

# Annual Report

Anglican Grammar  
**Hume**



2020

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# THE CHAIRMAN FROM THE BOARD

This was another year of achievement in the life of Hume Anglican Grammar. The year was exceptional in many ways. It certainly did not turn out as planned. While faced with considerable covid-related challenges, the school carried on remarkably well and finished on a strong note. What is remarkable is the way in which the whole school community responded to the challenges that arose and the dislocation of normal activities.

Our teachers and staff, together with students and families, showed great resilience and admirable ingenuity, creativity and skill in adapting educational and other programs so successfully. Our teachers continued to deliver the curriculum in a most positive way. I was deeply impressed by the energy and spirit that was apparent in the activities and assemblies that were streamed online. Mr Sweeney and his team deserve special credit for their strong, clear leadership in navigating the way ahead in circumstances that were often anxious and fast-changing.

We have I believe seen the values of our school in action during a demanding period. These include the demonstration of resilience, compassion, service and respect, the maintenance of high standards and of course the concern for the health and wellbeing of our community. They reflect our recognition of the dignity of each individual as well as our shared concern for all of humankind.

On returning to the school grounds after an absence, it was wonderful to be reminded of the liveliness of school activities and to see so much happening. There are exciting major works underway, including construction of the STEM Centre and a Sports Centre at Mt Ridley together with other improvements planned over the coming months. Stage 3 at Donnybrook, the Years 1-2 Centre together with car park extension and associated landscaping, is approaching completion. Planning is progressing well for the construction next year of Stage 4, the Years 5-6 Centre together with ancillary facilities, a soccer pitch and outside covered area. These facilities will all enhance the education the school can provide.

The school's governing board closely monitored developments throughout the year and worked with management in guiding the school's response. We were pleased to welcome Matthew Flowers as a new member of the board early in the year. I thank my board colleagues for their commitment and care for the school and its future.

As well as addressing more immediate challenges, our aim has been to sustain the school through a period of disruption so that it can continue to serve the community over the years ahead. The continuing support of the school community has been critical. Support from governments, both Commonwealth and State, has been most appreciated. We are now looking to opportunities for the further growth of the school and development of its educational offering.

I congratulate all students, teachers and everyone involved in completing this school year so well. The importance of education has never been greater. While the challenges and disruption have been real, there is much for which we can be thankful. Drawing on the school's strong values we are I believe well placed to work through other challenges as may arise. As the years go by, the school grows in strength, reflecting the efforts and spirit of all who take part. We can draw hope from this process of regeneration and look forward in good spirit to the year and years to follow in the cycle of our school.

**Richard St John**  
*Chairman*



# THE PRINCIPAL

When we reflect on the past year, that which comes to mind may be thoughts that are less than favourable. I expect that many will think of the events of 2020 in a negative light, to conjure up thoughts of those unpleasant things that occurred; the inconvenience, the problems, the challenges and difficulties that had to be overcome. But it was also a year that saw many great accomplishments, a time when we witnessed many acts of kindness, unselfish deeds of individuals and groups overcoming adversity.

History tells us that when we face a crisis, the strength in human character is summoned and we marvel at the resilience, the adaptability and the sacrifice of individuals. We have all heard the adage, 'bad times bring out the best in people'. During this tough year, we have seen comradeship, commitment, the inherent good in people, we have seen giving and splendid acts of thoughtfulness. So, as opposing emotions are conjured up, we must - focus on the good and not on the bad.

The partnership between home and school was tested under the most extreme of circumstances in 2020, and if ever there was a point a strong connection was needed, it was at this time, and the role parents played was magnificent. They willingly converted their home into a temporary school and devoted so much time and energy to support the children.

Throughout 2020, as we dealt with the pandemic, hundreds of thousands of words were written in reports, recorded in documents, conveyed in letters and memos, and then presented to a myriad of groups. Many things said were noteworthy, but one piece that was particularly memorable for me was an article by the Assistant Principal - Secondary, Penelope Monger. She was writing with the Year 12 cohort in mind, and said:

"Year 12 is often a year of 'lasts', where the graduating class looks forward to and eagerly participates in their last events; last Swimming and Athletics Carnivals; the last school camp; last Founders' Day; last Open Day; last Assembly; last canteen lunch. The list of 'lasts' goes on.

This year, then, may not have had the 'lasts' that were expected. But these have been replaced by many 'firsts'. First remote class; first virtual Assembly; first telephone Parent-Teacher interviews; first online art class; first virtual Homeroom trivia competition; first school-wide trick shot competition; and all amidst their first – and hopefully last – global pandemic. We honour the resilience, determination, flexibility, motivation, inner strength and community-mindedness of our Year 12s. The lack of lasts in a year full of firsts will, without a doubt, create lasting memories that will remain with them for the duration of their lives."

I think we can extend this same thinking to all in the Hume community when we reflect on the admirable manner in which we coped with the many challenges of 2020.

I have often spoken of the intricacy of making a complicated school like Hume Anglican Grammar function. I draw attention to the incredible amount of behind the scenes work that occurs, and the dozens of often unnoticed people who keep the heartbeat of the School going strong and steady. It is appropriate to highlight in this report one of these groups. The School is governed by a board consisting of seven people called directors. This group, who meet after school hours during their personal time, consists of volunteers from many different backgrounds, and are charged with the stewardship of the school. This dedicated group set direction, oversee the school's finances, develop building projects and provide strategic oversight - and never was the guardianship of the School more important. That the School has weathered the storm so well so far is a testament to their expertise and diligence.

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: Edward Tudor OAM, Matthew Flowers, Klæe Ruse, Richard St John, Leanne Connor, Michael Urwin, Reverend Robert Newton (not present), Bishop Lindsay Urwin OGS (not present)

# ABOUT HUME ANGLICAN GRAMMAR

## INFORMATION ON DIRECTORS

### Richard St John

<b>Qualifications</b>	LLB (Hons)(Melb), LLM(Lond)
<b>Experience</b>	Senior legal, policy and governance roles in public, private, corporate and non-profit sectors; Director of Hume Anglican Grammar Ltd.
<b>Special Responsibilities</b>	Chairperson, Chair of Governance and Development Committee.

### Edward Tudor OAM

<b>Qualifications</b>	BSc (Hons), MSc, DipEd, FACE, FACEL
<b>Experience</b>	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).
<b>Special Responsibilities</b>	Deputy Chairperson.

### Leanne Connor

<b>Qualifications</b>	BBus (Acc), GradDip (FinPlanning), CA, CTA, SSA
<b>Experience</b>	Chartered Accountant; Chartered Tax Advisor; Tax Agent and SMSF Specialist; Director of WGC Business Advisors Pty Ltd; Director of Hume Anglican Grammar Ltd.
<b>Special Responsibilities</b>	Chair of Finance Committee.

### Matthew Flowers

<b>Qualifications</b>	BSc (Hons), QS (1st Class)
<b>Experience</b>	Southern Commercial Manager at Honeywell.

### Rev Robert Newton

<b>Qualifications</b>	BA(Hons), GradDipEd, CertTheol(Oxford)
<b>Experience</b>	Vicar of Holy Trinity Kew; Former Head of Religious Education at Trinity College and Newington College; Director of Hume Anglican Grammar Ltd.

### Klae Ruse

<b>Qualifications</b>	BCom(Monash), AMIIA
<b>Experience</b>	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.
<b>Special Responsibilities</b>	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.  
Resigned 26 January 2021.

### Michael Urwin

**Qualifications**

BA (Hons), DipEd, FACE

**Experience**

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

## MANAGEMENT

### Bill Sweeney

**Qualifications**

DipT, BEd, MEd, MBA, MACE, MACEL

**Special Responsibilities**

Principal, Chief Executive Officer.

