



Founded 1982

THE HILLS GRAMMAR SCHOOL



PROSPECTUS



Welcome



Founded 1982

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“Our mission focuses on the development of the whole person and it is in this context that learning is seen as a lifelong process with our ultimate goal being to develop a love of learning”

FROM THE PRINCIPAL

Thank you for enquiring about The Hills Grammar School. We are very proud of our School and what it has to offer your child. This prospectus is provided to help you with that very important decision regarding the school your daughter or son should attend. It will give you an open and realistic view of the educational experience at The Hills Grammar School.

Although our School is young, having commenced operations in 1983, you will come to appreciate the great advances that have been made in terms of facilities, teaching and learning, curriculum and pastoral care over that time. Learning for both students and staff is foremost in importance. We take pride in our strong academic tradition.

I hope that you will supplement your reading of this prospectus with a visit to The Hills Grammar School so that you can sense the uniqueness of our School. The daily experience of each student at Hills results from a blending of all of its features.

In a safe environment which encourages trust, we strive to help our students realise their potential. Our mission focuses on the development of the whole person and it is in this context that learning is seen as a lifelong process with our ultimate goal being to develop a love of learning. The belief that learning

should be an exhilarating experience is a tenet of The Hills Grammar School philosophy.

In addition to our students who possess a wide range of talents and abilities, our dedicated and highly qualified teachers are our greatest resource. They are wholeheartedly committed to the advancement of their students. Teaching at The Hills Grammar School is regarded as an exciting and demanding vocation. The environment which the teachers aim to create is one of intellectual curiosity through shared endeavour and collaboration with students.

The School is well known for its caring and family oriented environment. Parents are actively encouraged to become involved by supporting the School's programs and activities. Since the foundation of The Hills Grammar School much has been achieved through a spirit of goodwill and generosity.

Please come and visit our School and see for yourself.

Robert J. Phipps



1983



2009

HISTORY



Founded 1982

The Hills Grammar School is an independent school serving the Northern Suburbs and Hills District of Sydney.

The School was conceived in the early eighties as an independent non-selective, co-educational and non-denominational Kindergarten to Year 12 School. Its major emphasis was to be the development of excellence in scholarship, citizenship and personal development. It was to have no religious affiliation or bias and its ethos would be underpinned by a strong commitment to humanitarian values based on personal integrity and social responsibility.

The founder, Mr Ross Booth, worked tirelessly to enlist support for the establishment of the School and in 1982 the Founding Council was formed.

The current site at Kenthurst was found and a number of prospective parents stood guarantor for the bank loan which purchased the initial plot of land and allowed the construction of the first building.

In 1983, with 163 Foundation students enrolled from Kindergarten to Year 9 and 14 academic staff, the School opened its doors.

Today, there are approximately 1100 students and 170 academic and support staff who have become an integral part of the School's daily life.



GOVERNANCE

The School is a Company Limited by Guarantee and is a non-profit organisation. As such, its Constitution prohibits the payment of any salary, directors' fees or dividend to its members. Any surplus is applied to the direct benefit of the students and the School.

The School Council is the "Board of Directors" of The Hills Grammar School (The Company) and is made up of four office-bearers - the Chair, Deputy Chair, Secretary to Council and the Treasurer - and up to eight ordinary members. The School Council comprises professionals with a wide range of expertise and experience.

School Council is very mindful of its corporate governance responsibilities and is committed to the Standards Australia AS 8000 Good Governance Principles. Good governance is essential to maintaining trust between the School and its students and their families, the wider school community and government statutory authorities.

The School Council aims to promote the values and attitudes of service, integrity, stewardship, consideration for individuals, accountability and personal responsibility.

The School Council is responsible for overseeing the financial and business affairs of the School, appointment of the Principal, and is the policy making body.

The Principal is the Chief Executive Officer and is responsible for the implementation of all policy. The Principal exercises overall management and control of the School, including its programs, enrolments, staffing and discipline.

The School is registered to operate as an Independent Kindergarten to Year 12 School and accredited to deliver the School and Higher School Certificates by the NSW Board of Studies.

SCHOOL ETHOS

Vision

To be a leader in learning, providing outstanding education for students of all ages.

Mission

To prepare students for the future by providing a supportive co-educational learning community where each student is encouraged to strive for excellence in scholarship, personal development and citizenship.

