Hills
Grammar



Annual Report 2025





Our Vision



Vision

Extraordinary Education: Growing Minds, Discovering Passions, Nurturing Character

Purpose

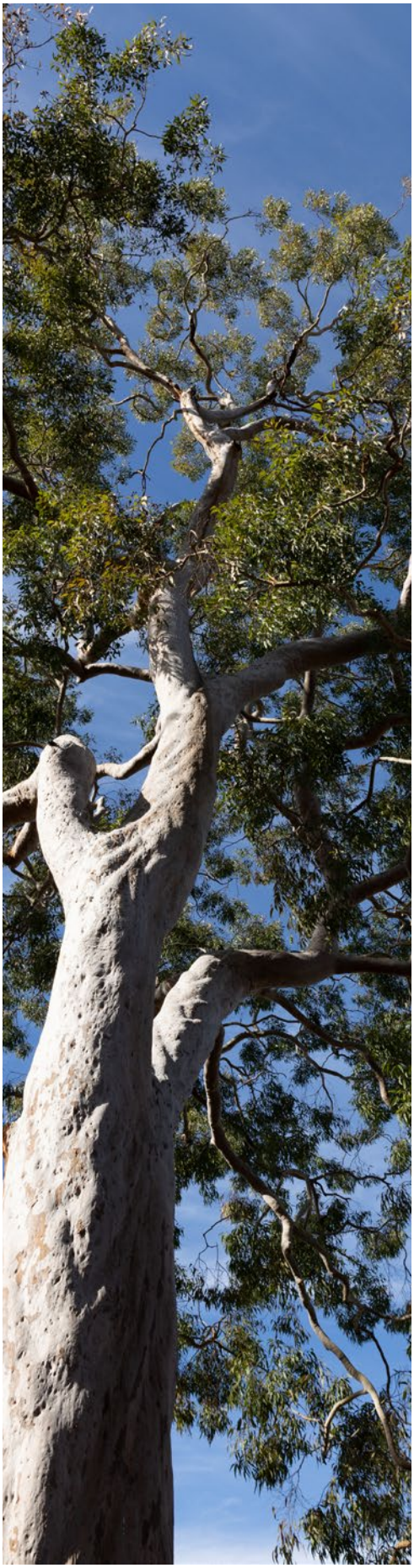
To foster each student's potential for greatness through outstanding teaching in a unique learning environment

Graduate Aim

Extraordinary Individuals: In partnership with our families and community and in an environment where wellbeing, connectedness, and high expectations matter, we enable our students to:

- Embody the humanitarian values of Respect, Integrity, Service and Excellence
- Develop a deep knowledge, understanding and skills across a range of academic disciplines
- Be open to growth and opportunity as they strive to reach their potential and beyond
- Become adaptive, creative, and critical thinkers who face challenges with optimism and resilience
- Value their local community and act and think like global citizens and environmental stewards
- Embrace innovative technologies and develop an entrepreneurial mindset
- Lead with conviction, courage, and compassion to make an impact in the world

Our Values



Respect

The principled character begins with a foundation of respect. This is demonstrated in the way we value ourselves and treat others and the natural environment around us. Our students and families connect in a culturally rich community, and we celebrate this diversity and seek to understand and accept our differences. Respect for others is reflected in a strong sense of fairness and social justice, in which the rights and privileges of all are protected. Fairness and social justice provide the common ground in which we balance our differences. Whether we be children or adults, the value of respect guides our attitudes and actions in school life.

Integrity

We believe that even from a young age, students need to learn to take responsibility for their actions. We encourage self-reflection and learning from mistakes. As students mature, we encourage increasing independence in decision-making. As educators, we support our students to make ethical choices, knowing that honesty and truthfulness bring personal growth. Ultimately, integrity is a key value for students to take forward into adulthood and their future lives, careers, and relationships. As the value of Integrity links closely to personal reputation, it should be something that each of us aims to nurture and uphold.

Service

As a learning community, we value and actively promote the caring individual who responds to the needs of others. Service to the school and to the community at large is based in the development of an empathetic, compassionate individual whose attitudes are reflected in their actions. Service at Hills Grammar is strongly associated with the philosophy of servant leadership, in which the aspiration to serve first, and lead second, helps to promote effective role models within our student, staff and parent communities. Service learning and service leadership help to build the capacity of others to make a positive difference in our school and the wider world.

Excellence

As our students aim to reach their academic, personal and co-curricular goals, we strive to be a supportive educational community. We value our students' various achievements and see greatness in their efforts and personal milestones. An important part of achieving excellence is for our students to learn humility, often the hallmark of the lifelong learner who knows that each craft and area of human endeavour takes time and effort to master. Excellence is about striving to achieve your personal best and beyond. At Hills, "Education is about locating the genius in each and every child" (Ron Ayling former principal).



Forbes Magazine recently published a list of skills they consider essential for future employees and leaders: managing ambiguity, deep curiosity, openness to diverse opinions and experiences, entrepreneurship and empathy, resilience, optimism and imagination, rapport and relationships, and smart action: being able to get things done.[1]

At Hills Grammar, we prepare our students to be creative and confident thinkers. We want our graduates to be able to delve deeply into academic disciplines – in the arts, in the sciences, in mathematics, languages, humanities and technology – while also emerging with deep learning competencies to thrive in an ever-changing world, one filled with problems, challenges and opportunities we are yet to imagine. We support our students through rich wellbeing, co-curricular and outdoor education programs. We extend our students through interdisciplinary learning, including entrepreneurship, passion projects, and micro-credentialing. We engage with partners in learning drawn from our parents, community, and alumni, and from universities and businesses both near and far.

Hills Grammar graduates are shaped by tradition but not bound by it; we treat each student as a Hills Original whose full potential is yet unknown. In the words of the School Song, 'Together we embark on this journey, together we cross the great unknown / a myriad of dreams as aspirations – it's here the seeds of learning are sown.' That's how a school prepares students for the future, for work and for life – with care and support, openness, and optimism.

1 https://www.forbes.com/sites/tracybrower/2021/02/14/the-future-of-work-will-demand-these-8-new-skills/

From the Principal

2025 has been another wonderful year at Hills Grammar. Our students and staff have achieved so much and have demonstrated time and again how collaborative, caring and remarkable they are. I feel privileged to work alongside teachers and support staff who embrace innovation, bring energy and passion to their roles, and maintain an unwavering commitment to student flourishing academically, in the performing arts, on the sporting field, through cocurricular pursuits and in wellbeing. Our parents continue to be extraordinarily supportive and engaged. I am immensely proud of our students who embody our RISE values and inspire us every day. We are honoured to teach and care for them.

Our students have excelled across sport, the performing arts, cocurricular activities and beyond school.

