



# HUME ANGLICAN GRAMMAR ANNUAL REPORT 2013

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# The Principal's Message



2013 has been an exciting new chapter in the history of Hume Anglican Grammar. This year we have seen the School continue its journey of growth and enter into its next phase of development as a number of initiatives are realised. The development of the School from mid-size into that of a large organisation has brought along a new array of opportunities. There has been significant expansion in providing opportunity in the areas of student growth, development of staff and capital improvements.

There continued to be some significant works on the buildings and grounds to improve the surrounds for our students. A new Middle School building arrived providing additional classrooms, office space, meeting rooms and space for administration. It provided the Middle School with a reception that acted as a 'front-of-house' - a place where students and parents would identify to receive essential school services. The Central Gathering Area was enclosed to provide all season use and the Oval planted ready for use later in the year. The Harry Gordon Playground was a welcome addition to the Middle School along with numerous additions to the campus so to allow the students to enjoy our magnificent Mt Ridley site.

An audit on Hume Anglican Grammar was performed by the Victorian Registration and Qualifications Authority (VRQA) during 2013. The VRQA found the School has met the standards for school registration in accordance with the Education and Training Reform Act 2006.

This year, the Prime Minister, Hon Julia Gillard MP visited Hume Anglican Grammar. She was accompanied by the Federal Member for McEwen, Robert Mitchell MP. We were hugely honoured that Hume had been selected from many dozens of schools considered. It was most affirming that our school was chosen due to the increasingly significant role it plays in the community. The Prime Minister gave a short speech followed by questions from the students. Staff and students all worked very hard to prepare the School and ensure the event was an enjoyable one. It will be something everyone will remember for many years to come.



This year we farewelled two long serving and distinguished members of staff; Rev Carmel Hunter and Mr Tom Derham. Carmel was one of the original founders of the School starting her work well before it opened its doors. She was an instrumental part of the School's beginnings, and then left to pursue her studies in theology and so entered the ministry. She then returned to Hume as its Chaplain and has been our spiritual guide, teacher and counsellor since. Tom also commenced his involvement with the School during its planning phase and commenced teaching in its first year. Later he was appointed to the newly created position of Deputy Principal and taught Mathematics and Science, and whilst Deputy Principal has also held a number of extra positions such as Secondary School Co-ordinator and Head of Senior School.

Richard Koch joined Hume Anglican Grammar at the beginning of 2012 as the newly appointed Head of Senior School, and in two years has been the leader of significant changes to the learning culture and organisation of the Senior School. There are many important initiatives that Richard has been responsible for leading or introducing. These have included the oversight of the first two VCE Year 12 groups to graduate from the school, an exciting new 'student led' House program along with a number of associated sporting events, new Student Leadership opportunities and a number of cultural and pastoral activities. The Student Leadership model was expanded under Richard's direction to include more Year 12 students and to encourage all in the Senior School to consider the merits of serving others. Richard has made a special contribution to the life, culture and development of Hume Anglican Grammar.

Two events took place this year of significance in our short history. We celebrated our first Founder's Day on 22 May to signify that on this day in 2007 the School received its official registration. The inaugural alumni reunion was held to welcome back last year's Year 12 graduates who were our first 'old grammarians'. This demonstrates we have a heritage and our own history is being both recognised and made.

My first year as Principal could not have more rewarding. I have been fortunate to be surrounded by a dedicated group of professionals who have made my time extremely fulfilling. Their passion is reflected in the richness of the educational journey provided for the children. The breadth of experiences provided has been impressive - from the imaginative creations of the visual arts, dramatic performances of the musicals and plays, the spiritedness and colour of the sporting competitions, to the resolute pursuit of academic excellence. I look to the future with great enthusiasm.

**Bill Sweeney**  
**Principal**



# From the Chairman



This has been a year of consolidation and focus on the next exciting phase in the life of the school.

The Board is pleased with the progress made under our new Principal, Bill Sweeney. Bill has been measured in taking stock of the School he has inherited, in assessing its strengths and identifying areas where more can be done. He has demonstrated real leadership in working with staff and students to raise the bar of performance in all that we do.

We know the process of change is not always easy, and can present challenges, but we are encouraged by the signs of great things that are achievable for our students and community.

The Board is committed to the goal of providing an education that prepares our students for the challenges of life and to contribute to the community, in a Christian environment and at a cost affordable to as many as possible. We want to provide the best possible education with the resources at our disposal.

The School buildings and grounds are looking better than ever, reflecting the care and pride in them of staff, students, families and friends. It is good to see the Central Gathering Area and the oval in use, and the Board looks forward to further developments across the property as it manages growth in a sustainable way.

On behalf of the Board I pay tribute to our students and all they have achieved. Their personal growth, education and welfare are what the School is about. We are indebted to the Principal and all of our staff for their untiring contributions. We thank our families too for all they provide through their children, their financial support and time and effort.

I acknowledge also the contribution of my fellow directors. They are committed to ensuring that the School is well run, financially sound and can flourish in fulfilling its educational and community potential.

**Richard St John**  
**Chairman**

# About Hume Anglican Grammar

## Overview

Hume Anglican Grammar is a co-educational Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne.

Hume is a wonderful school, young yet so full of promise. Its five year life has witnessed progress which has been nothing short of phenomenal. Hume delivers a holistic, high quality education driven by professional and dedicated staff; at an accessible cost to our community.

## The philosophy

We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus.

## Governance

### Hume Anglican Grammar Limited Board



<b>Chair</b>	Mr Richard St John	<i>LLB(Hons) (Melb), LLM (Lond)</i>
<b>Director</b>	Mrs Naree Brooks	<i>BBus(Acc), CA</i>
<b>Director</b>	Mr James Gordon	
<b>Director</b>	Mr Ray Hille	<i>OAM, DipEd (Syd), BA (Syd), MEd (Syd), MEd(Admin) (UNE),</i>
<b>Director</b>	Mr Dwight King	
<b>Director</b>	Mrs Annette Leonard	<i>CertBusAcc, CertTheol, CertComServ</i>
<b>Director</b>	Rev Robert Newton	<i>CertTheol (Oxford) GradDipEd, BA(Hons)</i>

## In attendance

<b>Principal</b>	Mr Bill Sweeney	<i>DipTeach, BEd, MEd(Leadership&amp;Mgt), MBA</i>
<b>Company Secretary</b>	Mrs Rosemary Scarlett	<i>BEC, CPA, ADFM, ADS RTA</i>



### Richard St John

- Board Chairman
- Lawyer by background
- High level governance experience in public, private, corporate and non-profit sectors