Graduate Aim

To empower our students to be tomorrow's leaders: accomplished, confident and able to achieve their potential through:

- Higher-order thinking skills and a deep understanding over a range of academic disciplines
- Knowledge of the world and an understanding of global citizenship and the importance of an international perspective
- Life long learning and the skills to adapt to technological and occupational change
- Commitment to humanitarian values with a genuine willingness to promote social justice and inter-cultural understanding
- Personal responsibility, good health and resilience
- Pride and a sense of belonging to their school community
- Appreciation of democratic processes and an ability to contribute to the development of society



Educational Principles

Educational programs and practices at The Hills Grammar School are underpinned by the following principles:

- Students learn in a variety of ways and at different rates
- Learning promotes personal satisfaction, enjoyment of life, and encourages growth towards independence and moral autonomy
- The School, family and the community make a crucial contribution to the development of well-rounded individuals
- Education is the primary vehicle for developing humanitarian values
- School life is enriched through the inclusion and acceptance of people with different backgrounds, cultures, religions and abilities
- Education equips young people with the skills necessary to play a productive part in democratic, multi-cultural Australia
- Co-education is a preparation for life, for work, for family and for relationships



...a strong and vibrant learning community

Values Framework

In seeking to build and develop a strong and vibrant learning community we recognise that people are our greatest asset and as a result our values are people centred and humanitarian in nature. At The Hills Grammar School, ethical behaviour and respect for students, staff and parents are reflected in our relationships and community life.

The School's ethos, policies and practices are based upon the following core values:

Accountability - taking personal responsibility for all actions in an open and transparent manner

Honesty - acting with sincerity and seeking the truth

Service - recognising and responding to the needs of others with care and compassion

Integrity - acting in accordance with the principles of moral and ethical conduct

Respect - valuing ourselves and treating others and the environment with consideration and dignity

Acceptance - acknowledging and understanding others' differences and accepting diversity

Fairness - acting in a manner which is socially just and protects the rights and privileges of all in a free democratic society

Excellence - seeking to accomplish one's best

UNIQUE QUALITIES

The essence of independent schooling is to provide choice. For real choice to exist, schools must differ in their style, composition, organisation, character and balance. The Hills Grammar School must be distinguishable and distinctive.

As a learning community, our School is distinguishable by a unique combination of features:

- Independently governed with its foundation in the community of the Hills District
- Co-educational by design providing education for both boys and girls from Kindergarten to Year 12
- Integrated physically on one campus providing first class facilities
- Non-denominational, with no bias in terms of religion, race or gender offering a comprehensive education within a framework of humanitarian values
- Academically rigorous, offering a comprehensive and differentiated curriculum to all students which enables, enriches and extends
- Environmentally beautiful, offering a bushland setting which reflects a sustainable relationship between the physical and built environments
- Relationship based, fostering caring and positive relations between all members of the school family
- Community focused engendering a sense of belonging by all and a commitment to serve
- Holistic, having regard for the full and balanced development of each student
- Extensive co-curricular program complementing the academic curriculum
- Collegial and caring professional staff



ONE SCHOOL - ONE CAMPUS



A community is made up of people with diverse interests, abilities and backgrounds. So it is at The Hills Grammar School. Being a Kindergarten to Year 12 School for girls and boys, the School offers as its learning environment a natural community in which to learn and grow. The spacious campus provides Junior and Senior School children with their own areas as well as shared facilities and opportunities for interaction. The one integrated campus concept as it exists at The Hills Grammar School is unique and it affords our students opportunities which greatly enrich their education.

Hills is a social place where a child's experiences with other children and adults influence lifelong attitudes to learning and relationships. The student population is comprehensive reflecting a high number of siblings and a rich diversity in terms of cultural, social and economic backgrounds.

Our international students bring a special richness and cosmopolitan tone to the school community.

The School is registered to offer courses from Kindergarten to Year 12 to full fee-paying overseas students.

Co-education is an integral part of the social context of good education and it reflects our strong belief in the academic and social benefits of boys and girls being educated together. This belief is supported by experience and current educational research. Within this rich co-educational environment, values such as equality, justice, fairness, tolerance and compassion find their fullest expression.

Our students have an invaluable opportunity to understand and appreciate the perspectives both boys and girls bring to the School. They become good friends over the years and learn to appreciate each other's strengths, without feeling self-conscious. Recognising how society constructs gender, they learn to discard sexist attitudes and to realise their own individuality within a mixed sex school setting.



...extensive
opportunities for
broad and
in-depth study

A BROAD AND BALANCED EDUCATIONAL EXPERIENCE

The curriculum offered at The Hills Grammar School is academically rigorous and aims to enable, enrich and extend students from Kindergarten to Year 12. It provides extensive opportunities for broad and in-depth academic study across all Key Learning Areas. Flexible pathways are possible for students with particular learning needs.

The introduction of our students to music, visual arts and drama starts in Kindergarten. Their natural abilities in these areas are developed by exposure to the many facets of the creative arts. Opportunities to display and perform their work are numerous and esteemed by the school community.

