

# Anglican Grammar Hume



Annual Report 2016



100 MOUNT RIDLEY ROAD  
MICKLEHAM VIC 3064

WWW.HUMEGRAMMAR.VIC.EDU.AU  
E: INFO@HUMEGRAMMAR.VIC.EDU.AU  
CRICOS PROVIDER 03304D

P: +61 3 8339 6900  
F: +61 3 8339 6999

## Table of Contents

|   |    |
|---|----|
| From the Principal .....  | 3  |
| From the Chairman .....   | 5  |
| Overview .....  | 6  |
| Philosophy .....  | 6  |
| Governance .....  | 6  |
| Hume Anglican Grammar Board .....                               | 6  |
| Organisation chart .....  | 9  |
| Our staff .....   | 10 |
| Staff workforce composition, attendance, and retention .....    | 10 |
| Teaching staff .....  | 11 |
| General staff .....   | 13 |
| Staff professional learning .....                               | 14 |
| Teaching and learning .....                                     | 15 |
| Student attendance .....  | 16 |
| 2016 NAPLAN report .....  | 17 |
| VCE/VCAL results analysis 2016 .....                            | 21 |
| Overview of Hume Anglican Grammar Year 12 achievement .....     | 21 |
| VCE report.....   | 21 |
| VCE enrolment overview.....                                     | 21 |
| Student achievement .....                                       | 21 |
| ATAR results.....   | 23 |
| Pathways .....  | 25 |
| Overview.....   | 25 |
| Summary .....   | 27 |
| Parent, student, and teacher satisfaction with the School ..... | 29 |
| Financial reporting .....                                       | 30 |
| Income.....   | 30 |
| Expenses .....  | 31 |
| Capital works projects and property management report .....     | 32 |



## From the Principal

2016 has been another year of considerable development for Hume Anglican Grammar. This the school's ninth year since foundation, and sixth at Mt Ridley, has seen progress in a multitude of areas. Perhaps the most significant change to the School this year has been the arrangement into two sub-schools; the Primary and Secondary Schools. Along with this reorganisation came several new leadership roles. The newly appointed Deputy Principal, Mr Tim Agnew, along with the two Assistant Principals, Primary - Mr Luke Friend and Secondary - Mrs Andrea Agnew, have led with distinction. Binding this together have been the Business Manager, Mr Kieran Mitchell and Director of School Organisation,

Mrs Serene Eng. The staff have embraced this change and the benefits are being realised across the School - in all the academic, pastoral, co-curricular areas.

The highlights of the year are considerable. The major musical production of 'High School Musical Jnr' stood out. The talented students put on a performance that was polished and skilled. The Year 9 City Experience was a new initiative to allow our students to immerse themselves in city-life and appreciate its culture whilst also learning more about Melbourne's rich heritage. Parent-teacher-student interviews adopted a new approach by utilising the student free day and so allow a broader range of times to accommodate parents' routines. Information Communication Technology continued to progress with major upgrades to the infrastructure, this allowed the expansion of the bring-your-own-device program to all secondary students and is ready to launch into the new virtual desktop. The Primary School embarked upon the iPad program with the replacement of existing laptops with tablet devices, thus appealing to the unique style of learning of junior students.

The new House mascots were released; the Crocodile, Eagle, Wolf, and Lion. Along with the appointment of the staff House Coordinators, House spirit is strong. The launch of the new school website was a highlight. This refined and contemporary look, along with a new set of images is both informative, easier to navigate and appealing to the eye. Hume also made its first steps into social media with the launch of its own Twitter and Facebook page.





# The Principal

Finally, the modifications to the student uniform made its mark on the school image which further promoted our two-school structure. The new chambray shirt worn by the Primary School looked smart and the new school crest is also more prevalent.

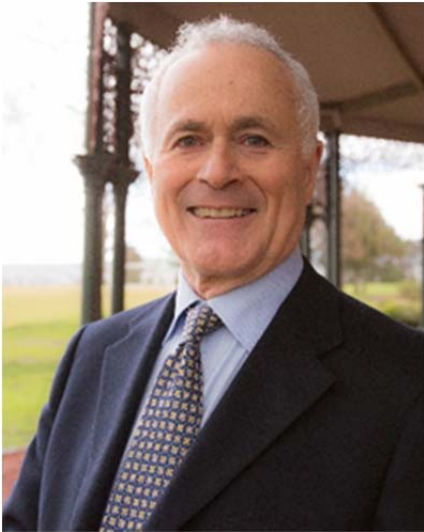
Special mention needs to be made of the many volunteers who contribute so much towards strengthening the Hume community. Throughout the school's history, the role of the volunteer has played a major part in the development of the school, supporting the programs, and most importantly growing a school community based upon the principles of charity, commitment, faithfulness, and that which aligns so well to all that is Hume Anglican Grammar - service to another.



Our fifth cohort of 28 Year 12s graduated with distinction and left Hume to commence a new chapter in their lives. University continues to be the main destination with nearly two-thirds of the group undertaking tertiary study. La Trobe University was the institution of choice, but students also selected Monash University, RMIT, Swinburne, and Melbourne University. There were a variety of interests that students wished to pursue; with Engineering, Criminology/Law and Science standing out as popular choices.

Thanks goes to all students, staff, and parents for all they have done to make the Hume community a vibrant one. As the School closes out its ninth year, we look forward to some significant celebrations as we enjoy our 10th anniversary in 2017.

**Bill Sweeney**  
Principal



## From the Chairman

It is wonderful to see the school flourishing as it is at Mt Ridley. This can be seen in growing professionalism and confidence, more opportunities for leadership and service for staff and students, the quality of education and pastoral care offered to our students, the enthusiasm and talents of our student body and the positive spirit and strong underlying values of the whole school community.

The inclusiveness of the Hume community is noteworthy, as is the friendly and positive approach that shines through and the effort that is made to ensure that everything that is done is done well.

The Board continues to work with the Principal and his team to guide the growth of the school so that we can keep the cost of our education as affordable as possible while continuing to improve our offerings and facilities on a basis that can be sustained over the years. As the school approaches maturity at Mt Ridley, we have also been looking to secure the longer-term future of the school once enrolments reach the maximum number.

The new campus of Hume, planned to open at Donnybrook in 2019, provides us with an exciting new opportunity for growth and development, building on the strong platform of Mt Ridley. The new campus will enable us to offer places to more families who seek an education of the kind we can provide. Importantly, we believe that growth along the lines proposed will enable Hume, operating as one school on two sites, to enrich the educational experience of all of our students.

In the meantime, positive changes go on being made at Mt Ridley. We continue to be impressed by the development of academic, co-curricular and pastoral programs throughout the school. The new Primary/Secondary structure has settled into place following the shape of school review last year. New appointments have added to the capability of the school.

New fencing and gates have been erected along Mt Ridley Road with improved signage to follow, cricket pitches have been installed on the main oval, the Primary School office has been refurbished, another science laboratory created, the Mt Ridley road development finished, the Junior Primary playground has been completed, and a Health Centre has been opened.

We acknowledge with appreciation the efforts of Mr. Bill Sweeney and his leadership team, and of all our teachers and staff, in making Hume what it is today, and for their continuing pursuit of improvement. We recognize too the vibrant contribution our students themselves make to the life and spirit of the school, and we thank all Hume families for their ongoing interest and support.

We give thanks too for the continuing support of the Anglican Diocesan Schools Commission.

We look forward to further development of the school in the year ahead.

**Richard St John**  
Chairman

# About Hume Anglican Grammar

## Overview

Hume Anglican Grammar is an Anglican Diocesan School offering our local communities affordable, high-quality, independent co-education, from Prep to Year 12, in a caring and inclusive Christian environment.

We want to inspire in our students a love of learning, and through a rigorous and rounded educational experience, to provide them with the means to achieve a fulfilling life.

## Philosophy

Hume Anglican Grammar embraces the following core values:

- ✦ Christian – an inclusive Christian community in the Anglican tradition built upon compassion and service to others;
- ✦ Excellence – high standards in all that we do and individuals realising their full potential;
- ✦ Resilience – a positive approach, founded upon realistic expectations and flexible actions that help us deal with the challenges of life;
- ✦ Respect – principled and disciplined; we care for ourselves and value others; and
- ✦ Integrity – a community whose members are accountable, responsible and trustworthy.

## Governance

### Hume Anglican Grammar Board



*Left from Front: Mrs Leanne Connor, Mr Dwight King, Mr Klæe Ruse, Dr Philip Williams,  
Table End: Mr Richard St John (Chairman), Mr Bill Sweeney (Principal)  
Right from Front: Mr Ray Hille, Mr James Gordon, Rev Robert Newton,  
Mr Kieran Mitchell (Business Manager)*

# About Hume Anglican Grammar

|                 |                    |  |
|-----------------|--------------------|--|
| <b>Chair</b>    | Mr Richard St John | <p><i>LLB(Hons)(Melb)., LLM(Lond).</i></p> <ul style="list-style-type: none"> <li>• Board Chairman and Chair of Governance Committee</li> <li>• Experience in legal, policy and governance roles in public, private, corporate, and non-profit sectors, including formerly:             <ul style="list-style-type: none"> <li>– General Counsel and Company Secretary BHP</li> <li>– Senior positions in Department of Prime Minister and Cabinet and Attorney-General's Department in Canberra</li> <li>– Chief Executive Officer of HIH Royal Commission</li> <li>– Special Counsel Johnson Winter and Slattery, Lawyers</li> <li>– Board member of the Australian Ballet School</li> </ul> </li> </ul> |
| <b>Director</b> | Mrs Leanne Connor  | <p><i>BBus(Acc)., GradDip(FinPlanning)., CA., CTA., SSA.</i></p> <ul style="list-style-type: none"> <li>• Chair of Finance Committee</li> <li>• Experience:             <ul style="list-style-type: none"> <li>– Chartered Accountant, Chartered Tax Advisor and SMSF Specialist</li> <li>– Director of WGC Business Advisors Pty Ltd</li> <li>– Co-Chair of the Taxation Institute's Victorian Professional Development Committee</li> <li>– State Councilor of the Taxation Institute</li> <li>– Secretary of Newlands Basketball Club</li> </ul> </li> </ul>  |
| <b>Director</b> | Mr James Gordon    | <ul style="list-style-type: none"> <li>• Foundation parent of Hume Anglican Grammar</li> <li>• Community minded resident of Craigieburn of 22 years</li> <li>• Part owner and Director of SG Prettie Precisions Gauges Pty Ltd.</li> <li>• Technical Manager in charge of Sales and Marketing of SG Prettie Precisions Gauges Pty Ltd</li> </ul>   |
| <b>Director</b> | Mr Ray Hille OAM   | <p><i>DipEd(Syd)., BA(Syd)., Med(Syd)., Med(Admin)(UNE).</i></p> <ul style="list-style-type: none"> <li>• CEO Anglican Diocesan Schools Commission (Diocese of Melbourne)</li> <li>• Experience:             <ul style="list-style-type: none"> <li>– Principal of the Peninsula School 1992 – 2010</li> <li>– Career Educator</li> <li>– Life Member Australian College of Education</li> <li>– Member Australian College of Educational Leaders</li> <li>– Chair The Melburnian Owners Corporation</li> <li>– Formerly, Treasurer Victorian Ecumenical System of Schools</li> </ul> </li> </ul>  |
| <b>Director</b> | Mr Dwight King     | <ul style="list-style-type: none"> <li>• Chair of the Property Committee</li> <li>• Chairman Anglican Diocesan Schools Commission of Melbourne</li> <li>• Experience:             <ul style="list-style-type: none"> <li>– Church Warden of St Andrew's Anglican Church Brighton</li> <li>– President of National Dahlia Society of Victoria</li> <li>– Fighter Pilot USAF</li> <li>– Senior executive in management / telecommunications business (AT&amp;T, EDS Australia,</li> </ul> </li> </ul>  |
|                 | Mr Dwight King,    |  |