### Naree Brooks (Until March 2014)

- Chartered Accountant
- Partner in a business services firm



### James Gordon

- Parent
- Part owner of an engineering company



**Ray Hille**

- CEO Anglican Diocesan Schools Commission
- Principal of the Peninsula School for 18 years
- Career teacher



**Dwight King**

- Chairman Anglican Diocesan Schools Commission
- Fighter Pilot USAF
- Senior executive in management / telecommunications business (AT&T, EDS Australia, Telstra)



**Annette Leonard**

- Parent
- Vestry member of St Peters Anglican Church
- Banking background



**The Ven. Robert Newton**

- Vicar Christ Church, Brunswick
- Archdeacon of La Trobe
- Teacher and former board member of Ballarat and Queens Grammar
- Teaching and chaplaincy experience



**Bill Sweeney**

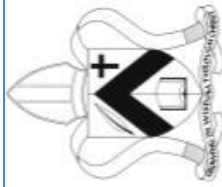
- Principal
- Chief Executive Officer



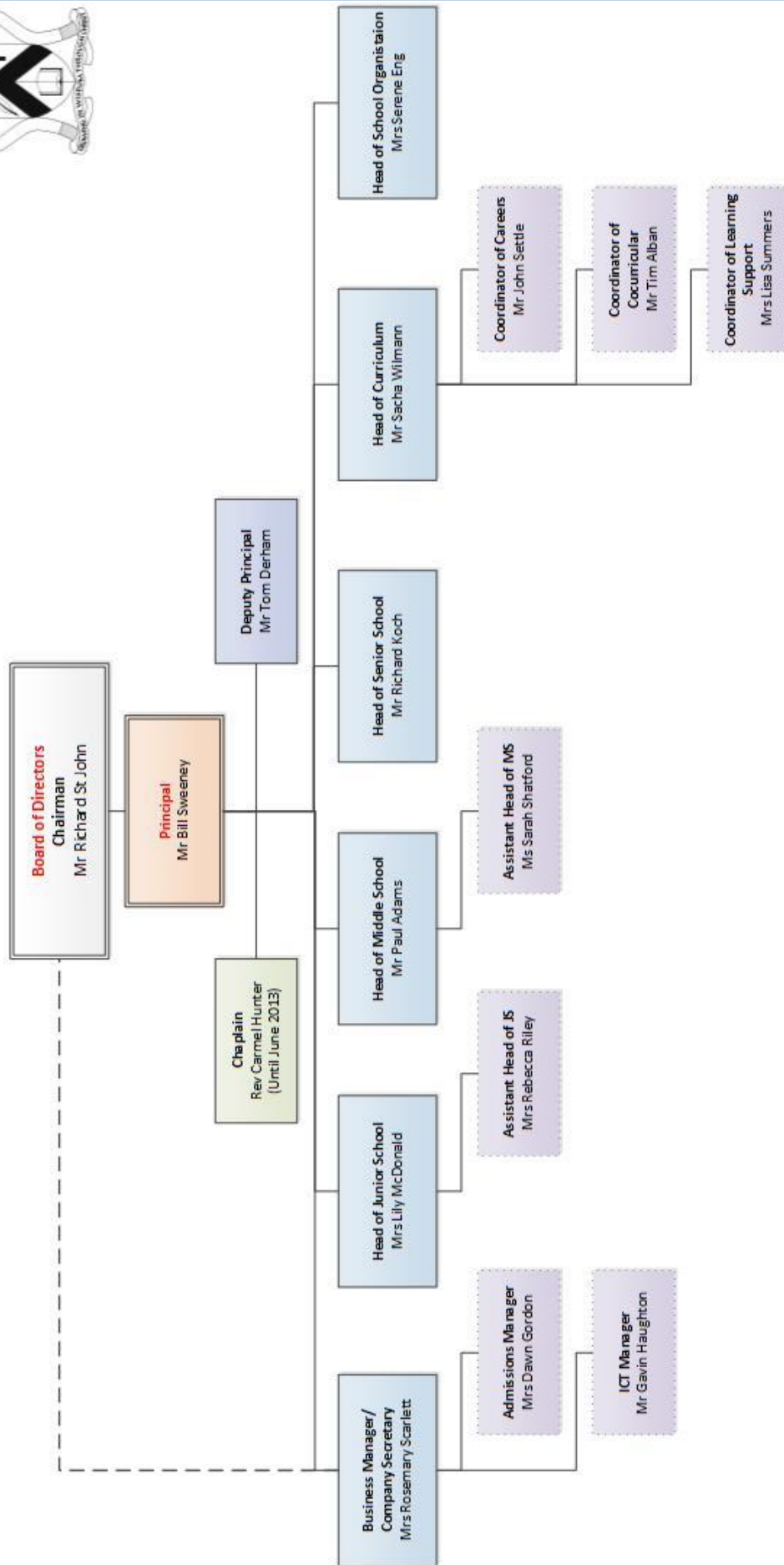
**Rosemary Scarlett**

- Company Secretary
- Business Manager





HUME ANGLICAN GRAMMAR  
ORGANISATION CHART 2013



SENIOR MANAGEMENT TEAM

# Staff

## Teaching Staff

In its sixth year of operation, the school is proud of its staff who are highly qualified and this is reflected in their dedication and aspirations to create a nurturing environment for our students.

With their extensive experiences from other schools, each has brought with them their talents and the understanding of the evolving curriculum. As a result, the combined efforts and capabilities from all played a significant role in achieving the results we have at present.

ABRAMOVIC	Lidija	<i>BEd</i>
ADAMS	Paul	<i>BA, BEd, MEd</i>
AI	Iris	<i>GradDipEd, PGCertTESOL, MEd</i>
ALBAN	Tim	<i>DipEd, BA</i>
ANGUS	Nicole	<i>BAppSc (PE)</i>
BORG	Jodi	<i>CertIVEd(Support/Disability), DipEd(Support)</i>
BREWER	Bianca	<i>DipEd, BSc(Behavioural)</i>
BRIGANTI	Paul	<i>CertIVAssessW'Place, DipTeach, DipQualAudit, DipOH&amp;S, AdvDipOH&amp;S, GradCertVET, GradDipEdSt(TESOL), GradDipEdAdmin, BEd, MEd,</i>
BUTCHER	Aaron	<i>DipBus, BBus, BTeach(Prim)</i>
CORBIN	James	<i>GradDipEd, BEcon, MBA</i>
DEAKIN	Amy	<i>DipEd, BSc(Bio)</i>
DERHAM	Tom	<i>DipTeach, BEd, MEd</i>
DODD	Alicia	<i>BA, BTeach</i>
ELLIS	Fiona	<i>BA, MEd</i>
ENG	Serene	<i>BEEEng(Hons), DipEd</i>
FARRELL	Victoria	<i>CertIVTrainAssess, GradDipEd, BA, BSc, MEd</i>
FINN	Stephanie	<i>DipTeach, BEd</i>
FORD	Robyn	<i>DipEd, BA</i>
FRY	Rebecca	<i>BA, BEd, MEd</i>
GANDHI	Reema	<i>CertIVAssessTrain, DipEd(Support), GradDipInfSysMgt, BA (India), LLB (India),</i>
GEYER	Emma	<i>BA, MTeach</i>
GOMES	Pamela	<i>BEd, BAEng(Hons)</i>
GREGG	Rachel	<i>CertIIIEd, DipEd(Support)</i>
HUDSON	Ian	<i>CertToolmaking, BEd</i>
	Carmel	<i>DipMin, TTLCDipTeach, BTheol, TPTC</i>
JAMES	Lara	<i>BEd</i>
JARVIS	Marisa	<i>GradDipEd, B Eng</i>
KENT	Alysha	<i>BEd</i>
KOCH	Richard	<i>DipEd, BSc, MEd</i>
KUTIN	Shirley	<i>BA, BTeach</i>
LALEAS	Koula	<i>DipGraphDes, GradDipEd</i>
LANG	Sarah	<i>DipEd, BA</i>
LAZARUS	Jennifer	<i>BEd, BEd(Hons)</i>
LIU	Wei	<i>DipEd, PGradCertMaths, BAEcon, MA</i>