### Kieran Mitchell

**Qualifications**

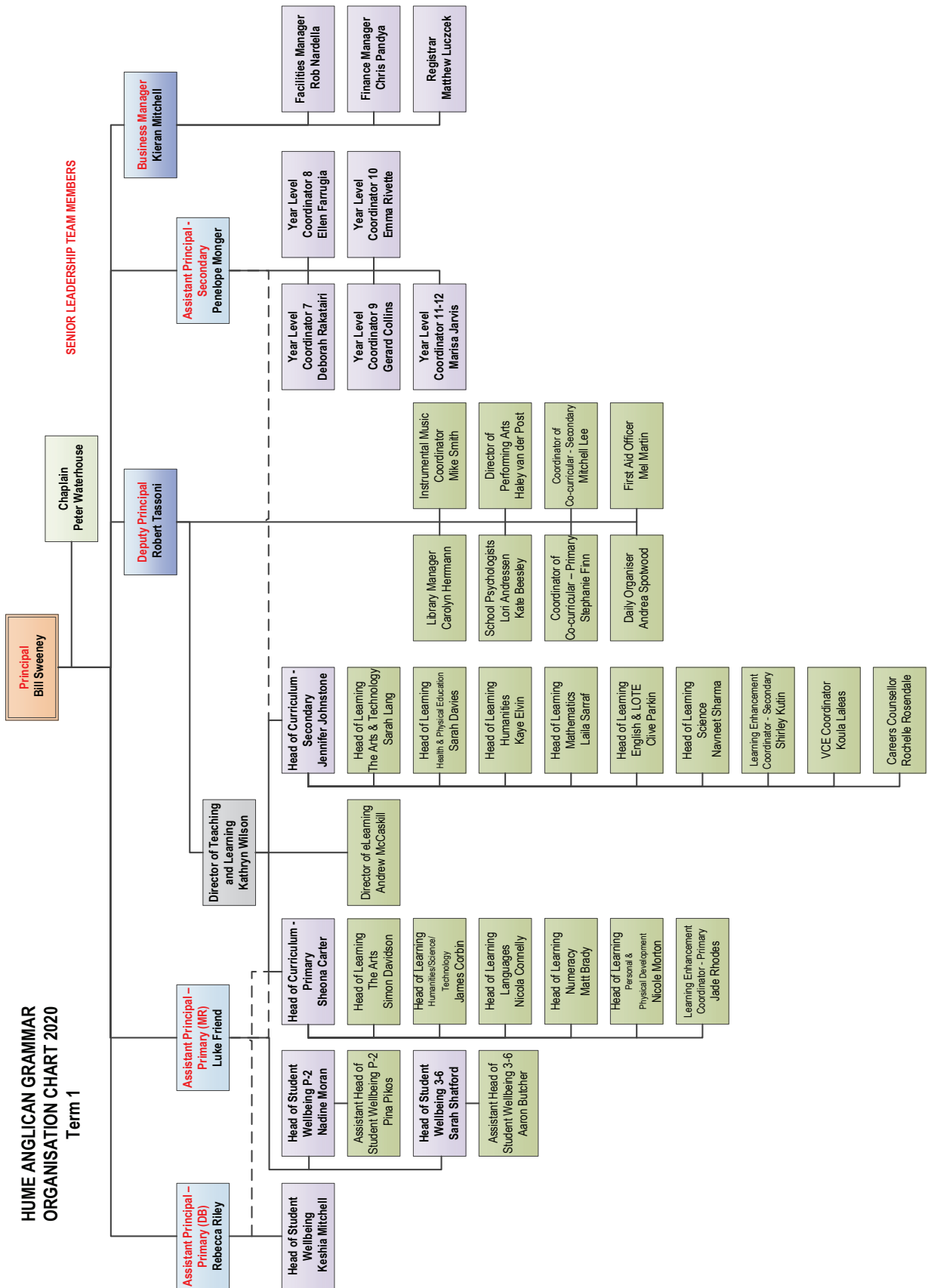
BBus (Accountancy), CA.

**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 2019 to 2020 of [85.00%](#)

## TEACHING STAFF

ABDO, Alanna	BAppSc
ARNESE, Adele	MEd, BTeach, BA
BARING, Lilly	BAppSc
BATTERSBY, Timothy	MCounselling, BEd
BESIC, Amy	BDance, GradDipEd
BLACK, Alexa	BA, GradDipEd, GradCert
BRADY, Matthew	BEd
BROOKS, Melanie	BASci, GradDipEd, CertEd
BRYANT, Lysiarne	BEd
BUCKLEY, Haley	BEd, DipGraphDes
BUTCHER, Aaron	BBus, BTeach(Prim), DipBus
CADEE-MATTHEWS, Lili	BA, BTeach
CARTER, Sheona	BEd, DipTeach
CHAPMAN, Leyla	BEd
COLLINS, Gerard	Med, BAppSci, GradDipEd
CONNELLY, Nicola	BBus, GradDipEd.
COOPER, Acacia	BEd, CertIII HospOp
CORBIN, James	BEc, MBus, GradDipEd, GradCertBusAdmin
DAKAK, Danny	BA, GradDipEd
DASS, Ashvin	BA, GradCertEd, GradCertMan, DipTr&Assess, Cert IV Acc
DAVIDSON, Simon	BA, BTeach
DAVIES, Sarah	BEd
DEVI, Komal	BSci, GradCertEd
DI PERNA, Anna	BEd
DOAN, Peter	BSc, DipEd
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
HEARN, Christopher	MTeach
HOFFMAN, Janine	MEd, BTeach (Prim)
HOUSTON, Chanelle	MTeach, BExercise Science & Human Movement
JARVIS, Marisa	BEng, GradDipEd
JOHNSTONE, Jennifer	MEd, BA, CertCounselling
KURUVILLA, Kate	MEd, BTeach, BEd
KUTIN, Shirley	BA, BTeach
LALEAS, Koula	DipGraphDes, GradDipEd
LANAGAN, Joanne	MTeach, BEd
LANG, Sarah	BA, DipEd
LAZAR, Nirmala	MTeach, GradDipTech
LAZZARO, Amanda	MTeach, BA
LAZARUS, Eugene	BA, CertTeach
LAZARUS, Jennifer	BEd, BA(EdHons), GradCertRE
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, Cert IV
McKENZIE, Emma	BEd, Cert IV LibArts
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'CONNELL, Gesualda	BSc, GradDipEd
PARKIN, Clive	MEd, BA
PAYNE, Natasha	BEd (Prim)
PIKOS, Pina	BEd, BTeach
PRICE, Sarah	
RAKATAIRI, Deborah	BAppSc, CertAppSc, GradDipEd
REIMERS-SMITH, Justin	
RHODES, Jade	BEd, CertCS
RIVETTE, Emma	BAppSc, GradDipEd
ROSENDALE, Rochelle	MBA, BA, BTeach
SALVATORE, Pia	BJournalism, Med
SAM, Tania	BEd, MEd, GradDipEd (Leadership Management)
SARRAF, Laila	MEd, BSc, BSciEd
SFAMENI, Rosa	BA, Bed, DipMus
SHARMA, Navneet	BSci, MEd, GradDipEd, GradCertEd

SHATFORD, Sarah	BEd (JuniorPrimary/Primary)
SHERWOOD, Robert	BEd, DipPrimTeach
SMITH, Daniel	
SMITH, Michael	BMus, GradDipEd, AdvDipMus
SOMMER, Haylee	BMus Teaching
STIRRUP, Emma	BA (Hons), CertEd
SWEENEY, Bill	BEd, MEd(Leadership&Mgt), MBA, DipTeach
TASSONI, Robert	Dip Ed, MEd, BA, GradCertEd, GradCertRE
TICKNER, Jonathan.	BEd, DipTeach
TODD, Jane.	BSc, GradDipEd
TROUNSON, Trudy	BEd
VASILIADIS, Tamara	BA, GradDipEd
VENDITTI, Laura	BTeach
WARING, Channelle	BA(EngHons.), BEd
WATERHOUSE, Peter	BEd(PDHPE), GradDipDiv, MDiv
WILLIAMS, Nicole	BEd
WILSON, Kathryn	MSci, Bed, GradCertMan
YAP, Catherine	BSc, PGradBioSc, GradDipEd (Secondary), Cert IV Community Languages
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
BARTLETT, Dianne	CertBus
BONIFACIO, Adriana	MBusAdmin, BArts
COLEMAN, Renee	Cert III Education Support
DAKOS, Sarah	Cert III Education Support
DAVIES, Joel	
DAVIS, Jason	DipEngWeld, CertLandscape Design/Construction, DipParamedical Science
DAWSON, Jodie	
DHALIWAL, Kiran	
DOWNER, Shari	
EINFELD, Siana	MCreativeWriting, BCreativeArts, PGradDipEd
FABIAN, Euguene	MSc, BSc
GANDHI, Reema	BA (India), LLB (India) CertAssessTrain, DipEd(Support), GradDiplnfSysMgt
GORDON, Dawn	CertBusAdmin
GREGG, Rachel	CertIII Ed, DipEd(Support)
HARROP, Leanne	Level III Teachers Assistant
HERRMANN, Carolyn	Cert IV Library/Information Services
HODGSON, Nicole	BECS, GradCertECHS
LAMBERT, Jemmah	MOccTherapy, CertIVBus, Cert III Ed Support
LITTLE, Kersty	
LOVERSO, Patrick	BFineArt, MArt in Public Places
LUCZEK, Matthew	DipMarketing and Communication
MAHONEY, Kristy	

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
NEWTON, Darcey	
NICHOLS, Beverley	Cert BusFin, CertEd, Clerical Cert, Working in a School
NOVAK, Mark	
O'TOOLE, Jane	Cert II First Aid
OVER, Jessica	BMusInd
PADUA BOWDITCH, Jasmine	
PANDYA, Chris	CPA, MCom, BCom
PARKER, Natalie	
PEARSE, Heather	Dip Travel and Tourism
PUGLIESE, Lisa	
ROBINSON, Brian	
SAMARAWICKREMA, Thanuja	CertBusMgt, DipBusMgt, DipMgt
SCERRI, Michele	
SCHULZ, Casey	
SCINTO, Lana	Cert III Bus, Cert II IT
SEKULOVSKI, Donna	
SPOTWOOD, Andrea	AdvDip CommSector Man, Dip(Leadership&Mgt)
TRAPANI, Angela	DipArts, aAIPP
VALENTINE, Cara	Cert IV BusAdmin
WHITEHEAD, Susan	DipCouns
WILLIS, Felicity	DipProMan
WRIGHT, Lina	VCE





# STAFF PROFESSIONAL LEARNING

Despite the limitations caused by COVID-19 restrictions and lockdown, staff at Hume Anglican Grammar participated in several relevant professional learning opportunities. Our staff are committed to continual improvement in many aspects of their work. Participation in professional learning activities allows staff to keep abreast of the latest trends in educational research, provides networking opportunities with other professionals and ensures that their skills and knowledge are maintained to the highest levels of professionalism.

