

Annual Report

Anglican Grammar
Hume



2019

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THE CHAIRMAN FROM THE BOARD

This year is one that has seen considerable achievement, with the successful launch of the Donnybrook campus and heartening progress in the operation of the whole School.

Our students are at the core of all the School does. We celebrate everything they have achieved and the positive spirit and values they display. The way they conduct themselves reflects our core values of compassion, service to others and respect, and a commitment to high standards, values that are ever more precious.

While youthful, Hume Anglican Grammar is now quite sizeable and still developing. It is purposeful, growing in confidence and increasingly recognisable in the community. The focus on programs for continuous improvement in teaching and learning, and in enhancement of student wellbeing, is welcome and already producing results.

We are greatly encouraged by the success of the first year of schooling at Donnybrook, with enrolments exceeding expectations, and a positive spirit already evident in the new community. It is wonderful to see what has been achieved already. The rollout of successive stages of the new campus is set to continue.

The decision by Hume City Council to increase the maximum enrolment of Mt Ridley from 1230 to 1400 is most welcome. This increase will assist us to optimise the use of the campus and is timely as we move to complete the master plan. We will be less constrained in our development and with greater scale will be able to accommodate an expansion of educational programs and facilities.

Significant changes have been accomplished in the governance arrangements for our School as part of the Anglican Diocese of Melbourne. The two-tiered framework under which the School had operated from its inception has been streamlined. The previous bodies with overlapping responsibilities were merged into one unified body, the Melbourne Anglican Diocesan Schools Commission, which is directly responsible for governance of the School. The resulting structure is simpler, integrated and more transparent. The Board has been strengthened and the change has already brought renewed focus and energy to our approach, and more clarity in our link to the Diocese.

All in all, the School is heading in the right direction. Much has been accomplished and we can look forward to more.

On behalf of the Board I congratulate everyone who has contributed to the School and its success. I acknowledge with appreciation our students and families for their vital part. I offer special thanks to Mr Sweeney and the leadership team, teachers and general staff for their commitment and great efforts in caring for our students and in pursuing improvement in programs and facilities.

I also thank Board members for the willing way in which they have discharged their responsibility for the governance and direction of the School. I make special mention of two long serving directors, James Gordon and Zbigniew Andrzejewski, who concluded their terms. They have been much valued colleagues and contributors to the School from its earliest days. James with his family was involved hands on in the foundation of the School, and Zbigniew at the Diocesan end had a close part in decisions and commitments that enabled the School to get underway.

Richard St John
Chairman



THE PRINCIPAL

Reporting achievement for the year is one of the key purposes of this report. It is right we acknowledge all those who have excelled in so many areas. Hume Anglican Grammar is a school that encourages each and every student's talents to flourish, it is reflected in our motto 'Let your colours shine'. You will note it says 'shine', but it makes no mention of intensity or brightness. Each young person will shine in their own way, and perhaps more importantly, is how that radiance grows over time. It is how the individual has developed and thrived to where they are now, which is all the more important. Also note it says 'let your colours shine', rather than 'let your light shine'. This is deliberate as 'colours' reflect diversity and respect for the individual - very much in alignment with our focus on community and openness.

There is much that can be reported on the progress being made to advance teaching and learning and further establish the School's 'culture of learning', but I feel a staff professional development workshop conducted early in the year captures the essence of where we are heading. The topic was 'The Power of Collective Efficacy' and centred on the concept that when a team of individuals shares the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective. In schools, when teachers believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement. This goes to say, if teachers of Hume Anglican Grammar have faith in their students, and believe they can do well, then that they will, becomes more likely. It is regarded as the key factor that influences student achievement. When educators share a sense of collective efficacy, the tenor of the school's culture is characterised by beliefs that reflect high expectations for student success. Collective efficacy has a large ripple effect and further enhances steps being taken to establish a learning culture at Hume.

The opening of the Donnybrook Campus has been a great success. That Hume can establish another campus tells us of the energy and capability ingrained within. It demonstrates the School has the governance, the leadership, personnel, processes and structures, and strength of purpose to implement such a complicated project. The campus management team has done a wonderful job leading the building of the campus, and not just the construction of buildings, playgrounds, carparks, lawns and gardens - but building of community is all the more important.

In addition to the extensive building program at the Donnybrook Campus, 2019 saw a number of further improvements at our Mt Ridley Campus, including the redevelopment and expansion of the outdoor courts, construction of an amphitheatre, replacement of carpets in a number of buildings and other IT enhancements including a considerable upgrade to the School's internet which should enable some further exciting technologies to enter our classrooms.

The Board of Directors is again acknowledged for their diligence, devotion, and skill in governing the School. The staff all make an important contribution to keep the life of the School going strong and steady. Parents are acknowledged for their ongoing support, for their willingness to build a vibrant community, and entrusting in us the care of their children.

Bill Sweeney
Principal



ABOUT HUME ANGLICAN GRAMMAR

OVERVIEW

Hume Anglican Grammar is a multi-campus, 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;
- Integrity – a community whose members are accountable, responsible and trustworthy; and
- Safety - care for the health and wellbeing of all members of our community.

GOVERNANCE

Board of Directors

Melbourne Anglican Diocesan Schools Commission (MADSC) is responsible for the conduct of Hume Anglican Grammar. The Principal/CEO is appointed by and is accountable to MADSC's Board for the operation of the School.



Left to Right: Zbigniew Andrzejewski, James Gordon, Rev Robert Newton, Leanne Connor, Richard St John, Edward Richard Tudor OAM, Michael Urwin, Klæe Ruse, Bishop Lindsay Urwin OGS (not present)

ABOUT HUME ANGLICAN GRAMMAR

INFORMATION ON DIRECTORS

Richard St John

Qualifications

LLB (Hons)(Melb), LLM(Lond)

Experience

Senior legal, policy and governance roles in public, private, corporate and non-profit sectors; Director of Hume Anglican Grammar Ltd.

Special Responsibilities

Chairperson, Chair of Governance and Development Committee.

Edward Tudor OAM

Qualifications

BSc (Hons), MSc, DipEd, FACE, FACEL

Experience

Previous Headmaster, Trinity Grammar School, Kew; Previous Headmaster Beaconhills College; Previous Director, Anglicare Victoria; Previous Member, Royal Women's Hospital Ethics Committee; Chair, The Science Schools' Foundation; Director, Melbourne Anglican Foundation; Director, Trinity College (University of Melbourne).

Special Responsibilities

Deputy Chairperson.

Zbigniew Andrzejewski

Qualifications

BSc, MBA, FAA, FIA

Experience

Actuary, Retired CEO, AVIVA Poland and Lithuania; Former Senior Management, AXA Asia Pacific; Former Director, St Paul's Anglican Grammar School; Church Warden and Treasurer, St James Anglican Church Ivanhoe; Director, St James Foundation P/L.

Leanne Connor

Qualifications

BBus (Acc), GradDip (FinPlanning), CA, CTA, SSA

Experience

Chartered Accountant; Chartered Tax Advisor; Tax Agent and SMSF Specialist; Director of WGC Business Advisors Pty Ltd; Director of Hume Anglican Grammar Ltd.

Special Responsibilities

Chair of Finance Committee.

James Gordon

Qualifications**Experience**

Foundation Parent of Hume Anglican Grammar; Community minded resident of Craigieburn of 22 years; Part owner and Director of S.G. Prittie Precision Gauges Pty Ltd; Technical Manager in charge of Sales and Marketing of S.G. Prittie Precision Gauges Pty Ltd; Director of Hume Anglican Grammar Ltd.

Rev Robert Newton

Qualifications

BA(Hons), GradDipEd, CertTheol(Oxford)

Experience

Vicar of Holy Trinity Kew; Former Head of Religious Education at Trinity College and Newington College; Director of Hume Anglican Grammar Ltd.

Klae Ruse

Qualifications

BCom(Monash), AMIIA

Experience

Group Internal Auditor at Woolworths Group Ltd; Former Head of Audit and Loss Prevention at BP Global Business Services; Former Treasurer of Hume Anglican Grammar Parents and Friends Association Inc; Director of Hume Anglican Grammar Ltd.

Special Responsibilities

Chair of Property and Projects Committee.



ABOUT HUME ANGLICAN GRAMMAR

INFORMATION ON DIRECTORS

Bishop Lindsay Urwin OGS

Qualifications

MA (Pastoral Liturgy), Hon Doctor of Divinity

Experience

Vicar of the Parish of Christ Church; Brunswick Former Provost of the Southern Region of the Woodward Corporation of Schools; The Archbishop of Canterbury's Former President of the School Chaplains Association UK; Previous Area Bishop of Horsham, Diocese of Chichester; Bishop to the Anglican Schools, Diocese of Melbourne.

Michael Urwin

Qualifications

BA (Hons), DipEd, FACE

Experience

Director and Chairman, Benetas (Anglican Aged Care Services Group);
Teacher, Scotch College, Melbourne;
Retired Headmaster, Brighton Grammar School.