McDONALD	Lily	<i>BCom(Econ), BPrimEdStud</i>
McKENZIE	Emma	<i>BEd</i>
MATHEW	Jisha	<i>BSc, BEd, MSc, MEd</i>
MITCHELL	Keshia	<i>BEd</i>
NEWTON	Jane	<i>DipEDED, BECED</i>
O'CONNELL	Gesualda	<i>GradDipEd, BSc</i>
PACE	Stephanie	<i>DipEd, BMus</i>
PARSONS	Angela	<i>GradDipTeach,BA(Hons)(EngAmerLit), MA(EmpRI)</i>
PERRY	Amy	<i>BEd(ECPrim)</i>
PHILLIPS	Susan	<i>BEd, BSocSc</i>
PIKOS	Pina	<i>BEd, BTeach</i>
RAKATAIRI	Deborah	<i>CertAppSc, GradDipEd, BAppSc</i>
RHODES	Jade	<i>CertCS,BEd</i>
RIVETTE	Emma	<i>GradDipEd, BAppSc</i>
SAMARAWICKREMA	Thanuja	<i>CertEd(Pre-School), DipTeach, DipAdvEng</i>
SALES	Justine	<i>BEd</i>
SETTLE	John	<i>DipEd, BA(Hons), BEd, MEd</i>
SHATFORD	Sarah	<i>BA, BEd(Prim)</i>
SHERWOOD	Robert	<i>DipPrimTeach, BEd</i>
SMITH	Michael	<i>DipPerf, BMus</i>
SUMMERS	Lisa	<i>BA, BTeach</i>
SWEENEY	William	<i>DipTeach, BEd, MEd(Leadership&amp;Mgt), MBA</i>
TAN	Sherry	<i>DipEd, BEd, MEd</i>
WANG	Jing	<i>DipEd, BA</i>
WARING	Channelle	<i>BA(Eng Hons), BEd</i>
WILLIAMS	Nicole	<i>BAScEd</i>
WILMANN	Sacha	<i>BEd, BEdTESOL</i>
WYATT	Vicky	<i>DipEd, BA</i>

## General Staff

BUCKLEY	Tracey	
CRAYDEN	Nigel	
CUMBO	Rita	
DALE	Joanne	
DEVESON	Carolyn	
GORDON	Dawn	
HAUGHTON	Gavin	
HERRMANN	Carolyn	
KLOPSTOK	Denise	
NICHOLS	Beverley	
SCARLETT	Rosemary	<i>BEc, CPA, ADFM, ADS RTA</i>
THEUMA	Dianne	
WILSON	Tim	

## Staff workforce composition, attendance and retention

The staff workforce composition is 22% male and 78% female teaching staff and 18% male and 82% female non-teaching staff. There are no Indigenous staff members. Staff attendance is 96.46% and retention is 90%.

## Staff professional learning

During 2013, 698 Professional Development activities were undertaken by 64 of the College's staff members, including administration staff. There were a number of areas in which the professional activities were undertaken, but the three major areas supported at a whole school level were literacy, behaviour management and students with special needs. We spent approximately 80% of our allocated professional development budget, and on average, teaching staff members accrued 25.49 hours of accredited professional development time. The Victorian Institute of Teaching requires teachers to average a minimum of 20 hours of professional learning each year in order to maintain their teacher registration. These figures suggest that employees at Hume Grammar are, typically, exceeding the minimum requirements.

A sample of professional learning topics undertaken by staff includes:

- Mandatory Anaphylaxis and Mandatory Reporting modules
- Subject-specific curriculum content and networking opportunities
- VCE Study Design changes & VCAA requirements
- Cyber Safety and eSmart initiatives
- Educational Support for students with learning difficulties
- Curriculum and year level focused agendas
- Leadership training
- Effective teaching and learning strategies for maximum student engagement and outcomes

Hume Anglican Grammar's professional development model is one based on ensuring that staff members target areas of development that will empower them in the ultimate aim of enhancing the classroom environment for our students. Part of this process is to engage in professional dialogue with colleagues and leaders alike to identify the best learning opportunities to achieve this aim.



## Teaching and learning

In 2013, professional learning within the school community was broken up into sections of the school and then further into either year level teams or curriculum areas as appropriate. Scheduled meetings occurred across the school on a weekly basis with varying agenda items, dependent on the needs of the school. Junior school continued to focus on accurate record keeping and increased accountability of the teaching and learning program. Importantly there was significant time spent in changing ideals in the area of literacy teaching and collegial communication about teaching and learning. In Middle school, there was also a literacy push and time spent on collective approaches to individualised learning ideas and increased engagement for students by promoting more cross curricula opportunities.

Social development of students was also an area where staff were in professional dialogue. In Senior school there was still a need to spend time on engaging students in understanding the way that they learn and effective classroom strategies. Staff were trained to help students in this area. Also, much professional learning time was spent establishing learning networks outside of the school in order to draw on a broader range of experience in some areas of VCE where our numbers are still small.

For the first time, with the assistance of ISV, we were able to begin classroom observation initiatives and these proved very effective (a program called EBO; Evidenced Based Observation). These initiatives will provide a template for continued classroom observation with the aim of further teacher training and development.





# Student Attendance

The total student enrolment at census August 2013 was 709 (372 male and 337 female students). At the end of 2013, the total number of students was 696.