In 2020, staff were provided with professional learning opportunities in areas mandated by government regulations but also in areas staff identified as of professional interest. Participation in professional learning enhances the capacity of staff to provide a rich and challenging learning and teaching environment. Our professional learning program is developed to reflect the School's strategic goals and priorities and as such is structured and targeted to improve both personal performance and the overall operational aspects of the School.

Staff participated in whole-school professional development activities and were also able to access professional development conducted by subject associations. The importance of subject-based professional learning activities cannot be understated as it enables our teachers to network with colleagues locally and globally and to keep up to date with developments in their area of expertise. This in turn ensures that our students are provided with the best teaching and learning resources and experiences available. New teachers to the School were also provided with support by experienced senior staff who guided them through the process of gaining their Victorian Institute of Teaching Registration.

We commenced our year by focussing on Professional Learning Teams and how they operate. This provided a wonderful foundation for teachers to work collaboratively with the aim of improving learning outcomes for our students. The work was based on research that focused on approaches to teaching which have the greatest impact on student learning outcomes. Teachers working in Professional Learning Teams were able to share expertise and research with colleagues, which is considered a highly effective way to improve practice and further engage students in learning.

A significant amount of professional learning time was devoted to preparing our staff to move to remote teaching and learning. All teachers participated in intensive training in the use of Microsoft Teams which enabled the smooth transition to remote teaching and learning and ensured that the consistently high level of teaching and learning was maintained whilst working remotely.

## 2020 Professional Learning – The Key Points:

**4,530** Hours of Professional Learning Undertaken in 2020

**30.0** Avg Hours per Staff Member

### Professional Development Sessions:

- Child Safe Standards
- Mandatory Reporting
- CPR
- New Staff Induction
- School Policies and Procedures
- eLearning and Technology - Padlet, One Note, Canvas, Education Perfect
- Microsoft Teams for Remote Teaching and Learning
- Building Collective Teacher Efficacy
- Data Analysis and Usage
- Understanding the National Consistent Collection of Data Scheme (NCCD)
- Student Wellbeing
- Improving Pedagogical Practice
- Work Flow and Administration Enhancement
- Building Leadership Capacity
- Student Agency
- Professional Learning Teams - Introduction, Theory and Background
- Administration and Occupational Health and Safety

# TEACHING AND LEARNING

In March 2020, alongside the whole of Victoria, Hume Anglican Grammar confronted one of the biggest challenges it had faced in many years. Almost overnight, the School was required to deliver the entire curriculum online and establish new methods of teaching, learning and student support. The pressure on staff, students and parents was intense. No one could be sure of the way forward since no one had previously endured such a crisis.

However, at the heart of Hume Anglican Grammar's teaching and learning philosophy is the student. Staff at the School know their students extremely well and adeptly pivoted to cater for a new method of schooling. Consequently, slight adjustments were made to the school day in the Secondary school, with a decrease in lesson time and an increase in break time, to enable students and teachers to best manage their response to online teaching and learning. Teaching programs and assessments were also adapted for flexible learning. This helped ease the pressure and maintain the students' wellbeing and self-esteem. The students were well prepared and the trust they had in their teachers meant the transition was relatively trouble-free.

Morale was also high, as teachers, students and parents rallied to meet the challenge. Dilemmas were addressed with a sense of mutual respect and common purpose. Parents gained unprecedented insight into their children's education and schooling, bringing potential benefits for years to come. New skills were acquired and new pedagogical opportunities trialled.

One such skill was in the use of technology. We saw the introduction of Microsoft Teams roll out from Year 3 through to Year 12, and this brought an alternative approach to not only delivering lessons using an interactive whiteboard, but also assessing student understanding and progress using Microsoft Forms or similar platforms. Prep to Year 2 students were taught via Seesaw and Zoom, where curriculum delivery involved a combination of recorded and live lessons and online group chats. These new technologies challenged and pushed staff, students and parents beyond what they knew, also assisting students as 21st century learners and better equipping them for the ever-changing world.

For the first time in the history of our School, we conducted remote Parent Teacher Interviews across the whole school. We created a Remote Learning Online Forum to share ideas, resources and other examples of best practice during remote teaching and learning. Many of our staff used this forum to share feedback they received from students and parents during the interviews. Students were divided in their experience of the remote and flexible learning period. Some greatly enjoyed the flexibility of learning from home, the chance to set their own hours and study regime. Some highly motivated and high achieving students especially thrived on the opportunity to work alone, at their own pace. A surprising outcome was that many students who are normally shy and quiet in class spoke up and contributed more in the online environment.

Throughout the pandemic, the School community endeavoured to maintain the high teaching and learning standards and, despite the challenges, expectations rarely wavered. The rollout of the new Learning Management System (Canvas) continued as it would have done under normal circumstances. Our tenacious gifted and talented Accelerated Readers persisted to strive for their elusive one million words and our VCE students still met with their Academic Mentors in preparation for their VCE examinations at the end of the year.

In conclusion, the shift to remote and flexible learning posed a challenge to the teaching and learning program. Staff, students and parents quickly adapted, reworked practices to incorporate learning online. To further engage students, instruction was far more explicit and broken down into smaller units than typical, with a focus on providing ongoing and clear feedback. Maintaining validity of assessments also presented a challenge, but we adapted and succeeded.

Many will claim that 2020 was the most challenging of years. From a teaching and learning point of view, it is worth noting the year was one that saw many wonderful achievements.

# STUDENT ATTENDANCE

Year Level	Student Count	School Attendance Percentage
Prep	170	93.34
Year 1	169	92.70
Year 2	151	93.39
Year 3	137	94.26
Year 4	112	93.77
Year 5	139	96.44
Year 6	84	94.72
Year 7	138	95.15
Year 8	130	95.23
Year 9	133	94.70
Year 10	122	93.97
Year 11	94	95.85
Year 12	65	94.22

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

## ACADEMIC ACHIEVEMENT - YEAR 3, 5, 7 AND 9

### Progressive Achievement Tests (PAT)

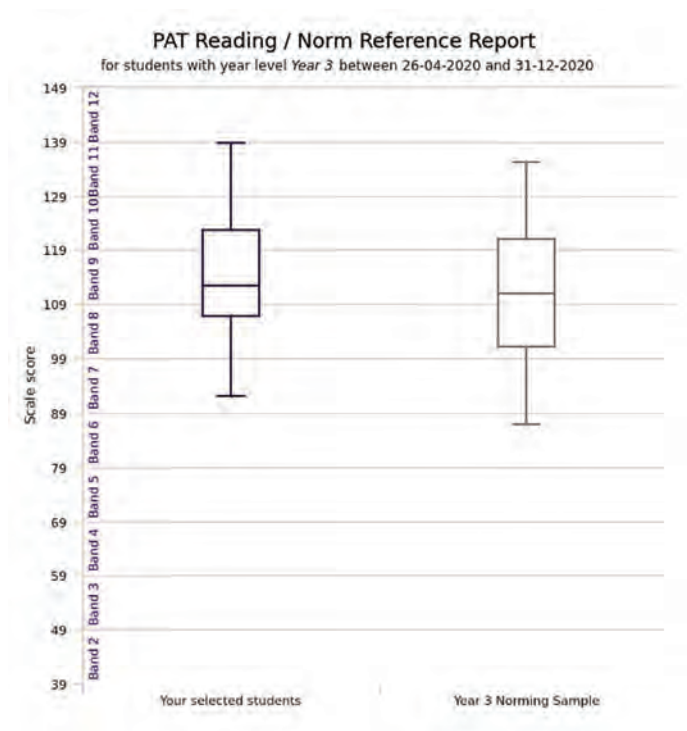
In the absence of NAPLAN data, the Progressive Achievement Tests (PAT) results have been reported. PAT data is invaluable as a guide to teachers as it provides valuable information on each individual student's ability. Through analysing PAT results, teachers can measure each student's knowledge and skill in literacy and numeracy. The School conducts PAT assessments annually.

