | | | | | |
| | 0 | 2022 | | | | | | |

Interpretative comments for Higher School Certificate result trends over time

As previously noted, our 2024 Year 12 cohort consisted of just nine students. With such a small sample size, it can be challenging to draw meaningful conclusions or identify consistent academic trends. Each year brings a unique group of students, varying in academic ability, motivation, and subject choices. Additionally, not all subjects are offered annually, which further limits direct comparison of results across years.

While we would like to see an increase in Band 5 and 6 results, we are actively implementing strategies to enhance overall HSC performance. A key focus area is strengthening foundational skills in junior Mathematics and English, which we believe will lead to stronger outcomes in the senior years.

We deeply value and appreciate the ongoing support of our school community as we work together to nurture academic growth and excellence for all students.

2.5 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training:

Comment on VET courses offered in 2024: **11%**

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: **100%**

2.6 Post School Destinations (secondary schools only)

One of our students is focussing on his professional athletics career and will be participating in the world championships in 2025. Two students are enrolled in undergraduate courses at university. Two students are enrolled in TAFE courses, one is taking a gap year, and three are working full-time.

3 Staffing

3.1 Teacher Accreditation Status

| Accreditation Level of Teachers | Numbers of teachers |
|---------------------------------|---------------------|
| (i) Conditional | 1 |
| (ii) Provisional | 5 |
| (iii) Proficient or higher | 14 |
| | 20 |

3.2 Workforce composition

| | |
|-------------------------------|----|
| Total Teaching Staff | 20 |
| Full-time Teaching Staff | 12 |
| Part-time Teaching Staff | 8 |
| High School Staff only | 7 |
| Male Staff | 4 |
| Female Staff | 3 |

School year.

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| | |
|--|----|
| Primary School Staff only | 9 |
| Male Staff | 0 |
| Female Staff | 9 |
| High School & Primary staff | 4 |
| Male Staff | 1 |
| Female Staff | 3 |
| Ancillary Staff | 17 |
| Male Staff | 6 |
| Female Staff | 11 |

We currently have no indigenous staff at our school.

4 Attendance

4.1 Average Year Level Attendance

| Year Level | Average Attendance (%) |
|--------------|------------------------|
| Kindergarten | 89 |
| Year 1 | 91 |
| Year 2 | 90 |
| Year 3 | 92 |
| Year 4 | 87 |
| Year 5 | 86 |
| Year 6 | 90 |
| Year 7 | 82 |
| Year 8 | 89 |
| Year 9 | 84 |
| Year 10 | 82 |
| Year 11 | 90 |

School year.

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| | |
|---------------------------------|----|
| Year 12 | 91 |
| Total school attendance average | 88 |

4.2 Management of non-attendance

Primary teachers mark rolls electronically in the mornings. Secondary teachers mark rolls for every class during the day. Two buses are arriving late; these students must sign in at the Student Services Office. Students arriving late or leaving early in the afternoon are registered on the roll via the Administrative Office and provided with a late or early leave slip. The primary and secondary coordinators and the receptionist manage the electronic attendance register in the database. Students must bring a note the next day (or the day of the subsequent attendance) explaining their absence from school, or parents can send an electronic note to a dedicated email or leave a message on a designated answering service. A medical certificate is required if the absence coincides with an assessment task in Years 10-12. We need medical certificates for extended periods of absence due to illness. The roll-marking teachers contact parents after three days of non-attendance or lateness. We have various attendance plans/contracts and strategies in place, which include interviews with parents, the student, and the Head of School to negotiate improved attendance rates. Students planning to be absent for an extended period are required to apply for exemption via an official application form from the school, which is then forwarded to the system Head Office for processing and filed in their personal file. We follow up on all patterns of chronic lateness and absences with parents/caregivers and negotiate an official improvement plan with all parties involved. If there is no improvement, we report the student to the School Liaison Officer at the AISNSW. The student may be deregistered from our school and then reported to the School Liaison Officer (DET).