Year Level	Student Count	School Attendance Percentage
Prep	84	92.01%
Grade 1	84	90.03%
Grade 2	49	90.68%
Grade 3	71	91.66%
Grade 4	52	92.21%
Grade 5	47	93.93%
Grade 6	47	95.48%
Year 7	108	94.33%
Year 8	78	92.15%
Year 9	38	91.03%
Year 10	45	93.68%
Year 11	45	95.66%
Year 12	23	93.14%

At Hume Anglican Grammar, attendance records are kept for all students and the roll is marked regularly. The official roll marking times are before 9.30 am and at 1.50 pm. In the Secondary part of the School the rolls are also marked each period and entered on the school's electronic recording system. This enables teachers to keep a very accurate record of attendance for certifying authorities such as the Victorian Curriculum and Assessment Authority. Our roll marking system is also helpful for parent and teachers interviews, in school semestral reports and for use in counselling.

If the School has not already been notified of an absence, a text message (SMS) will be sent to the parent requesting an immediate response. The reason for absence is then entered against the students' details. Students who are absent without explanation are subject to the School's normal disciplinary procedures.

Comprehensive reports are mailed home to parents and guardians at the completion of each semester. Reports outline grading in each subject as well as general and constructive comments by teachers on a student's progress. Parents are invited to follow up with the teacher or Head of School. Parent/Teacher interviews are held at different times during the academic year.



# Results

## NAPLAN Results

Along with all schools in Australia, Hume Anglican Grammar continues to participate in the annual testing of Years 3, 5, 7 and 9 students. This nationally developed program involves over 1 million students in the four year levels from more than 9,000 schools across Australia completing the same literacy and numeracy tests.

A major purpose of this assessment is to provide information for students, parents, teachers and principals about student achievement to date which can be used to support teaching and learning programs and improve student achievement. They will provide information about the progress of children in relation to nationally agreed national minimum standards.



From the data received for 2013 NAPLAN, the results obtained by the different year levels have improved significantly.

Year 3: Our Year 3 cohort has achieved mean scores that are above All School Results in Reading, Spelling, Grammar and Punctuation, and Numeracy.

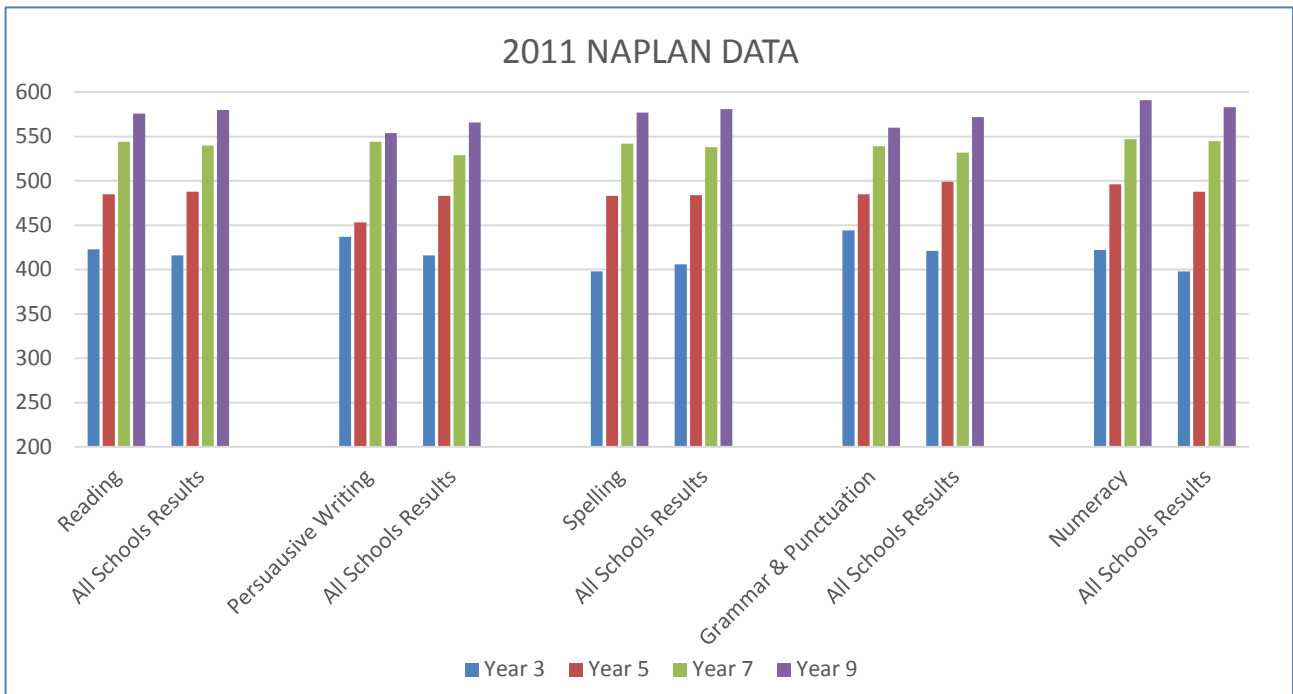
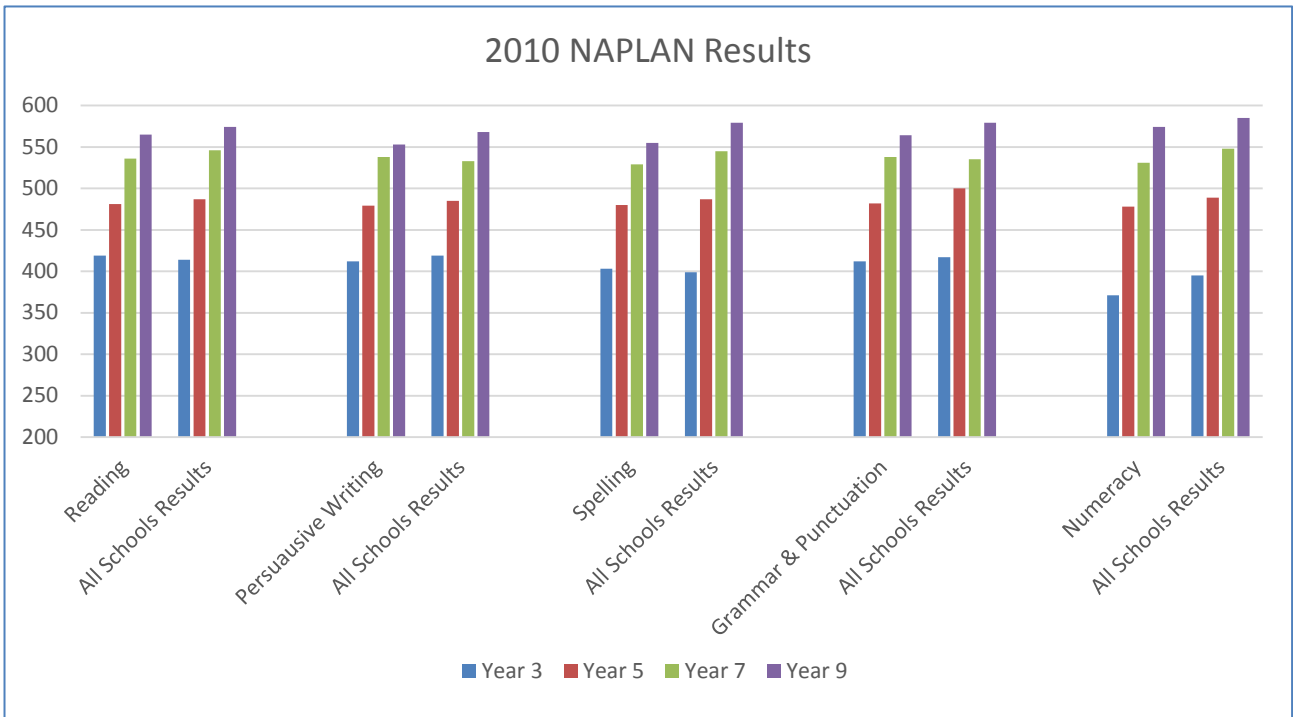
Year 5: Our Year 5 cohort has done well and the mean scores are above All School Results in Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