HG Voices

Through our HG Voices program, our students are given the opportunity to express themselves in a number of creative and collaborative endeavours. Our Model United Nations team earned one of only four major awards in New York in March when they competed against 4,000 students and went on to win the Harvard MUNA competition. Our senior debating team won the Open HICES competition. Our Junior and Senior Poets Laureate presented their original poems at significant school events such as Graduation, Leadership Assembly, Grandparents Day and Annual Presentation of Awards. They also presented at a number of Hills Shire Council Citizenship ceremonies and Australia Day celebrations.

Community Service and Giving Back

Our students' generosity, care and compassion have been evident this year with over $170,000 being raised for a number of charities. Our Class of 2025 participated in the World's Greatest Shave raising money for blood cancer, and our parents and students participated in the Australia's Biggest Morning Tea raising money for the Cancer Council. Students have supported The Sanctuary Women's Shelter, Movember, The Yatra Foundation and many other charities. We have been inspired by the enthusiasm and efforts of our students and staff who want to make a difference and give back to the community.

Campus Upgrades

Throughout 2025 our campus experienced a number of upgrades and enahncements aimed at delivering an extraordinary education to our students. Throughout the year we

- opened the newly renovated Booth Centre to the delight of our Design & Innovation and Art Departments
- refurbished the remaining three science labs
- upgraded playground equipment in JS4, and JS3 plus installed new seating areas above the Year 6 Centre.
- resurfaced the outdoor courts, installed shade sails and new bathrooms on the Synthetics
- upgraded the bathrooms in the English Building
- installed new Music Pods near the MPH, which replaced the private tutor rooms.

Master Planning for the Future

The School Executive, in conjunction with the School Council, Capital Works Committee and student and parent advisors progressed the next project on the 10 year Master Plan with the announcement of the Learning Innovation Centre. This new building will be the heart of our school and house the Junior and Senior libraries, event spaces for our students and community to come together, classrooms and a dedicated senior study space. The design of the building has benefited from input from students, staff and parents and reflects the needs and wants of our school community.

Student Agency

We continued to amplify student agency. Professor Yong Zhao reminds us, "To be motivated, you must have autonomy, you must have choice, you must have voice. You also have to feel that you belong and that you are competent." Our goal is to empower our students to know that their voices and actions matter, and that they are the architects of the future. Students have contributed meaningfully to key strategic initiatives, including the Master Planning team, informing the conceptual design of the Learning Innovation Centre; the Strategic Planning Team 2026–2028; and the FutureNow team, where they collaborated with Council members, staff and parents to imagine bold possibilities for Hills.

Opportunities

We remain committed to providing rich opportunities for learning beyond the curriculum. Year 5 students collaborated to design and create special seats to raise funds for the Yatra Foundation while developing a deeper understanding of service. Year 6 explored sustainable agriculture, impressing their mentors with their insight and creativity. Fifty Year 9 students completed the HEX High USYD tertiary microcredential in enterprise skills, achieving an average result above 80%. Additionally, 45 Year 10 students completed a HEX High USYD course focused on the future, culminating in visionary presentations of their imagined communities of 2050.

Awards

5 Star Best School - we achieved the prestigious title of a 5-Star Best School for 2025. This recognition highlights our commitment to educational innovation and excellence and celebrates our focus on a holistic education that enables students to engage with cutting-edge resources while developing critical thinking and problem-solving skills essential for the modern world.

5 Star Employer of Choice – for the third year we were recognised nationally for our outstanding commitment to providing an excellent place to work and as a 5 Star Employer of Choice by The Educator.

5 Star Innovative School – for the second year we have been recognised as a 5 Star Innovative School recognising our pioneering approach to education.



Enrolments Policy

Hills Grammar is a truly independent, intentionally co-educational, proudly diverse, and inclusive school providing an education for children from Pre-K to Year 12.

We appreciate that every child and young person is different. Our aim is to identify, nurture and expand on each person's passions, skills and capacity in order for them to graduate into the world as confident, accomplished and original.

Hills Grammar has a non-selective (no entrance tests) admission policy where each application is considered on its merits. Priority is given to siblings of children already enrolled and to the children of former students. New enrolments are generally accepted for students from Pre-Kindergarten to the beginning of Year 11, with the main entry points being ECEC, Kindergarten, Year 7 and limited places at the beginning of Year 11.

Our year groups are intentionally small, to ensure that each child is known for their unique abilities. Junior School (Kindergarten to Year 6) is 80 per grade and Senior School (Year 7 to Year 12) is 120 per grade. As a co-educational school, we provide equal places in each year group for boys and girls. Our enrolments procedures and processes ensure we maintain this balance.

All applicants are expected to demonstrate a willingness and ability to support the School's mission and values, to apply themselves to academic study, and participate fully in school life. The School's educational program aims to prepare students for opportunities of life-long learning, including (though not limited to) further education at university and other tertiary institutions.

We believe that the safe and supportive environment of Hills Grammar has a lot to offer students. Through a combination of our challenging academic program and diverse co-curricular opportunities, students embark on a learning journey that will prepare them well for whatever future they may choose.

NAPLAN

The following information summarises an excellent set of results achieved by our students in the 2025 NAPLAN. Students at Hills Grammar are performing well above their state cohorts in all areas. NAPLAN data provides a snapshot of performance in Literacy and Numeracy measures. This information assists the school to improve the quality of its teaching programs by maintaining areas of strength and identifying areas requiring additional resources and/or new approaches. A thorough process of analysis each year helps us to cater for individual student needs, as well as inform the strategic planning process.

The National Assessment Program - Literacy and Numeracy (NAPLAN) was introduced in 2008 for all students in Years 3, 5, 7 and 9 in all government and non-government schools, with the key aim of assessing the literacy and numeracy learning of students in all Australian schools. The results of the tests in Language Conventions, Reading and Numeracy provide important information to schools about what each student can do and are used to support teaching and learning programs.



...the School has always utilised the tests for their intended purpose: to provide a 'snapshot' of student performance in Literacy and Numeracy measures on any given day...



Parents receive a report indicating their child's level of achievement. In 2023, significant changes were introduced in terms of how the levels of achievement are reported to schools and parents, with a shift from 10 bands to 4. There are now 4 levels of proficiency:

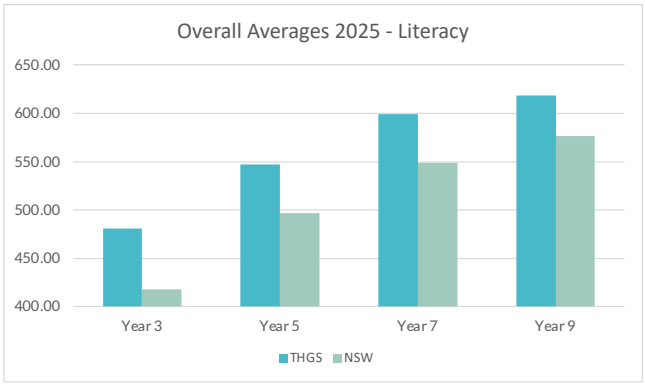
- Exceeding: The student's result exceeded expectations at the time of testing.
- Strong: The student's result met challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicated that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

A visual summary of the 2025 results for each cohort is provided in graphs following. "Literacy" results have been obtained by averaging student performances across the domains of Reading, Writing, Spelling, and Grammar and Punctuation. "Numeracy" results are based on the numeracy results reported in individual student NAPLAN Reports.