# About Hume Anglican Grammar

|                 |  |  |
|-----------------|--|--|
| <b>Director</b> | continued.                                   | <p>Telstra)</p> <ul style="list-style-type: none"> <li>- Retired Managing Director of Electronic Data Systems Australia and New Zealand</li> <li>- Retired Managing Director and Chief Information Officer of Telstra Corporation</li> </ul>   |
| <b>Director</b> | Rev Robert Newton                            | <p><i>CertTheol(Oxford)., GradDipEd., BA(Hons).</i></p> <ul style="list-style-type: none"> <li>• Vicar Holy Trinity, Kew</li> <li>• Teacher and former Board Member of Ballarat Queens Grammar</li> <li>• Teaching and chaplaincy experience: <ul style="list-style-type: none"> <li>- Head of Religious Education Trinity College Gawler</li> <li>- Head of Religious Education Newington College</li> <li>- Ballarat Grammar Board Member</li> <li>- Archdeacon of Ballarat</li> </ul> </li> </ul> |
| <b>Director</b> | Mr Klæe Ruse                                 | <p><i>BCom(Monash), AMIIA.</i></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Head of Audit and Loss Prevention (Retail) at BP Global Business Services, Melbourne.</li> <li>• Member of the Institute of Internal Auditors – Australia</li> <li>• Treasurer of Hume Anglican Grammar Parents and Friends Assoc. Inc.</li> <li>• Former Treasurer and Committee Member of Hume Little Athletics Assoc. Inc.</li> </ul>   |
| <b>Director</b> | Dr Philip Williams AM<br>- From 13 July 2016 | <p><i>MEc (Monash)., Ph D (Lond).</i></p> <ul style="list-style-type: none"> <li>• Consultant, Frontier Economics</li> <li>• Member of Council, Court Services Victoria</li> <li>• Member of Competition and Consumer Committee, Law Council of Australia</li> <li>• Former Chairman, Epworth HealthCare</li> <li>• Former Professor of Law and Economics, University of Melbourne</li> <li>• Former Chairman, Australian Ballet School</li> </ul>   |

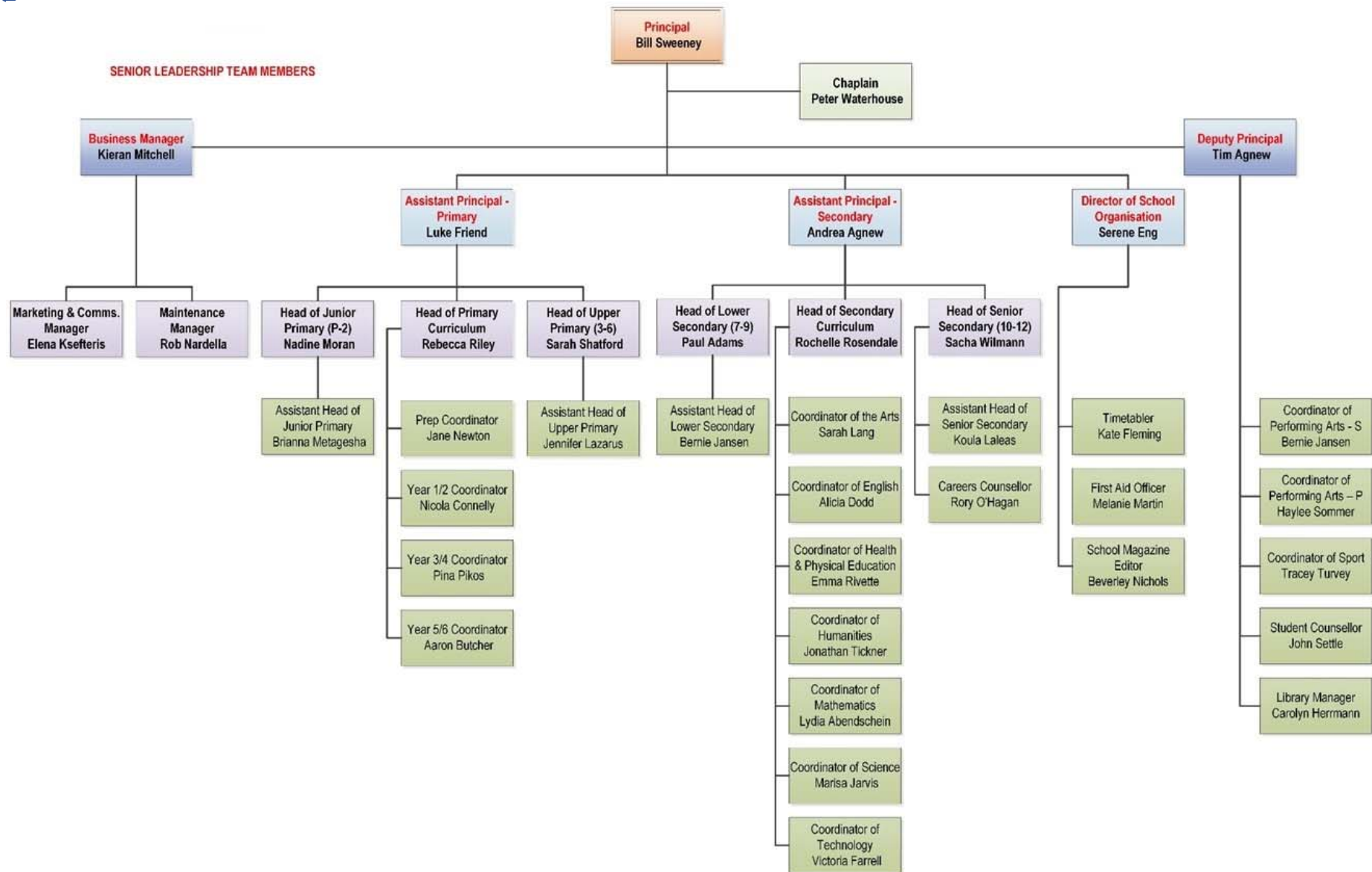
## In attendance

|                          |  |   |
|--------------------------|--|---|
| <b>Principal</b>         | Mr Bill Sweeney                          | <p><i>DipTeach., BEd., MEd(Leadership&amp;Mgt)., MBA</i></p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Chief Executive Officer</li> </ul> |
| <b>Company Secretary</b> | Mr Ian Morris<br>- Until 18 March 2016   | <p><i>BBus., FCPA.,</i></p> <ul style="list-style-type: none"> <li>- Company Secretary</li> <li>- Business Manager</li> </ul>                                 |
| <b>Company Secretary</b> | Mr Kieran Mitchell<br>- From 23 May 2016 | <p><i>BBus., CA.,</i></p> <ul style="list-style-type: none"> <li>- Company Secretary</li> <li>- Business Manager</li> </ul>                                   |



# About Hume Anglican Grammar

## Organisation chart



## Our staff

All staff, teachers and general, ensure our students achieve their best in an educational setting. One of the goals of the *Hume Anglican Grammar Strategic Plan 2014 – 2016* is to attract, develop and retain staff of the highest calibre.

### Staff workforce composition, attendance, and retention

Hume Anglican Grammar has a diverse of staff, with a rich mixture of younger teachers commencing their career along with many experienced teachers, all of whom bring a strong understanding of what is required to make an excellent school. The school does not have any staff who identify as having Torres Strait or Aboriginal background.

The school had a retention rate from 2015 to 2016 of 93%.



## Teaching staff

|                    |   |
|--------------------|---|
| ABENDSHEIN, Lydia  | GradDipEd., BMathSc(Comp).  |
| ADAMS, Paul        | BA., BEd., MEd.   |
| AGNEW, Andrea      | BA., DipEd, MEdSt   |
| AGNEW, Tim         | BA(Hons)., GradDipEd., MEd.St.  |
| AI, Iris           | GradDipEd., PGradCertTESOL., MEd., CertTrainAssess.   |
| ATTARD, Shannon    | BEd.  |
| BEATY, Sara        | BEd (Early Childhood Education)   |
| BELL, Laura        | BEd (Primary and Secondary)   |
| BIVIANO, Amanda    | BA, BTeach  |
| BOYCE, Adriana     | GradCert(TESOL)., BEd(Pri).   |
| BRADY, Matthew     | BEd   |
| BREWER, Bianca     | GradCert(Counselling)., DipEd., BSc(Behavioural).   |
| BRIGANTI, Paul     | CertAssessW'Place., DipTeach., DipQualAudit., DipOH&S., AdvDipOH&S., GradCertVET., GradDipEdSt(TESOL)., GradDipEdAdmin., BEd., MEd. |
| BUTCHER, Aaron     | DipBus., BBus., BTeach(Prim).   |
| CONNELLY, Nicola   | BBus., GradDipEd.   |
| CORBIN, James      | GradDipEd., BEcon., MBA.  |
| DOAN, Peter        | BSc., DipEd., GradDipBus.   |
| DODD, Alicia       | BA., BTeach.  |
| ENG, Serene        | BEEEng(Hons)., DipEd., MEd (EdLeadership)   |
| FARRELL, Victoria  | CertTrainAssess., GradDipEd., BA., BSc., MEd.   |
| FINN, Stephanie    | DipTeach., BEd.   |
| FORD, Robyn        | GradDipEd(Pri.,Sec)., BA.   |
| FRIEND, Luke       | DipEd., BEd.  |
| FRY, Rebecca       | BA., BEd., MEd.   |
| GOMES, Pamela      | BEd., BAEng(Hons).  |
| GRAHAM, Julia      | BEd.  |
| HARTIN, Nigel      | GradDipEd, GradDipPsych, BA.  |
| HEDDITCH, Joseph   | GradDipEd (Secondary), BA (Exercise Science/Human Movement)   |
| HUDSON, Ian        | CertToolmaking., BEd.   |
| JANSEN, Bernadette | BA(Drama, Dance)., BEd(Sec).  |
| JARVIS, Marisa     | GradDipEd., BEng.   |
| JOHNSTON, Trischa  | BA(English, History)., DipEd(Mid)   |
| JONES, Anton       | DipEd&Training, DipTechTeaching, Cert Toolmaking, Cert Technology   |
| KENDALL, Kate      | BEd   |
| KUTIN, Shirley     | BA., BTeach.  |