Naree Brooks

Qualifications

BBus (Accountancy), CA

Experience

Member of the Institute of Chartered Accountants Australia and New Zealand in Australia; Fellow of the Taxation Institute of Australia; Member of the Association of Superannuation Funds of Australia (AFSA); Member of Self-Managed Super Fund Association (SMSF Association); RG146 – Tier 1 Superannuation Partner; Private Clients; PwC Director; Hume Anglican Grammar Feb 2012-Mar 2014. Resigned 30 June 2019.

Rev Kathryn Ann Watt

Qualifications

BA, LLB, LLM

Experience

Non-Executive Director, MLC Wealth Management (entities are Antares Capital Partners Limited, MLC Investments Limited, Navigator Australia Limited, and National Asset Management Limited); Member, Product Governance Committee, JBWere; Member of the External Compliance committee, Franklin Templeton Investments; Non-Executive Director, Anglicare Victoria; Assistant Curate, Anglican Parish of St Stephen and St Mary, Mt Waverly; Former Chair, Ruyton Girls School; Former Non-Executive Director, State Trustees Limited; Former Consultant, Hive Legal Pty Ltd; Former Non-Executive Director and Chair of the Governance Committee, Skin and Cancer Foundation Inc; Former Director, Regnan; Former Director and General Counsel, Vanguard Australia. Resigned 30 June 2019.

Dr Philip Williams AM

Qualifications

MEc (Monash), Ph D (Lond)

Experience

Consultant, Frontier Economics; Member of Council, Court Services Victoria; Member of Competition and Consumer Committee; Law Council of Australia; Former Chairman, Epworth HealthCare; Former Professor of Law and Economics, University of Melbourne; Former Chairman, Australian Ballet School; Director of Hume Anglican Grammar Ltd. Resigned 30 June 2019.

MANAGEMENT

Bill Sweeney

Qualifications

DipT, BEd, MEd, MBA, MACE, MACEL

Special Responsibilities

Principal, Chief Executive Officer.

Kieran Mitchell

Qualifications

BBus (Accountancy), CA

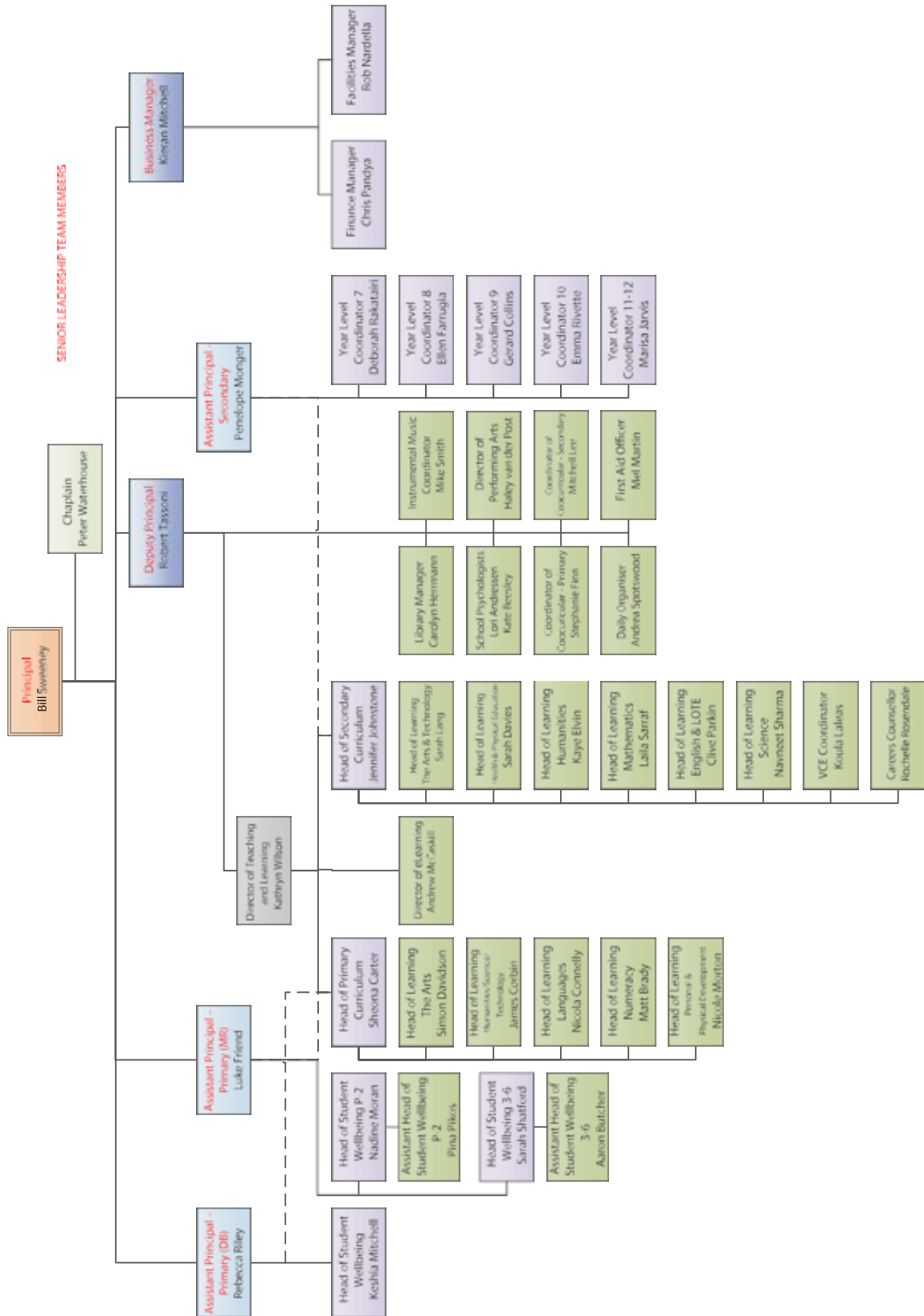
Special Responsibilities

Company Secretary, Business Manager.



ABOUT HUME ANGLICAN GRAMMAR

ORGANISATION CHART



STAFF

OUR STAFF

All staff, general and teaching, ensure our students achieve their best in an educational setting. A key goal of the Hume Anglican Grammar Strategic Plan 'Shaping our Future' is to attract, develop and retain staff of the highest calibre.

Staff workforce composition, attendance, and retention

Hume Anglican Grammar has a diverse range of staff, with a rich mixture of junior 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 staff who identify as having Torres Strait or Aboriginal background. The school had a retention rate from 2018 to 2019 of **90.2%**

TEACHING STAFF

ABDO, Alanna	BAppSc
ADAMS, Paul	BA, BEd, MEd
ANDREWS, David	BAppSc, GradDipEd
ARNESE, Adele	MEd, BTeach, BA
BARING, Lilly	BAppSc
BESIC, Amy	BDance, GradDipEd
BIVIANO, Amanda	BA, MTeach
BRADY, MATTHEW	BEd
BUCKLEY, Haley	BEd, DipGraphDes
BRYANT, Lysiarne	BEd
BUTCHER, Aaron	BBus, BTeach(Prim), DipBus
CARTER, Sheona	BEd, DipTeach
CHAPMAN, Leyla	BEd
COLLINS, Gerard	Med, BAppSci, GradDipEd
CONNELLY, Nicola	BBus, GradDipEd.
COOPER, Acacia	BEd, CertIII HospOp
CORBIN, James	BEcon, MBA, GradDipEd.
DAKAK, Danny	BA, GradDipEd
DASS, Ashvin	BA, GradCertEd, GradCertMan, DipTr&Assess, Cert IV Acc,
DAVIES, Sarah	BEd
DOAN, Peter	BSc, DipEd, GradDipBus
ELVIN, Kaye	BSci, GradCertEd
FARUGUIA, Ellen	BComm, GradDipEd, GradCertRE
FINN, Stephanie	BEd, DipTeach
FRANKS, Sharon	BA, GradDipPhysics&Ed, Cert IV in IT, Cert IV Train&Assess
FRIEND, Luke	BEd, DipEd
FRY, Rebecca	BEd, MEd, MIT
GOMES, Pamela	BEd, BAEng(Hons)
HARRINGTON, Trischa	BA, GradDipEd
HARTIN, Nigel	BA, GradDipPsych, GradDipEd
HATZIKALIS, Helen	MA School Leadership
HAYEK, Melanie	BA, DipEd
HEASLEY, Jane	DipTeach



