

Anglican Grammar
Hume



Annual Report
2022

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THE CHAIR

FROM THE BOARD



Whenever I have the opportunity to walk around the grounds of one of our two campuses, I see energy and enjoyment. When I am invited into classrooms, I see the enthusiasm of our students and their focused engagement in learning activities. Learning is the core business of our School, but equally important is the happiness of students and their sense of positive wellbeing.

The year 2022 was anticipated to be a 'return to normal' following the two pandemic-disrupted years of 2020 and 2021. This was not to be, as almost immediately school operations were affected by significant student and staff absences due to the ongoing influences of Covid-19. Despite this, face-to-face teaching has endured, and students have enjoyed the reintroduction of normal classes and age-appropriate camps, as well as a variety of co-curricular activities and sporting carnivals.

Students of Hume Anglican Grammar are at present on two campuses: one at Mt Ridley and one at Donnybrook. A third campus at Kalkallo will commence in 2023. At present enrolments total 2005. Enrolment projections for next year are expected to exceed 2,300. The demand for places in our School continues to be significant, and this is underpinned by a strong financial base.

During the year, Hume was pleased to be able to accommodate more than thirty students from Colmont School in Kilmore. We were delighted to be able to provide seamless ongoing schooling for these students, and this enabled an additional Year 6 class to be formed at Donnybrook, whilst Colmont students at other levels entered Years 8 - 11 at Mt Ridley.

As Hume continues to grow, exciting new infrastructure developments have taken place. At Mt Ridley, the recently completed Sports Centre has provided a wonderful facility for physical education and a variety of sports. The new STEM Centre is being used with great creativity and energy. At Donnybrook, the Visual Arts Centre has been completed. Within the Kalkallo campus, the construction of Stage 1 is well underway. All these additions and improvements are shaping campuses which are colourful, exciting and energising, creating safe environments where effective teaching and learning is able to thrive.

Sound governance is a key feature of any smoothly operating organisation. I acknowledge the selfless contributions of members of our Board who work hard in discharging the duties of the various committees and the Board itself.

I make mention of two members of our Board who are retired at the conclusion of 2022. Klav Ruse has worked tirelessly for both the Parents and Friends Association (where he served as treasurer for a number of years), as a Board member since 2014 and as Chair of the Property and Projects Committee since 2017. His experience in the area of risk mitigation, and in matters of building and development have been greatly appreciated.



THE CHAIR

Michael Urwin has served on the Board for nine years, and has brought his considerable experience in school leadership to the governance of both the Commission and School. Taking on the Chairmanship of the Anglican Diocesan Schools Commission in 2016, he was integral to the process of bringing the Boards of the Commission and School together under the one governing body now known as the Melbourne Anglican Diocesan Schools Commission. Recently Michael has served on two committees of the Board, and his wisdom and informed perspectives shared during Board meetings have been much valued.

On behalf of the Board I congratulate everyone who has contributed to the School and its success during its fifteenth year. Families have shown commitment and involvement. Members of staff, ably led by Principal Mr Sweeney, have worked hard and shown perseverance in difficult circumstances. Students have demonstrated ever improving results, and I have no doubt will further consolidate the traditions of this very fine School.

Edward Tudor OAM
Chair of the Board



THE PRINCIPAL

I am pleased to present to you this report of the activities of Hume Anglican Grammar, and please find within a summary of a variety of facets of school operations. Publications such as these allow the School to acknowledge some of the events and major achievements of the year. We can reflect on what 2022 has brought, give thanks for our school and rejoice in the blessings we have enjoyed. There are many things that have happened that are worth celebrating and I trust that as you read through these pages, we recognise the many opportunities available to Hume students.



Hume Anglican Grammar achieved a great deal over the year, and it is worth noting the major capital developments. At Mt Ridley, the Sports Centre was opened mid-year to great excitement, and will bring much to the physical education and sporting programs at the School. The opening of Building D, the Year 5/6 Centre at the Donnybrook campus continued to serve the needs of our ever-growing campus. Under construction in 2022 was the Visual Arts Centre at Donnybrook and the first stage of the new Kalkallo campus comprising the Prep/1/2 Centre. We look forward to these new facilities in 2023. Of course, ongoing general improvements in the presentation of the buildings and grounds, with their mixture of old and new, reflect our pride in the school.