#### PAT assessments include:

- Reading Comprehension
- Spelling
- Mathematics

### Year 3

#### Reading Comprehension

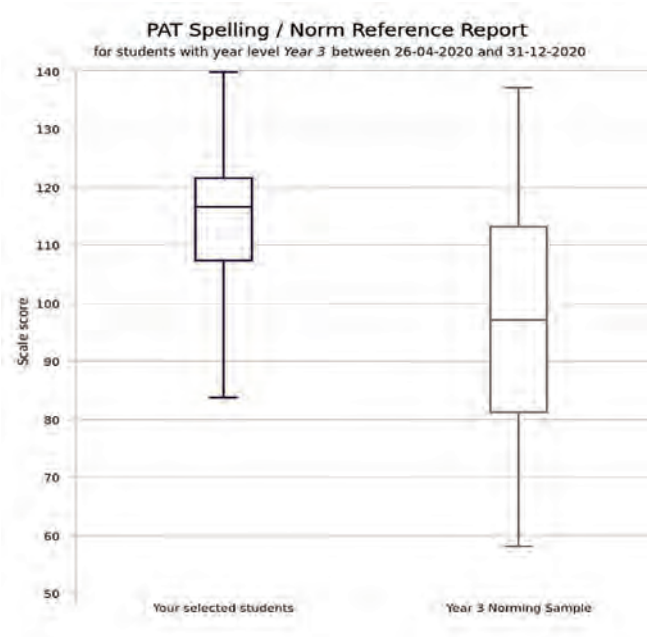


- 112 students sat the PAT Reading Comprehension test.
- Our median scale score is slightly higher than the norming sample.
- We have fewer students in the 25th percentile compared to the norming sample.



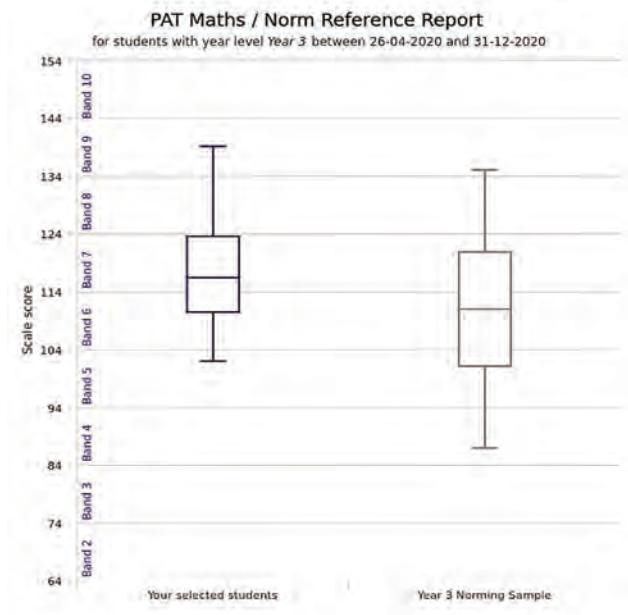
# RESULTS

## Spelling



- 112 students sat the PAT Spelling test.
- Our median scale score is well above the norming sample.
- Our bottom 10th percentile is well above the norming sample.

## Mathematics

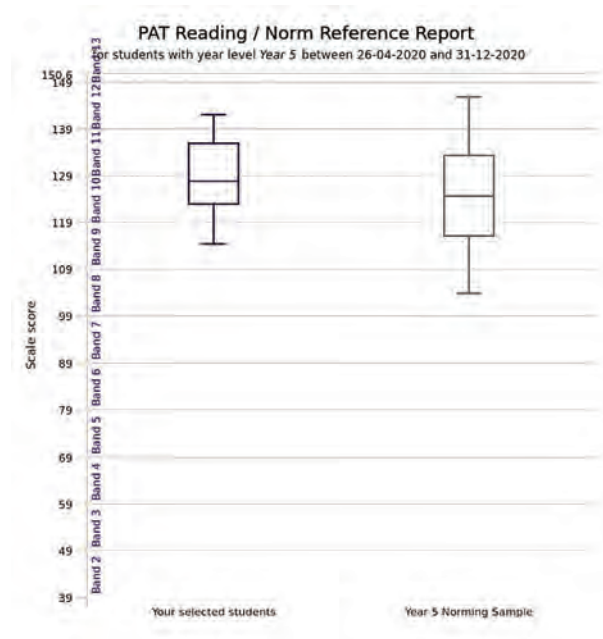


- 113 students sat the PAT Mathematics test.
- Our median scale score is above the norming sample.
- We have much fewer students in the bottom 10th percentile compared to the norming sample.

# RESULTS

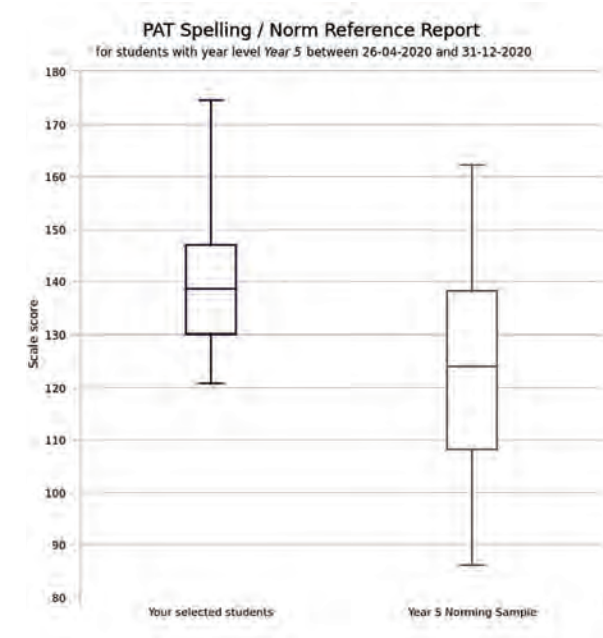
## Year 5

### Reading Comprehension



- 83 students sat the PAT Reading Comprehension test.
- The median scale score is slightly higher than the norming sample.
- There are fewer students in the 25th percentile and the 75th percentile compared to the norming sample.

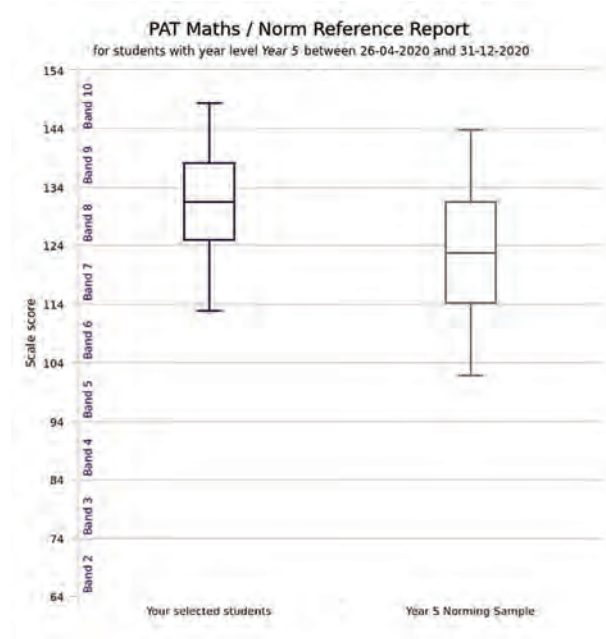
### Spelling



- 83 students sat the PAT-Spelling test.
- Our median scale score is well above the norming sample.
- We have very few students in the 25th percentile compared to the norming sample.
- Our 25th percentile is much higher than the norming sample.

# RESULTS

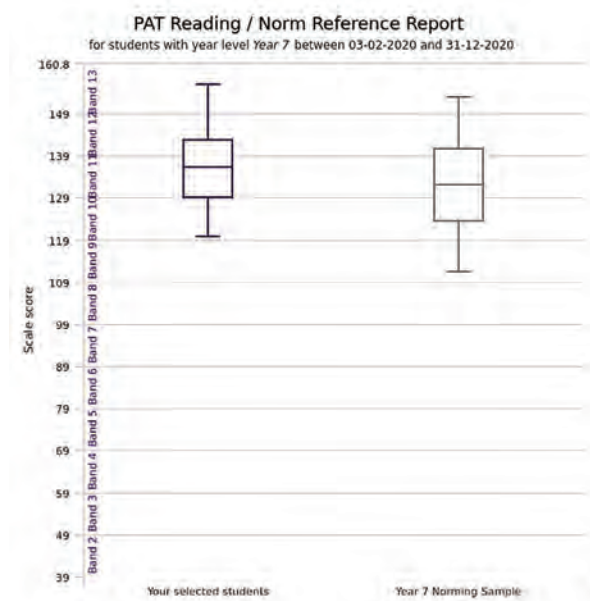
## Mathematics



- 83 students sat the PAT-Mathematics test.
- Our median scale score is higher than the norming sample.
- We have very few students in the 25th percentile compared to the norming sample.
- Our 75% percentile is higher than the norming sample.