# Staff

|                     |  |
|---------------------|--|
| LALEAS, Koula       | DipGraphDes., GradDipEd.   |
| LANG, Sarah         | DipEd., BA.  |
| LAZARUS, Jennifer   | BEd., BA(EdHons).  |
| LEE, Mitchell       | BAAppliedSci (Health & Physical Education)                         |
| MALLET, Nigel       | BEd  |
| MATHEW, Jisha       | BSc., BEd., MSc., MEd.   |
| McKENZIE, Emma      | BEd.   |
| McMORROW, James     | BEd.   |
| METAGESHA, Brianna  | BA/BEd., MIntCommDev.  |
| MITCHELL, Keshia    | BEd.. MEd.   |
| MORAN, Nadine       | Bachelor of Early Childhood Studies<br>Bachelor of Teaching (Hons) |
| MORTON, Nicole      | BAppSc(PE).  |
| MOYLE, James        | BComm., BLaw., GradDipEd (Primary)                                 |
| NEWTON, Jane        | DipEd(EarlyChldhd)., BEd(EarlyChldhd).                             |
| O'CONNELL, Gesualda | GradDipEd., BSc.   |
| O'HAGAN, Rory       | GradDipEd (Secondary), BACommerce                                  |
| PERRY, Amy          | BEd(ECPrim).   |
| PIKOS, Pina         | BEd., BTeach.  |
| PILAPIL, Catherine  | BSc., PGradBioSc., GradDipEd (Secondary)                           |
| RAKATAIRI, Deborah  | CertAppSc., GradDipEd., BAppSc.                                    |
| RHODES, Jade        | CertCS., BEd.  |
| RIVETTE, Emma       | GradDipEd., BAppSc.  |
| ROBINSON, Mark      | MEd, MAppSci, BAEd   |
| ROSENDALE, Rochelle | BA., BTeach., MBusAdmin.   |
| SALVATORE, Pia      | Med, BJournalism   |
| SAM, Tania          | BEd  |
| SETTLE, John        | DipEd., BA(Hons)., BEd., MEd.                                      |
| SHATFORD, Sarah     | BEd JuniorPrimary/Primary  |
| SHERWOOD, Robert    | DipPrimTeach., BEd.  |
| SOMMER, Haylee      | BMusic   |
| SMITH, Michael      | DipPerf., BMus.  |
| SWEENEY, Bill       | DipTeach., BEd., MEd(Leadership&Mgt)., MBA.                        |
| TICKNER, Jonathan   | DipTeach., BEd.  |
| TODD, Jane          | GradDip ED( Science & Biology), BA (Science)                       |
| TURVEY, Tracy       | BEd.   |
| VELKOVA, Natalie    | BPsych(AppSc)., GradDipEd(Sec).                                    |
| WARING, Chantelle   | BA(EngHons.), BEd.   |
| WATERHOUSE, Peter   | BEd(PDHPE)., GradDipDiv., MDiv.                                    |



|                  |   |
|------------------|---|
| WILLIAMS, Nicole | BAScEd.   |
| WILMANN, Sacha   | GradCertRE., BEd., BEdTESOL., MEd(EdLeadership) |
| WYATT, Vicky     | GradDipEd., BA.                                 |
| ZAFIR, Aquila    | BSci (India), Bed (India, MSpecEd (Melbourne))  |

## General staff

|                         |   |
|-------------------------|---|
| ALIAS, Femin            | DipComp., BEd., BSc.  |
| AYLWARD, Justine        | VCE   |
| BARCLAY, Karen          | CertPM., CertHlthAdmin., CertBus(SmallBusMgt)., DipSocSc(Psych).                |
| BUCKLEY, Tracey         | Cert3Bus.Admin., Cert4Bus.Admin.  |
| CRAYDEN, Nigel          | VCE   |
| DAVIS, Jason            | DipEngWeld, CertLandscape Design/Construction                                   |
| DEVESON, Carolyn        | VCE   |
| DRAPER, Gayle           | VCE   |
| GANDHI, Reema           | CertAssessTrain., DipEd(Support)., GradDipInfSysMgt., BA (India)., LLB (India). |
| GAUDION, Amanda         | VCE   |
| GORDON, Dawn            | CertBusAdmin.   |
| GREGG, Rachel           | CertEd., DipEd(Support).  |
| HARROP, Leanne          | VCE   |
| HERRMAN, Carolyn        | CertLibrary   |
| KLOPSTOK, Denise        | VCE   |
| KSEFTERIS, Elena        | BA (Communication/PR)   |
| MARTIN, Melissa         | BNurse  |
| MITCHELL, Kieran        | BBus (ACC), CA  |
| MORRIS, Ian             | BBus., FCPA.  |
| NARDELLA, Robert        | VCE   |
| NICHOLS, Beverley       | VCE   |
| SAMARAWICKREMA, Thanuja | CertBusMgt., DipBusMgt., DipMgt.  |
| SCALONE, Sonia          | VCE   |
| THEUMA, Dianne          | CertEd., DipEd., AdvCertSecStudy  |
| TRAPANI, Angela         | DipArts   |
| WEAVER, Pauline         | VCE, Secretarial Certificate  |
| WRIGHT, Lina            | VCE   |

## Staff professional learning

The model of professional development in operation at Hume Anglican Grammar continues to be aligned to the School's Strategic Plan. Our professional learning program "provides a structured and targeted approach to professional development that enhances personal and organisational performance".

During 2016 a considerable amount of professional development time was spent on ensuring all staff were given opportunities to update their proficiency in:

- first aid
- asthma awareness
- anaphylaxis management
- cyber safety
- anti-bullying
- mandatory reporting requirements

This totalled 488 professional development activities being undertaken by 85 of the School's staff members, including general staff. There were approximately 2,250 hours of professional learning undertaken at an average of 25.6 hours of development per staff member. Other key areas of focus included implementing various areas of the Australian curriculum and/or new VCE Study Design requirements, improving pedagogy, student wellbeing and developing leadership capacity.

The Victorian Institute of Teaching requires teachers to annually undertake twenty hours of professional development activities to maintain their teaching registration. In 2016, this requirement was amended to include two hours of mandatory professional learning related to working to support students with special needs. Our teaching staff met the twenty hours professional development requirement.

Approximately 95% of the School's allocated professional development budget was spent on professional learning.

Several members of the teaching staff undertook professional development outside of school hours to lessen the impact on teaching and learning days for their students. In addition to external training undertaken by staff, Hume Anglican Grammar dedicated the first day of Terms 3 and 4 as student free days specifically for professional learning. At the beginning of Term 2, ten hours was allocated to facilitate Parent/Teacher interviews; this initiative proved to be very successful and popular with both staff and parents.

To ensure compliance with the new *Ministerial Order No. 870 (Child Safe Standards – Managing the Risk of Child Abuse in Schools)* by the 10 August deadline, a series of staff briefings and meetings, in addition to the professional learning outlined above, took place during the first half of the school year. These sessions provided valuable professional learning in the child safety area for all Hume Anglican Grammar staff. Similar meetings will be an ongoing requirement as the school continues to ensure that our actions and responses related to the safety of the children in our care is embedded within the culture of the school.

## Teaching and learning

From the commencement of 2016, the school structure was redesigned from a three to a two-school model. To facilitate this restructure, part of the focus of the professional learning and staff meetings held throughout the year was on ensuring this transition was completed successfully.

The Curriculum Leadership committee had oversight for whole school curriculum initiatives, which included: reviewing our Languages offering; considering proposed new VCE subjects and a change in 2017 from a six to a five-period day; planning for the next stage in the development of the school in terms of curriculum leadership and; determining the best approach for the ongoing development of a 21<sup>st</sup> century educational experience for all our students. This group worked very closely with the Curriculum Committees in both Primary and Secondary and the SLT and ICT committee. Teachers had the opportunity to be involved in discussions and the sharing of ideas through their participation in curriculum meetings in the subjects they were teaching.

The Primary school teachers and students were introduced to inquiry-based approaches to learning. This also was well received and resulted in the staff agreeing to pursue a pedagogical approach to teaching and learning that will continue to be a focus within the Primary years for many years to come. The introduction of iPads in the second half of the year was also appreciated by the students, who particularly enjoyed the opportunities to engage with this technology.

A very clear focus upon enhancing academic rigour was a feature of learning in the Secondary school throughout the year. This included semester examinations for all students from Years 7-12, a new Submission of Work policy and efforts to ensure that both students and teachers clearly understood the importance of all learning opportunities, both within and outside of the classroom. Significant progress also occurred in the use of the Learning Areas module within our Learning Management Administration System, SIMON. All teachers provided students with access to resources, assessment, and feedback through this online environment which was well received by students and parents.

The School has moved from two semester reports and two parent interviews for the year to now including an interim report for Term 1 and Term 3. Comprehensive reports continue to be made available for parents at the completion of each semester and all reports may be obtained from the Parent Portal. Student reports outline the students' study scores, progress in each subject as well as provide comments by the teachers on a student's achievement.

The School conducted biannual Parent-Teacher interviews which continue to strengthen the partnership between home and school.

## Student attendance

At the end of 2016, the total number of students was 905.

| Year Level | Student Count | School Attendance Percentage |
|------------|---------------|------------------------------|
| Prep       | 84            | 92.07%                       |
| Grade 1    | 85            | 91.35%                       |
| Grade 2    | 76            | 92.67%                       |
| Grade 3    | 72            | 93.25%                       |
| Grade 4    | 71            | 92.75%                       |
| Grade 5    | 66            | 92.85%                       |
| Grade 6    | 71            | 93.30%                       |
| Year 7     | 72            | 94.50%                       |
| Year 8     | 93            | 93.01%                       |
| Year 9     | 67            | 93.67%                       |
| Year 10    | 76            | 92.24%                       |
| Year 11    | 44            | 92.10%                       |
| Year 12    | 28            | 92.16%                       |

Hume Anglican Grammar makes every effort to ensure students' safety. Attendance records are kept for all students and the roll is marked consistently. Parents are informed that if their child will be late or absent, it is essential they notify the School through the relevant telephone absentee line or email address. When arriving late to school or leaving early, students must sign-in/sign-out at their school section's office. This information and additional guidelines are relayed to parents through various modes of communication such as the newsletter and school website.