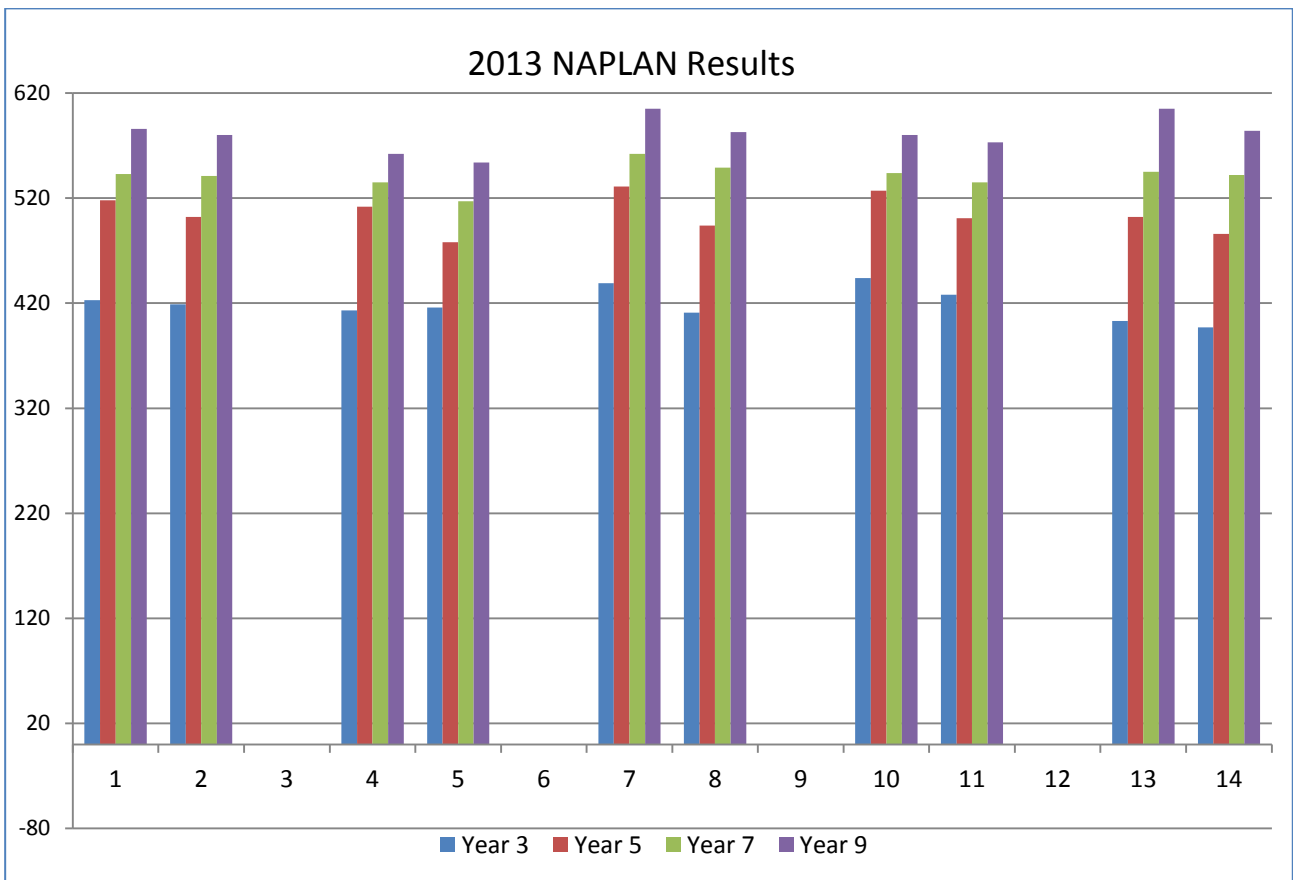
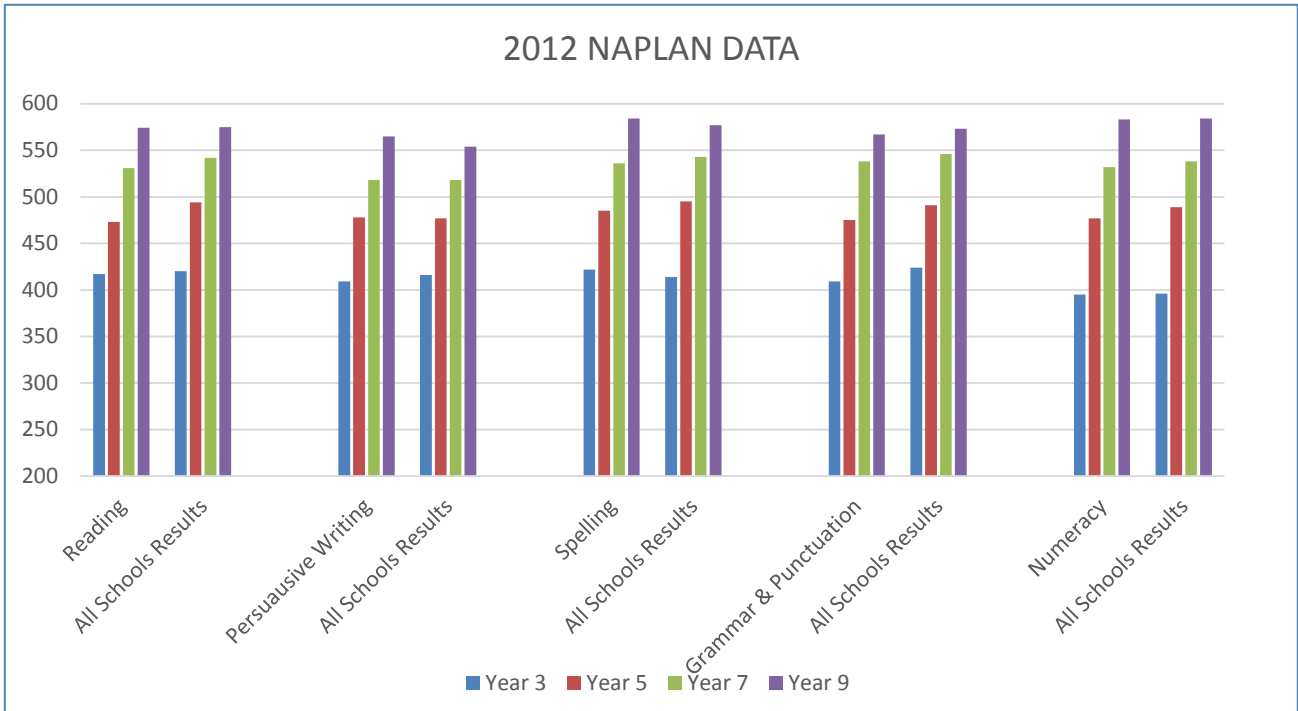
Year 7: Our Year 7 cohort have achieved noteworthy results in that the mean scores have exceeded the All School Results in Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