## Year 7

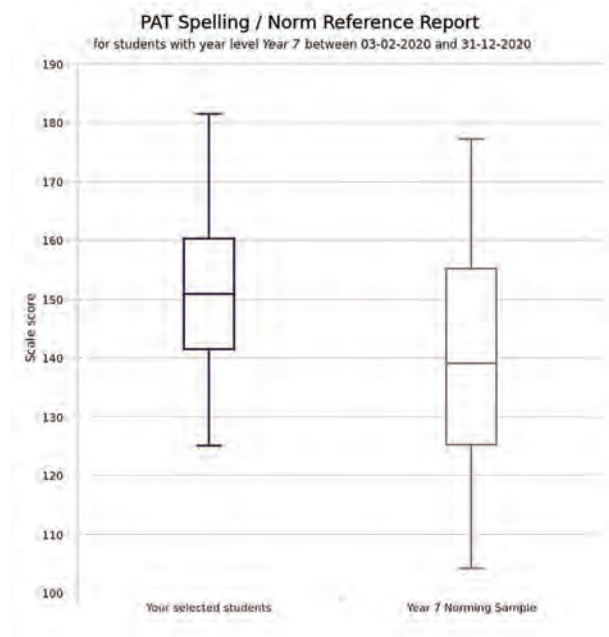
### Reading Comprehension



- 125 students sat the PAT 5th edition Reading test.
- The School median scale score is slightly higher than the norming sample median.
- General level of achievement is well above the norming sample, with the School's lower quartile ten points higher.

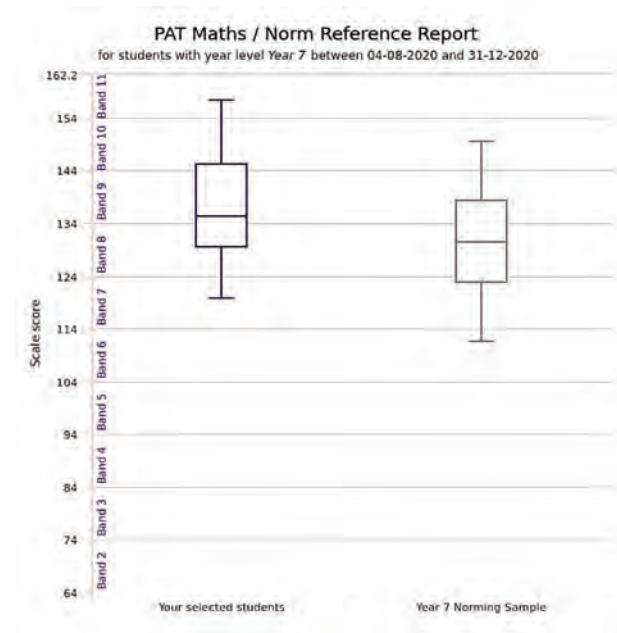
# RESULTS

## Spelling



- 69 students sat the Year 7 Spelling test.
- Compared with the national norming sample, Hume Anglican Grammar students have a much higher proficiency with spelling.
- The spread of achievement is more compressed than the norming sample with some students in the upper reaches of the scale.

## Mathematics



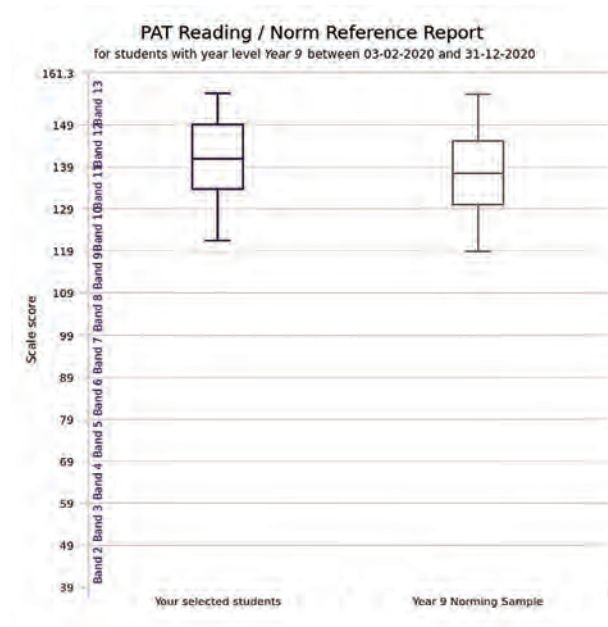
- 125 students sat the Year 7 Mathematics test.
- Most students achieved between the 50-75th quartile.
- General achievement for Year 7 students was well above the norming sample.



# RESULTS

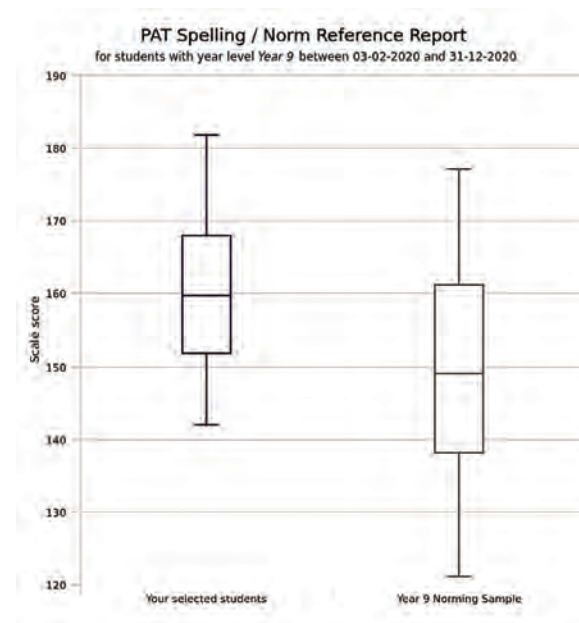
## Year 9

### Reading Comprehension



- 109 students sat the PAT 5th edition Reading test.
- The School median scale score was slightly higher than the norming sample median.
- General level of achievement is well above the norming sample, with lower scores above the norming sample lower range.