The study of foreign languages along with the creative arts is seen as crucial to intellectual development.

As such, students undertake a coherent study of a foreign language from Kindergarten to Year 10. French is a mandatory language for Kindergarten to Year 6.

Collaboration and planning occurs on a Kindergarten to Year 12 continuum while allowing the Junior and Senior Schools to have their own distinctive character. Senior and Junior Students are often involved in programs, activities and events together. Some Senior School teachers work as specialists in the Junior School.

The partnership developed between the School, the home and the wider community helps to foster the educational programs of the School.

Parental interest and support directly influences each child's achievements.



...learning and enrichment programs are accessible to all students

MEETING INDIVIDUAL NEEDS

The School is committed to catering for individual student needs through early intervention. Curriculum differentiation commences in Kindergarten where each student's literacy is benchmarked on a regular basis and appropriate academic support is provided for all ability levels. Learning support staff work collaboratively with class teachers.

We are increasingly aware of students' special needs and accommodate them in small withdrawal groups while maintaining each student's presence in mainstream classes. Support staff and classroom teachers provide academic support for students

in classrooms from Kindergarten to Year 12 with particular areas of need including Gifted and Talented, Learning Difficulties and English as a Second Language.

The School caters for a large range of abilities and learning styles. The learning support and learning enrichment programs in the Junior School are accessible to all students and those who are highly able have numerous opportunities to continue their development through the Honours Program which offers courses in Mathematics, Science, French, Music and the Humanities in the Senior School.



K TO 6 CURRICULUM

Within the context of the NSW Board of Studies curriculum framework, the Junior School builds upon the knowledge and experiences that students bring with them. The curriculum is offered in three stages:

- Kindergarten to Year 2 (Stage 1)
- Years 3 and 4 (Stage 2)
- Years 5 and 6 (Stage 3)

A comprehensive and balanced curriculum is presented which contains the knowledge, skills, attitudes and values that students need for present and future learning and to participate in society.

The Junior School teaching program focuses on the following Key Learning Areas: English, Mathematics, Science and Technology, Human Society and its Environment, Languages (priority language being French), Creative and Performing Arts (Music, Drama and Art), Physical Education, Health and Personal Development.

Teaching and learning in the Junior School is enriched by a wealth of resources both human and physical. Each class teacher is supported by specialist teachers in Information Technology, Languages, Physical Education, Music, Visual Arts and Library. In addition,

specialist learning support staff with experience in Gifted and Talented, ESL and Learning Difficulties work with the classroom teacher in assessing and programing for individual student needs.

Small learning groups are implemented across curricular activities, maximising not only the use of specialist and support staff but also the most effective teaching strategies in order to engage each student in his or her learning.



7 TO 12 CURRICULUM

The Hills Grammar School is fully accredited by the Board of Studies to offer courses that satisfy the requirements for the award of the School Certificate (Year 10) and the Higher School Certificate (Year 12).

The Senior School curriculum offers an academically rigorous program of study to all students while catering for a wide range of ability levels. The curriculum is offered in three stages:

- Years 7 and 8 (Stage 4)
- Years 9 and 10 (Stage 5)
- Years 11 and 12 (Stage 6)

It features a broad range of electives to cater for the individual interests and talents of the students as well as study at an advanced level through the Honours Program. This program may lead to extension course work at the Higher School Certificate level as well as Distinction Courses offered by universities.

In Years 7 and 8, the subjects offered are determined by the Board of Studies with the only choices being in the area of languages. Core subjects are English, Mathematics, Science, History and Geography, and a language (French, German or Japanese). Technology and Applied Studies, Personal Development, Health & Physical Education (PDHPE), Visual Arts and Music are all studied as general experience courses.

Advanced study is offered by invitation to the most able students to study one or more of the Honours Courses on offer as part of the Honours Program including Humanities (Integrated English, History and Latin), Mathematics and French.

Students in Years 9 and 10 continue their core studies in English, Mathematics, Science, Australian History and Geography and a language.

However, they also enter a phase of their education when they are able to make some choices and to pursue in greater depth some of the subjects which have inspired them and which they have enjoyed.

Elective courses include Commerce, History, Industrial Technology (Wood), Information Software and Technology, Food Technology, Drama, Music, and Visual Arts. PHDPE continues as a general experience course.

Commencing in Year 9, those students who have been studying the Humanities Honours Course continue their study of English, History, and Latin as discrete courses.

The Honours Program is complemented by the addition of a Chemistry Honours Course in Year 9. For exceptionally able students in Mathematics, French or Music, the option of an accelerated program of study is available.