Year 9: Finally, our Year 9 cohort did well too, as the mean scores are above All School Results in Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

	2010 NAPLAN DATA				2011 NAPLAN DATA			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>	419	481	536	565	423	485	544	576
<b>All Schools Results</b>	414	487	546	574	416	488	540	580
<b>Persuasive Writing</b>	412	479	538	553	437	453	544	554
<b>All Schools Results</b>	419	485	533	568	416	483	529	566
<b>Spelling</b>	403	480	529	555	398	483	542	577
<b>All Schools Results</b>	399	487	545	579	406	484	538	581
<b>Grammar and Punctuation</b>	412	482	538	564	444	485	539	560
<b>All Schools Results</b>	417	500	535	579	421	499	532	572
<b>Numeracy</b>	371	478	531	574	422	496	547	591
<b>All Schools Results</b>	395	489	548	585	398	488	545	583

	2012 NAPLAN DATA				2013 NAPLAN DATA			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>	417	473	531	574	423	518	543	586
<b>All Schools Results</b>	420	494	542	575	419	502	541	580
<b>Persuasive Writing</b>	409	478	518	565	413	512	535	562
<b>All Schools Results</b>	416	477	518	554	416	478	517	554
<b>Spelling</b>	422	485	536	584	439	531	562	605
<b>All Schools Results</b>	414	495	543	577	411	494	549	583
<b>Grammar and Punctuation</b>	409	475	538	567	444	527	544	580
<b>All Schools Results</b>	424	491	546	573	428	501	535	573
<b>Numeracy</b>	395	477	532	583	403	502	545	605
<b>All Schools Results</b>	396	489	538	584	397	486	542	584







## VCE/VCAL results analysis 2013

### General overview of Hume Anglican Grammar Year 12 achievement

#### VCE Report

The Class of 2013 was the second graduating cohort in the history of Hume Anglican Grammar. They are a cohesive group and mutually supported each other in their joys and woes, stresses and triumphs and who recognised the crucial role of the spiritual, academic and pastoral infrastructure which surrounded them.



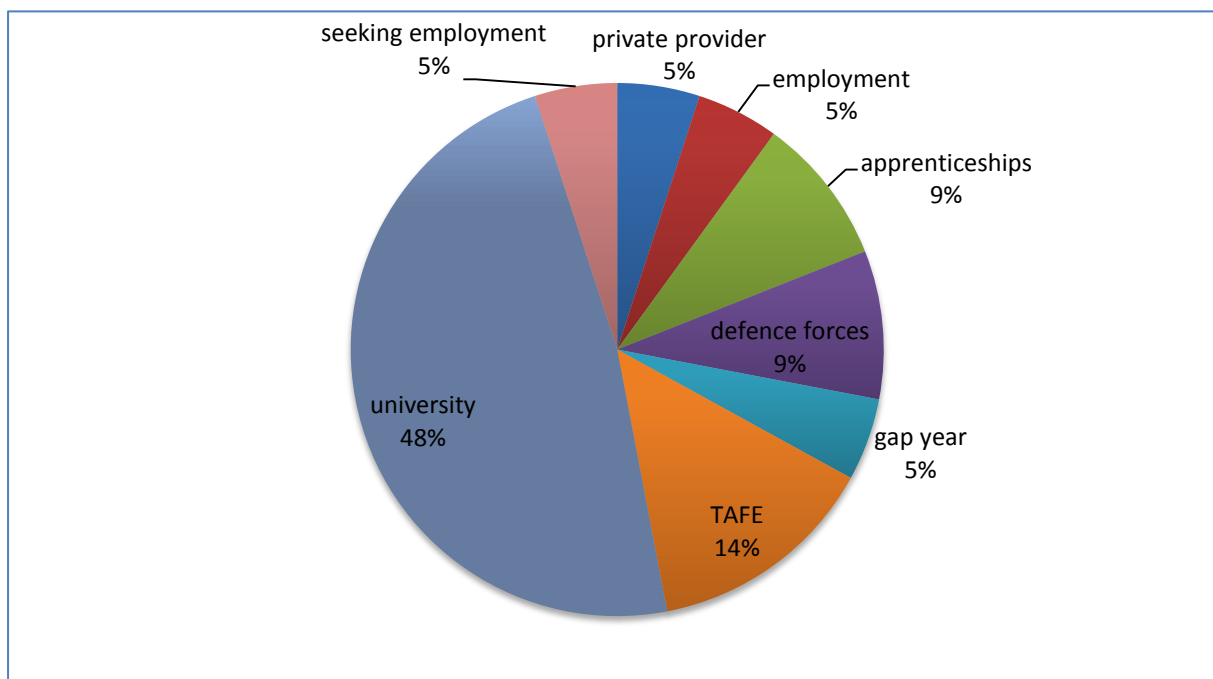
#### The following is a summary of 2013 VCE Results and ATAR scores

	2013	2012
% of students with ATAR 90 – 100	0	0
% of students with ATAR 80 – 90	23.5	12.5
% of students with ATAR 70 – 80	5.8	12.5
% of students with ATAR 60 – 70	11.8	12.5
% of students with ATAR 50 – 60	17.7	25
% of students with ATAR < 50	41.2	37.5