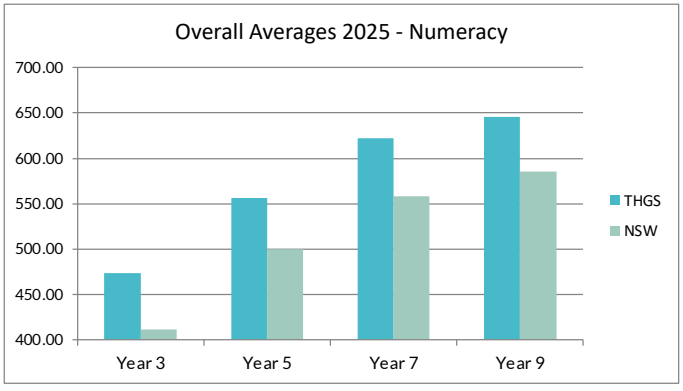
It is important to note that to date our approach to 'preparing' students for NAPLAN tests is one of familiarisation rather than 'drill'. That is, Hills Grammar continues to utilise the tests for their intended purpose: to provide a 'snapshot' of student performance in Literacy and Numeracy measures on a given day of the year, and through analysis, to provide the School with information to consider alongside other forms of assessment, to help us improve our programs and respond to individual needs.

Summary of NAPLAN Performance by Average Overall Score

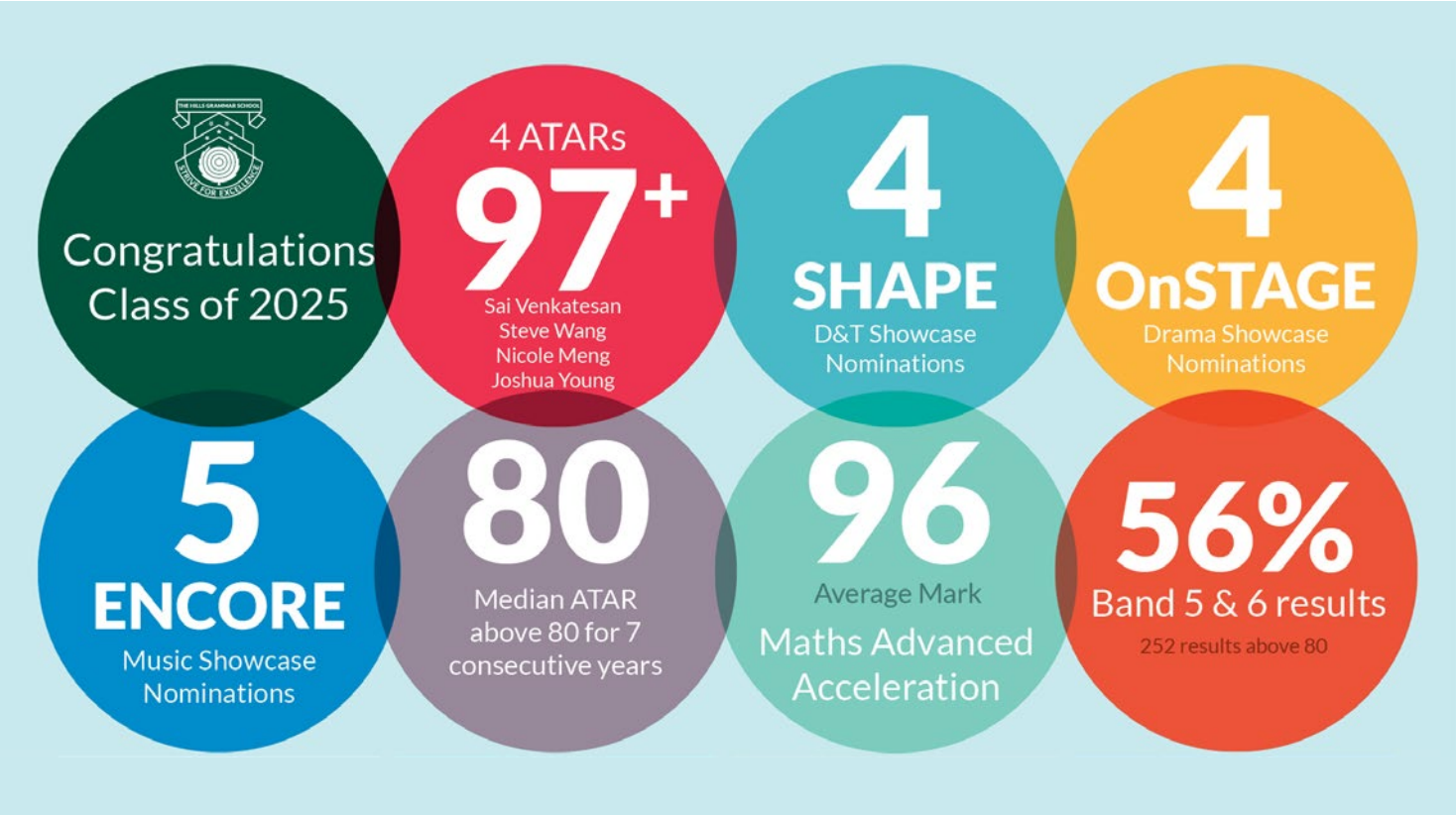
Literacy



Numeracy



Hills Grammar NSW



HSC

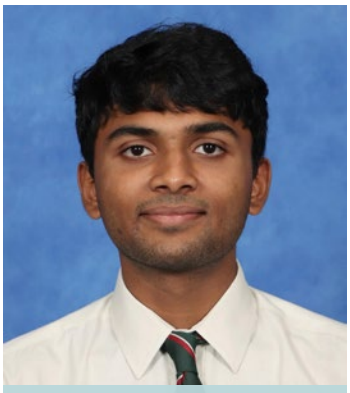
We congratulate the Class of 2025 for their achievement across a wide range of courses. We are proud of the students' efforts and of their commitment to achieve their best.

Our broad curriculum allows students to choose courses which are in line with their interests and talents, and this is reflected in the fact that HSC examination means exceeded State means in 24 HSC courses.

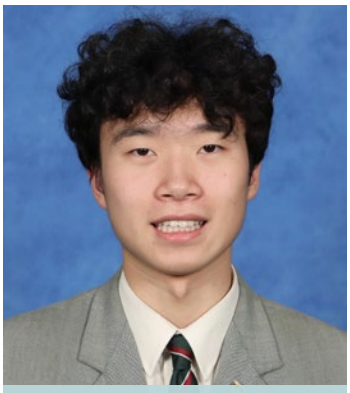
65 Band 6 results were achieved, with 40% of the year group achieving at least one Band 6. However, this only tells part of the picture.