A text message (SMS) is sent to the child's parent requesting an immediate response if the school has not already been notified of an absence. This process enables the school to maintain an accurate record of attendance, this is of particular relevance to those undertaking VCE studies regarding their accountability to the Victorian Curriculum and Assessment Authority. The overall attendance of the students is recorded and parents can access the Parent Access Module to monitor their child's attendance and punctuality.



## 2016 NAPLAN report

As year levels at Hume Anglican Grammar are continuing to grow and reach capacity and student movement is less frequent, NAPLAN results and their analysis are gaining greater importance each year. This consistency in group size and the continuation of students through the year levels will be vital to allow conclusions to be drawn about the changes in performance and to be able to identify focus areas for the teaching and learning program.

**At Year 3**, the National minimum standard is defined to be at Band 2. All students who sat the NAPLAN scored above the National Minimum Standard in the areas of Reading, Writing and Spelling. Only 1% and 3% of students scored below the National Minimum Standard in Grammar & Punctuation and Numeracy respectively. It was pleasing to see that in all areas, 90% or more of the students scored above the National minimum standard, with 100% of all students scoring at Band 3 or above in the Writing category.

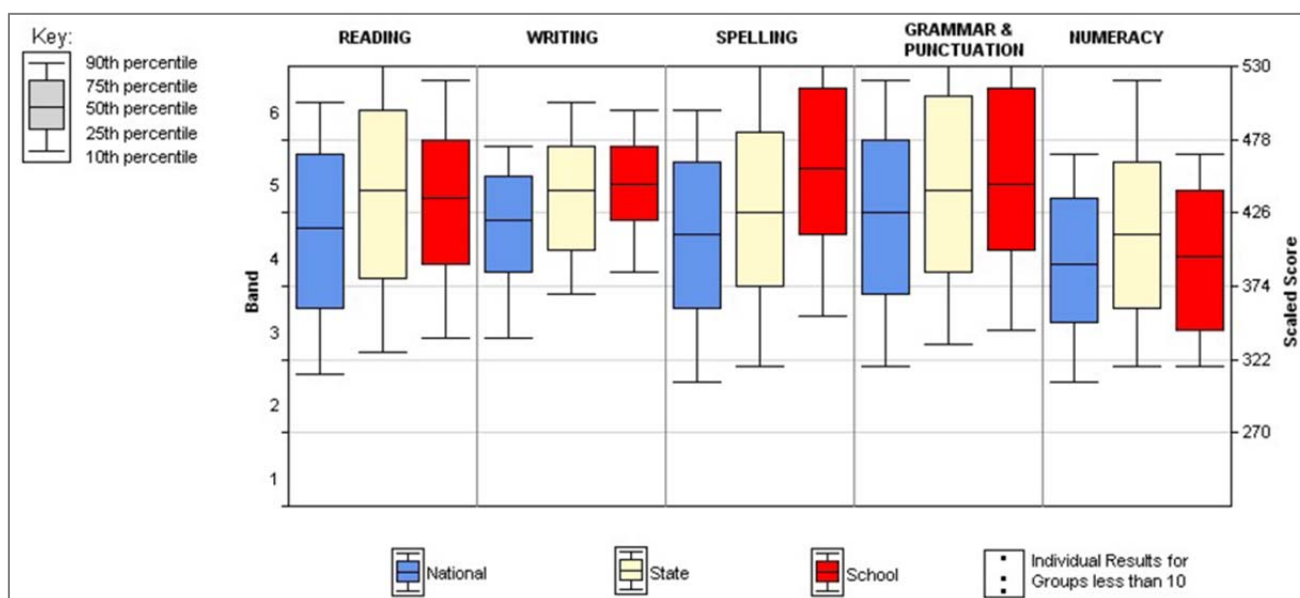


Figure 1: School Summary Reports for Year 3 2016 (Prepared by VCAA)

Based on the boxplots above, which show the performance of the middle 80% of the student cohort at National, State and school level, it is pleasing to see that our lower performing student at the 10th percentile have scored higher than State and National students in all five categories. The lowest results are in Numeracy which also saw the greatest percentage (3%) of students perform below National Minimum Standard. The top results at the 90th percentile is consistently well above the results at National level and generally on par with the State results. The biggest difference is, again, Numeracy which will be a focus over the coming school year. Based on the Item Analysis Report, students found questions relating to Number & Algebra and Measurement & Geometry particularly challenging.

**At Year 5**, the National minimum standard is defined to be at Band 4. All students who sat the NAPLAN scored at or above the National Minimum Standard in Spelling and Grammar & Punctuation. Only 2% of students scored below the National Minimum Standard in Reading, Writing and Numeracy. It was pleasing that in Spelling and Grammar, 94% of students scored above the National Minimum Standard and 92% in Writing and Numeracy.

# Results

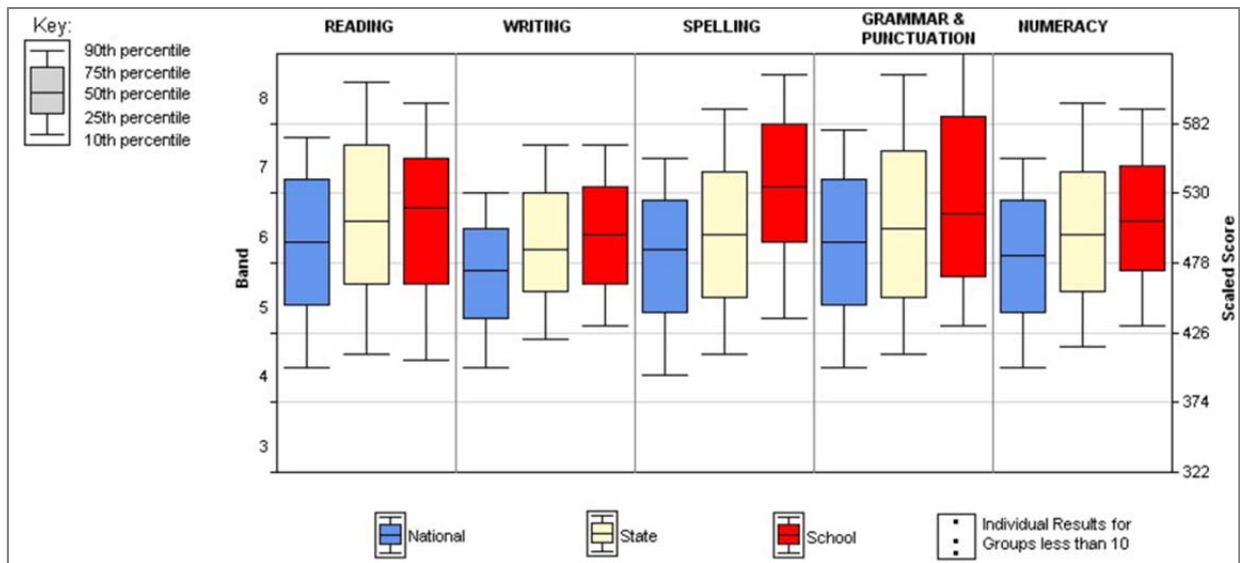


Figure 2: School Summary Reports for Year 5 2016 (Prepared by VCAA)

Based on the School Summary Report and the boxplots above, the Median was above State and National for all areas. The 90th percentile above in Spelling and Grammar & Punctuation, slightly lower for Numeracy and Reading. It was very pleasing to see that our lower performing students at the 10th percentile was above State and National in all areas apart from a slight difference in Reading. In the Numeracy assessment, within the Measurement and Geometry section, questions relating to angles were a challenge. Numeracy will continue to be a focus over the coming school year.

**At Year 7**, only 1% of the student group scored below the National Minimum Standard of Band 5 in the areas of Reading, Writing and Grammar & Punctuation. In Spelling and Numeracy all students scored at Band 5 or above with Numeracy having the largest percentage of students (96%) scoring above the minimum standard, followed by 92% of students in the area of Grammar & Punctuation.

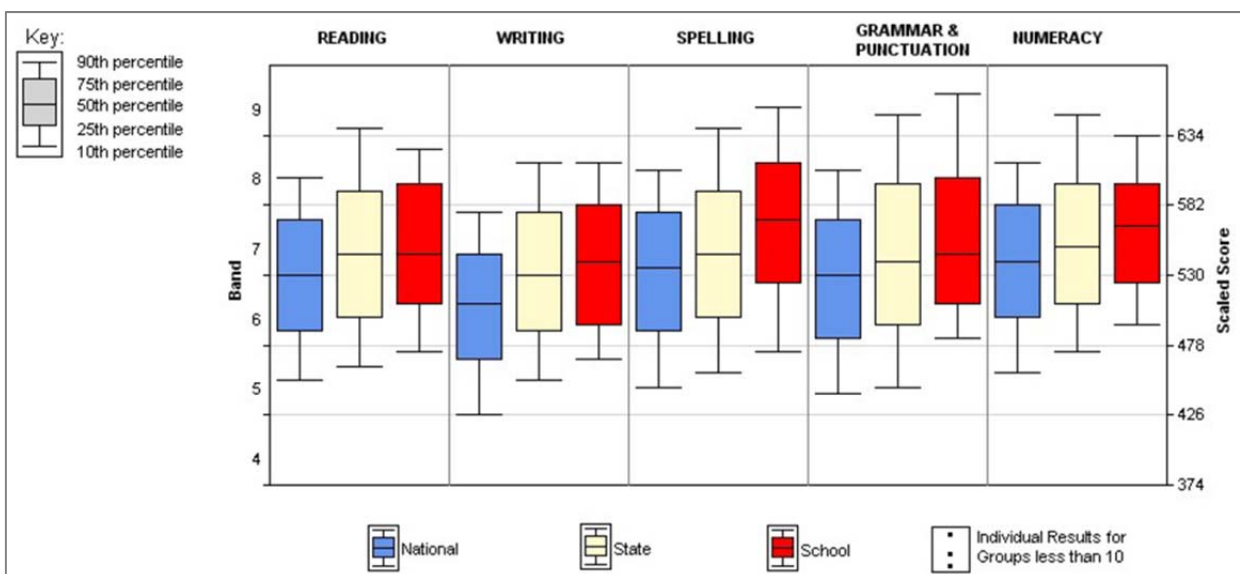


Figure 3: School Summary Reports for Year 7 2016 (Prepared by VCAA)

# Results

The school summary report shows that the 10th percentile cut off for students in Year 7 at Hume Anglican Grammar was much higher than that of all students at State and National level in all areas. Similarly, the median score for the Year 7 cohort is above or equal to State and National results. Considering the 90th percentile cut-offs at the top end, our students have achieved at a higher level compared to National results in all categories and above or on par with State results in the categories of Writing, Spelling, and Grammar & Punctuation. While this was not the case for Reading and Numeracy, these results are less variable when compared to State and National results and the middle 50% of students between the 50th and 75th percentile scored higher at Hume Anglican Grammar. Considering Numeracy had the largest percentage of students scoring above Band 5 it was interesting to see that the 90th percentile was well below that of the State. Further investigation of the student growth from Year 7 to Year 9 for Numeracy found that, out of the 57 students who completed both tests at Hume Anglican Grammar, 46% of students experienced high growth. These students were in the top 25% of student growth when compared to similar students sitting the NAPLAN tests.