During Year 10, students sit for School Certificate examinations in November of each year in English-Literacy, Mathematics, Science, Australian History and Geography, Civics and Citizenship, and Computing Skills. Students are also awarded grades for each of the courses they have studied in Years 9 and 10 based on Board of Studies Course Performance Descriptors.

As students move into Years 11 and 12, they face exciting but demanding challenges as they prepare for the Higher School Certificate (HSC).

Mathematics is compulsory in Year 11, and English compulsory in both Year 11 and Year 12. Senior students then choose from a range of subjects and courses as set out in the table below.

Students gain a Record of Achievement for Year 11 (their Preliminary Year) and a final Record of Achievement at the end of Year 12.


Students with special needs may make use of the Board of Studies Pathways initiative and complete their HSC over an extended period.

Courses can be studied at a variety of levels to cater for students' interests and capabilities. Students are encouraged by staff to make appropriate decisions to maximise their performance.

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension (1 Unit)	HSC Extension (1 Unit)
Ancient History	2 Unit		HSC Extension
Biology	2 Unit		
Business Studies	2 Unit		
Chemistry	2 Unit		
Drama	2 Unit		
Earth & Environmental Science	2 Unit		
Economics	2 Unit		
English	Standard, Advanced, ESL	Preliminary Extension	HSC Extension 1 HSC Extension 2
French	2 Unit		HSC Extension
German	2 Unit		HSC Extension
Hospitality Operations	2 Unit		
Industrial Technology	2 Unit		
Information Processes and Technology	2 Unit		
Information Technology	2 Unit		
Japanese	2 Unit		HSC Extension
Latin	2 Unit		HSC Extension
Legal Studies	2 Unit		
Mathematics	General, 2 Unit	Preliminary Extension	HSC Extension 1 HSC Extension 2
Modern History	2 Unit		HSC Extension
Music	2 Unit Course 1 2 Unit Course 2		HSC Extension
PDHPE	2 Unit		
Physics	2 Unit		
Senior Science	2 Unit		
Visual Arts	2 Unit		

Electives may vary from year to year

PASTORAL CARE AT HILLS



...a sense of fun
and enjoyment
in learning

Our School is a place where children can be secure, valued and accepted. There is a sense of fun and enjoyment in learning and children can form friendships beyond the classroom. The School is committed to the provision of a safe and secure environment which promotes learning, social and emotional development and positive self esteem. Each student and teacher has the responsibility to ensure that such growth can occur.

The School embraces an ethos of non-violence and expects each child to treat every other student with consideration and respect. Bullying, racism and violence of any kind are considered unacceptable behaviours and steps are taken by teachers and senior students to resolve grievances and conflicts as well as providing support and mediation.

Student welfare and behaviour management policies at The Hills Grammar School are based on a structured Pastoral Care and Counselling system which reflects the developmental needs of students as they move through the School from Kindergarten to Year 12.

Self discipline and management are important developmental goals for our students. Our aim is to address the causes of individual behaviour problems allowing students to learn from their mistakes and to make a connection between behaviour and consequences.

Parents are encouraged to play an active and supportive role in the implementation of our welfare and student behaviour management policies.

As an integral part of the overall pastoral structure of the School, a full time counselling service is available to any student, Kindergarten to Year 12.



The School Counsellor(s) is registered and specialises in educational psychology and childhood and adolescent behaviour.

The caring family environment is a feature of Kindergarten to Year 6 which is enhanced by the supportive relationship between parents and the School. The classroom teacher, with the support of the School Counsellor(s) and Heads of Stage, is instrumental in ensuring that students are known and cared for individually.

Pastoral Care is a natural part of everyday life and the Junior School provides a range of social learning experiences and incorporates student welfare strategies into the class learning program.

The welfare policies of the School are integrated on a Kindergarten to Year 12 basis and emphasise the development of self discipline, self esteem, and personal responsibility. Personal and social values are promoted in many ways including school rules, responsibilities, routines, social skills programs, student leadership roles and buddy classes.

Pastoral Care at Hills is concerned with the whole child and his or her development.

While the School has a structured Pastoral Care system, it is tradition that all teachers are carers, as some of the most important caring that takes place in schools is unplanned. Quite often it involves the ordinary yet significant parts of daily school life.

In Years 7 to 12 the Pastoral Care system has evolved over time to meet the needs of the students and is based on a house structure. There are approximately 175 students in each of the four Houses – Castle, McGrath, Pennant and Rogan. Each House is divided into eleven pastoral groups with between 16 to 18 students in each. These tutor groups meet daily for 20 to 25 minutes with their Tutor. Each Tutor acts as an advisor, mentor and advocate for each student in his or her group. The Director of Pastoral Care, Heads of House and House Tutors work closely to provide effective Pastoral Care teams. It is important to us that students are known and cared for as individuals and that their progress is monitored.