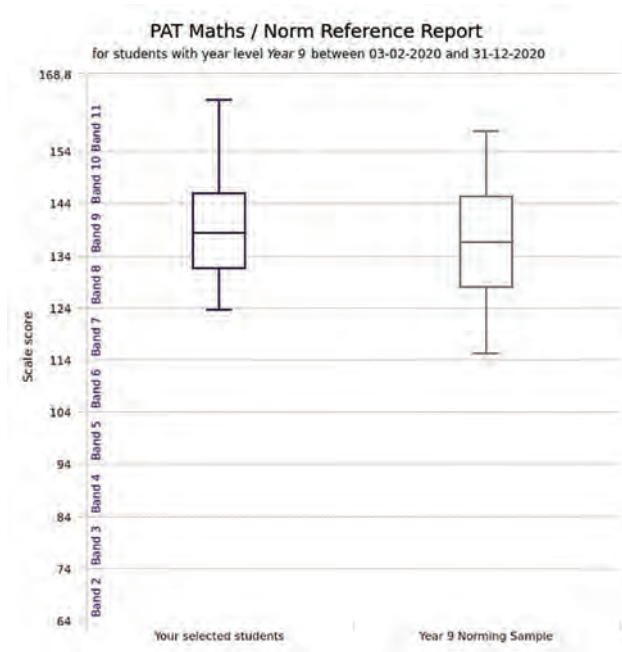
### Spelling



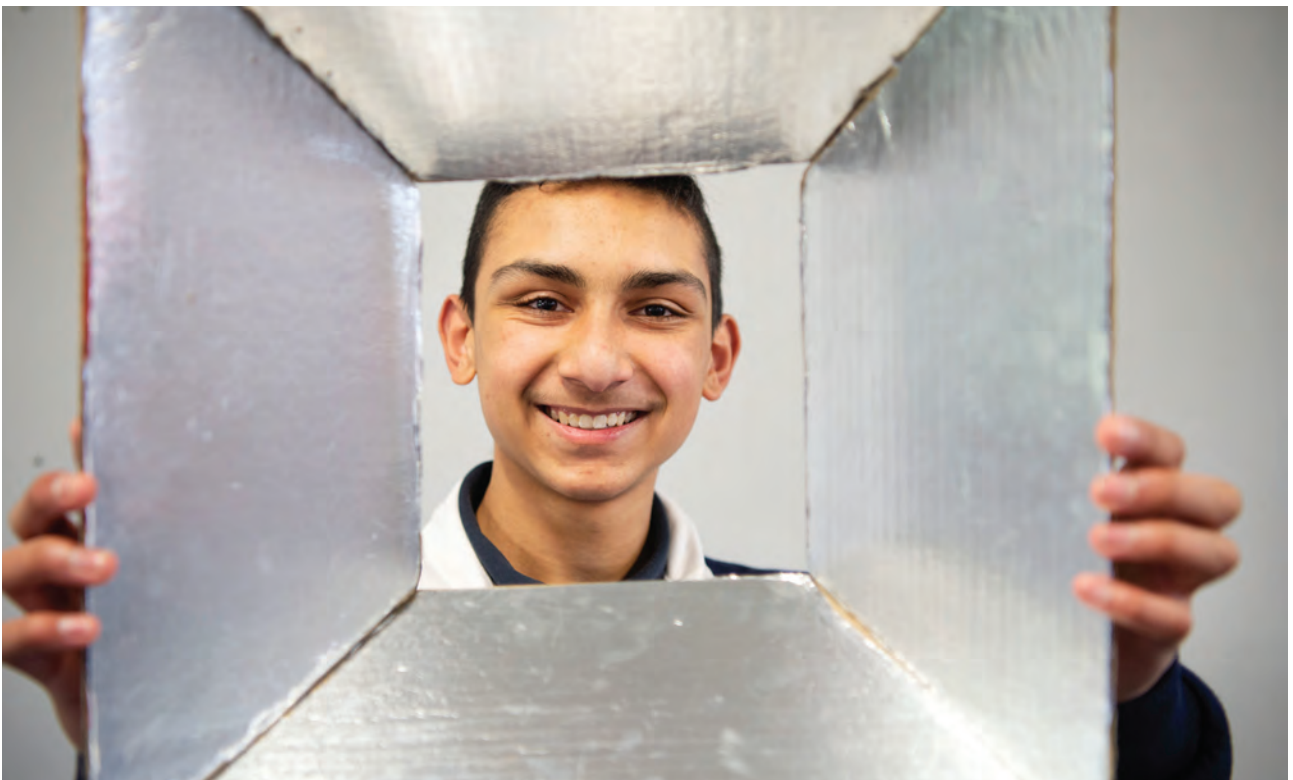
- 65 students sat the Year 9 Spelling test.
- Compared with the national norming sample, Hume Anglican Grammar students have a significantly higher proficiency with spelling.
- The spread of achievement is more compressed than the norming sample with some students in the upper reaches of the scale.
- There is an almost equal distribution of spelling ability between the two mid quartiles.

# RESULTS

## Mathematics



- 110 students sat the PAT 4th edition Mathematics test.
- The School median scale score is slightly higher than the norming sample median.
- It is encouraging to see some very high-scoring results with students achieving well above the age-benchmarked average for this year level.
- In the lower range, the School's level of achievement was well above the norming sample.



# RESULTS

## Overview

In 2020, 62 Year 12 students completed the final year of the Victorian Certificate of Education (VCE) at Hume Anglican Grammar, representing the ninth year that the School has delivered the VCE program.

Students enrolled in 26 different Unit 3 and 4 studies, including 3 students who studied Punjabi via the Victorian School of Languages and 1 who studied VET Info, Digital Media and Tech via AIE.

7 students in total undertook a non-scored VCE program; however, 2 chose to attain study scores in 2 subjects and 1 did not satisfactorily complete their VCE.

## VCE Enrolment Overview:

VCE Enrolment	
Number of students in a Unit 3&4 sequence	85
Number of students applying for the VCE	63
Number of students applying for an ATAR	56
Number of students enrolled in a VCE subject across all units (1-4)	127
Percentage of students satisfactorily completing the VCE	98%
Number of students completing VCE over 3 years	0

34% of students in Year 11 undertook a Unit 3 and 4 sequence compared with 32% of students in 2019 and 22% in 2018.

Of the 64 Year 11 students enrolled, 22 studied a Unit 3 and 4 sequence in one or more of the following subjects: Biology, Psychology, Health and Human Development, Physical Education, Media, Italian, Dance and History. One student studied Chinese as a Second Language Advanced via the Victorian School of Languages.

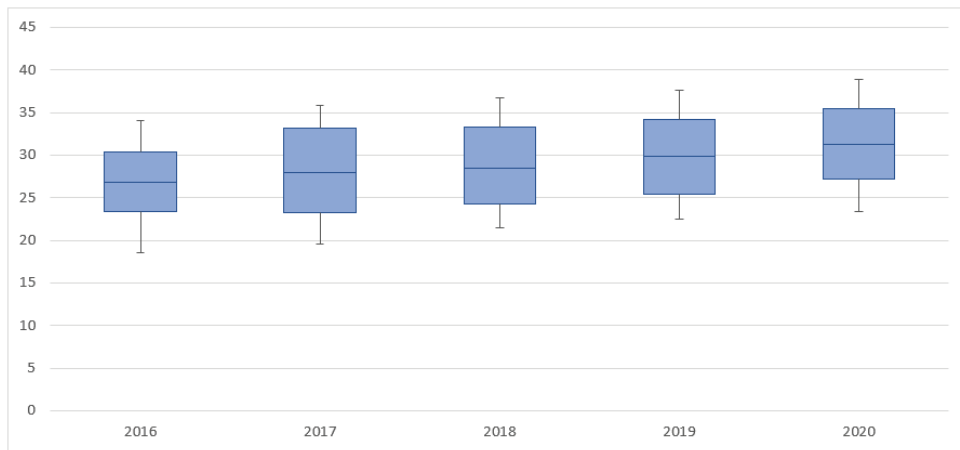


## Study Score Distribution

A Study Score reflects a candidate's achievement compared to all students undertaking the subject across Victoria. The maximum Study Score in any subject is 50, and the average (mean) Study Score for the State is set at 30 each year by the VCAA.

The graphs below show the Study Score achievement for the previous 5 years. Figure 1 presents the Study Score distribution whereas Figure 2 depicts the % of Study Scores over 40+.

# RESULTS



Year	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
2016	148	17	9.00	18.50	23.40	26.80	30.30	34.10	44.00
2017	220	20	5.00	19.50	23.20	27.90	33.20	35.80	46.00
2018	295	22	16.00	21.50	24.20	28.40	33.30	36.70	47.00
2019	255	23	15.00	22.50	25.40	29.90	34.20	37.60	46.00
2020	309	26	11.00	23.40	27.20	31.30	35.40	38.90	49.00

Figure 1: VCE Study Score Distribution 2016-2020

The distribution of Study Scores from 2016-2020 reflect a positive trend, as all percentile values steadily increase from year to year. This demonstrates that the collective cohort performance is improving over time.

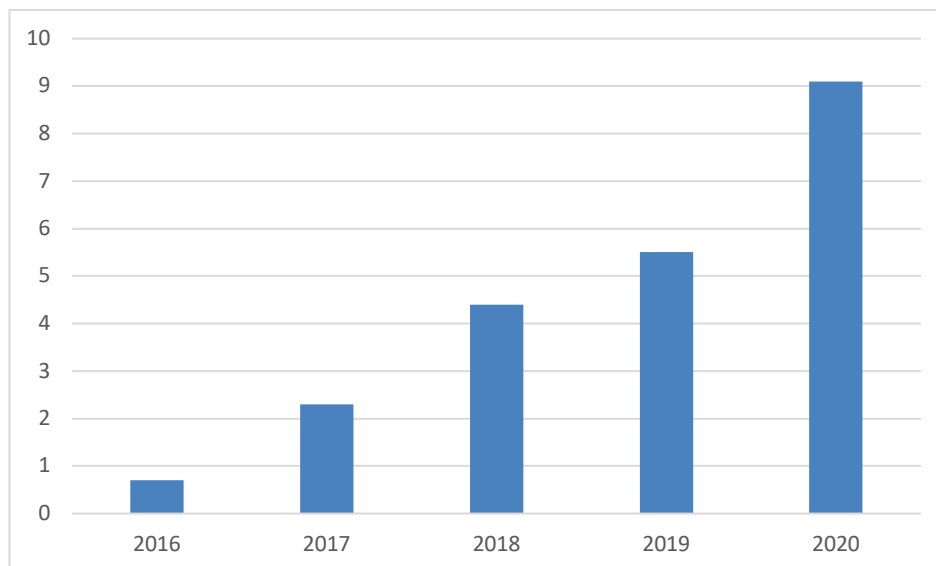


Figure 2: % of VCE Study Score 40+ 2016-2020

The distribution of Study Scores of 40+ reflects the positive trend reported in Figure 1. As evident in Figure 2, the Study Scores of 40+ has increased to 9.1% in 2020, compared with 5.5% in 2019. The attainment of 9.1% in 2020 has seen Hume Anglican Grammar exceed the State average of 8.8% for the first time in the School's history.