Our median ATAR was 80.3, above 80 for the 7th consecutive year. Two important factors contribute to strong ATAR results: HSC results above 80 and participation in extension courses. 252 Band 5 and 6 results were achieved by Hills Grammar students in 2025, while the percentage of students with at least one extension course has averaged at 50% over the last 5 years. That is a sure sign of ambition and opportunity at Hills Grammar, and when combined with the high proportion of 80+ marks, makes a difference to ATAR for our students.





Sai Venkatesan



Junjie (Steve) Wang



Nicole Meng



Joshua Young

Further highlights from the 2025 HSC include NESA recognition of individual efforts in the HSC.

Highest ATAR

For achieving 90% or above in at least 10 units of study:

Sai Venkatesan – Sai's top scores included 96% in Mathematics Extension 1 and 93% in Mathematics Extension 1. Sai received this year's highest ATAR of 97.35.

Junjie (Steve) Wang – Steve's top scores included 96% in Mathematics Extension 1, 92% in Modern History and 90% in Physics. Steven received an ATAR of 97.2.

Nicole Meng – Nicole's top scores included 95% in Mathematics Extension 1, 91% in Mathematics Extension 1, and 91% in Latin Continuers. Nicole received an ATAR of 97.1.

Joshua Young– Joshua's top scores included 50/50 in Music Extension, 96% in Music 2, 93% in Mathematics Advanced, and 91% in Physics. Joshua received an ATAR of 97.1.

Twelve other students achieved ATARs above 90: **Vincent Jiang, Junlong Zhu, Shinji Hashimoto, Daniel Cho, Alexander Cheung, Ashely Fu, Siraash Sujindran, Tanya Sidhu, Megan Au, Ayush Bhargav, Lachlan Ashenden** and **Daniel Hu.**

Showcase Nominations

ENCORE (Music)

Lachlan Ashenden | Musicology

Evin Dharmabandu | Performance

Azaya Janny-Reynolds | Composition

Joshua Young | Performance and Composition (2 nominations)

ONSTAGE (Drama)

Aidan McDonald | Monologue (*Jerusalem*)

Mikayla Mitchell | Monologue (*Decadence*)

Nicola Uhlmann | Monologue (*Alice*)

Claire Duff | Critical Analysis (A Portfolio of Theatre Criticism)

SHAPE (Design & Technology)

Jasper Groth | Recover ED

Hudson Rowling | Alert Awake

Tahlia Smith | Carpal Tech

Aidan Surfield | Ergo Grip

HSC Distinguished Achievers Class of 2026 (Advanced Mathematics)

9 accelerants in Advanced Mathematics (Hypatia) achieved Band 6 results. The average mark in the class was an outstanding 96.

Hayden Chao

Christopher Dulitsky

Yannis Ho

Jasmine James

Lok Gi Leung

Lok Yin Leung

Yoonho Timothy Park

Vedhika Satchi

Melvin Tang

A Hills Grammar education is broader than an ATAR, and there are many paths and definitions of success.

Student Profile

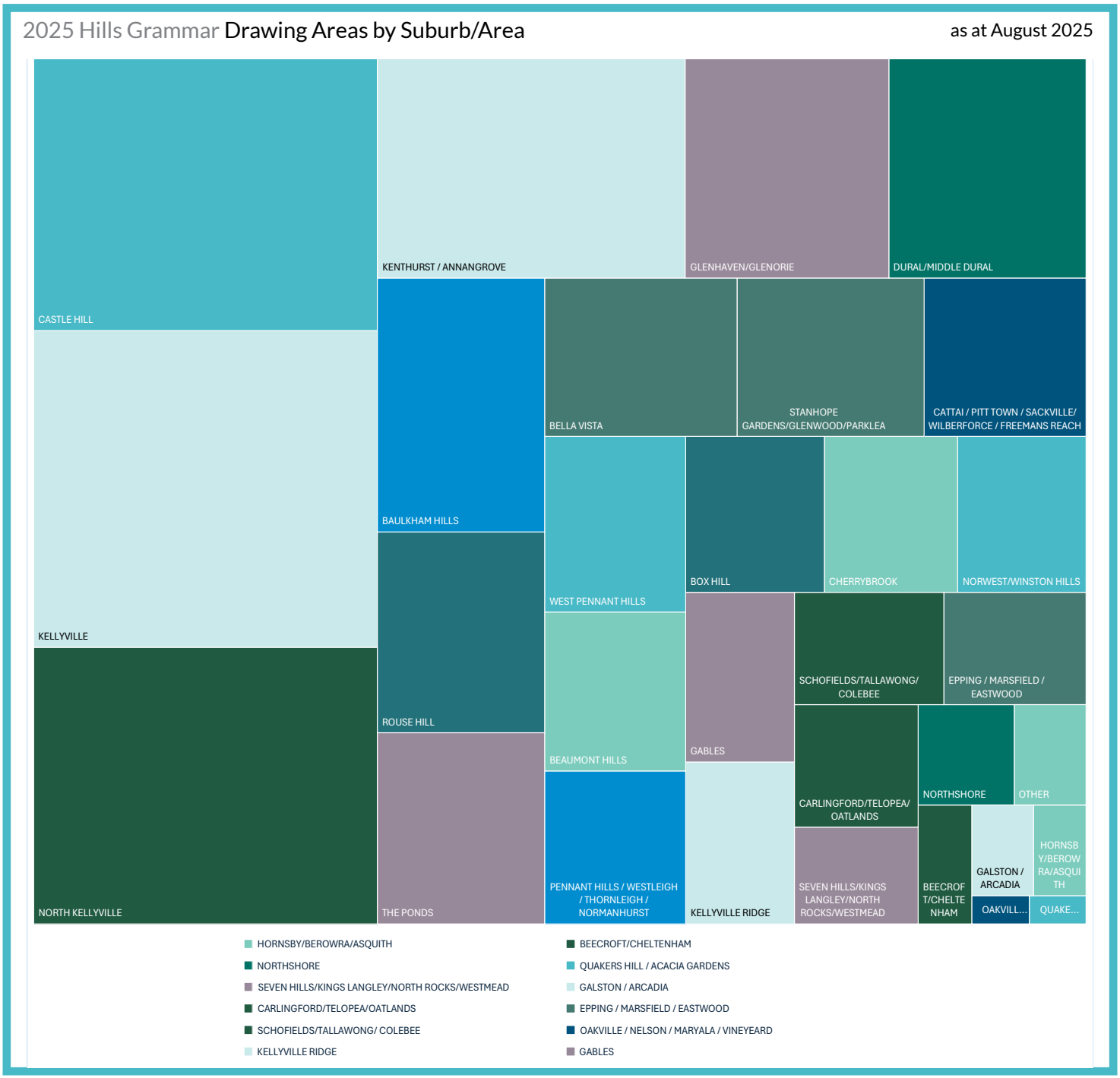
Students become Hills Grammarians at different ages, whether they enter the Early Childhood Education Centre, Kindergarten, Year 7 or at any other point they are immediately welcome, inspired and engaged in their learning, characterised by a rich and diverse curriculum, a wide array of co-curricular activities and vast opportunities to grow through our focus on wellbeing.