5 School policies

The following school policies are publicly available and can be found at this link:

<https://nsw.adventist.edu.au/policies/>

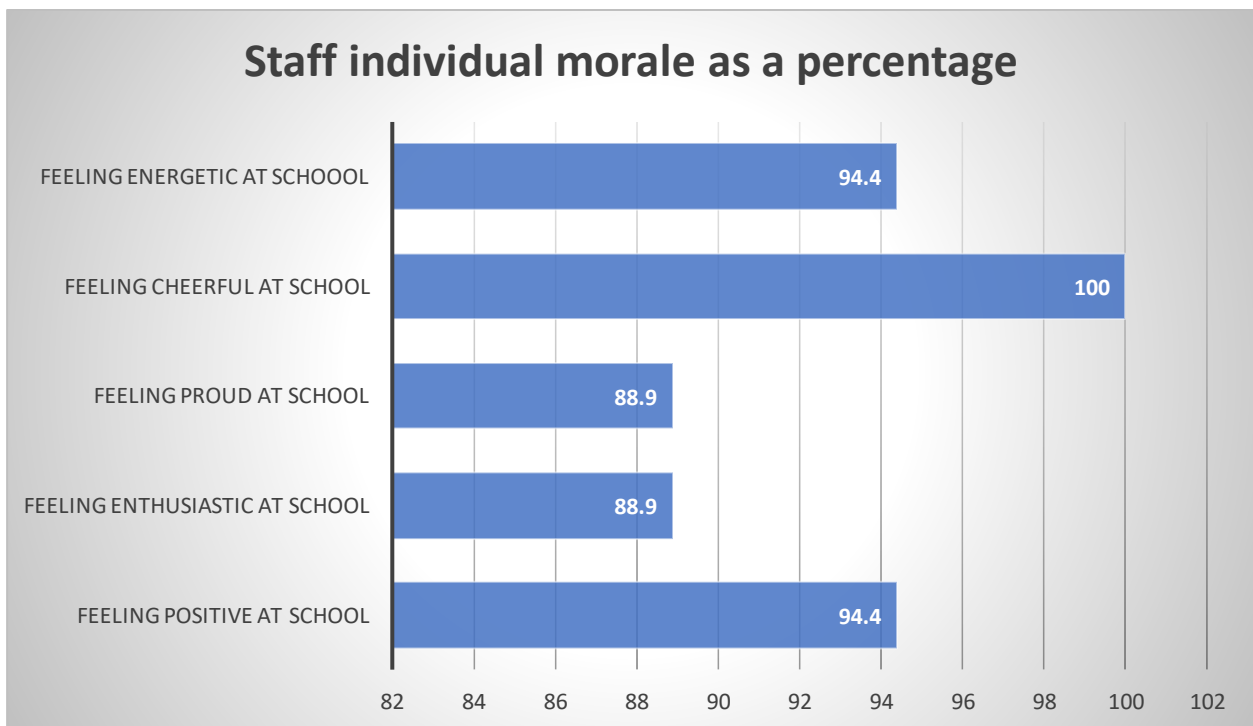
- Anti-bullying
- Child protection
- Discipline
- Enrolment
- Managing Complaints

6 Stakeholder satisfaction

We are pleased to share the outcomes of our recent school satisfaction surveys, which were conducted by an external company to provide an objective and thorough insight into the experiences of our students, families, and staff.