'Let your colours shine'. This is a phrase all in the Hume Anglican Grammar community are most familiar. You will see emblazoned in numerous places. It is on school documents, found on displays, in promotional material and presented throughout media. Other places you will find this term is out of plain sight, but ever so more important. You will find it in the practises of staff and students, it is and entrenched in their thoughts, and you will find it embedded within the School's culture. Four words with significant meaning and impact.

We are a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in our approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with our students. It is not by chance that we have young people who readily display warmth, humour and respect for one another and their teachers.

It is our fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that we do, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has a fundamental belief that young people who are genuinely well will engage, aspire and thrive within our learning community and beyond. To that end, the School expects all community members to hold the wellbeing of students at the heart of all decisions and activities. Similarly, all members of the School community, including students, parents, teachers and non-teaching staff, have the right to benefit from the opportunities that exist from being members of our community.

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:

Christianity - 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.



Back - Left to Right: The Reverend Professor Mark Lindsay, Carolyn Clark OAM, Matthew Flowers, Michael Urwin, Leanne Connor.

Front - Left to Right: The Reverend Kirsty Ross, Klæe Ruse, Edward Tudor OAM.

ABOUT HUME ANGLICAN GRAMMAR

INFORMATION ON DIRECTORS

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; Previous Director, Melbourne Anglican Foundation; Previous Director, Trinity College (University of Melbourne).
Special Responsibilities	Chair of the Board and Governance and Development Committee

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.
Special Responsibilities	Chair of Finance Committee; Deputy Chair

Carolyn Clark OAM (Appointed 24 February 2022)

Qualifications	BA, LLB (Hons), LLM, MAICD
Experience	Company Secretary, Sacred Heart Mission Inc; Deputy Chair, Melbourne Girls Grammar Ltd; Deputy Chair, Melbourne Anglican Foundation; Chair, Mind Heart Connect Foundation; Director, Prison Network Ltd and J2SI ELC Ltd.

Sandra Costanzo (Appointed 21 July 2022)

Qualifications	MconstrLaw, LLB
Experience	Construction Lawyer, General Counsel, Symal Group of Companies.

Matthew Flowers

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

The Rev Prof Mark Lindsay

Qualifications	BA (1st Hons), PhD (Distinction) UWA, GradDipTheol MCD
Experience	Associate Chaplain at Trinity College; Associate Priest at St Paul's Cathedral and at St Mary's North Melbourne; Joan F.W. Munro Professor of Historical Theology and Deputy Dean at Trinity College Theological School; Director of Research at University of Divinity; Lecturer at Centre for the Study of Jewish-Christian Relations; Director of Academic Studies and Deputy Dean at Trinity College; Sub-Dean of Faculty of Arts at University of Western Australia; President of World Council of Associations of Theological Institutions; President of Australian and New Zealand Association of Theological Schools; Australian Research Council Expert Assessor.

ABOUT HUME ANGLICAN GRAMMAR

INFORMATION ON DIRECTORS

The Rev Kirsty Leanne Ross

Qualifications	BTheol (MCD), PGCE Religious Education (Oxon)
Experience	Chaplain and teacher at Melbourne Girls Grammar; Executive of the Chaplains in Anglican Schools network; Previous Chaplain at Trinity College (UK); Foundation and School Governor at a number of educational institutions in the UK; Vocations Advisor at Diocese of Ely; Governor of The Cambridge University 'Deans and Chaplains' Group (UK); Assistant Curate at St John the Evangelist Toorak with All Saints Kooyong.

Klae Ruse

Qualifications	BCom(Monash), AMIIA
Experience	National Internal Audit Manager - Stores 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. Retired 31 December 2022.

Michael Urwin

Qualifications	BA (Hons), DipEd, FACE
Experience	Director and Chairman, Benetas (Anglican Aged Care Services Group); Member of the Board of Christ Church Grammar School; Retired Headmaster, Brighton Grammar School. Retired 31 December 2022.