At the conclusion of 2025 the school's population was 1198 students in Kindergarten to Year 12.

1.2% of our total school population were full fee paying overseas students.

- 85% of the Year 6 2024 cohort proceeded to Year 7 in 2025
- 91% of the Year 10 2024 cohort proceeded to Year 11 in 2025
- 98% of the Year 11 2024 cohort proceeded to Year 12 in 2025







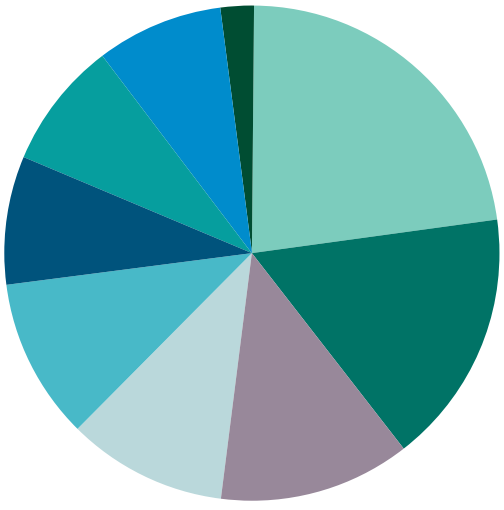
2025 Hills Grammar Student Attendance

Kindergarten	94%				
Year 1	94%	Year 5	93%	Year 9	91%
Year 2	93%	Year 6	93%	Year 10	92%
Year 3	93%	Year 7	94%	Year 11	91%
Year 4	90%	Year 8	93%	Year 12	93%

The Principal maintains a register of the enrolments and daily attendees of all students at Hills Grammar. The register is maintained in a form that is approved by the NSW Minister of Education, using the attendance register codes. The register is monitored and interventions to improve unsatisfactory attendance of students are put into place in collaboration with families.

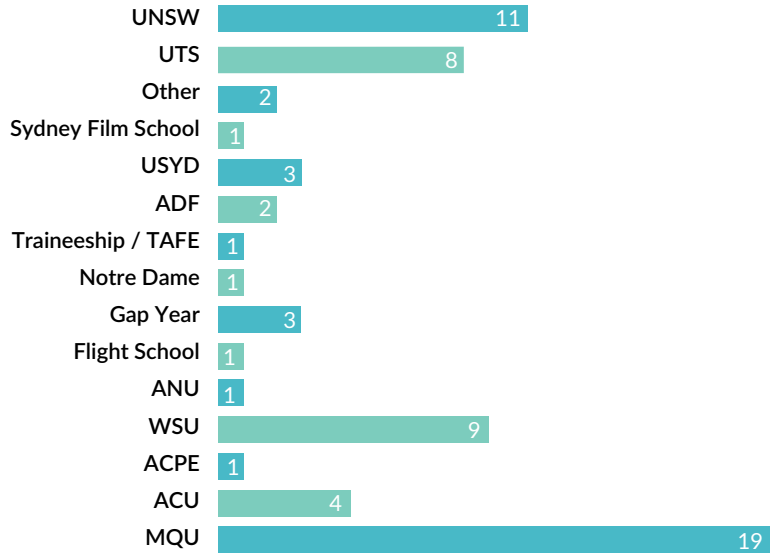


2025 Areas of Study Post School



2025 Hills Grammar Student Destinations

The following destination data is based on emails and phone calls (89% response rate) used to verify UAC offers. Where no response was received, the most recent / latest UAC offer is included in the data.



Staff Profile

Our vibrant learning community is led by the highest quality teaching and support staff who are committed to providing an extraordinary education for our children and young people.

Our teachers use innovative and effective pedagogies to provide a deep understanding across a range of disciplines within our extensive core student learning programs of Academic, Student Wellbeing and Co – curricular. Students are actively encouraged to think critically and creatively while embracing a love of lifelong learning.

Our Support Staff contribute to the school's educational program across Pre K-12 through providing operational, teaching and learning support, professional and para- professional expertise in positions covering a wide range of services. They have the opportunity to engage in professional learning and study opportunities that enriches their capacity to support those who are at the front line of student learning delivery.

Hills Grammar Staff have access to:

- Working with highly qualified, experienced and skilled colleagues who are committed to the school's ethos and community.
- A learning community that values their wellbeing - one of collaboration, connection and collegiality - working together towards our Purpose: to foster each student's potential for greatness through outstanding teaching in a unique learning environment
- Using innovative technologies, including AI to ignite student curiosity, creativity and innovation.
- An extensive range of Professional Learning Programs provided within The Learning Centre, including Teacher Accreditation opportunities dedicated to the growth and development of teachers across all career stages.
- Substantial opportunities to engage in innovative leadership programs and exercise their leadership across the school.

2025 Hills Grammar Teaching Staff

Data as at December 2025

	Explanation	
Full Time Teaching Staff	Total teaching staff in a given year employed on a full time basis	90
Part Time Teaching Staff	Total teaching staff in a given year employed on a part time basis	31
Total Teaching Staff	Total teaching staff (full and part time) employed in a given year. This number does not include 7 members of staff on leave	121
Male	% of total male teaching staff	14%
Female	% of total female teaching	86%
Attendance	The average rate of teaching staff attendance	91.17%
Retention	The proportion of teaching staff retained by the school from one year to the next	85.12%
Teaching Staff / Student Ratio Based on Staff FTE	The number of teaching staff to students K to 12	Junior School 1 to 11.5
		Senior School 1 to 10.4
		Total Teaching FTE 1 to 10.9
FTE	Full Time Equivalent	Junior School Staff 47.2
		Senior School Staff 63.8
		Total Teacher Staff 111.0

Statement on Professional Learning

Hills Grammar is committed to being a learning community where key practices and strategies to improve the learning of all stakeholders are embedded within the school's culture, so that student learning is optimised. Teachers and Support Staff have access to a range of professional learning opportunities both internally and externally to the school.

The Learning Centre at Hills Grammar provides professional learning, community engagement and leadership opportunities delivered through four hubs - Research and Practice, Innovation, Leadership and Teacher Excellence. Within the Centre, the Staff Development Framework draws together a suite of programs designed to maximise staff alignment with the School's Vision and Mission and facilitate growth in ways that enhance their capacity to meet, embody and express the expectations captured in all spheres of the HG Staff Profile across the relevant NESA and HG Professional Standards, 1-11.