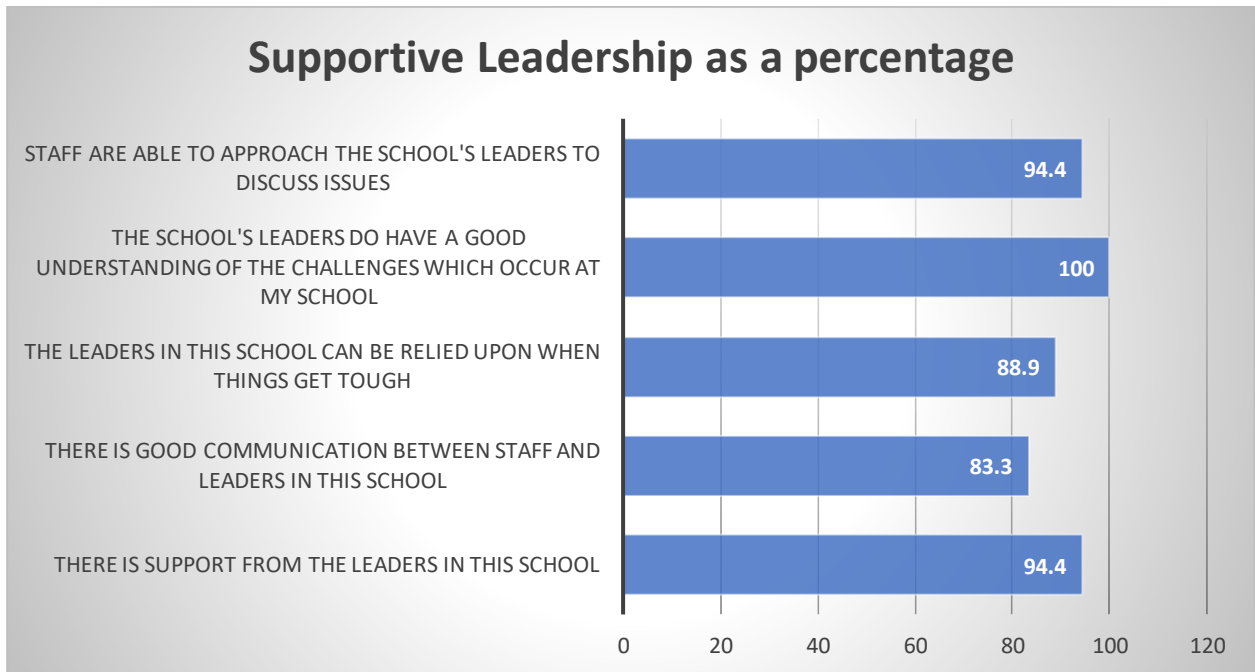
We are very happy with the results and encouraged by the overwhelmingly positive feedback. It's heartening to see that our school community values the learning environment, the dedication of our staff, and the sense of care and connection that underpins all we do.

While the overall feedback was highly positive, the survey also highlighted a few areas where we can continue to grow and improve. We are grateful for this input and will be using it to guide our planning and priorities moving forward. Below are a few graphs showing the results of the survey.