An International Student Co-ordinator is responsible for the overall management of the International Student Programs and activities.



AN EASY TRANSITION

By the first day of Senior School your child will know most students in Year 7, their House Tutors, teachers and the senior student leaders.

The transition into Year 7 is important and can be difficult for students commencing at a new school. We address this potentially anxious time by providing several opportunities for the ongoing and incoming students to meet and form friendships.

Year 7 Taster Days are held in Term 2 for all students entering or considering enrolment in Year 7 the following year. The children join the School's current Year 6 students and experience a range of Senior School lessons. It is a great way to familiarise the students with the campus, their teachers and fellow classmates.

Just before school commences, all Year 7 students participate in a three day orientation camp with the teaching staff and school leaders.



...we value the close
relationship that exists
between home and school

COMMUNICATION BETWEEN HOME AND SCHOOL



Years K to 6

Parents are actively encouraged to share in their child's development by supporting the School's programs and activities. It is very much a partnership between school and home. Parents help in the classroom in a wide range of ways from tasks such as assisting with book covering or pencil sharpening to the sharing of knowledge and skills in guest presenter roles.

Effective communication between school and home is essential. In order to facilitate this, a variety of methods of communication are used between students, parents and staff including:

- Semester Reports and profiles – detailing areas of study and progress made
- Parent Interviews – by appointment or on a needs basis
- Red Book (diary) – used on a daily basis for parent/teacher communication as well as recording homework
- School Newsletter – published every two weeks
- Parent Meetings – overview of teaching programs at the beginning of term one and throughout the year



Years 7 to 12

Effective communication is essential for any organisation to operate properly. At Hills we value the close relationship that exists between home and school and this provides the basis for communication about the academic and pastoral needs of each student.

Parents often wish to communicate to the School about a wide range of matters, which may include such things as a forgotten sports kit, a doctor's appointment, or more serious academic and discipline matters.

Often the School or Student Offices are able to resolve minor matters and important messages can generally be conveyed to the students during school hours. However, for general routine matters relating to the daily life of a student, your child's House Tutor would be an important point of contact. For more serious matters relating to general academic and welfare needs, the first point of contact is the Head of House.

The Heads of Curriculum who are responsible for different areas of the academic program are able to assist with enquiries specifically about courses of study and related matters.

Twice each year, parents receive a comprehensive report on their child's academic, co-curricular, personal development and social progress.

There is also a formal parent teacher interview each year and parents are welcome to make appointments to discuss in detail any issue of concern. Apart from these formal communications, we encourage parents to keep the lines of communication open through the use of the 'Red Book'. The Red Book is a homework diary and weekly source of contact between parents, House Tutors and teachers.



TOMORROW'S LEADERS - SKILLED AND CONFIDENT



Student Leadership is a crucial aspect of school life and is actively encouraged and nurtured from a young age. At Hills, we embrace the notion of the servant leader where service is the basis of leadership. Within the School all students are encouraged and assisted to develop their leadership potential, skills and a sense of service. Opportunities for leadership within the School are numerous and take a variety of forms throughout a student's life at The Hills Grammar School, including;

- The Student Representative Council in the Junior School
- Student Leadership and House Committee in the Senior School
- House based events and competitions including the Athletics, Swimming, Cross Country and Creative Arts Carnivals
- Fundraising events are generally initiated and led by student leaders from different House and Year groups.

Students also have numerous leadership development opportunities throughout their school career.

Leadership Camps, Focus Days, and Workshops focus on personal and team development which benefit the individual and school community.

The Dooral Leadership Centre is an innovative partnership between The Hills Grammar School and Australian Youth Development Association. Students from Year 5 to Year 12 are given opportunities to enable, enrich and extend their leadership potential within the School and wider community. Programs which excite, inspire and enhance the esteem of all students are a feature of our school year.





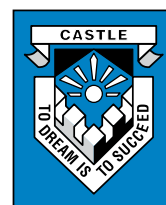
Students are encouraged to develop their leadership skills and to aspire to special positions of responsibility.

The formal selection of Junior and Senior School leaders takes place in the second half of each year. The process starts with self nomination and includes public speaking, interviews, peer and staff voting.

In the Junior School, two Captains are appointed to lead the student body Kindergarten to Year 6 along with eight House Leaders.

The apex of Student Leadership is the position of School Captain. A boy and girl from Year 12 are appointed each year to this position and are assisted by two Vice Captains, House Captains, Co-Curricular Captains and Prefects.