**At Year 9**, all students performed above the National Minimum Standard of Band 6 for Numeracy and almost all (99%) for Reading. 96% and 97% performed at Band 6 or above for Writing and Spelling respectively, however, the largest percentage of students performing below the National Minimum Standard occurred in Writing where 9% performed at a level below Band 6. 2016 was the first testing year that asked students to write a narrative piece in the Writing component which may have influenced this percentage and it will be important to look at the comparison to State and National results. At the other end, Numeracy was certainly the strongest area for this cohort with 93% of all students scoring above the National Minimum Standard.

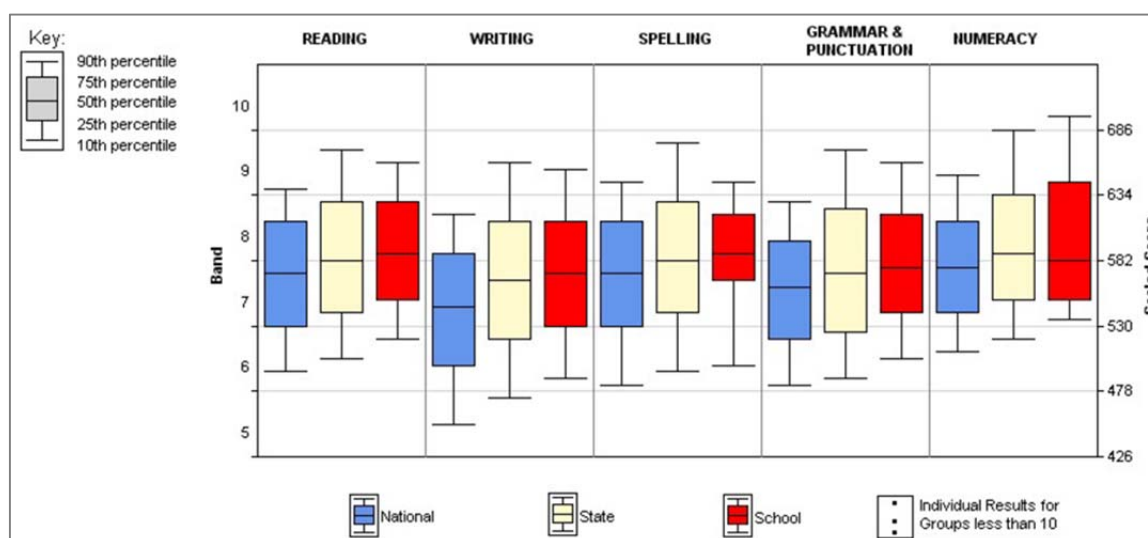


Figure 4: School Summary Reports for Year 9 2016 (Prepared by VCAA)

The school summary report shows the 10th percentile cut off for Hume Anglican Grammar is above the cut off for the National and State data in all areas. This is particularly pleasing for the Writing area of the test which saw both State and National results below this standard, highlighting that many students experienced difficulties in this area and Writing is not just a concern for our students. It will be important to ensure students are well prepared for a narrative response for future NAPLAN tests.

# Results

The median is well above that of the National data and remains close to the State median for all four areas, however, it is slightly below for Numeracy. This area, while showing some of the best achievements compared to State and National results also experiences the greatest positive skew, the top 50% of students are quite spread out and show great variation. While the top end in the other areas are not as strong compared to State results, the cohort shows greater consistency and the top 75% of students continuously achieved at a higher level than the top 75% of students in the State.

This year level is the only one from the 2016 data which can be compared to their relevant results in Year 7 as 80% of students in the group have remained unchanged.

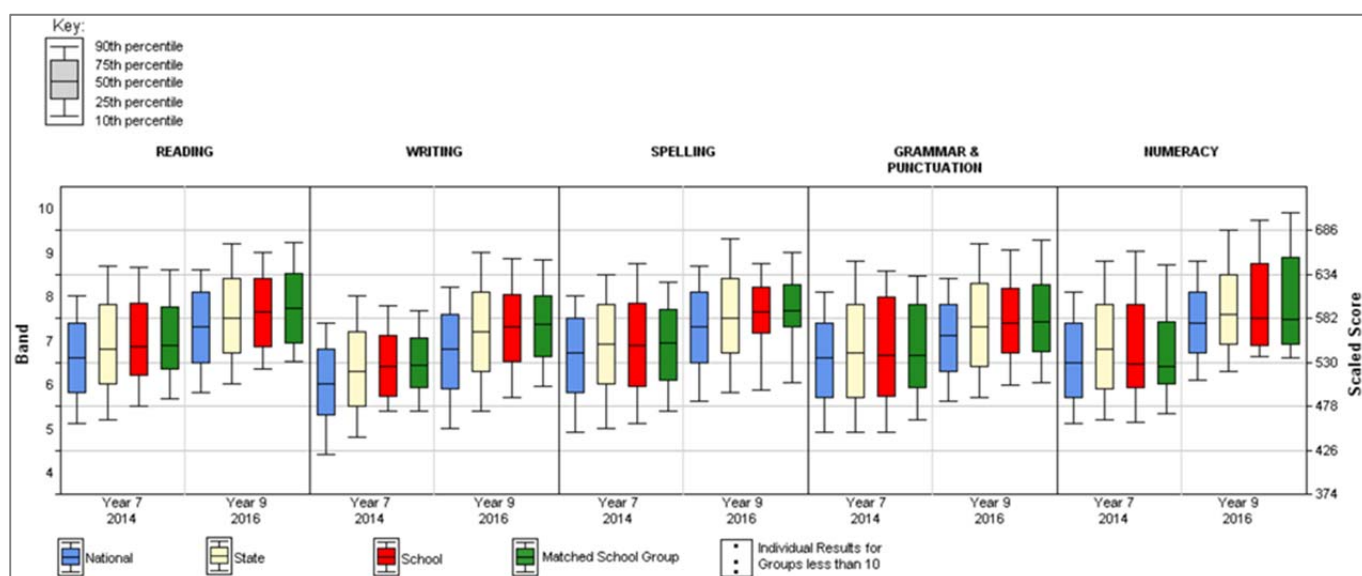


Figure 5: School Comparison Report Year 7 2014 to Year 9 2016 (Prepared by VCAA)

While care must be taken due to student movement from 2014 to 2016, it is interesting to note that the Numeracy results for the students sitting both tests (the 'Matched School Group') improved in their relative position to the State and National results. The 10th percentile moved further away from the State results, the median came closer and the 75th and 90th percentile cut offs both moved above that of the State results for the Year 9 test which was not the case in Year 7. Results in the areas of Reading, Writing and Spelling improved in similar fashion to State results in the two years for the matched students. Grammar & Punctuation is another area which showed a big improvement at the upper end of the 90th percentile with students at Hume Anglican Grammar scoring higher compared to State results. Similar growth to that of student in the Grammar & Punctuation and Numeracy tests should be the goal for all other areas.

Overall, an average of 99% of students at Hume Anglican Grammar scored at the respective National Minimum Standard for their year level and, on average, 91% of students scored above the minimum standards. The main goal will be to increase this number by looking in more detail at the relevant areas mentioned in this report and make the results consistent across the different testing areas.



## VCE/VCAL results analysis 2016

### Overview of Hume Anglican Grammar Year 12 achievement

#### VCE report

2016 was Hume Anglican Grammar's fourth year in which students completed the final year of the Victorian Certificate of Education (VCE). The Year 12 cohort commenced the year with 30 students, one student withdrew before the middle of the year, one student did not complete their certificate due to medical reasons and 28 students successfully completed all requirements to receive their VCE. From these 28 students, one student was enrolled in a non-scored program and did not receive an Australian Tertiary Admissions Rank (ATAR). For this cohort, student enrolment in their final year of their VCE studies ranged across 16 different Unit 3&4 sequences.

#### VCE enrolment overview

##### VCE enrolment

|   |     |
|---|-----|
| Number of students in a Unit 3&4 sequence                     | 40  |
| Number of students applying for the VCE certificate           | 29  |
| Number of students applying for an ATAR                       | 27  |
| Number of students enrolled in a VCE subject across all units | 91  |
| Percentage of students satisfactorily completing the VCE      | 97% |

All students eligible to complete their VCE this year were successful in achieving this goal. Students continued to undertake accelerated studies, with eleven of the 42 Year 11 students studying a Unit 3&4 sequence in Biology, Business Management, Further Mathematics, or Physical Education. Of the 91 students enrolled in a VCE subject, 62 studied a Unit 1&2 sequence, 20 of those were Year 10 students who undertook an accelerated study in either Physical Education or Business Management. In total, 29% Year 10 and 11 students undertook a subject at an accelerated level compared to 55% in 2015 (which included Year 9 students). This indicates that introducing stringent processes related to accelerated studies has been effective.

Overall, 97% of students studying a VCE sequence in 2016 completed all their units to a satisfactory standard.