HOFFMAN, Janine	MEd, BTeach (Prim)
JARVIS, Marisa	BEng, GradDipEd
JOHNSTONE, Jennifer	MEd, BA, CertCounselling
KALDAS, Mera	BEd
KURUVILLA, Kate	MEd, BTeach, BEd
KUTIN, Shirley	BA, BTeach
LALEAS, Koula	DipGraphDes, GradDipEd
LANAGAN, Joanne	MTeach, BEd
LANG, Sarah	BA, DipEd
LAZARUS, Eugene	BA, CertTeach
LAZARUS, Jennifer	BEd, BA(EdHons)
LEE, Mitchell	BAppSc (Hons)
LEE-JOHNSTON, Sarah	BSc, BEd
MALLON, Helena	MEd, BEd, BTeach
MATHEW, Jisha	BSc, BEd, MSc, MEd
MCCALLUM, Hayley	BEd
MCCASKILL, Andrew	BTech, DipTechEd
McKENZIE, Emma	BEd
McMORROW, James	BEd
METAGESHA, Brianna	MInt&CommDev, BA, BEd
MITCHELL, Keshia	BEd, MEd
MOLLICA, Hannah	BEd
MONGER, Penelope	MLeadership, Management in Education, BBroadcast, BA, GradDipEd
MORAN, Nadine	BA Early Childhood Studies, BA Teaching (Hons)
MORTON, Nicole	BAppSci (PE)
NDEGWA, Kate	BA, BEd, CertIV Training and Assessment
NEWTON, Jane	BEd(EarlyChldhd) DipEd(EarlyChldhd)
O'BRIEN, Lynda	BA, DipEd
O'CONNELL, Gesualda	BSc, GradDipEd
PARKIN, Clive	MEd, BA
PIKOS, Pina	BEd, BTeach
RAKATAIRI, Deborah	BAppSc, CertAppSc, GradDipEd
RHODES , Jade	BEd, CertCS
RIVETTE, Emma	BAppSc, GradDipEd
ROSENDALE, Rochelle	MBA, BA, BTeach
SALVATORE, Pia	BJournalism, Med
SAM, Tania	BEd
SARRAF, Laila	MEd, BSc, BSciEd
SFAMENI, Rosa	BA, Bed, DipMus
SHARMA, Navneet	BSci, MEd, GradDipEd,
SHATFORD, Sarah	BEd JuniorPrimary/Primary
SHERWOOD, Robert	BEd, DipPrimTeach
SMITH, Daniel	
SMITH, Michael	
SOBEY, Bruce	BMus, GradDipEd, AdvDipMus
SOMMER, Haylee	BEd, DipTeach
	BMus Teaching



STEWART, Nathan	BA, GradDipEd
SWEENEY, Bill	BEd, MEd(Leadership&Mgt), MBA, DipTeach
TASSONI, Robert	Dip Ed, MEd, BA, GradCertEd, GradCertRE
TICKNER, Jonathan.	BEd, DipTeach
TODD, Jane.	BSc, GradDipEd
VAN DER POST, Haley.	BEd
VELLA, Melissa.	BSc, BScEd
VENDITTI, Laura	BTeach
VOCALE, Adam.	MTeach, BA, GradDip Ed, GradDip Prof Writing
WARING, Chanelle	BA(EngHons.), BEd
WATERHOUSE, Peter	BEd(PDHPE), GradDipDiv, MDiv
WILLIAMS, Nicole	BEd
WILSON, Kathryn	MSci, Bed, GradCertMan
WYATT, Barbara	BEd, DipTeach, AdvCert Travel Operations, Dip of Freelance Travel Writing and Photography
YAP, Catherine	BSc, PGradBioSc, GradDipEd (Secondary)
ZAFIR, Aquila	BSc (India), BEd (India), MSpecEd (Melbourne)
ZIVAVE, Athanas	MA (Student Welfare and Guidance), GradDipEd, Cert of Ed, Cert in Child Counselling, Safe use of machinery for Technology Teachers

GENERAL STAFF

ALIAS, Femin	DipComp, BEd, BSc
AMORY, Emma	MTeach, BDes, GradCertEd
ANDRESSEN, Lori	MPsych, BA, GradDipPsych, Registered Psychologist
BARTLETT, Dianne	CertBus
BEESELY, Kate	BA (Crim) BAppSc, MPsyh
COLEMAN, Renee	Cert III Education Support
DAVIES, Joel	
DAVIS, Jason	DipEngWeld, CertLandscape Design/Construction
DOWNER, Shari	
FABIAN, Euguene	MSc, BSc
GANDHI, Reema	BA (India), LLB (India) CertAssessTrain, DipEd(Support), GradDipInfSysMgt
GORDON, Dawn	CertBusAdmin
GREGG, Rachel	CertEd, DipEd(Support)
HARROP, Leanne	Level III Teachers Assistant
HERRMANN, Carolyn	CertLibrary
HODGSON, Nicole	Cert IV in Library/Information Services
LAMBERT, Jemmah	MOccTherapy, CertIVBus, Cert III Ed Support
LEWIS, Vanessa	
LITTLE, Kersty	
LOVERSO, Patrick	BFineArt, MArt in Public Places
MAHONEY, Kristy	
MARTIN, Melissa	Registered Nurse Division I
MCKAY, Lisa	VCE, CertBusAdmin, CertPublicAdmin
MCKENNA, Heather	Cert III Education Support
MITCHELL, Kieran	BBus (ACC) CA



NARDELLA, Robert	VCE
NATARELLI, Gianna	Cert Training & Assessment, DipEvent
NICHOLS, Beverley	Cert BusFin, CertEd, Clerical Cert, Working in a School
NOVAK, Mark	
PANDYA, Chris	CPA, MCom, BCom
PEARSE, Heather	Dip Travel and Tourism
ROBINSON, Brian	
SAMARAWICKREMA, Thanuja	CertBusMgt, DipBusMgt, DipMgt
SCHULZ, Casey	
SCINTO, Lana	Cert III Bus, Cert II IT
SPOTWOOD, Andrea	AdvDip CommSector Man, Dip(Leadership&Mgt)
TRAPANI, Angela	DipArts, aAIPP
VALENTINE, Cara	Cert IV BusAdmin
VITI, Sarah	
WEAVER, Pauline	
WHITEHEAD, Susan	
WOLF, Amanda	BFineArts
WRIGHT, Lina	VCE
YOUNG, Nicole	CertBusAdmin



STAFF PROFESSIONAL LEARNING

We are very fortunate at Hume Anglican Grammar to have professional, dedicated and committed staff who work toward ensuring that every child achieves at their best. John Cotton Dan once wrote, **“Those that teach, must never cease to learn.”** It is this sentiment that helps drive our commitment to ensure that every staff member, both general and teaching, is provided with opportunities for professional development.

Staff were again provided with professional learning opportunities that met the need to respond to a growing, ever-evolving organisation. Opportunities were provided in areas that not only were mandated by government regulations but also in areas of professional interest and identified as key areas of focus.

The creation of a stimulating and rich workplace where staff are challenged and embrace continuous improvement can be seen by the number of professional learning activities in which staff participated. We aim to provide staff with a structured and targeted approach to professional development that enhances their personal performance and improves the overall operation of the School. Staff participated in whole school Professional Development activities and were also able to access Professional Development conducted by subject associations. Involvement in subject based associations enables our teachers to network with colleagues locally and globally to keep up-to-date with developments in their particular area of expertise. This in turn ensures that our students are provided with the best teaching and learning resources and experiences available.

In 2019, Hume showed its everlasting commitment to building the capacity of staff in its work with a program run by Independent Schools Victoria. We were fortunate to enrol six recently qualified staff in the 'Beginning Teachers Program'. Each of the staff members had one-to-one meetings with a Senior School Improvement Advisor and attended professional development workshops delivered by experts from both the Victorian Institute of Teaching and Independent Schools Victoria. This program assisted staff who are new to the teaching profession in how to conduct in-depth studies which form a significant part of their process in obtaining full VIT registration.

2019 Professional Learning – The Key Points:

3,500 Hours of Professional Learning Undertaken in 2019

31.0 Avg. Hours per Staff Member

Professional Development Sessions:

- Child Safe Standards
- Mandatory Reporting
- First-Aid, Asthma, CPR and Anaphylaxis
- New Staff Induction
- School Policies and Procedures
- eLearning and Technology
- Collective Efficacy
- Data Analysis and Usage
- Understanding the National Consistent Collection of Data Scheme (NCCD)
- Cultural Awareness
- Student Wellbeing
- Improving Pedagogical Practice
- Work Flow and Administration Enhancement
- Building Leadership Capacity
- SCIS Library
- Secure and Download SCIS Data
- Student Assessment Project, Moving Forward with Comprehension
- Using the CELF5 Australian and New Zealand, Screener Practical Classroom
- Educate Plus Life Cycle of Alumni
- Educate Plus Vic/Tas Conference



TEACHING AND LEARNING

Our teaching and learning focus during the year was based on the work of Professor John Hattie. His research shows identifying and setting goals are important for enhancing student performance. "It is important to set challenging goals, rather than 'do your best' goals relative to students starting places" (Hattie 2009). Each lesson has clear learning intentions with goals that clarify what success looks like. Assessment provides teachers with evidence of prior learning and the information they need to set goals that offer each student the appropriate level of challenge. This area leads naturally into the focus for 2020 - assessment and feedback.