Our student leaders are expected to serve the School and wider communities, foster school spirit, enrich school life, represent the values and traditions of the School to the wider community and strive to uphold and respect the principles on which The Hills Grammar School was founded.



CO-CURRICULAR PROGRAM



From the very first year of operation, The Hills Grammar School has offered a varied and extensive co-curricular program to all students. It aims to broaden the development and interests of each student through the provision of activities in the cultural, creative, intellectual and sporting areas.

All students from Years 3 to 12 are encouraged to be involved in at least one co-curricular activity each term. The program is designed to balance their academic pursuits with a range of other experiences.

Our co-curricular program provides each student with a vast array of activities from which to select. These include a range of individual and team sports, music, drama and creative arts ensembles, public speaking and debating, environmental groups, recreational and leadership opportunities. These activities may be held as early as 7.30am, during lunch times, after school, in the evenings and at weekends.

After school and into the evening several department drop-in lessons offer students an opportunity to

consolidate knowledge and skills, sporting teams continue their competitions and training, concerts and plays are staged, art is created and Duke of Edinburgh campers leave on trek. These activities are a small sample of the co-curricular program in which staff members and students are involved at some time throughout the year.

Competitive sport is offered through the co-curricular program – it is not compulsory. Students have the opportunity to represent the School in a range of team and individual sports which can lead to representation at the State and National levels.

In addition to the individual faculty areas that offer co-curricular activities, the House Program enriches students' lives and contributes much to House and School spirit.



FACILITIES

The school buildings are Australian neo-colonial, architect-designed to harmonise with the natural bushland setting and magnificent landscaped gardens. Our exceptional facilities, designed to foster a collegial atmosphere, include:

- fully equipped multipurpose hall with gymnasium and weight training area
- amphitheatre, music complex, drama theatre and workshop spaces
- state of the art Science and HSIE facilities
- art and ceramics rooms, studio and gallery
- four level library with fully equipped theatre
- over 350 computers available for use in Junior and Senior classes, library and in five dedicated labs
- food technology kitchen and cafeteria-style canteen
- a fully lit Sports Precinct with an international sized oval, four multi-purpose courts and a sports pavilion.



SERVICES



Before and After School Care

Before School Care is available from 7.00am-8.45am each day during term time for all students from Kindergarten to Year 8 in the OOSH Centre. The students are provided with breakfast and are supervised by qualified staff before they move to class.

After School Care is available from 3.00pm-6.00pm each day during term for all students from Kindergarten to Year 8. All students are provided with afternoon tea.

The OOSH Centre is a dedicated facility for students from Kindergarten to Year 4. These students enjoy a variety of outdoor games, craft activities and are given the opportunity to complete homework, with assistance if required.

Students from Year 5 to Year 8 are accommodated separately in Nexus and their program has an academic focus. Qualified staff are available to assist with homework and assessments, especially research tasks requiring internet or library use. A range of educational games and craft activities is available.

Vacation Care

Since 2002, The Hills Grammar School has provided a high quality, specialist Vacation Care Program to assist working parents during school holiday periods.

Our Centre offers a safe and harmonious environment where the welfare of the students is of primary concern. All activities are delivered with an emphasis on low student/carer ratios, quality and age appropriate programming as well as great value for money. The program is delivered by dedicated and caring staff and includes fully qualified and experienced teachers, sports coaches, faculty-based specialists and child care workers.

The programs are tailor-made to suit students in Kindergarten to Year 4 or Years 5 to 8. This allows parents to choose a day or two of Vacation Care which best suits their child's interests or a week long program, which will ensure they are involved in creative, challenging and rewarding activities that have been matched to their stage of development. Vacation Care operates for one week at the end of Term 2 and two weeks at the end of Term 4.

For more information contact Sandra Scoular, OOSH Co-ordinator on 9654 5135.



...a vibrant and friendly environment

Nexus - Advancing Learning Excellence

Nexus provides a vibrant and friendly environment where students have access to four levels of open learning spaces with state of the art facilities. This is supported by a resource collection that includes online access to the internet and databases, books, magazines and audio visual resources.

Nexus is a centre for collaborative teaching practice. Class teachers and library professionals work together to provide rich and authentic learning experiences for students, and to foster a love of learning. Nexus supports our School's mission to become a centre for excellence in learning. We do this through the provision of flexible and tailored programs which assist students to become active participants in our knowledge-based society.

Uniform Shops

Parents can purchase new and recycled uniforms from two different outlets on the School campus. Argyle & Tweed operates two full days each week and by appointment in some holidays. The full range of uniform for boys and girls can be ordered and bought here. A recycled uniform shop opens limited hours twice a week.