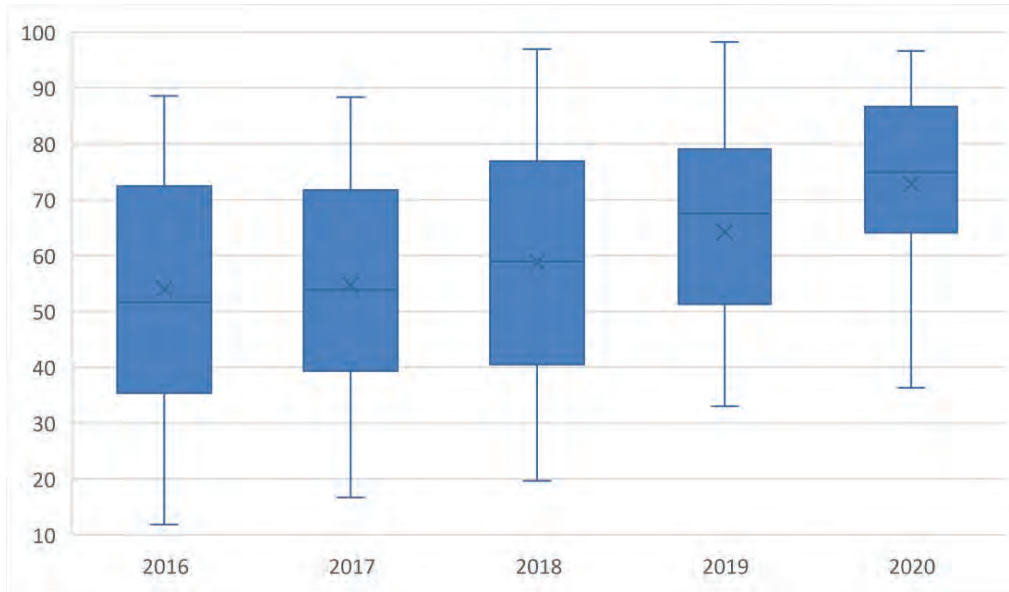
In 2020, 34% of Year 11 students studied a Unit 3/4 sequence as part of an accelerated VCE program. The School will continue to provide students with the opportunity to accelerate components of their VCE program to best support their future pathways and goals.

# RESULTS

## ATAR Results

An ATAR rank compares all students completing the Victoria Certificate of Education for a particular year. The maximum ATAR achievable is set at 99.95.

The distribution of the results over the last five years (2016-2020) are represented below.



Year	No of Students	Min	25th Percentile	Median	75th Percentile	Max
2016	27	11.85	35.40	51.65	72.40	88.55
2017	40	16.70	39.36	54.95	71.85	88.35
2018	59	19.65	40.50	59.00	76.90	96.95
2019	48	33.00	51.33	67.85	79.05	98.20
2020	56	36.30	64.08	75.40	86.66	96.65

Figure 3: VCE ATAR Distribution 2016-2020

The distribution of student ATAR scores reflect the positive trend in Study Score achievement as shown in Figure 1. It is pleasing to note that the School's median ATAR score increased to 75.40 in 2020. This result included 25 students (45%) attaining an ATAR score above 80.00 and 9 students (16%) achieving an ATAR score above 90.00. It was gratifying to have the Dux achieve 96.65.





# RESULTS

## Pathways

### Overview

Of 63 graduates, 60 (95%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 59 students were domestic students and one was international. Of the 60 students, 59(98%) received an offer in the first rounds and 57 (97%) received an offer within their top 3 preferences. The student who did not receive an offer did not qualify for his first preference.

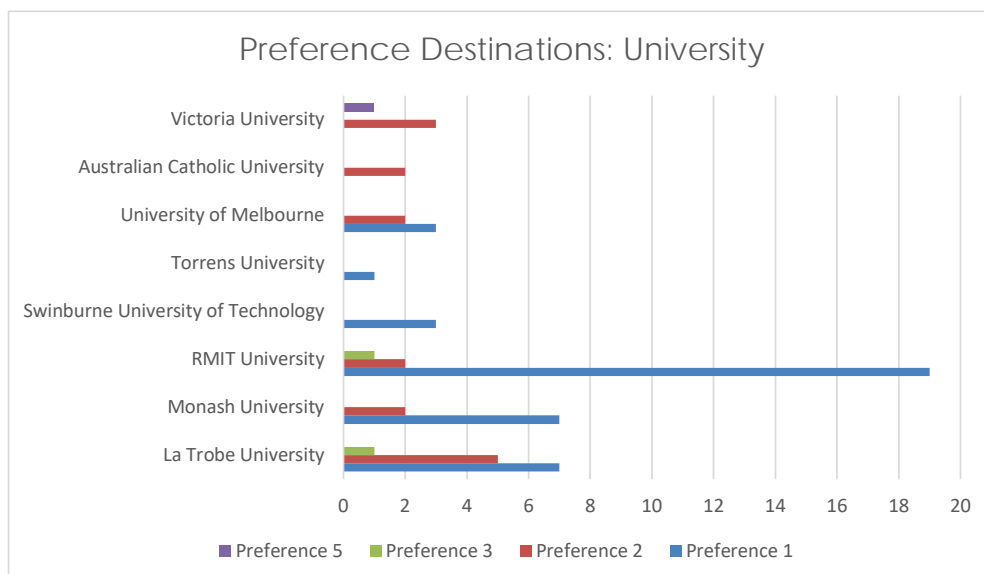
All students who received a February offer had also received a January offer and 11 Students received more than one offer.

Student preferences and offers were as follows:

Preference	Number	Percentage	Cumulative
1st	40	67	67
2nd	16	27	93
3rd	2	3	97
4th	0	0	97
5th	1	2	98
6th	0	0	98
7th	0	0	98
8th	0	0	98

Figure 4: Distribution of Received Preferences

- 69% of students received a first preference offer in the first round but some students changed their preferences after this so that they could receive another offer. This brought the final number of students who received their first preference down to 66%.
- The percentage of 66% who received their first preference is a very solid result that augurs well for future years.
- The high percentage of students who received an offer within their top three preferences indicates the cohort made realistic and sensible choices based on the guidance they received in subject selection and Careers Counselling at the School.



# RESULTS

## Destination Data

### Overview

Of 63 graduates, 60 (95%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 59 students were domestic students and one was international. Of the 60 students, 59(98%) received an offer in the first rounds and 57 (97%) received an offer within their top 3 preferences. The student who did not receive an offer, did not qualify for his first preference.

Institution	Area of Study	Number of Students	Total Number of Students
Australian Catholic University	Exercise and Sports Science	1	2
	Exercise Science/Business Administration	1	
La Trobe University	Accounting	1	13
	Arts (Diploma) and Arts (Bachelor) (Course Package)	1	
	Biomedicine	1	
	Business	1	
	Commerce	2	
	Commerce/International Relations	1	
	Education (Primary)	1	
	Health Sciences	1	
	Law/International Relations	1	
	Podiatry (Honours)	1	
	Psychological Science	1	
	Science (Diploma)	1	
Monash University	Sport and Exercise Science	1	9
	Architectural Design	1	
	Arts	1	
	Business	1	
	Chemical Engineering (Honours)/Pharmaceutical Science	1	
	Pharmaceutical Science	2	
	Pharmacy (Honours)/Master of Pharmacy	1	
Science	2		

# RESULTS

Institution	Area of Study	Number of Students	Total Number of Students
RMIT University	Economics and Finance (Applied)	1	22
	Engineering (Honours)	2	
	Engineering Technology (Associate Degree)	1	
	Engineering-Aerospace (Honours)	1	
	Engineering-Chemical (Honours)/Pharmaceutical Sciences	1	
	Engineering-Civil and Infrastructure (Honours)	1	
	Engineering-Civil and Infrastructure (Honours)/Business Management	2	
	Engineering Technology (Civil Major) (Associate Degree)/Engineering (Civil and Infrastructure)	3	
	Engineering-Electrical and Electronic (Honours)	1	
	Engineering-Mechanical (Advanced Diploma)	1	
	Engineering (Mechanical) (Advanced Diploma)/Engineering (Mechanical Engineering) (Honours)	1	
	Financial Planning and Accountancy	1	
	Food Technology/Business Management	1	
	International Business (Applied)	1	
	Live Production and Technical Services	1	
	Marketing and Communication (Certificate IV) (Diploma) (Advanced Diploma)	1	
	Osteopathy/Health Science	1	
	Space Science	1	
Sport Science	1		

# RESULTS

Institution	Area of Study	Number of Students	Total Number of Students
University of Melbourne (The)	Agriculture	1	5
	Arts	1	
	Science	3	
Victoria University	Nursing	1	4
	Psychological Studies	2	
	Sport Science	1	
Swinburne University of Technology	Health Science/Arts - Early Entry	1	3
	Media and Communication (Professional)	1	
	Psychological Sciences/Criminal Justice and Criminology	1	
Torrens University	Health Science (Naturopathy) (Bachelor)	1	1

## Summary

- 60 out of 63 students applied for courses through VTAC.
- 59 of the 60 that applied through VTAC received an offer.
- 67% of students received an offer for their first preference.
- 97% of students received an offer for one of their top three preferences.