Staff feedback during learning walks conducted in 2018, informed us that teachers appreciated feedback on their lessons, and they found it hugely beneficial to have the opportunity to share ideas and observe their peers. This collaboration had a significant impact on the student experience as they have more regularly achieved a tailored learning program. Further, a select group of teachers piloted projects utilising the triad model: Gifted, Able and Talented provision and embedding the five competencies of Empowerment, Respect, Resilience, Innovative and Global Communication into lessons. The approach was reviewed each Semester, culminating in the staff presenting their findings at a whole staff meeting at the end of the year which fed into our ever-improving culture of learning. This trial proved an effective preparation for the introduction and implementation of Professional Learning Teams (PLTs) in 2020.

We saw significant developments in the area of Learning Enhancement. Achievements for our Gifted and Talented students in external events such as the Illuminate NextGen Challenge and DAV debating were a highlight. Three students enjoyed success in the Victorian Bar Foundation, VCAA Plain English Public Speaking and The University of Melbourne's Engineering and IT program. Within school, the introduction of a peer mentoring program saw our Year 9 and 10 high achieving mathematicians working with the Year 3 mathematicians preparing them for their NAPLAN in 2020. Further, planning commenced for a select group of Year 7 and 8 students to study VCE Environmental Science next year, once a week after school. This initiative will no doubt thrive under the introduction of two Coordinators of Learning Enhancement, Primary and Secondary. These new positions will work with Heads of Learning and subject teachers to ensure that the learning needs of a diverse range of students are accommodated.

The School continued its analysis of data to report on student progress. The Teaching and Learning Team implemented both the NAPLAN and VCE Action Plans, essentially using data to inform teaching and learning and guide a teacher response. In the Primary school, focus groups of Year 5 students received targeted intervention from the Heads of Learning based on information identified in the data. In the Secondary school, professional development led by the Director of Teaching and Learning and Head of Curriculum focused on VCE data analysis and subsequent intervention. The analysis of data will intensify in 2020 to dovetail and operate alongside the focus areas of feedback and assessment.



STUDENT ATTENDANCE

Year Level	Student Count	School Attendance Percentage
Prep	145	91.39
Year 1	123	91.13
Year 2	111	89.99
Year 3	112	92.49
Year 4	87	93.41
Year 5	85	93.65
Year 6	85	93.76
Year 7	140	94.72
Year 8	137	93.20
Year 9	103	93.28
Year 10	70	91.96
Year 11	68	94.45
Year 12	50	92.39

Hume Anglican Grammar makes every effort to ensure students' safety. Attendance records are kept for all students and the roll is marked twice a day for Primary school students, and at each lesson in Secondary. 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.



RESULTS

The NAPLAN tests are designed to measure student understanding and achievement level across the domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. They also provide information on how students have performed against the national average and the national minimum standards. Over one million students participate in NAPLAN tests each year.

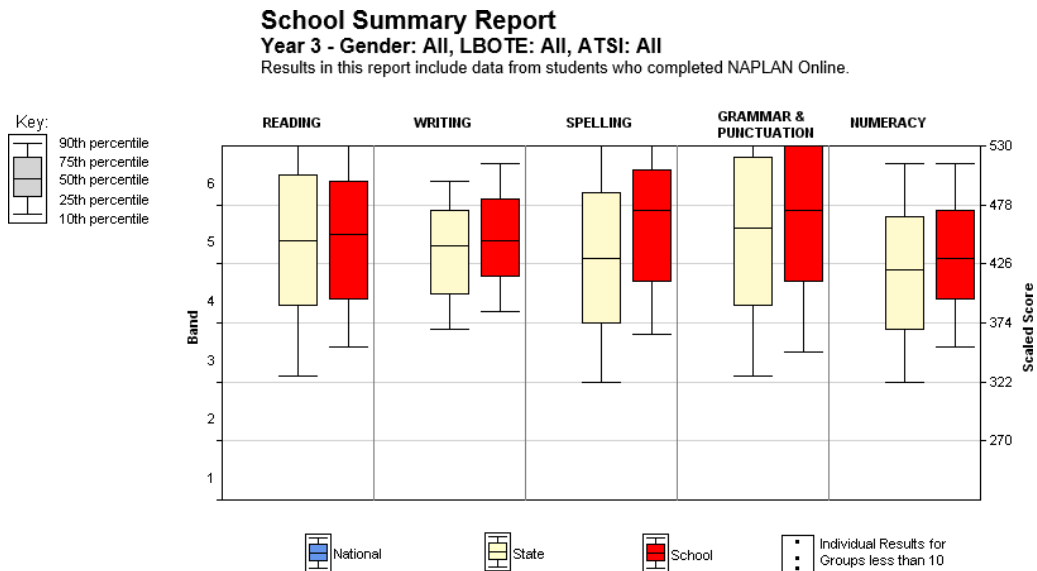
Students sat the NAPLAN tests during the testing period, 14 - 24 May 2019. During August 2019, Victorian schools received data pertaining to their school's involvement in the NAPLAN tests.

Primary School NAPLAN

For the first time, Mt Ridley primary students completed their NAPLAN tests online, whilst Donnybrook students continued to use the paper format. Our students are to be congratulated on their individual and collective results.

Year 3: Results for Year 3 are reported across the range of Band 1 to Band 6. **Band 2** represents the national minimum standard for this year level.

Mt Ridley:



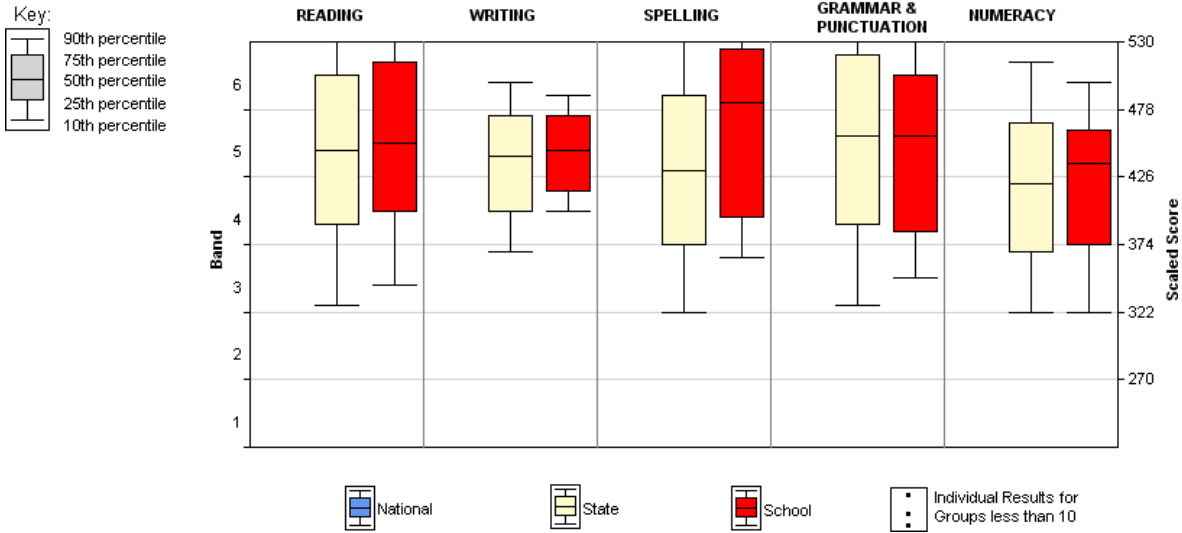
- 82 students sat the tests 41% (34) girls and 59% (48) boys
- Year 3 students performed better than the state across the test domains, most notably in Spelling, Measurement and Geometry
- In Reading 98% students performed above the national minimum standard.
- In Writing 100% students performed above the national minimum standard.
- In Spelling 98% students performed above the national minimum standard.
- In Grammar and Punctuation 96% of students performed above the national minimum standard.
- In Numeracy 95% of students performed above the national minimum standard.



RESULTS

Donnybrook:

School Summary Report Year 3 - Gender: All, LBOTE: All, ATSI: All



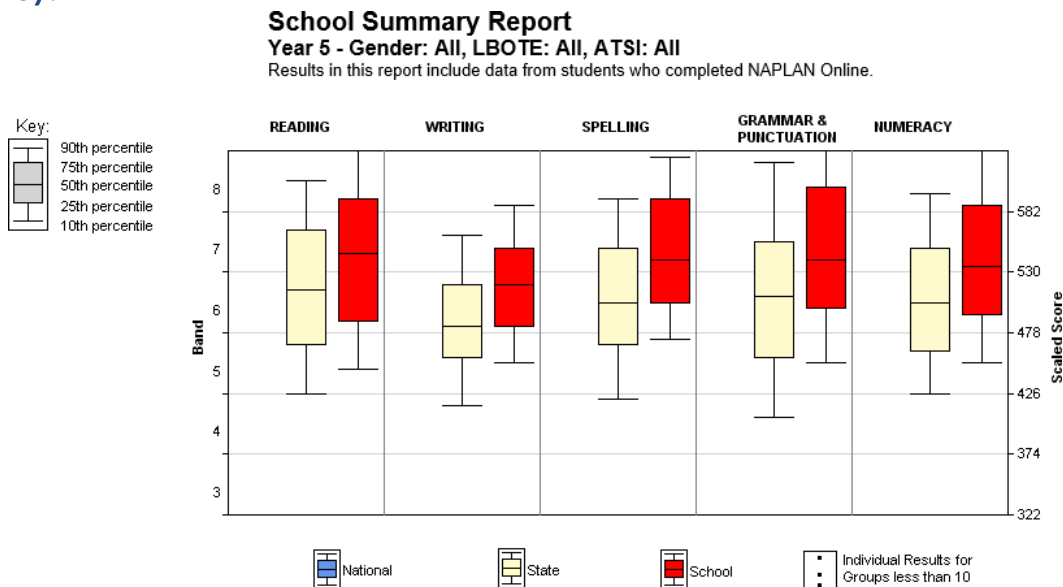
- 26 students sat the tests 58% (15) girls and 42% (11) boys
- Year 3 students performed better than the state across the test domains, most notably in Spelling, Statistics and Probability
- In Reading 100% of students performed above the national minimum standard
- In Writing 100% of students performed above the national minimum standard
- In Spelling 96% of students performed above the national minimum standard
- In Grammar and Punctuation 96% of students performed above the national minimum standard
- In Numeracy 88% of students performed above the national minimum standard.