School Clinic

Students who need first aid and medical attention have access to a dedicated school clinic staffed by registered nurses. The students' medications can be kept safely and administered in the clinic. Those students who feel ill or need first aid will be taken to the clinic where they will be attended and parents will be notified.



Careers & Tertiary Awareness

The Hills Grammar School's Career Education Program aims to assist students to:

- Develop an awareness of obvious and not so obvious study, training and employment options and pathways available to them
- Consider all relevant factors in the process of making their own career plans and decisions
- Obtain timely and impartial guidance, advice, and up to date information
- Use appropriate career assessment tools to clarify their career aspirations, goals and plans
- Explore opportunities to develop skills for the transition from school to tertiary and/or employment.

The Hills Grammar School sets out to achieve these aims by providing a comprehensive Careers Service available to all students. There is a fully equipped Career Information Centre located within Nexus. It offers a wide range of career resources accessible to all students.

The Careers and Tertiary Awareness Coordinator assists students with:

- Subject selection for Years 11 and 12
- Advice and information on study options at University, TAFE and Private Tertiary Colleges
- Skills and career preference identification, using recognised career assessment tools
- Obtaining a Tax File Number
- Job search preparation including apprenticeships, traineeships and part time work
- Resume preparation and interview skills
- Work experience and other experiences to further develop their employability skills.

To enhance this program the Careers Department organises regular information seminars on a variety of topics with special guest speakers from all the levels of tertiary providers and employment sectors.

The students are also encouraged to attend Career Markets and Information Days organised by outside providers. The Hills Grammar School also runs its own Careers & Tertiary Awareness Market for the local community.

The Year 10 Career Education Program is integrated within the PDHPE Program. This is supported by Career Assessment Testing and Interviews conducted by Career Avenue.



...to inspire
the imagination

School Museum & Archive

The School Museum and Archive were established in 1998, and have an important role in supporting the School's programs and alumni activities.

Ideally located in the original building, 'The White House', the School archive contains photographs, maps, uniforms, trophies, the first computers and many other artefacts to inspire the imagination. Students, parents and visitors are most welcome to visit the museum, Monday to Wednesday during business hours.

The Archive houses records covering a full range of school functions such as: the governance of the School, strategic planning, compliance, administration, student services and management, education, communications and alumni activities.

The museum offers students and staff a valuable educational resource in its wide range of primary sources and documentation of the School's history.





OUR COMMUNITY

Parents & Friends

Upon enrolment of their children in The Hills Grammar School, parents are encouraged and expected to be involved in the life of the School. Parents are automatically members of the Parents & Friends Association (PAFA) and can be involved at committee level and with sub-committees for a range of events or fundraising activities.

The Parents & Friends Association is a very active organisation and has been an integral part of the School since its foundation.

Its objectives focus on supporting the School through:

- fundraising activities for additional resources
- encouraging co-operation and communication between parents, school staff and wider community

- providing a forum for learning about current academic, welfare and social trends within the school and society.

The Class Parent system offers all parents an opportunity for additional involvement in school life through this year-based parent network.

Class Parents work with the Community Relations team on numerous events and projects.

They assist parents who are new to the School, organise social gatherings as an opportunity to meet other parents and assist in fundraising activities and school events. Class Parents also provide support to classroom teachers.

The Hills Community is a large and dynamic one. Our volunteer base is valuable to many programs; academic, social and fundraising. Each year parents, past students, local business, professional and welfare representatives are invited to the School to assist in programs such as Australian Business Week, Careers Expo, special interest days, pastoral and wellbeing initiatives. Our sporting teams and co-curricular programs also benefit from the coaching expertise of parents and friends.

Parents are donors in many ways; time, expertise and money. The Hills Grammar School has maintained a high level of support in each of these areas since its foundation, thus presenting an established place of learning with facilities, resources and maturation 'well beyond its years'. Financial support is given by way of tax deductible donations through the building fund, scholarship fund, capital appeals and annual giving.



Dads' Day in the Canteen



Art, Craft & Garden Show



Grandparents' Day



Golf Day



TRANSPORT

The School is serviced by two bus companies which transport students to and from railway stations as well as destinations throughout the Hills District and beyond.

Hillsbus

Transport is available to The Hills Grammar School on Hillsbus from Parramatta Station, Northmead, Winston Hills, Baulkham Hills, Bella Vista, Barina Downs, Knightsbridge, parts of Glenhaven, Kellyville and Castle Hill. They cover the Castlewood area of Castle Hill, Bannerman/Grange/Glenhaven Road areas of Glenhaven, Knightsbridge, West Pennant Hills Valley and Oakhill. Hillsbus also covers parts of Dural, Middle Dural, Galston, Berowra, Canoelands, Kenthurst, Annangrove, Terry Road, Pitt Town Road, Maraylya. Buses come from Pennant Hills Station through parts of Cherrybrook, Parramatta Station and Eastwood Station via Carlingford to the School.