The Framework is comprised of six programs which interlink and work together to provide staff with a quality, synergetic and transparent pathway for learning, innovating, building and aspiring to further enrich student learning. Staff are enabled the opportunity to reflect upon their growth and performance, collect a range of data and evidence of student and teacher learning, are mentored across stages, faculties and departments and receive a variety of strategically placed and timed feedback relevant to roles and career stage. The programs are underpinned by a staff learning culture for which Hills Grammar is well known- one which draws upon collegiality and companioning through formal and informal mentoring, coaching and leadership development to ensure that staff are continuously improving their learning and practice.

2025-26 Hills Grammar
NESA Teacher Accreditation

Level of Accreditation	Number of Teachers (K-12)
Conditional	5
Provisional	9
Proficient Teacher	118
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers	133

2025 Hills Grammar **Support Staff**

Data as at December 2025

	Explanation	
Full Time Support Staff	Total support staff in a given year employed full time	41
Part Time Support Staff	Total support staff in a given year employed part time	42
Total Support Staff	Total support staff in a given year K-12	**83**
Male	% of total support staff	28%
Female	% of total support staff	72%
FTE	Full Time Equivalent	Junior School FTE 32.40
		Senior School FTE 36.50
		Total Support Staff FTE 68.90
Support Staff / Student Ratio Based on Staff FTE	Support Staff / Student Ratio Based on Staff FTE	Junior School Ratio 16.76
		Senior School Ratio 18.22
		Total Support Staff Ratio 17.53







Community Satisfaction

Hills Grammar is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of education related topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

A sample of 309 students across Years 5, 8, 10 and 11 completed an externally moderated survey in 2025. The response rate was an increase on last year's response rate.

This survey reviewed four key domains; the School Environment, Teaching and Learning, Student Wellbeing, and Community.

Within each domain, respondents were asked to evaluate a number of dimensions, with a top ranking of 6 within each domain. Students rated the school as follows

School Environment

Sense of Safety – 4.5

Physical Environment – 4.7

Teaching and Learning

Designing Learning – 4.4

Quality Pedagogical Practices – 4.4

Inclusive Learning – 4.5

Student Wellbeing

Social and Emotional Learning – 4.5

Respectful Relationships – 4.6

Inclusivity and Equity – 4.6

Community

Communication – 4.5

Student Community Engagement – 4.6

...the responses from students and families align and are overwhelmingly positive.

Hills Grammar families were also asked to respond to the same survey, with 232 respondents.

They reviewed the four key domains; the School Environment, Teaching and Learning, Student Wellbeing, and Community. Within each domain, respondents were asked to evaluate a number of dimensions. Families rated the school as follows

School Environment

Vision, Mission and Values – 4.9

Sense of Safety – 4.8

Physical Environment – 5.2

Teaching and Learning

Designing Learning – 4.8

Quality Pedagogical Practices – 4.9

Inclusive Learning – 4.8

Student Wellbeing

Social and Emotional Learning – 4.7

Respectful Relationships – 4.9

Inclusivity and Equity – 5.1

Community

Communication – 4.8

Reporting – 4.8

Student/Community Engagement – 4.7

Reputation – 4.9

The responses from students and families are aligned and provide us a positive indication that the efforts we are making in these areas are well receieved.



Parent Community



At Hills Grammar, we believe that our parents (and their broader families) are critical to the learning success of their children and integral to our learning community.

The love and support parents and families provide, as well as their role modelling, are important in setting expectations for their children about all aspects of school life. The alignment between School and home has never been more important. We are committed to ensuring that our partnerships are strong and enduring, based on a relationship that is professional and built on respect, integrity service and excellence.

We acknowledge the many parent and grandparent volunteers, including the HG Parent Connectors, the Parents & Friends Association and its Executive, very ably led by President, Mr Russell Burns. We thank them for their leadership of the parent body which in 2024 once again made an outstanding contribution by supporting the School's Vision, programs and priorities.







From the PAFA President

With a focus on building community engagement as well as raising money to support the School's strategic direction, PAFA welcomed Principal Karen Yager at many of our PAFA meetings

Our 2025 event schedule included many regular and much loved events such as:

- Trivia Night
- Mother's and Father's Day stalls
- Staff appreciation coffee van and breakfast
- Coffee Cart in the Carpark
- Second-hand uniforms
- PAFA Meetings

In 2025 we introduced a new event – the PAFA Food Festival. Staged in November, this event saw our community come together over a shared love of food! Families enjoyed a range of cuisines prepared by our wonderful volunteers including gozleme, pasta, dumplings, spring rolls, butter chicken, vegetable curry & rice, samosa and dhokla with chutney, sausage sizzle and desserts from around the world. Entertainment was provided by student groups including dance troupe, choirs, soloists and more. This event was a wonderful way to farewell the school year and such a great success that it has been included on our calendar of events bi-annually, alternating with the Spring Fair.

The PAFA committee is always delighted to assist the School and the HG Connectors with the ever-popular An Evening with the Principal, ECEC and Junior School Disco and the School's annual Book Fair.

As always the PAFA calendar can not be delivered without the support of our wonderful committee and also the School's Advancement and Engagement team, in particular Nicole Bennett-Santon and Claire Napoli who assist us with the event management of all events carried out across the school.

We are looking forward to a fabulous 2026 when the Spring Fair will be back on our calendars!

Russell Burns | PAFA President







Financial Information

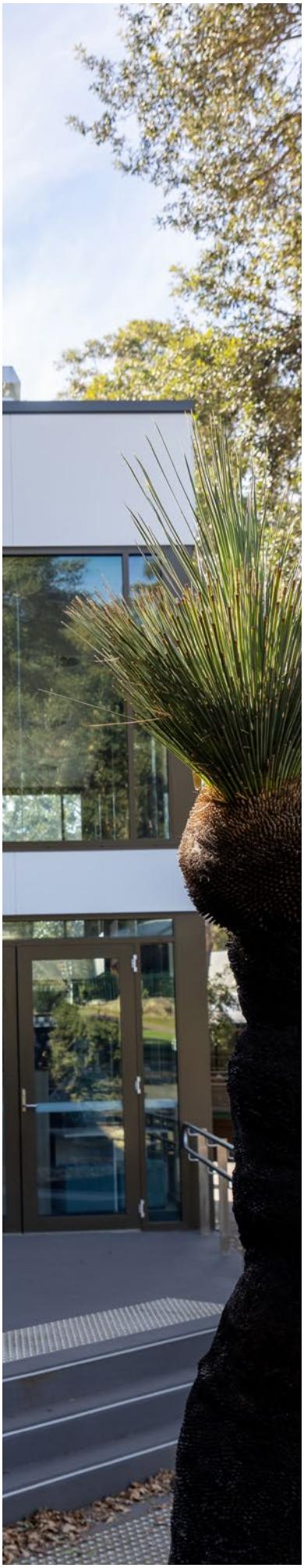
Revenues from Tuition fees and Commonwealth and State funding are utilised to meet Recurrent Expenditure including staff salaries, student activities, tuition, financial, administration and property expenses and the repayment of borrowings.