Average ATAR	58.6
Average Female ATAR	62.85
Average Male ATAR	56.32

## Destinations

### Destinations of Year 12 2013 Students



### 2013 Tertiary offers/Summary of institutions

Institution	Field of Study	Number of Students
Australian Catholic University	Laws/Global Studies	1
	Youth Work	1
Academy of Interactive Entertainment	Animation	1
Kangan TAFE	Nursing	1
	Child Care	1
Latrobe University	Archaeology	1
	Sciences	1
RMIT	Communication Design	1
	Engineering	1
	Games Design	1
	Nursing (TAFE)	1
	Pharmacy	1
	Surveying	1
Swinburne University	Robotics and Mechatronics	1

### Other Offers

Offer	Number of Students
Australian Defence Force	2
Apprenticeships	2
Employment	2
Seeking employment	1

## VCAL report

All four VCAL students completed their studies and were awarded the Victorian Certificate of Applied Learning.

## Destinations

TAFE – Further study	2
Apprenticeships	1
Seeking employment	1

## Year 12 student performance

### Academic and non-academic pathways

- 21 students successfully completed the year, attaining their VCE/VCAL.
- 17 students received the Victorian Certificate in Education (VCE) and 4 received the Victorian Certificate in Applied Learning (VCAL).
- 13 students applied for courses through VTAC (Victorian Tertiary Admissions Centre), 8 students chose not to apply through VTAC.
- Of the 13 students who applied for tertiary study through VTAC, 11 of them were given Round 1 offers.

The other students:

2 students applied direct application to TAFE and was accepted.

2 students applied for and were accepted into The Defence Force programs.

2 students opted to take up offers of full-time apprenticeships.

2 students opted for full time employment.

1 student decided to take a GAP year and seek full time employment.

1 student is still seeking employment/further study.



## Parent, student and teacher satisfaction with the School

During June 2013, a survey (LEAD Satisfaction Survey) was conducted to obtain the opinions from the stakeholders about the school. The online survey was opened to students from Year 5 to 12, parents and staff. The outcome of the survey is outlined as follows:

### Student satisfaction

- In class, I am given opportunities to explore different ways of learning things.
- I believe our school is a great school but being new, more facilities and resources need to be made available to help us learn new things.
- Teachers understand my ability and teach me accordingly.
- The teachers are very understanding and thoughtful, more differentiated work will encourage the students to continue learning effectively.
- Teachers provide help and support when I need it.
- My teachers know and accept me.
- My school gives me the opportunity to explore my spiritual development.
- My teachers encourage me, most are caring and show genuine concerns about student performance and general issues.
- Students respect each other at this school.
- My school provides me with opportunities to develop leadership skills.



## Parent satisfaction

- The quality of teaching at this school is excellent.
- The school has evolved over the years. It is in many aspects a new school so it has the opportunity of becoming a great school.
- Teachers are up-to-date in the things they teach.
- As the school gets bigger, it will continue to grow bigger and stand side by side with other neighbouring schools. We hope to continue see the school grow and make its mark in the area.
- The school is open to new teaching strategies.
- Students are from different backgrounds and cultures are treated equally in this school.
- I am very satisfied with the school and the way it has supported students will learning needs.
- The school is successful in the development of the students' social and personal skills.
- The school encourages participation in community activities.
- Teachers in this school know and care about my children.





## Staff satisfaction

- Teachers are expected to stay up-to-date in the subjects or areas they teach.
- The school has the potential to be a better school when the policies are established to guide us. I am happy with the Christian values of the school and the way it is heading in education excellence.
- The school is receptive to new teaching strategies.
- I would like to see more facilities and resources made available and the opportunity to progress in my career as the school continues to grow with more leadership positions offered.
- The school encourages students to exercise self-discipline.
- I use a variety of teaching strategies and learning activities to help students learn.
- The school focuses on developing students as well rounded individuals.
- Though there are still several issues that need to be looked into, it is still a growing school. I believe this school is a good one and will benefit many children within our community.
- Students from different backgrounds and cultures are treated equally at this school.
- Students are encouraged to respect individual differences.

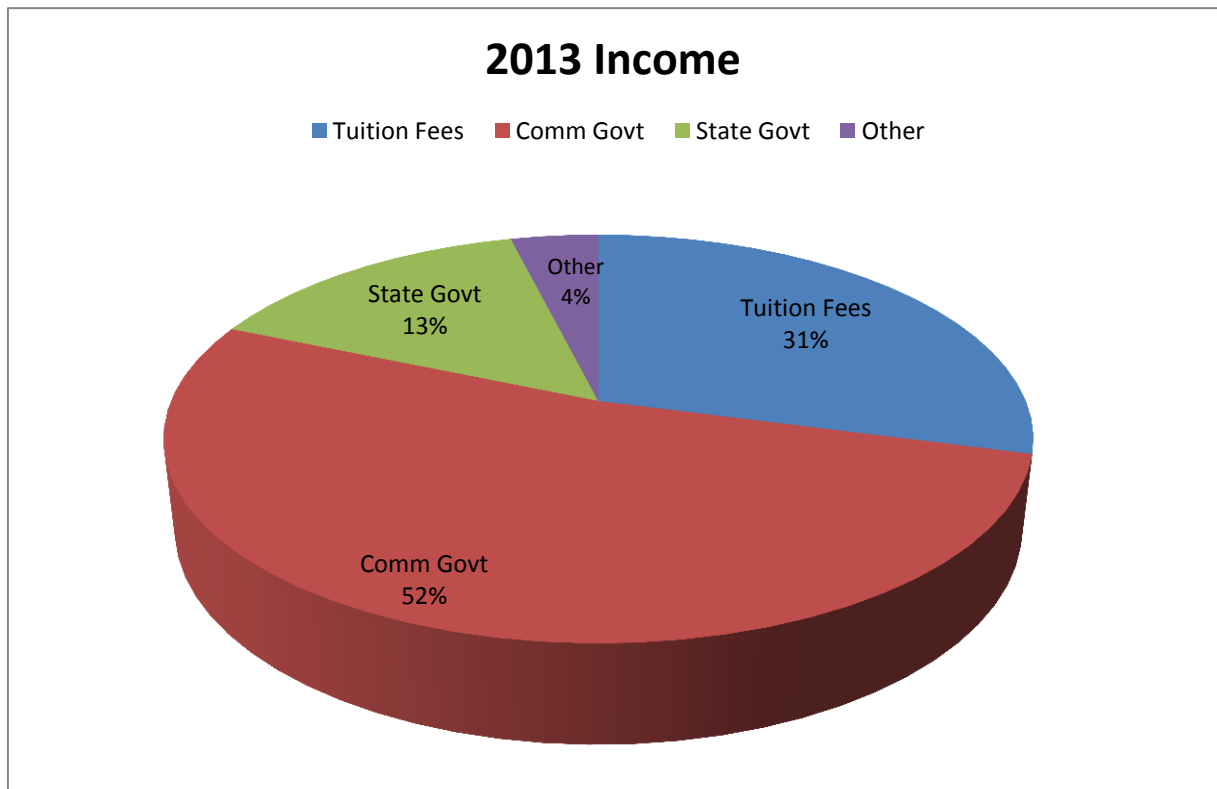


## Financial Reporting

The 2013 year end result was (\$241,567). This result was affected by an unfavourable variance in the revaluation of the School's fixed assets. The impact of this unfavourable revaluation for the full year was \$244,694.