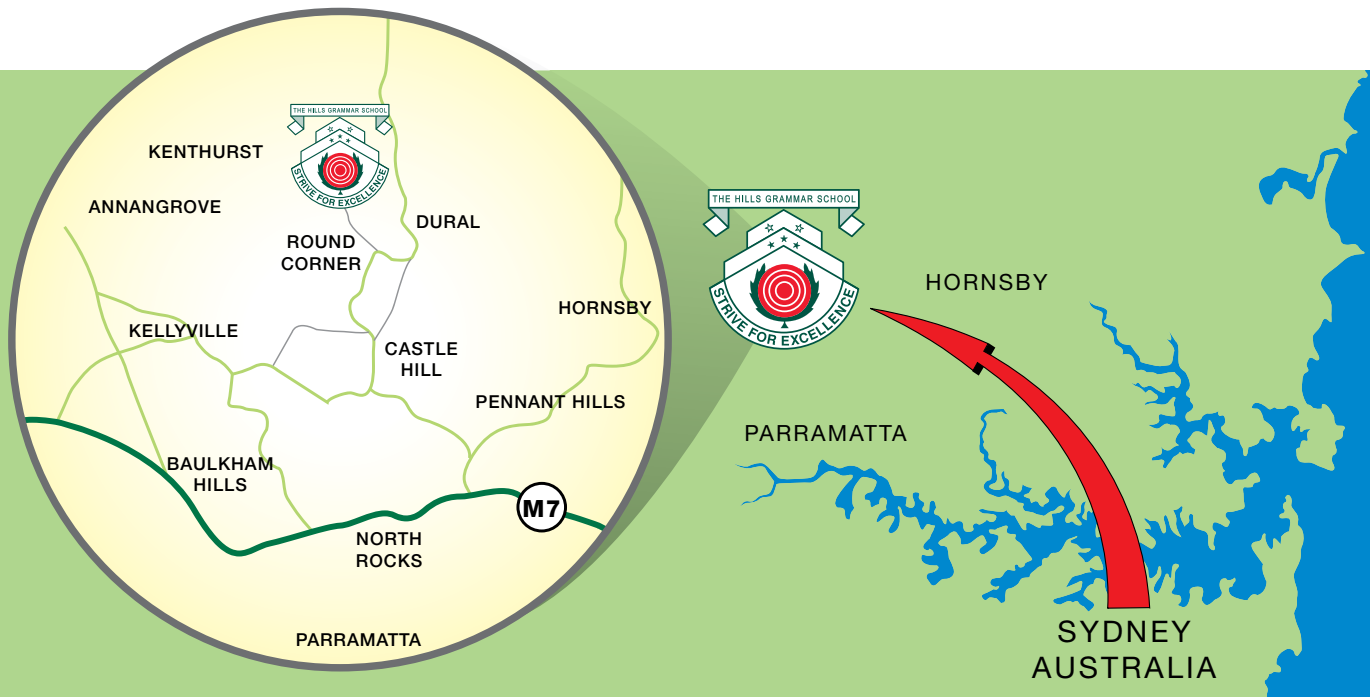
For further information please ring Hillsbus on 9890 0000 or visit their website <http://www.yourbus.com.au/the-hills-grammar-school.html> where precise and up to date routes to and from The Hills Grammar School can be found.

Hawkesbury Valley Bus Co.

This bus leaves from the Hawkesbury Valley - Windsor and Maraylya with the interchange at Old Pitt Town Rd and Boundary Rd, Oakville. Further information can be obtained by ringing 4572 3410 or visiting their website www.busabout.com.au/hawkesburyvalley/schoolservices

Travel pass applications are available from the Student Office.

Whether children travel by bus or private transport, they are picked up and dropped off in the safety of the school grounds.



LOCATION

The Hills Grammar School is situated in Kenthurst, a rural suburb in north-west Sydney.

Only 40 minutes drive from the centre of Sydney, and 10 minutes drive from the nearest railway station, the School enjoys the best of both worlds; the idyllic environment of 45 bush and landscaped acres with access to the cultural offerings of an international city.

Tours of the campus are held each term and we invite all prospective families to take advantage of this service. Simply contact the School on 9654 2111 and book a time which suits you.



...strong belief in the academic
and social benefits of boys and girls
being educated together





Founded 1982

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