RESULTS

Year 5: Results for Year 5 are reported across the range of Band 1 to Band 6. **Band 4** represents the national minimum standard for this year level.

Mt Ridley:



Mt Ridley:

- 84 students sat the NAPLAN tests – 46% (39) girls, 54% (45) boys
- Hume Anglican Grammar students outperformed students across the state in all tests
- In Reading 96% of students performed above the national minimum standard.
- In Writing 96% of students performed above the national minimum standard.
- In Spelling 96% of students performed above the national minimum standard.
- In Grammar and Punctuation 93% of students performed above the national minimum standard.
- In Numeracy 94% of students performed above the national minimum standard.

Secondary School NAPLAN

In 2019, VCAA selected Hume Anglican Grammar (one of 1,000 other schools) to participate in a trial for online NAPLAN testing.

Overall, Years 7-9 results saw improvement in reading, writing and numeracy from the previous year. Reading results in Year 9 exhibit a continuous rise over the years.

Year 7: Results for Year 7 are reported across the range of Band 4 to Band 9. **Band 5** represents the national minimum standard for this year level.

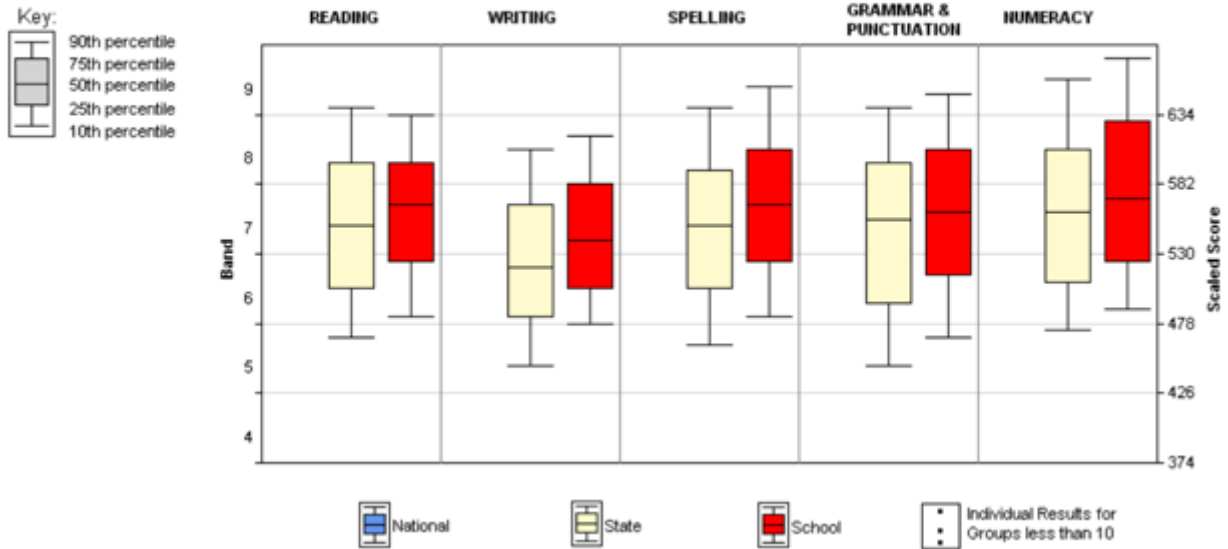


RESULTS

School Summary Report

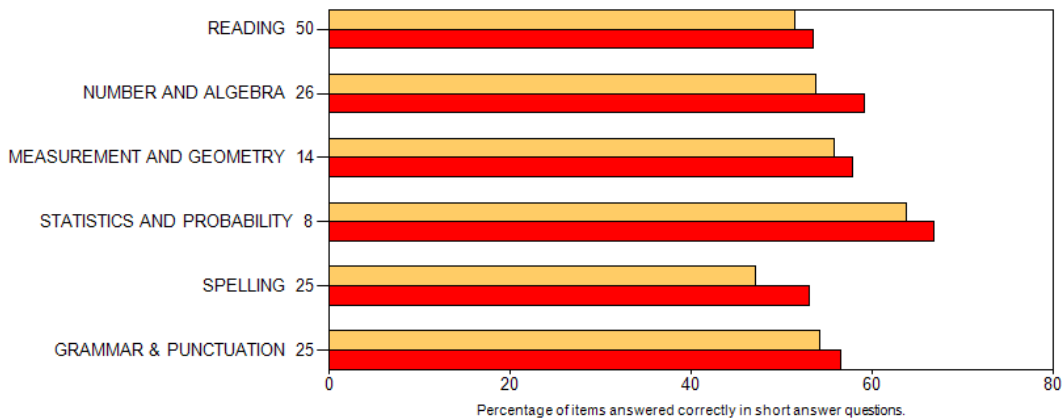
Year 7 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.



Assessment Area Report

Year 7 - Group: ALL, Class: All



Your attention is drawn to the following assessment area(s) where your school varied significantly from the State:
Nil

Legend: State (Yellow), School (Red)

- 134 students sat the tests 49% (66) girls and 51% (68) boys
- The School is ahead of the state in all areas of NAPLAN testing. Statistics and Probability stands out as the strongest Numeracy skill. Spelling extends well beyond state results.
- In Reading 93% students performed above the national minimum standard.
- In Writing 91% students performed above the national minimum standard.
- In Spelling 94% students performed above the national minimum standard.
- In Grammar and Punctuation 86% of students performed above the national minimum standard.
- In Numeracy 95% of students performed above the national minimum standard.

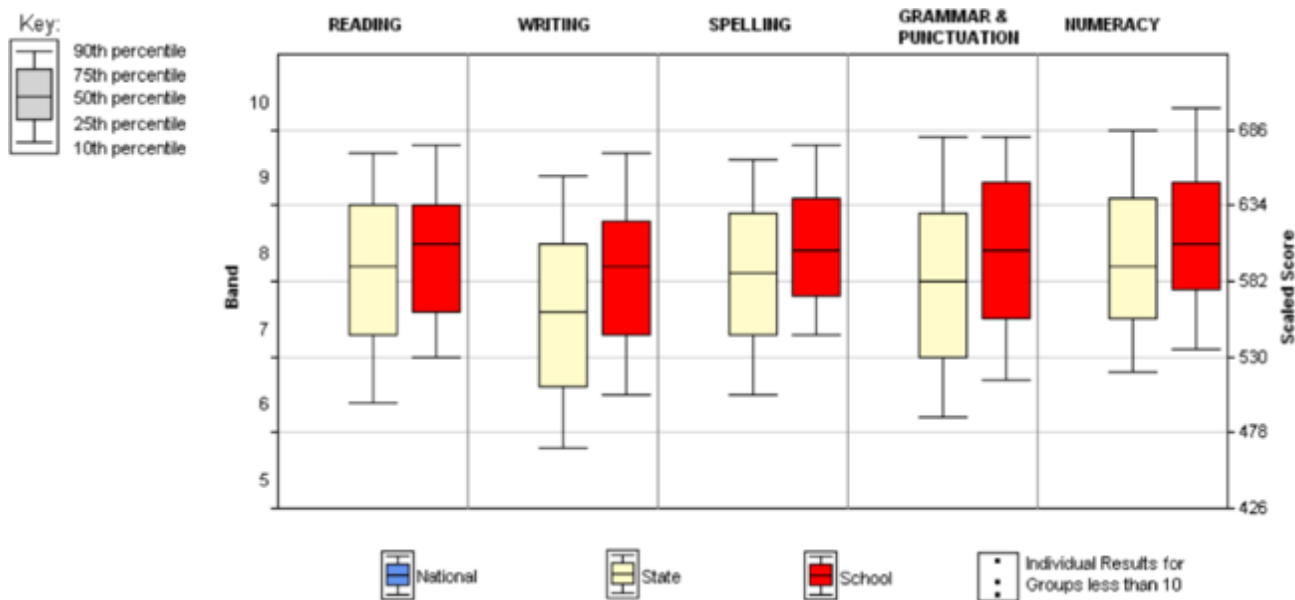
An encouraging result of Year 7 writing was an increase on the lower scores from 2018. Reading also rose slightly. Numeracy reported the highest level in 5 years. The abiding trend for Year 7 results in the past five years has been for numeracy to outshine reading with writing third.