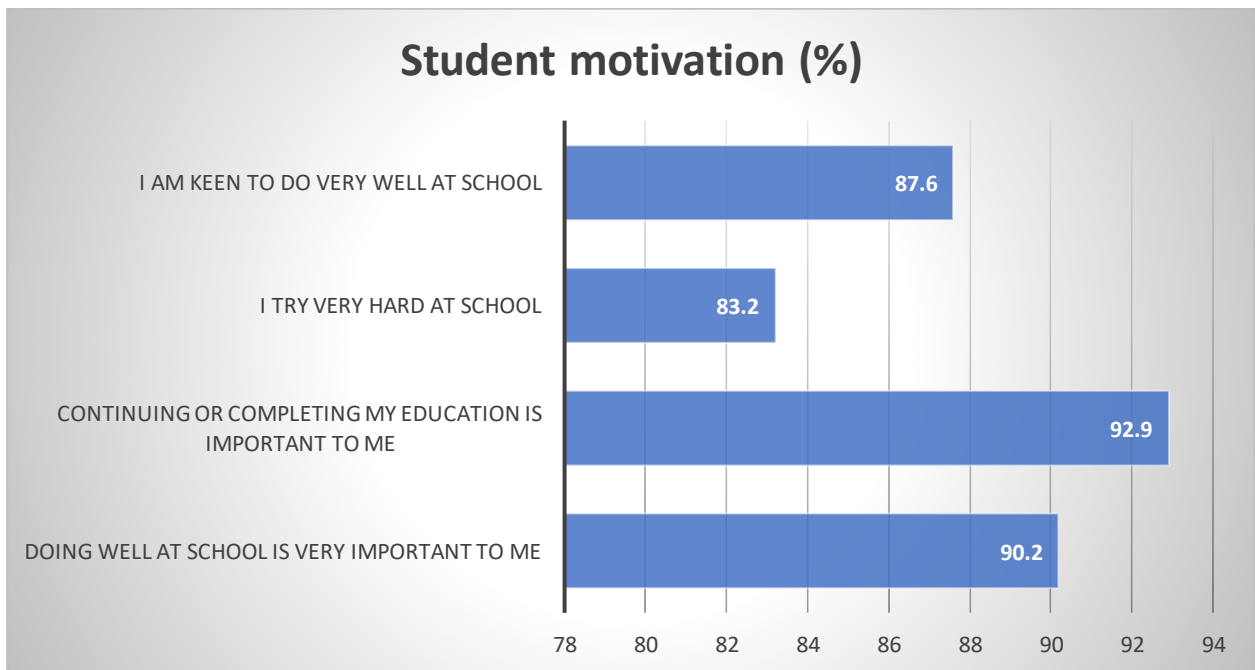
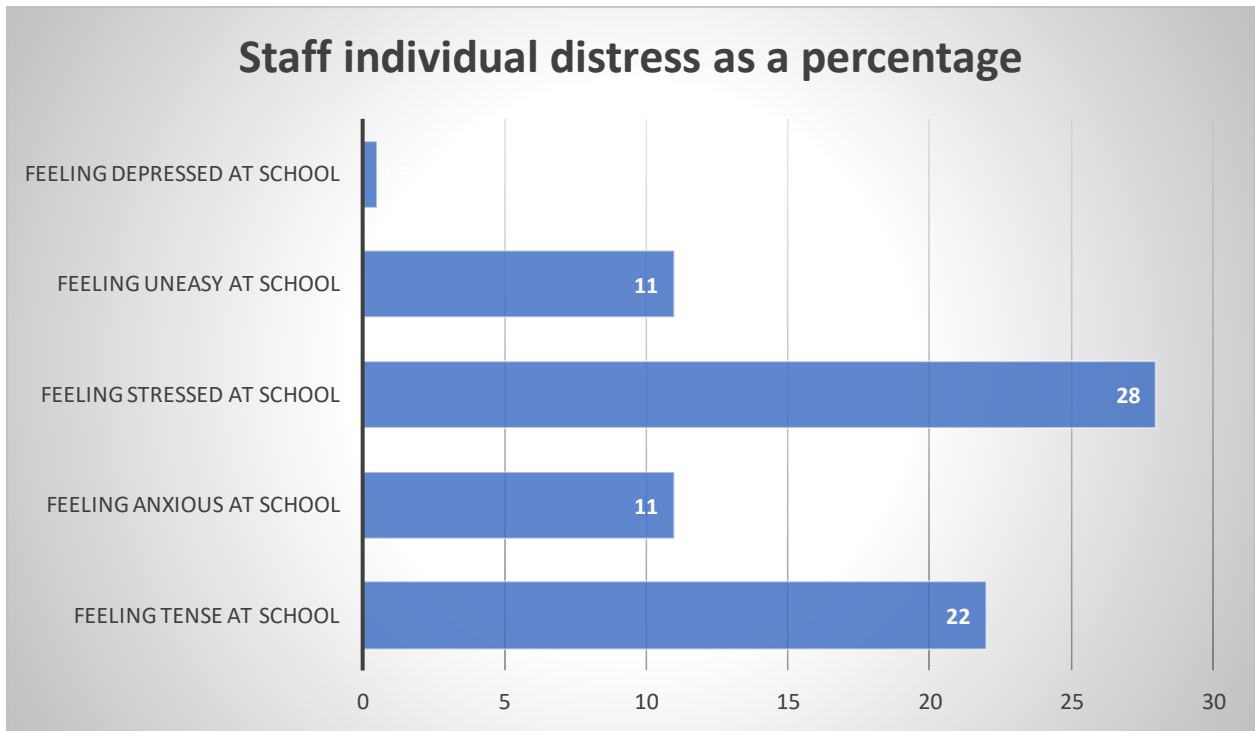
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School year.