MANAGEMENT

Bill Sweeney

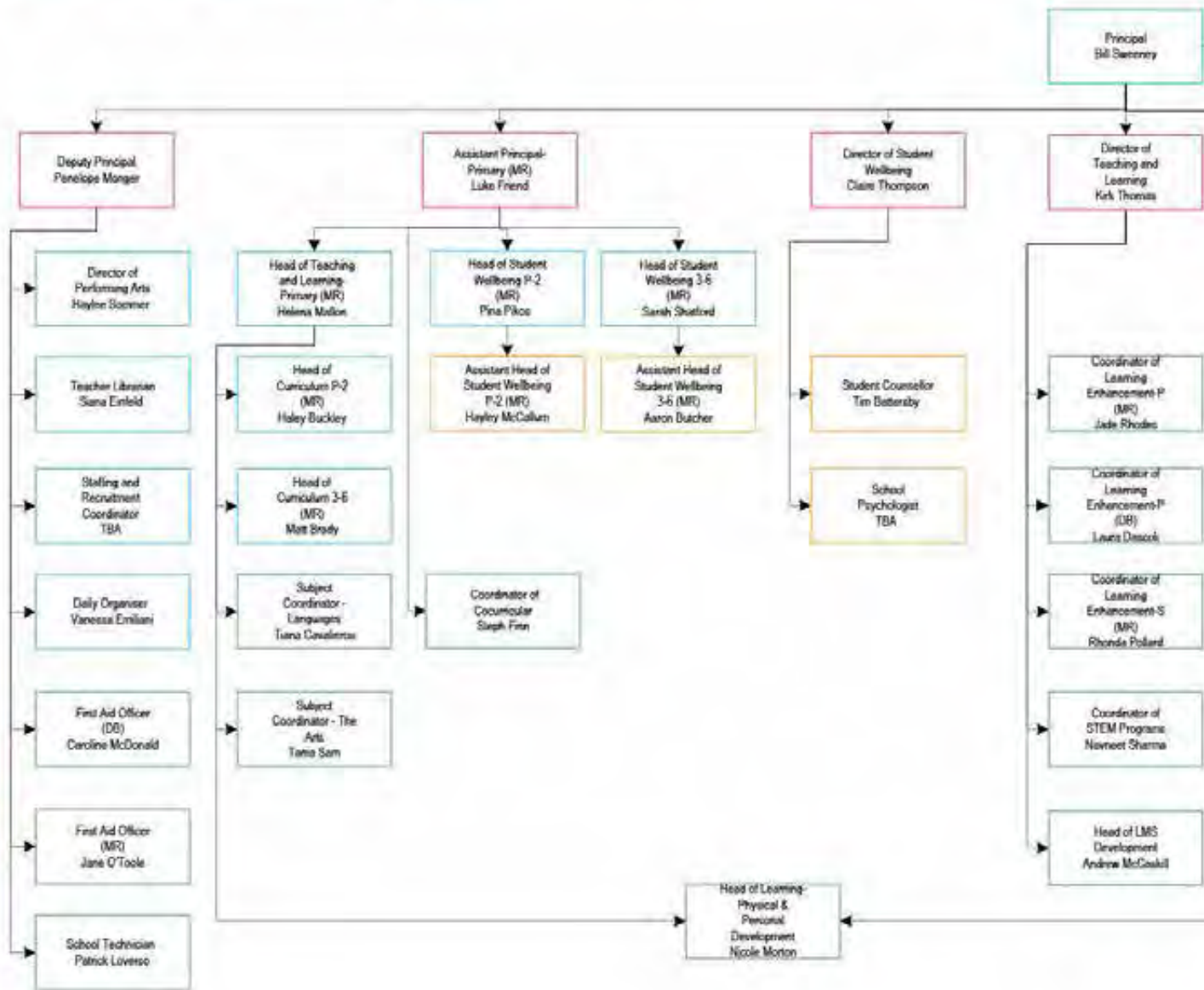
Qualifications	DipT, BEd, MEd, MBA
Special Responsibilities	Principal, Chief Executive Officer.