The lowest levels of the spread are considerably higher than state in all five areas.

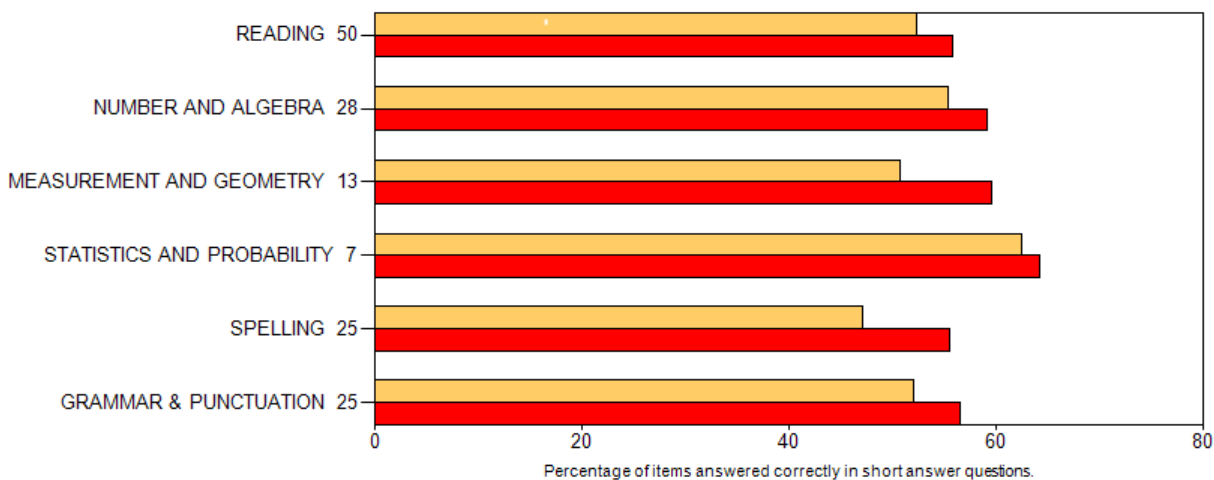


RESULTS

Year 9: Results for Year 7 are reported across the range of Band 5 to Band 10. **Band 6** represents the national minimum standard for this year level.



Assessment Area Report Year 9 - Group: ALL, Class: All



Your attention is drawn to the following assessment area(s) where your school varied significantly from the State:

Nil

State (Orange) School (Red)

- 99 students sat the tests 54% (53) girls and 46% (46) boys
- Year 9 students performed better than the state across the test domains
- In Reading 90% students performed above the national minimum standard.
- In Writing 81% students performed above the national minimum standard.
- In Spelling 94% students performed above the national minimum standard.
- In Grammar and Punctuation 84% of students performed above the national minimum standard.
- In Numeracy 92% of students performed above the national minimum standard.



RESULTS

Overview

2019 was Hume Anglican Grammar's eighth year offering the Victorian Certificate of Education (VCE). 50 students successfully completed their final year of VCE. The Year 12 cohort commenced the year with 50 students, including 2 students opting for a non-Scored VCE.

For this cohort, student enrolment ranged across 25 different Unit 3 and 4 sequences, including one subject (Australian Politics) studied via Distance Education, one language subject (Punjabi) studied via Victorian School of Languages and one VET subject (Certificate III in Retail) studied externally as well.

VCE Enrolment Overview:

VCE Enrolment	
Number of students in a Unit 3&4 sequence	50
Number of students applying for the VCE	50
Number of students applying for an ATAR	48
Number of students enrolled in a VCE subject across all units (1-4)	102
Percentage of students satisfactorily completing the VCE	100%
Number of students completing VCE over 3 years	0
Number of students enrolled in VET	1

It was pleasing to see that all students who were eligible, successfully completed their VCE. There were 16/64 Year 11 students undertaking accelerated studies. VCE Unit 3 and 4 studies were completed in Physical Education, Health and Human and Development, Biology, Legal Studies Psychology, Punjabi and Australian Politics.

Out of the 114 students enrolled in a VCE subject, 64 studied a Unit 1 and 2 sequence. 32% of students in Year 11 undertook a subject at an accelerated level compared to 22% of students in 2018.

The number of students completing a Unit 3 and 4 subject in Year 11 has increased from 22% in 2018 to 32% in 2019.

2019 saw an improvement in all areas of VCE for Hume Anglican Grammar. **The school is one of 6 schools in the state who achieved an average study score of 30 for the first time, this was an increase in study score of 2 from 28 in 2018. Furthermore, the percentage of study scores 40+ was 5.5% - an increase of +1.1% from 2018.**

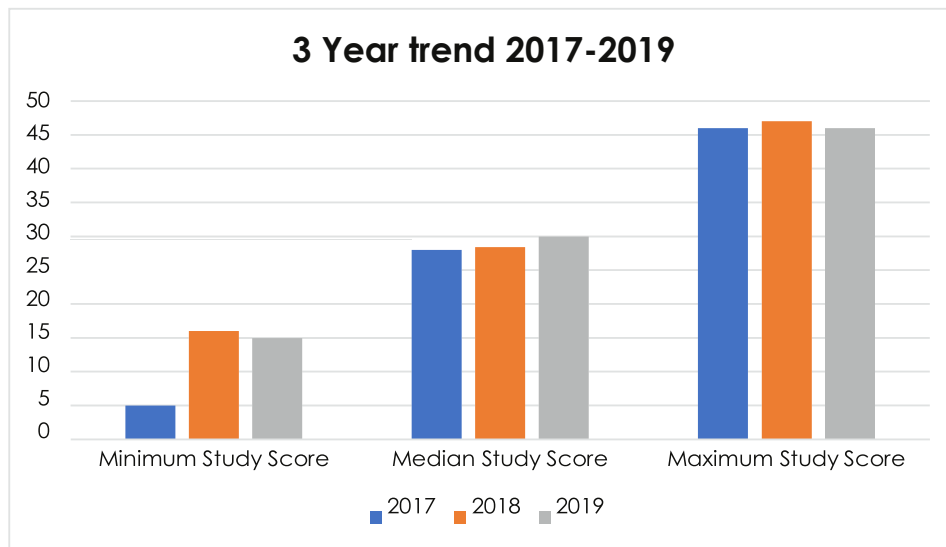
A study score is determined by a candidate's achievement compared to the rest of the students undertaking the subject across the State of Victoria. The maximum study score is 50 and the mean study score is set at 30 each year by the VCAA.



RESULTS

An overview of the results for 2017 and 2018 and 2019 are listed below:

	2017	2018	2019
Minimum Study Score	5.0	16.0	1.05
25 th Percentile	25.0	24.2	25.0
Median Study Score	28.0	28.4	30.0
75 th Percentile	33.0	33.3	34.0
Maximum Study Score	46.0	47.0	46.0



The graph above shows:

1. The minimum study score has improved.
2. The median study score seen a continued improvement and has achieved the State median.
3. The maximum study score remains static.

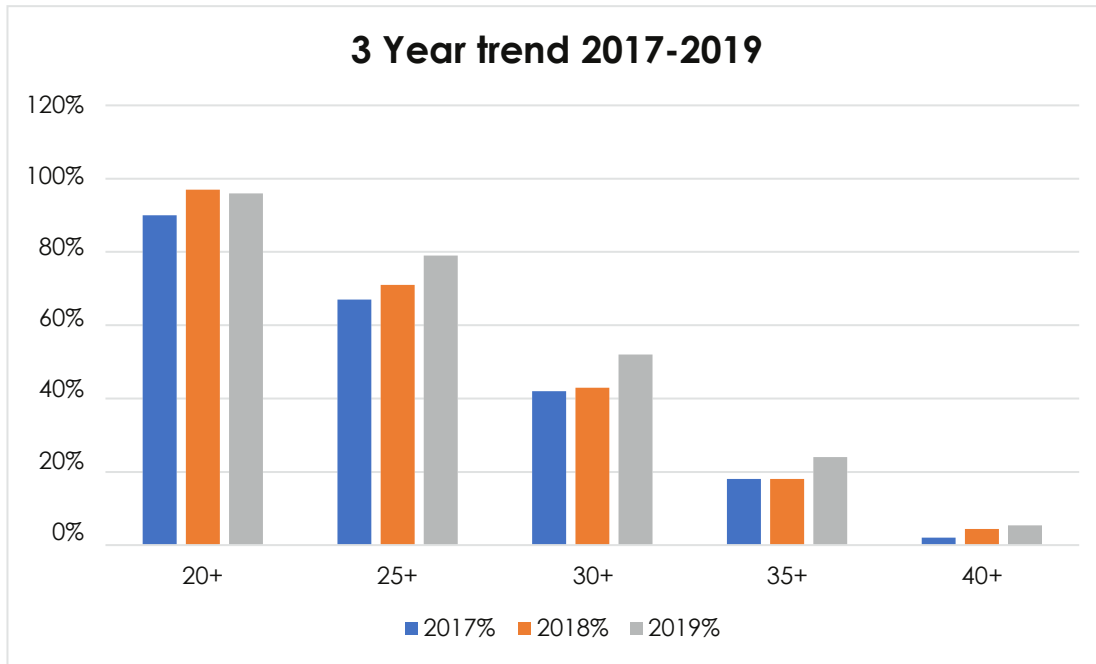
Study score distribution

No of Study Scores	No of Studies	Min	25 th Percentile	50 th Percentile	75 th Percentile	Max
255	25	15	25	30	34	46

	2016 %	2017 %	2018%	2019%
20+	89.0%	90.0%	97.0%	96.0%
25+	64.0%	67.0%	71.0%	79.0%
30+	28.0%	42.0%	43.0%	52.0%
35+	9.0%	18.0%	18.0%	24.0%
40+	1.0%	2.0%	4.4%	5.5%



RESULTS



In 2019, it was pleasing to see an increase in each category.