Overall for the year, income was slightly down on budget, but general expenses were also down. The unfavourable variance in the revaluation of assets significantly affected the 2013 result.

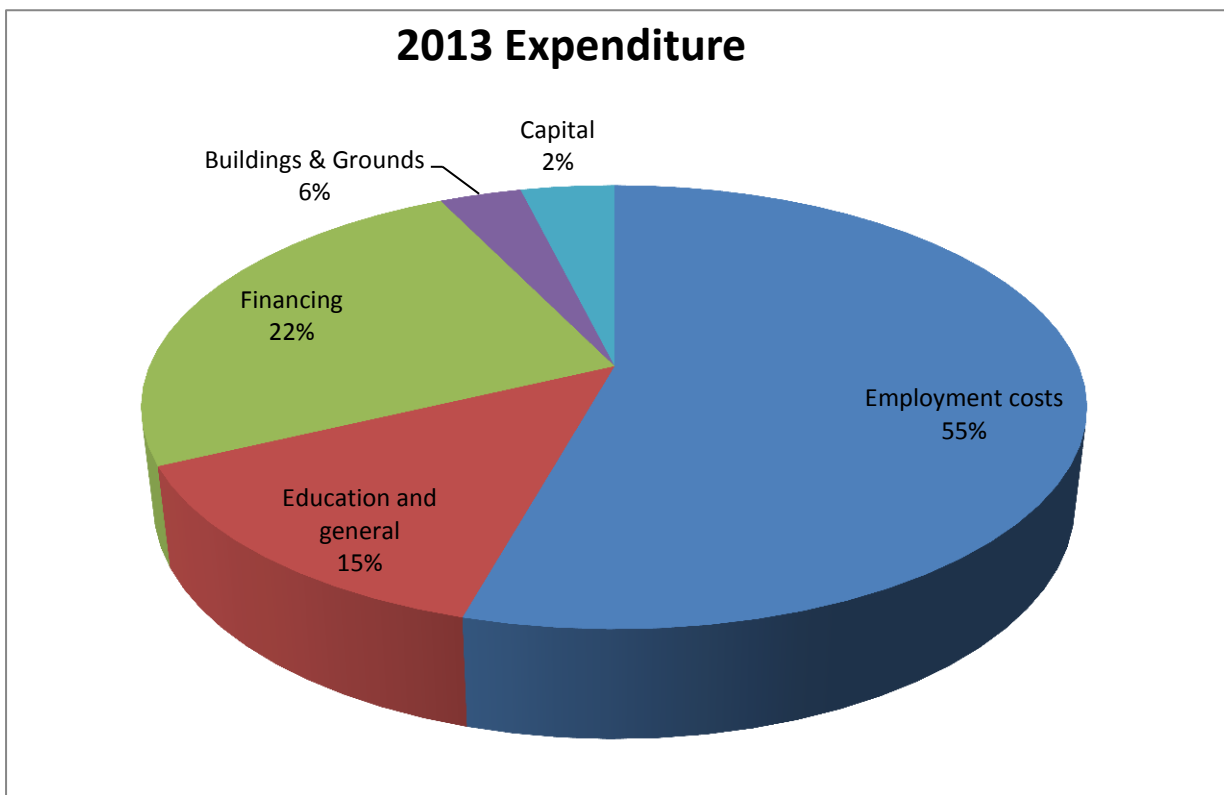
INCOME	\$	%
Tuition Fees	3,129,600	31.04
Commonwealth Government	5,206,323	61.63
State Government	1,348,683	13.37
Other	399,199	3.96
<b>Total Income:</b>	<b>10,083,805</b>	<b>100.00</b>



In 2013, the School received \$62,429 in building fund donations, which allowed the School to improved facilities for the students.

- The major source of income for the School was Government grants (65%) and tuition fees (31%).
- The major expenditure item was employment costs (55%) and financing costs (22%).

EXPENDITURE	\$	%
Employment Costs	5,818,330	55.06
Education and General	1,544,521	14.62
Financing	2,336,575	22.11
Buildings and Grounds	625,945	5.92
Capital	241,777	2.29
<b>Total Expenditure:</b>	<b>10,567,148</b>	<b>100.00</b>



## Capital works projects and property management report

During the year of 2013, the School received \$62,429 in building fund donations. This amount played an important part in the capital developments for the year. With the continuation of tax deductible donations to the Building Fund, the School will be able to provide more facilities for the students. Construction on the new playground adjacent to the Oval and Building 8 is now complete. More equipment will be added to create a great place for students to play.



The Oval has been completed and now ready for active play. It will continue to be treated and cared for, but is now a point where students can enjoy themselves during lunch and recess and play sport as part of Physical Education classes.

The area outside Building 1 is now under cover to provide better protection for the summer months as well as shelter from wind and rain in the winter. In addition, the playground in the Junior School has had shade cloth erected.

Next year we will see the commissioning of a number of significant capital works.

- The new Building 10 will find its way into the senior/middle school area; this will act as the Senior School Reception and administration space, much like its predecessor in the Middle School. It will have five classrooms, a conference room and staff offices. In addition, it will have dedicated spaces especially for the Year 12 cohort. We recognise that these most senior of students have additional needs to assist them in undertaking their final year of secondary schooling. They will be provided a general study space of their own, separate break out rooms for small groups to work collaboratively, and a small kitchenette to prepare snacks and drinks.
- Science Laboratories will be developed in Building 7. Currently there are two labs, but to cater for the increasing demand for the specialist subjects: Biology, Chemistry and Physics, the other existing rooms will be converted into two science laboratories. Extra storage rooms to accept additional equipment and staff offices for new staff will also be added.
- The Oval will continue to be developed at the eastern end and goal posts installed.

The Property Committee is in the process of finalising details on other developments.

Under general property management, and maintenance, many small but important projects have been completed to ensure the School provides a safe and pleasant place for both students and staff to learn and work.