#### Student achievement

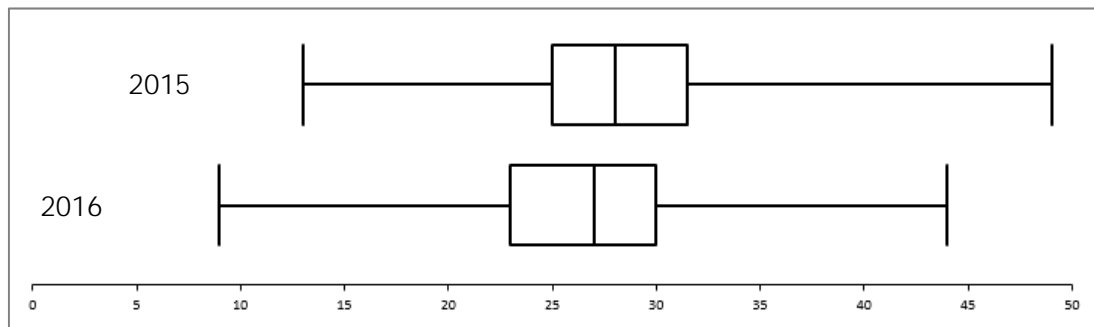
##### Study scores

A study score is determined on a students' achievement compared to other students undertaking the same subject. The maximum study score is 50, and the mean study score set by the VCAA each year is 30. An overview of the results for 2015 and 2016 are listed below:

|                                   | 2015 | 2016 |
|-----------------------------------|------|------|
| <b>Minimum Study Score</b>        | 13   | 9    |
| <b>25<sup>th</sup> Percentile</b> | 25   | 23   |
| <b>Median Study Score</b>         | 28   | 27   |
| <b>75<sup>th</sup> Percentile</b> | 31.5 | 30   |
| <b>Maximum Study Score</b>        | 49   | 44   |

These are summarised in the graph below:

**Study Score Comparison 2015 vs 2016**

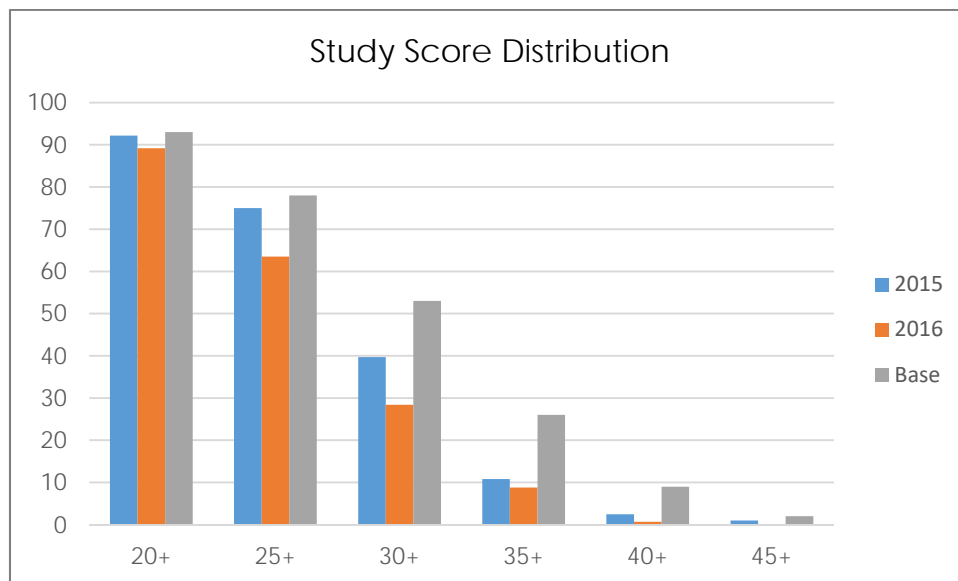


*Figure 1: Study Score Comparison*

Figure 1 shows both years have a similar symmetric spread, and their median values are similar, the 25<sup>th</sup> and 75<sup>th</sup> percentile of the 2016 results are below that of 2015. The median for both 2015 and 2016 were just below the expected median of 30.

Study scores follow a normal distribution with a deviation around the mean of seven study score points. Based on this, a base line can be created and used for comparison of student achievement in 2015 and 2016.

|                     | Base % for all students | 2015 % | 2016 % |
|---------------------|-------------------------|--------|--------|
| <b>20 and above</b> | 93%                     | 92%    | 89%    |
| <b>25 and above</b> | 78%                     | 75%    | 64%    |
| <b>30 and above</b> | 53%                     | 40%    | 28%    |
| <b>35 and above</b> | 26%                     | 11%    | 9%     |
| <b>40 and above</b> | 9%                      | 2%     | 1%     |
| <b>45 and above</b> | 2%                      | 1%     | 0%     |



*Figure 2: Study Score Comparison showing percentages above given scores*

The scores from students in 2016 are similar to the expected percentages in the lower regions (20+ and 25+ intervals),

## ATAR results

An ATAR rank compares all students completing the VCE for a particular year. The maximum ATAR achievable is set at 99.95. The distribution of ATAR results for Hume Anglican Grammar in 2016 are as follows:

|                             | Hume Anglican Grammar | Base Score |
|-----------------------------|-----------------------|------------|
| Minimum ATAR                | 11.86                 | 0          |
| 25 <sup>th</sup> Percentile | 35.4                  | 25         |
| Median ATAR                 | 51.65                 | 50         |
| 75 <sup>th</sup> Percentile | 72.4                  | 75         |
| Maximum ATAR                | 88.55                 | 99.95      |

Based on these, the distribution of our student ATAR scores was generally in line with that of the expected ATAR results in the given percentile. Our 25<sup>th</sup> percentile was set at 35.4 which indicates 75% of our students scored above 35.4% of students studying the VCE, instead of the general 25%. Further, the median score was above 50, meaning that 50% of students scored in the top 48.35% of students in the VCE.

The ATAR results can be further investigated using quarter intervals, as below:

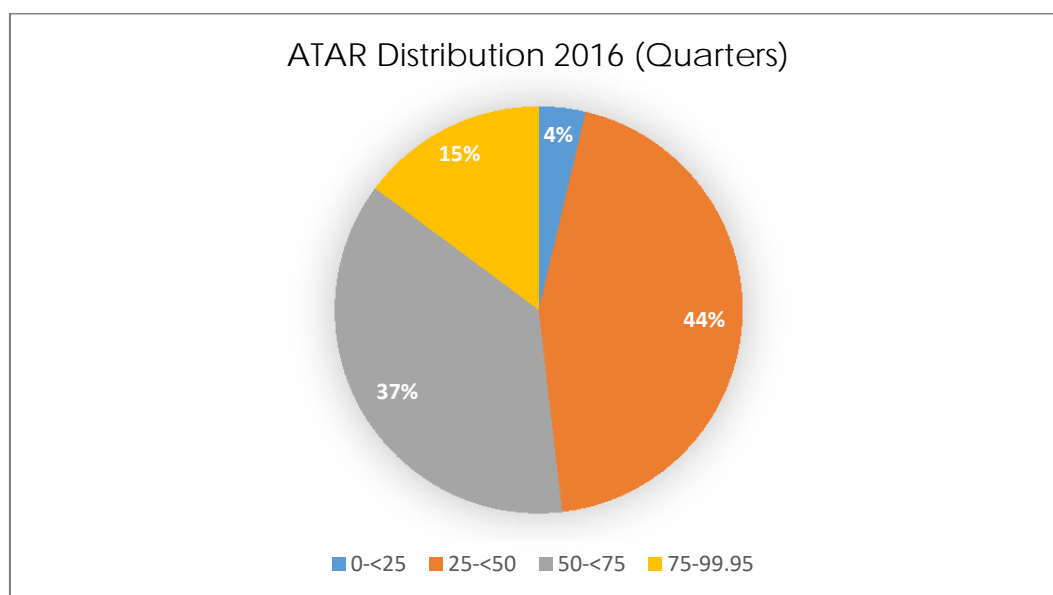


Figure 1: ATAR results 2016 by quarters

Based on the graph above, most of the students achieved an ATAR between 25 and 50, however, more than half of the students (52%) scored above 50.

A comparison of ATAR results to previous years leads to the following results:

|                                   | 2012  | 2013   | 2014   | 2015    | 2016  |
|-----------------------------------|-------|--------|--------|---------|-------|
| <b>Minimum</b>                    | 46.75 | 34.8   | 15.6   | 11.3    | 11.85 |
| <b>25<sup>th</sup> Percentile</b> | 51.7  | 42.55  | 47.35  | 36.6375 | 35.4  |
| <b>Median</b>                     | 61.7  | 54.65  | 56.975 | 58.25   | 51.65 |
| <b>75<sup>th</sup> Percentile</b> | 73.6  | 76.325 | 73.975 | 72.725  | 72.4  |
| <b>Maximum</b>                    | 80.8  | 86.3   | 85.7   | 98.8    | 88.55 |

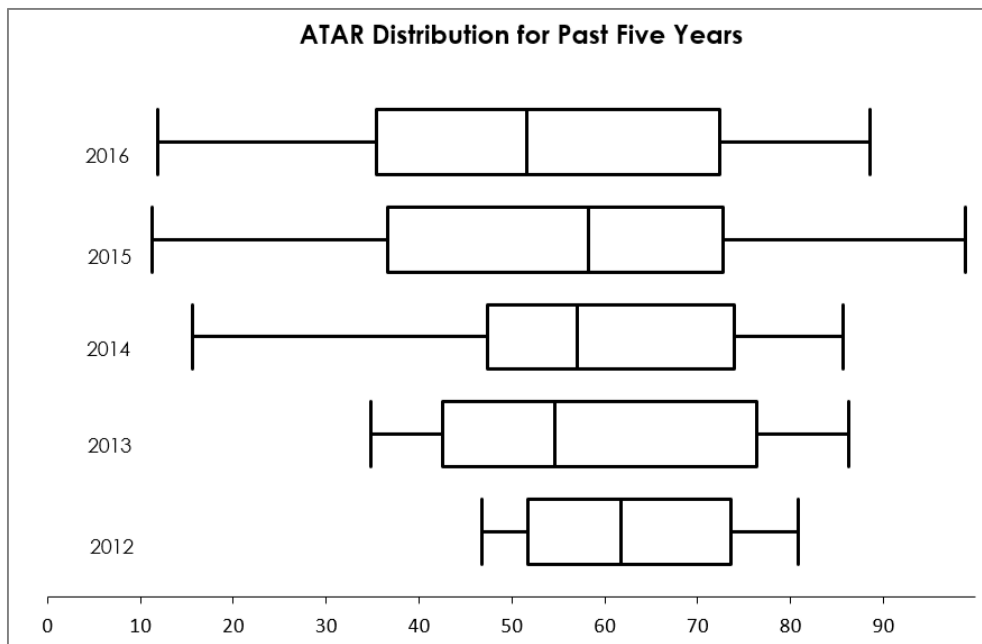


Figure 2: ATAR Results for 2012 – 2016

The graph indicates that, overall, the top results have continued to improve. While the maximum result for 2015 is considerably higher, the second highest result that year was 84.9 which is below the 2016 maximum. Overall, the spread of results has started to decrease compared to last year, showing a more consistent set of results. The 75<sup>th</sup> percentile has remained consistent with last year's (around a 72 ATAR). While there was a slight decrease in results in some of the percentiles, it must be considered that the 2016 cohort has been one of the smallest in numbers since 2013.