The School's accounts are audited annually and the financial statements for 2024 comply with relevant accounting standards and legislation. They give a true and fair view of the financial position and performance of the School.

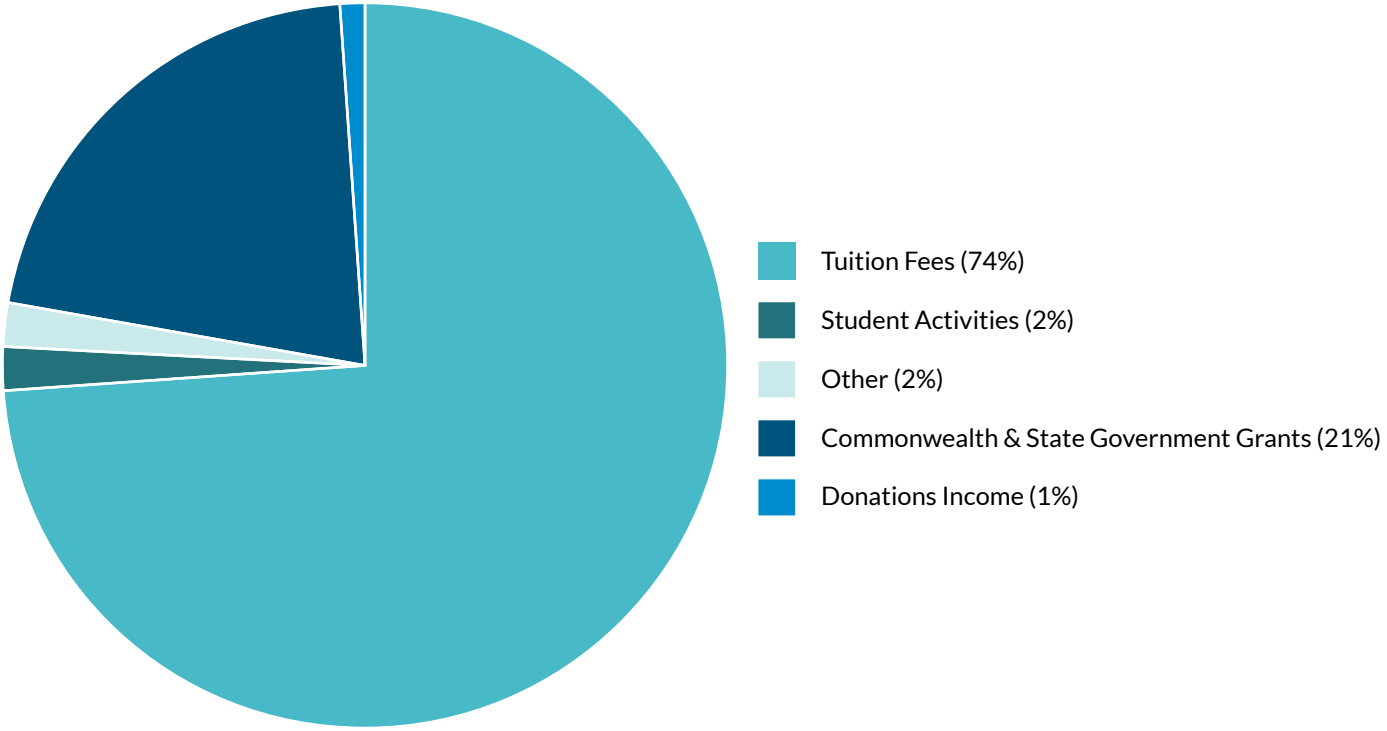
2024 Hills Grammar Income and Expenditure Statement

as at 31 December 2025

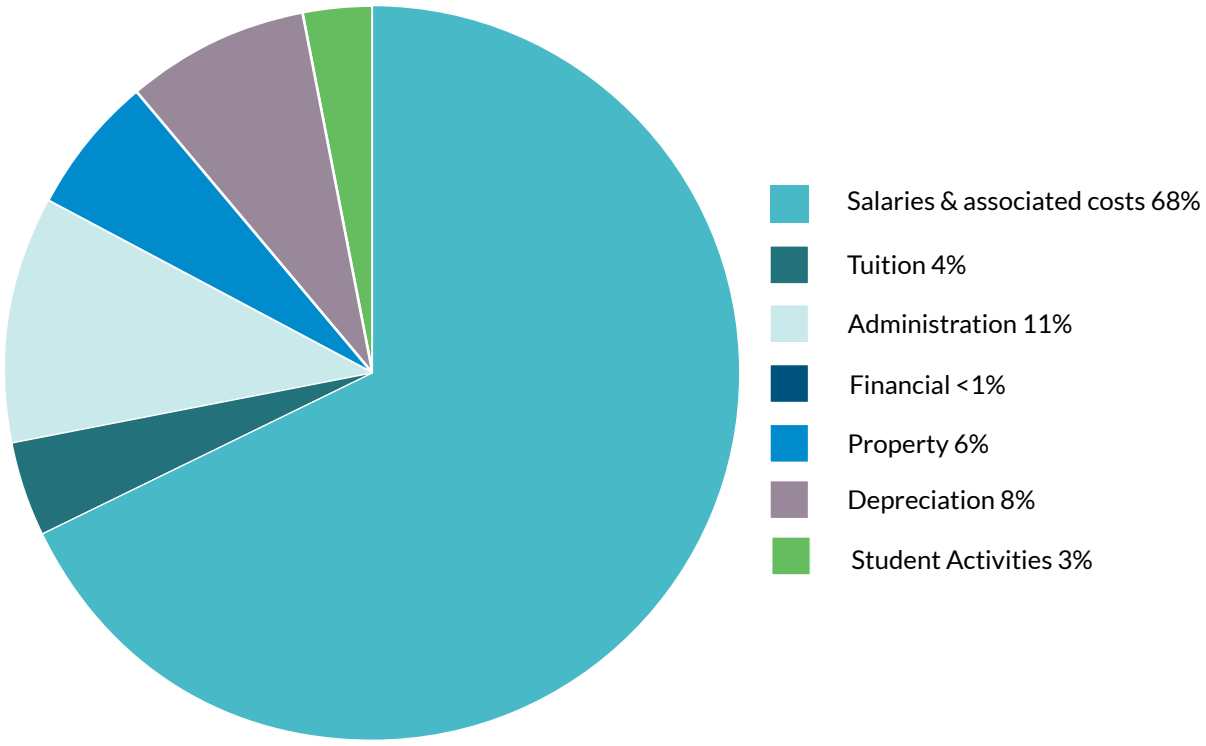
Education Revenue	
Tuition Fees 74%	36,507,862
Student Activities 2%	920,820
Other 2%	1,283,563
Total	38,712,245
Grants, Subsidies & Donations	
Commonwealth & State Government Grants 21%	10,201,728
Donations Income 1%	213,518
Total	10,415,246
Gross Income	
Total	49,127,491
Expenditure	
Salaries & associated costs 68%	30,247,762
Tuition 4%	1,917,459
Administration 11%	4,968,372
Financial <1%	13,013
Property 6%	2,564,965
Depreciation 8%	3,616,986
Student Activities 3%	1,143,683
Total Expenditure	44,472,240
Surplus for the Year	4,655,251
Capital Expenditure	4,769,954