ATAR Results

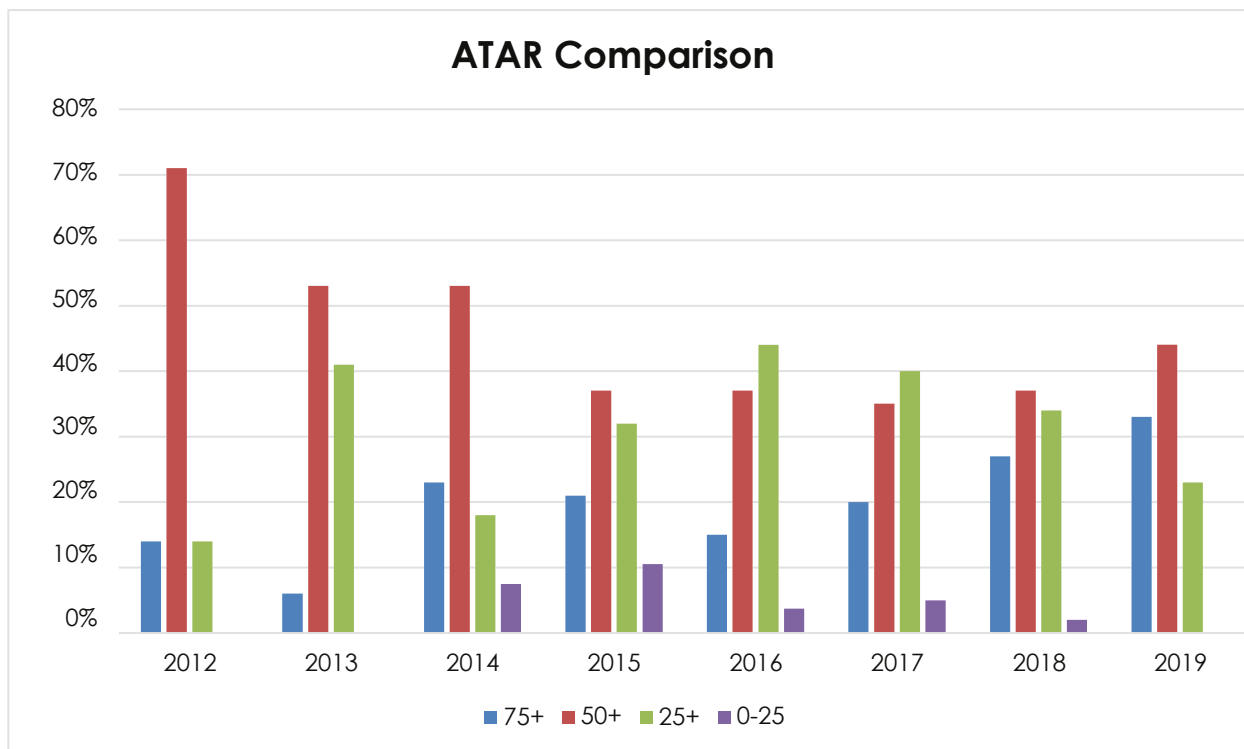
An ATAR rank compares all students completing the Victorian Certificate of Education for a particular year. The maximum ATAR achievable is set at 99.95 which would describe a student who has achieved at a level better than 99.95% of a student studying VCE.

The distribution of the results over the eight years of the School offering the VCE are represented below.

	2012	2013	2014	2015	2016	2017	2018	2019
Minimum	46.7	34.8	15.6	11.3	11.8	16.7	19.6	33.0
25th Percentile	51.7	42.5	47.3	36.6	35.4	39.5	40.5	49.9
Median	61.7	54.6	56.9	58.2	51.6	53.8	59.0	67.5
75th Percentile	73.6	76.3	73.9	72.7	72.4	71.8	76.9	79.5
Maximum	80.8	86.3	85.7	98.8	88.5	88.3	96.9	98.2



RESULTS



Based on these results, there is a distinctive improvement in the number of students achieving in the upper quartile. Although only two students achieved in the 90s, the concentration of students achieving in the 75+ range indicates a stronger performance. It was gratifying to have the Dux achieve 98.2.



RESULTS

Pathways

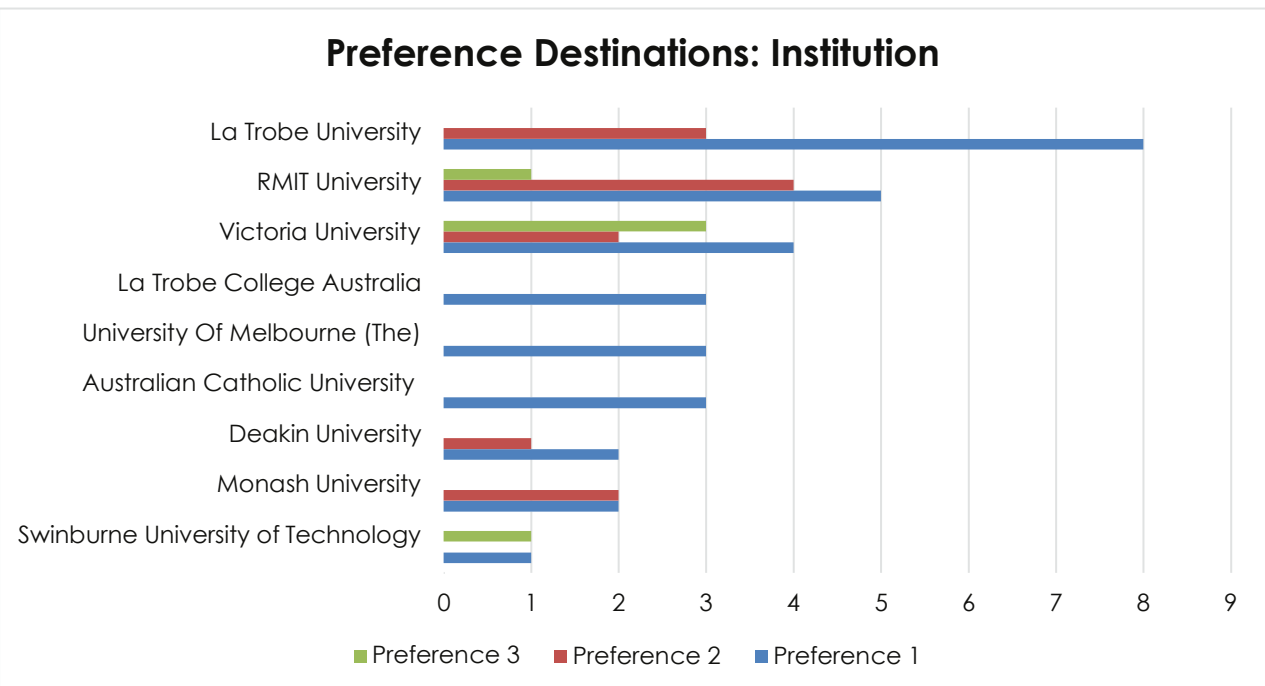
Overview

Of the 50 graduates, 48 (96%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). The December round offers were a new addition to the offer rounds, never before featured. Only Victoria and Queensland Year 12 students were eligible for this round and for only specified courses. Of this number, 45 (88%) received an offer in the December round, 42 (93%) received an offer within their top 3 preferences. The 4 students who received a January offer also received a December offer.