A comparison of the percentage of students scoring above a certain ATAR is summarised below:

| ATAR         | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------|------|------|------|------|------|
| 75 and above | 14%  | 6%   | 23%  | 21%  | 15%  |
| 50 and above | 71%  | 53%  | 53%  | 37%  | 37%  |
| 25 and above | 14%  | 41%  | 18%  | 32%  | 44%  |

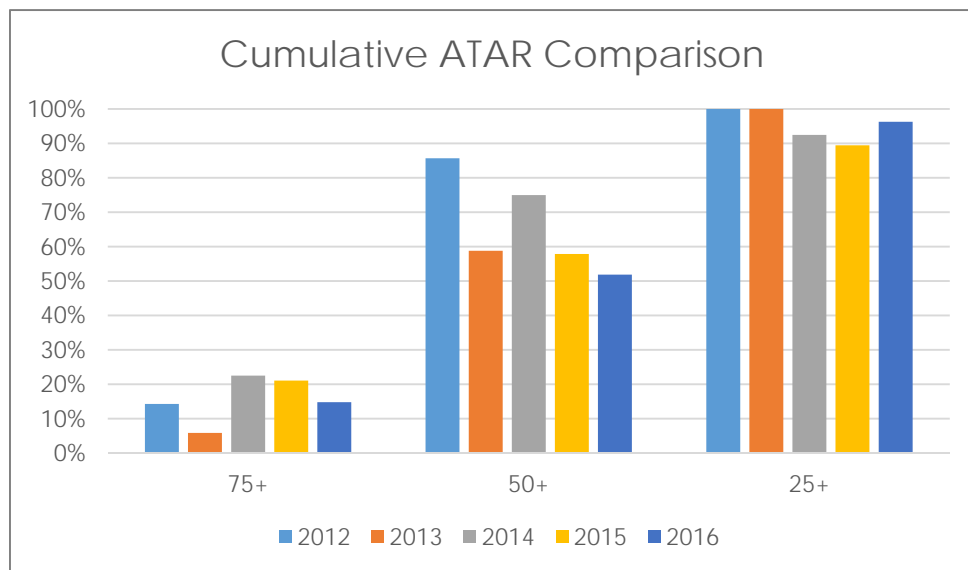


Figure 3: Cumulative ATAR result comparison

The 2016 cohort, while not as strong compared to other year levels in the '50 and above' interval has comparatively similar percentages in the other regions. The difference in percentage of student scoring greater than 75 for the different year levels is much smaller than that of the previous interval which indicates that, compared to other year levels such as 2012, the 2016 cohort has managed to retain a healthy percentage in this top interval.

## Pathways

### Overview

#### Tertiary study

Of the 29 graduates, 25 (86%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 24 (96%) received an offer. The one student who did not get an offer applied directly to the TAFE and has received an offer.

In terms of their preference, the breakdown is as follows:

| Preference: | Number: | Percentage: | Cumulative: |
|-------------|---------|-------------|-------------|
| 1st         | 14      | 59%         | 59%         |
| 2nd         | 3       | 12.5%       | 70.5%       |
| 3rd         | 3       | 12.5%       | 83%         |
| 4th         | 1       | 4%          | 87%         |
| 5th         | 2       | 8%          | 95%         |
| 6th         | 1       | 4%          | 100%        |
| 7th         | 0       |             | 100%        |
| 8th         | 0       |             | 100%        |

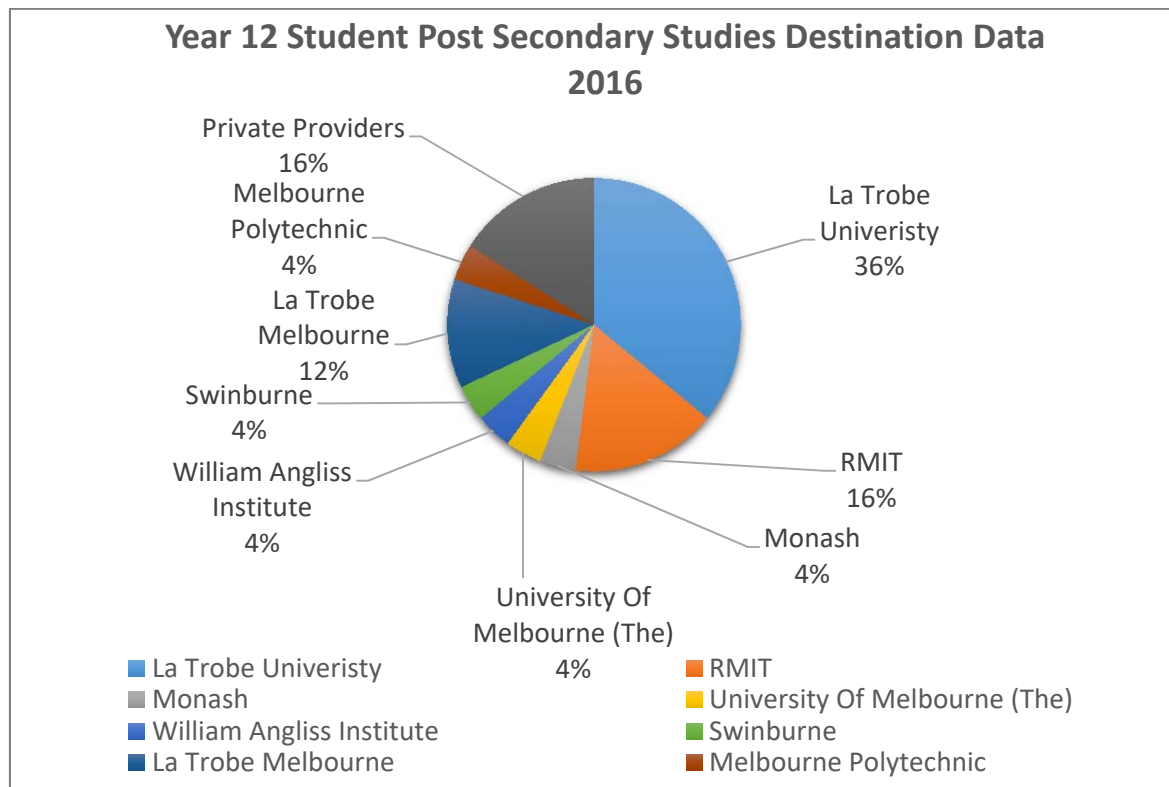
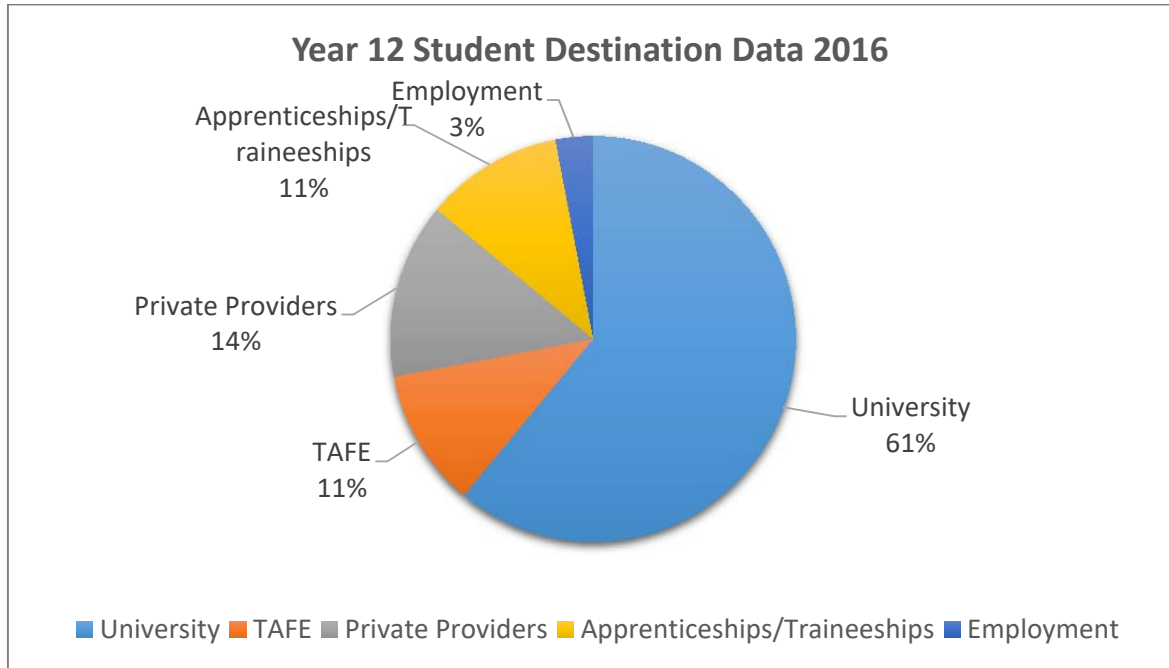


## Other directions

Of the 4 graduates who chose not to pursue further tertiary study, their pathways were:

- Employment (2)
- Apprenticeship/Traineeship (2)

## Destination data



| Institution                              | Area of Study                       | Number of Students | Total Number of Students |
|--|-------------------------------------|--------------------|--------------------------|
| Australian College of Applied Psychology | Counselling                         | 1                  | 1                        |
| Elly Lukas Beauty Therapy College        | Beauty Therapy                      | 1                  | 1                        |
| La Trobe University                      | Business                            | 2                  | 9                        |
|  | Law/Criminology                     | 2                  |                          |
|  | International Business              | 1                  |                          |
|  | Science                             | 1                  |                          |
|  | Biological Sciences                 | 1                  |                          |
|  | Accounting                          | 1                  |                          |
|  | Exercise Science                    | 1                  |                          |
| La Trobe Melbourne                       | Engineering                         | 1                  | 3                        |
|  | Bioscience/ Science                 | 1                  |                          |
|  | Business                            | 1                  |                          |
| Melbourne Institute of Technology        | Information Technology              | 1                  | 1                        |
| Melbourne Polytechnic                    | Information Technology              | 1                  | 1                        |
| Monash University                        | Biomedical Science                  | 1                  | 1                        |
| RMIT University                          | Engineering-Mechanical (Honours)    | 1                  | 4                        |
|  | Laboratory Medicine                 | 1                  |                          |
|  | Psychology (Applied Science)        | 1                  |                          |
|  | Pharmacy (Honours)                  | 1                  |                          |
| SAE Creative Media Institute             | Audio (Production/ Post Production) | 1                  | 1                        |
| Swinburne University of Technology       | TAFE Electrical Engineering         | 1                  | 1                        |
| University of Melbourne (The)            | Science                             | 1                  | 1                        |
| William Angliss Institute                | Patisserie                          | 1                  | 1                        |
|  | Apprenticeships                     | 2                  | 2                        |
|  | Employment                          | 1                  | 1                        |
|  | Other                               |                    | 1                        |

## Summary

- 28 students successfully completed Year 12, attaining their VCE.
- 25 out of the 28 students applied for courses through VTAC.
- 24 out of the 25 students that applied through VTAC received an offer.
- The one student who did not receive an offer through VTAC, has been accepted to TAFE after making a direct application to the institution.
- All the 24 students, who received an offer through VTAC, received a first-round offer.
- 59% percent of students received an offer for their first preference.
- 83% of students received an offer for one of their top 3 preference.
- 12% of students received more than one offer.
- There were two international students this year and both received offers through VTAC.
- Offers were received from La Trobe University, Monash University, RMIT, Swinburne, and Melbourne University.
- There are a variety of interests that students wish to pursue in their tertiary studies; Engineering, Criminology/Law and Science stand out as popular choices.