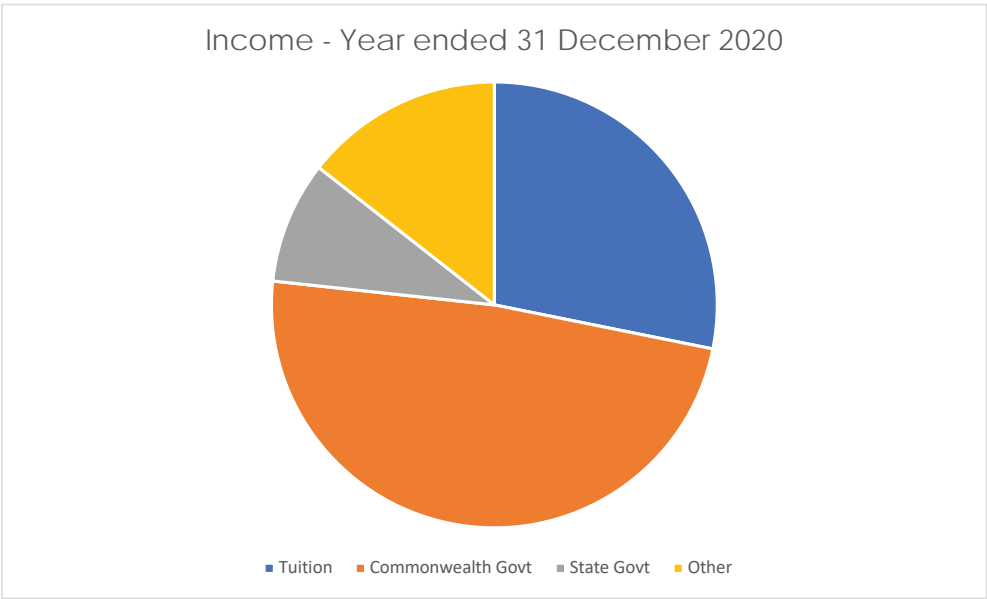


# FINANCE

## Financial Reporting

The School has achieved a comprehensive income (net operating surplus) result of \$7,205,802 for the financial year ended 31 December 2020.

Income Category	\$'000	%
Tuition related income	8,301	28
Commonwealth general recurrent grants	14,307	49
State general recurrent grants	2,611	9
Other income	4,253	14
<b>Total Income</b>	<b>29,472</b>	<b>100</b>

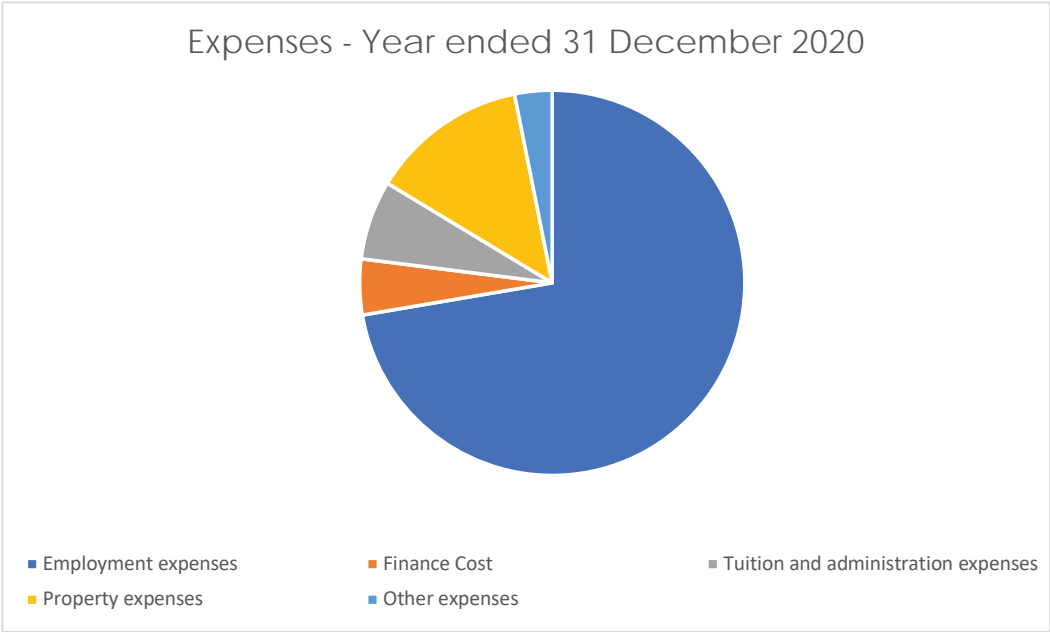




# FINANCE

## Expenses

Expense Category	\$'000	%
Employment expenses	16,103	72
Finance Cost	1,041	5
Tuition and administration expenses	1,482	7
Property expenses	2,940	13
Other expenses	700	3
<b>Total Expenses</b>	<b>22,266</b>	<b>100</b>



# CAPITAL WORKS AND DEVELOPMENT

The School received \$26,620 in building fund donations in 2020, which are gratefully acknowledged, and which has been allocated to the upcoming development of the outdoor art space extension to Building 1. Work on Building C, the third building of the Donnybrook campus, was completed in December 2020. This allowed the Year 1 and 2 students to move into this facility in the new school year. Building C comprises of six classrooms, a kitchen area, a staffroom with two additional staff offices and a storeroom. The building also has a large communal central space and agora seating to facilitate collaborative learning and gatherings. All classrooms have been fitted with writeable walls and interactive display panels.

A visitors and staff car park were a welcome addition to the Donnybrook campus. New outdoor play areas were also completed, including a nature play space and sandpit.

Significant building works commenced at the Mt Ridley campus. The new STEM Centre and Sports Centre buildings were underway in 2020 and will be welcome additions when completed scheduled in 2021. In addition, the Upper Primary Playground was upgraded with the installation of synthetic grass on the amphitheatre steps. Further upgrades included additional pathways, bus bay works, including new fencing and refreshed painting across many buildings on the campus. Investment in IT infrastructure saw implementation of a backup internet link to service both campuses and a new visitor sign-in system.

Appreciation is expressed to the Maintenance and ICT Services teams for their support in the provision of exemplary learning and working environments for staff, students and visitors.



# FEEDBACK

"I have 4 children at Hume Anglican Grammar - 3 in the Primary school and 1 in Secondary school and I cannot fault it. The teachers and the community feel are great." - **Parent**

"We moved from a different school in the area when our children were in Year 2 and Year 5 and it was the best thing we did." - **Parent**

"Such a good school, really impressed with online remote schooling in Term 3, very organised and our kids remained eager to learn throughout." – **Parent**

"This has been a very challenging time for us all in the various industries we're working in. Please know we appreciate the communication between the School and the parents." – **Parent**

"We cannot speak more highly of our daughter's (and our) experience at Hume Anglican Grammar. Every year we have been so incredibly blessed with fantastic teachers who not only take time to get to know our child, but us as parents as well." – **Parent**

"We are feeling very blessed with this school. Teachers in both the Primary and Secondary year have been supportive to our children. Highly recommended" – **Parent**

"Thank you so much for your recent Year 7 Information Evening. It was wonderfully presented, informative & made me all the more pleased our daughter will be commencing her Secondary schooling with your impressive school!" - **Future Parent**

"We would like to take this opportunity to thank the School for their well-coordinated online enrolment interviews and keeping the flow of communication during these unprecedented times." - **Future Parent**

"Dear Bill, the manner in which our School supported Staff during a difficult 2020 is nothing short of inspiring. The resilience of our School Community is a true testament to our core values and I am extremely grateful for the opportunity to have been part of the team this year." - **Staff**

## 5.9%

Increase in Enrolment Applications  
Across the Past 12 Months

## 69%

Increase in Enrolment Enquiries  
Across the Past 12 Months

## 18.5%

Increase in Social Media  
Followers