Student preferences and offers were as follows:

Preference:	Number:	Percentage:	Cumulative:
1st	27	60	60
2nd	1	24	84
3rd	4	9	93
4th	1	2	96
5th	1	2	96
6th	1	2	96
7th	0	0	100
8th	0	0	100

Preference Destinations: Institution



RESULTS

Destination Data

Institution	Area of Study	Number of Students	Total Number of Students
Australian Catholic University	Teacher Education	1	1
La Trobe University	Accounting	1	14
	Biomedicine	4	
	Business	1	
	Criminology/Psychological Science	2	
	Event Management/Marketing	1	
	Nursing (Pre-registration)	1	
	Psychological Science	1	
	Sport and Exercise Science	2	
	Sport Management	1	
La Trobe College Australia	Health Sciences (Diploma) / Health Sciences (Degree)	1	3
	Health Sciences	1	
	Information Technology	1	
Monash University	Biomedical Science	1	5
	Design	1	
	Pharmacy (Honours) Scholars program/Master of Pharmacy	1	
	Science	2	
RMIT University	Aviation (Professional Pilots) (Associate Degree)	1	10
	Communication Design	1	
	Engineering (Honours)	1	
	Engineering Technology (Associate Degree)	1	
	Engineering-Civil and Infrastructure (Honours)	2	
	Engineering-Mechanical (Honours)	2	
	Industrial Design (Honours)	1	
	Legal and Dispute Studies	1	
University of Melbourne (The)	Science/Engineering	1	3
	Science	2	

RESULTS

Victoria University	Building Surveying (Degree)	1	9
	Business	1	
	Criminal Justice	1	
	Criminal Justice and Psychological Studies	1	
	Engineering - Mechanical Engineering (Honours)	1	
	Information Technology (Diploma)	1	
	Legal Practice	1	
	Psychological Studies	2	
Swinburne University of Technology	Aviation Management/Business	1	2
	Engineering (Honours)/Business	1	
Non-Tertiary Pathway	Gap Year	1	3
	Employment	1	
	Unknown	1	

Summary

- 50 students successfully completed Year 12, attaining their VCE.
- 48 out of the 50 students applied for courses through VTAC.
- 45 out of the 48 students that applied through VTAC received an offer.
- 60% percent of students received an offer for their first preference.
- 93% of students received an offer for one of their top 3 preferences.





FINANCE

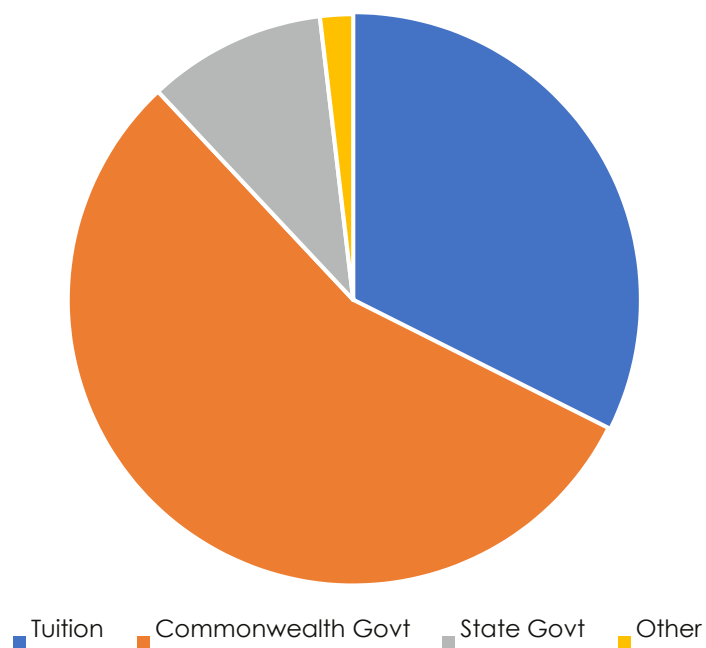
Financial reporting

MADSC has achieved a comprehensive income (net operating surplus), excluding capital income, of \$2,492,371 for the financial year ended 31 December 2019.

Income

Income Category	\$'000	%
Tuition related income	7,365	32
Commonwealth general recurrent grants	12,637	56
State general recurrent grants	2,299	10
Other income	425	2
Total Income	22,726	100

Income - Year ended 31 December 2019

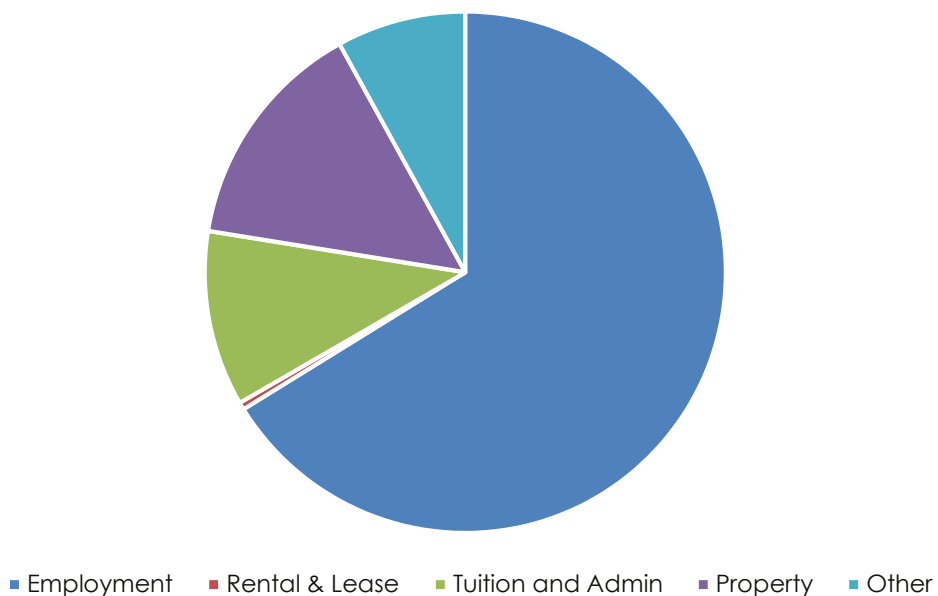


FINANCE

Expenses

Expense Category	\$'000	%
Employment expenses	13,394	66
Rental and lease expenses	94	0
Tuition and administration expenses	2,201	11
Property expenses	2,923	14
Other expenses	1,622	8
Total Expenses	20,234	100

Expenses - Year ended 31 December 2019



CAPITAL WORKS AND DEVELOPMENT

The School received \$53,760 in Building Fund donations in 2019, which are gratefully acknowledged and were partially applied to the expansion of the school library.

Work on Building B, the second building of the new Donnybrook Campus was completed in December 2019, allowing the Prep students to move into a dedicated facility. Building B comprises three classrooms, a communal wet area art space, a staff room and storeroom.

A significant amount, approximately \$350,000 was spent on capital projects and improvements around the School. The projects included resurfacing and extension of the multipurpose courts, an extension to the school library, upgrades to playgrounds, renovations to create additional teacher offices and improvements to the western and main carparks.

A considerable investment of approximately \$250,000 was also made to upgrade the School's IT infrastructure and equipment, and approximately \$300,000 on general building 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 visitors.



FEEDBACK

Coupled with an outstanding educational program and our commitment to student wellbeing, our most tangible strength is our School community. Each year, our School offers many opportunities for parents, teachers and students to provide feedback across a range of areas and satisfaction amongst all stakeholders continues to remain high.

External interest in joining Hume Anglican Grammar has never been greater and feedback from prospective families attending the Open Day or Discovery Tours is most encouraging and continues to reflect the strong values and high expectations we hold of ourselves.

The feedback below has been taken from a number of different reviews or submissions throughout 2019 and provides only a glimpse of the unique community that exists within Hume Anglican Grammar.

“My son just commenced here this term and I have noticed such a change in him. He is excited to get out of bed and go to school. He is learning quicker than he did at his previous school and seems to be enjoying himself doing so. The teachers are amazing and so switched on to their student’s abilities and needs. I really wish I had started him here sooner.”

Parent

“I have nothing but the utmost respect and gratitude for the staff at Hume Anglican Grammar. They are incredibly committed and work tirelessly for the benefit of all the students in their care. Their communication and attention to detail is fantastic. The curriculum leadership at the school is up to date with latest research in education and the leadership of the Primary School is exceptional. I have no hesitation in recommending this school to anyone who is considering an independent co-ed and affordable education for their children.”

Parent

“At Hume Anglican Grammar, the needs of the students, and their wellbeing are the priorities, which helped me rediscover my joy in teaching young children.”

Staff member

“I do not know where to start, but the experience at Hume Anglican Grammar has been just mind blowing! I have been at this school for most of my life and it has just been so amazing to see not just all of us grow, but the school grow as well. I feel like I am one of the students who got many opportunities. From having roles in productions, being a senator, joining many fun activities and being part of the house debating, to being 2019 School Captain – I don’t have any words to describe how grateful I am. Thank you Hume Anglican Grammar teachers, staff, principals and community for giving us, a great experience.”

Student

“It has been a year of opportunities and a journey for all of us. There are times when I just don’t want to leave. I still remember the start of the year worrying my head off to know if I was with my friends. Well my wish came true, because I am in an amazing class with all my friends and with an amazing teacher.”

Student

“An exciting place to work, no two days are the same! The staff are incredibly dedicated and leadership values professional development very highly. Everyone is passionate about the work they do and the change they are initiating in students’ lives.”

Staff member