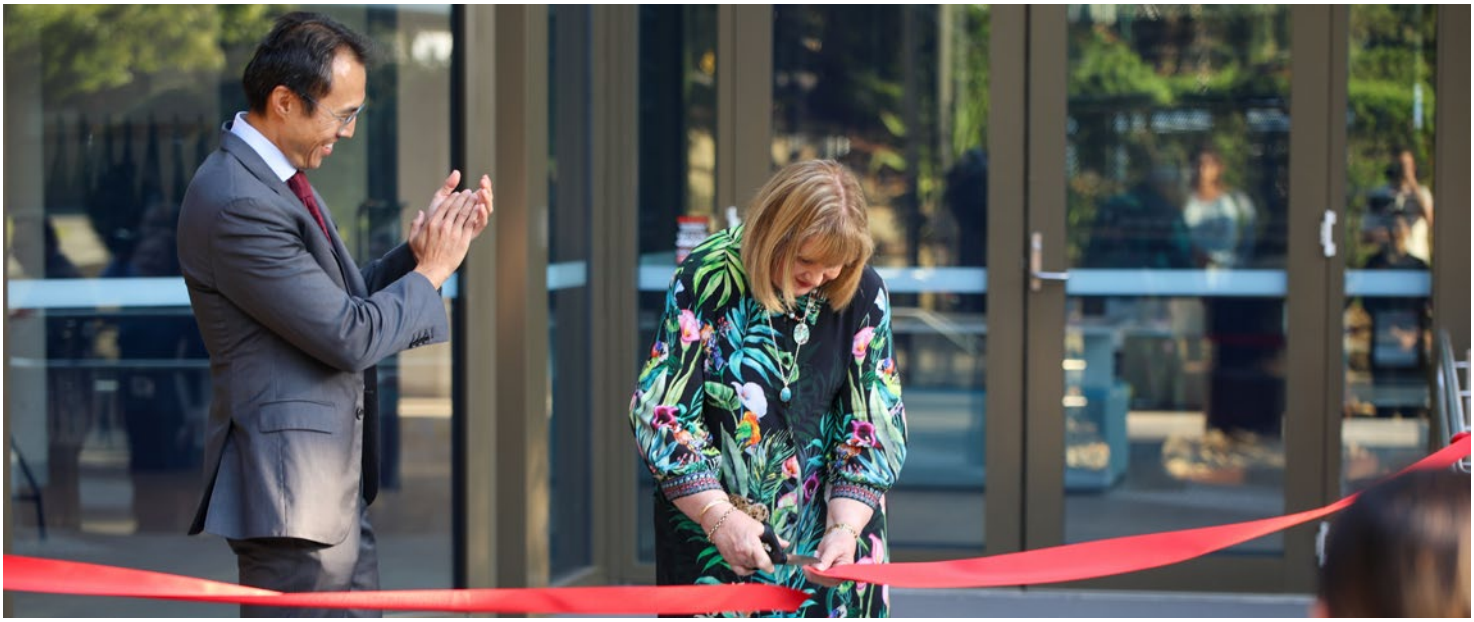


Revenue



Expenditure





Governance and Management

I am pleased to report on the strong performance of The Hills Grammar School for 2025. Yet how do you truly measure the performance of a School? If we look at the financial figures in the 2025 Annual Report for the School, Hills Grammar is on its firmest footing ever: highest enrolments in 10 years; strong margins; and a net cash position after a number of years of debt.

Or is it by the harder to quantify attributes such as Values and Culture or is it ultimately by the outcomes of the students and the opportunities and pathways we are able to generate for their future.

These are all key factors we look at as the governing body of The School. Some measures such as the HSC Band 6 results were not at the high standards of prior year (we are confident improvements are in place) but others such university and employment opportunities (arguably more important) and wellbeing continue to move in the right direction. Fundamentally it is a privilege to have a role in helping the school achieve an extremely strong financial position to execute on ambitious plans despite a more challenging environment.

Board Renewal

Although not strictly within 2025, I do want to take the opportunity to thank two members of Council that retired in early 2026, Amanda Hayes and Julian Concato. Both retired Councillors had multiple points of connection with the School: past; current parent; and alumni. They brought different expertise but the same level of passion and commitment to the School. The School is stronger for your time and dedication and an embodiment of the Service aspect of our School Values.

Council has actively recruited and we look forward to announcing new Councillors in the coming months.

Looking Ahead

It has been a while since the near term outlook has been this uncertain: rising macro-economic challenges; international conflicts; and the all-pervasive thematic of generative AI. The strategic challenges of the past few years remain present as well: sector wide staffing shortages; construction cost inflation; and the wellbeing and mental health of all key stakeholders, be it staff, Executive, students and parents.

Is it remarkable that the School is where it is? This is not by accident: the firm financial foundations of the School, the strong senior leadership team and strengthening Council are a reflection of the strategic planning and execution of the School. I am confident we are one of the best positioned Independent Schools to navigate, thrive and provide the opportunities to our students.

Late 2025 we began drafting the next Strategic Plan incorporating our 2025-2035 Master Plan which was implemented in early 2026. On behalf of Council I would encourage members to review the updated Strategic Plan. In 2025 the Future Now taskforce commenced, focused on the learning structure and physical campus required to ensure our students are best prepared for the future. The taskforce involved all stakeholders, particularly students and parents and will continue to feed meaningfully into the Strategic Plan.

Finally I would like to thank the Council for their efforts in 2025. In particular I would like to recognise Mr Peter Natale for his efforts as Hon Treasurer in 2024 and 2025 (as well as his many other contributions to Governance and task forces!). In late 2025 Mr Gareth Bryant took on the role of Hon Treasurer reflecting his skill set and Council's succession planning.

Being Chair has and is one of the most rewarding roles I have undertaken and it remains an enduring honour to serve the Company and its members, leadership and all stakeholders of the School. I thank all families who make sacrifices to send their children to Hills Grammar and wish all a successful 2026 and beyond.

Darby To, Chair of Council

Risk and Compliance

In 2025 the School continued to place a high priority on our risk and compliance framework. Our policy register continued to be reviewed inline with our guidelines and timeframes. Throughout 2025 policies and procedures were reviewed with substantive being made to our Child Protection Policy, Evacuation and Lockdown Procedures, Procurement Policy. Minor updates and changes were made to a number of other policies.

The Governance Committee of the School Council has oversight of school policy and receives reports on all policy changes. The policies are accessible to all staff, students and parents on the school website at hillsgrammar.nsw.edu.au/policies/ and internally through SEQTA.



hillsgrammar.nsw.edu.au