- La Trobe University remains the University of choice, with some students choosing La Trobe Melbourne as a pathway into La Trobe University.
- Some students chose early entry programs such as The Aspire Program at La Trobe University where they gained recognition for volunteering, leadership, or community engagement. Students received:
  - an early conditional offer into their chosen course
  - reduced minimum entry conditions
  - access to the Enrichment Program
- Students were also encouraged to seek guidance from the Careers Counsellor. Many students took advantage of this opportunity.
- Whilst the ATAR ranking determines university entry success, students who did not achieve their desired ATAR still secured a placement. Applying for universities that are located outside Melbourne can assist with this, pathway degree courses, or foundation, diploma and UniLink courses that can lead to entry into 2nd year university degrees after completion.

## Parent, student, and teacher satisfaction with the School

- I have seen the school developed dramatically and have appreciated the many positive changes. I am very much satisfied with how the school manages my child's education and am grateful for the kind gestures and consideration the school has offered. I will always have positive words about Hume Anglican Grammar and its wonderful staff.
- Teachers are great. No problems at all, getting better with building and parking, we see the cooperation among teachers every morning.
- It's a great school. My kids love it. Both academic and extracurricular too. Great teachers and staff.
- It's a good school. Kids like to go there. Nice staff.
- My daughters go to this school. This is really a great school with fantastic teachers.
- Great school with great teachers. Lots of opportunities to be involved with your kids.





## Financial reporting

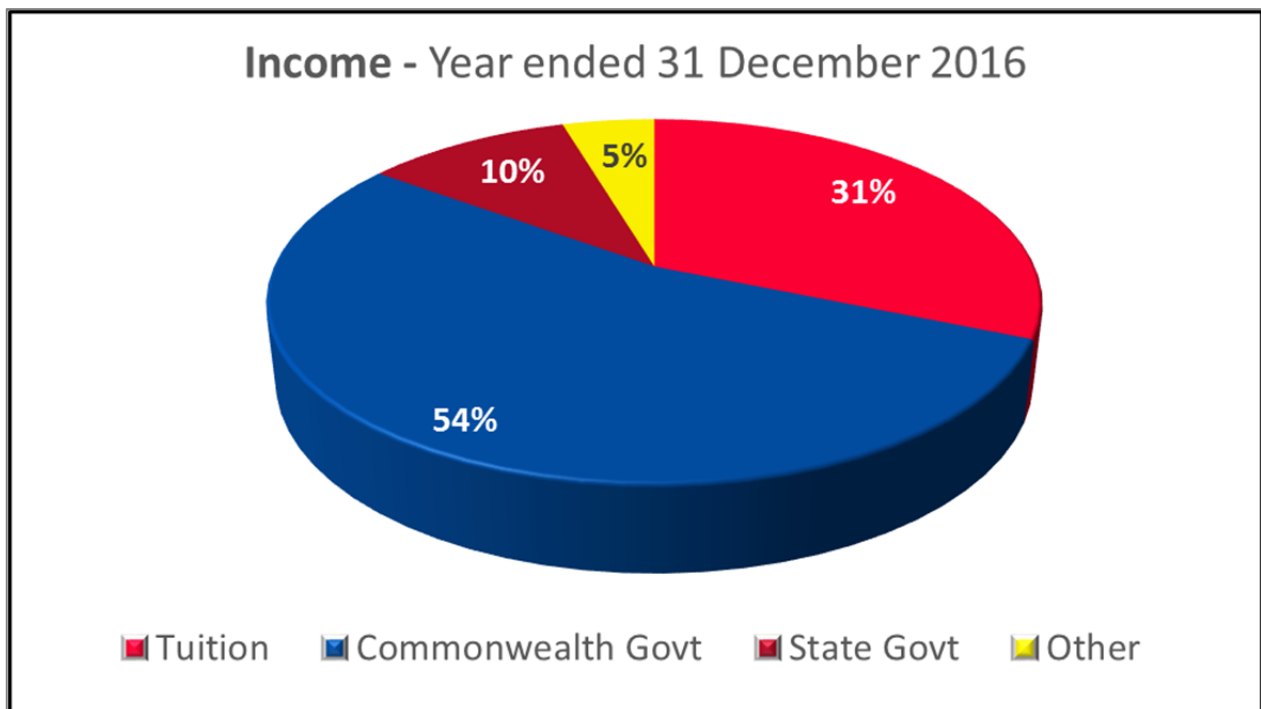
The School achieved a comprehensive income (net operating surplus) result of \$640,237 for the financial year ended 31 December 2016.

This is slightly lower than the previous year (\$761,263 surplus), with the decrease primarily driven by higher depreciation charges incurred as a result of considerable capital investment by the School during the year, including an extensive IT upgrade.

Income and expenditure is summarised below.

### Income

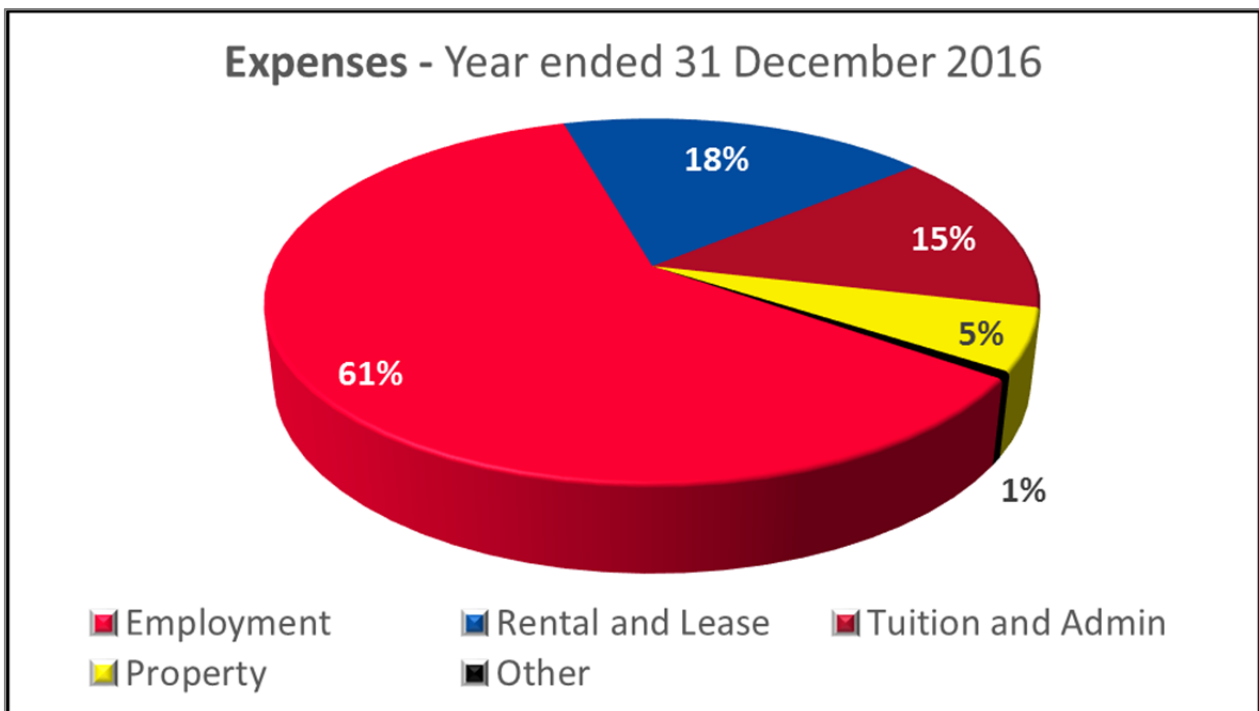
| Income category                       | \$'000        | %           |
|---------------------------------------|---------------|-------------|
| Tuition related income                | 4,636         | 31%         |
| Commonwealth general recurrent grants | 7,965         | 54%         |
| State general recurrent grants        | 1,532         | 10%         |
| Other income                          | 684           | 5%          |
| <b>Total Income</b>                   | <b>14,817</b> | <b>100%</b> |





## Expenses

| Expense category                    | \$'000        | %           |
|-------------------------------------|---------------|-------------|
| Employment expenses                 | 8,623         | 61%         |
| Rental and lease expenses           | 2,625         | 19%         |
| Tuition and administration expenses | 2,064         | 15%         |
| Property expenses                   | 773           | 5%          |
| Other expenses                      | 91            | 1%          |
| <b>Total expenses</b>               | <b>14,177</b> | <b>100%</b> |



## Capital works projects and property management report

The School received \$13,600 in Building Fund donations in 2016, which are gratefully acknowledged and will be applied towards acquisition, construction, and maintenance of school buildings.

Work on Building 12, the Year 5/6 centre, commenced in 2016 in readiness for the 2017 school year.

Building 12 comprises six classrooms, an extensive communal gathering space including an internal amphitheatre seating area, four people study settings, kitchenette, staff office, meeting room and two offices.



A significant amount, approximately \$575,000 was spent on capital projects and improvements around the School. Projects included new perimeter gates and fencing, cricket practice nets and oval wicket, an additional Science lab, improvements to the Junior Primary playground, improved signage, and other minor improvements.



A considerable investment of approximately \$200,000 was also made into upgrading the School's IT infrastructure and equipment, and approximately \$140,000 on general buildings and grounds maintenance.

Appreciation is expressed to Maintenance Services for their care of facilities and the provision of a safe working and learning environment for staff, students, and families.