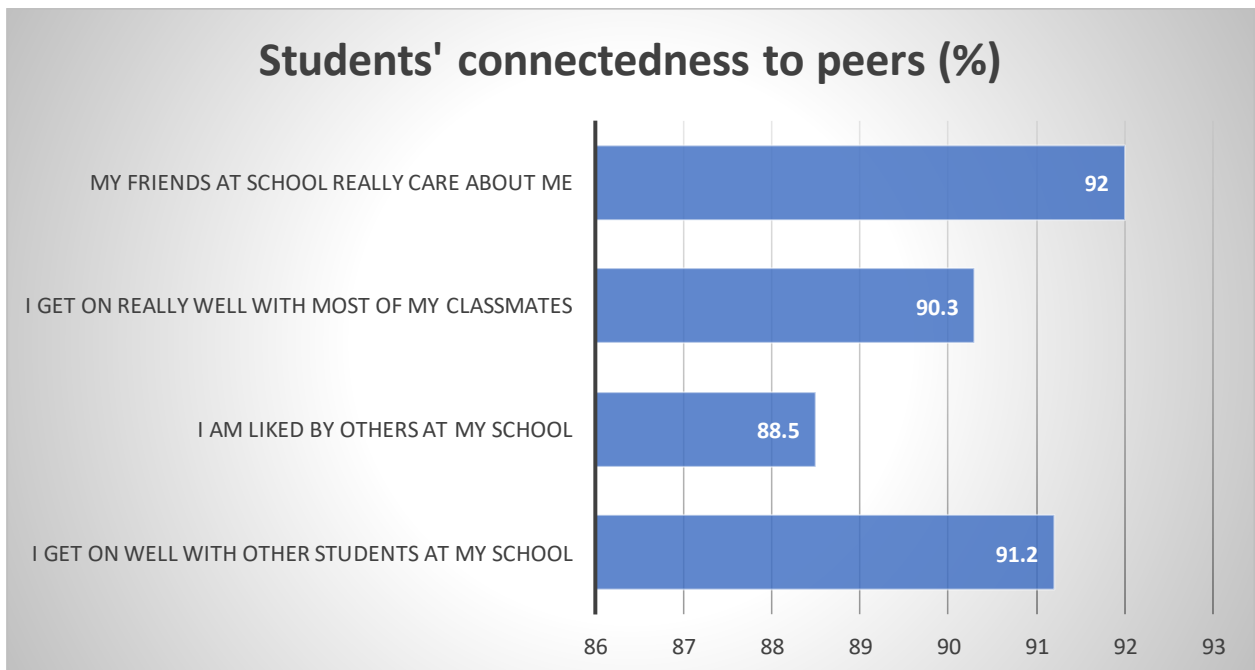
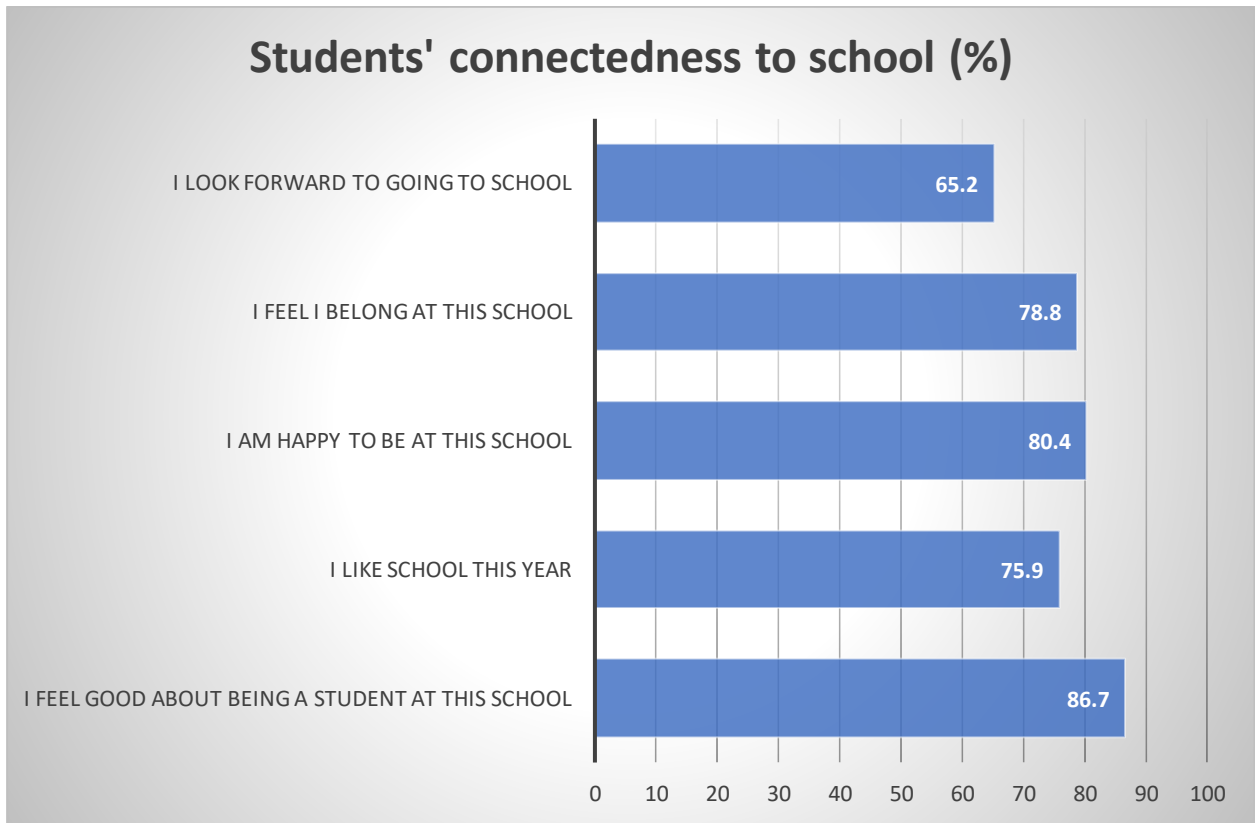
Seventh-day Adventist Schools (NSW) Ltd

School year.



Seventh-day Adventist Schools (NNSW) Ltd

School year.



Seventh-day Adventist Schools (NSW) Ltd

School year.

Seventh-day Adventist Schools (NSW) Ltd

School year.

7 Summary financial information

Income

| Income Sources | Percentage of Total Income |
|-------------------------------|----------------------------|
| Fees and private income | 17.38% |
| State recurrent grants | 17.09% |
| Commonwealth recurrent grants | 64.97% |
| Other Government grants | 0.55% |
| Government capital grants | 0.00% |
| Other capital income | 0.00% |

Expenditure

| Expenditure Costs | Percentage of Total Expenditure |
|--|---------------------------------|
| Salaries, allowance and related expenses | 66.55% |
| Non-salary expenses | 25.54% |
| Classroom expenditure | 3.78% |
| Capital expenditure | 4.13% |