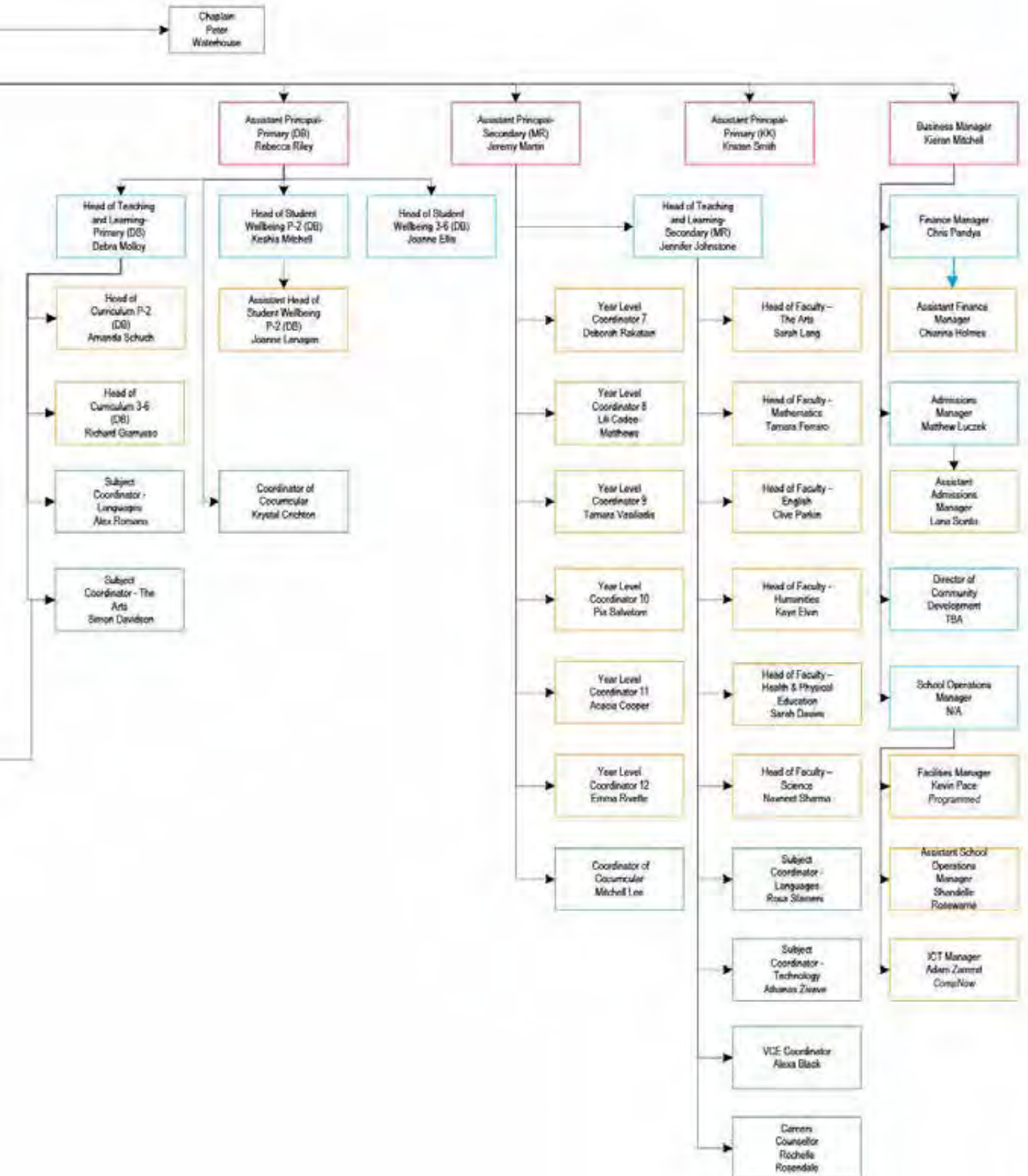
Kieran Mitchell

Qualifications	BBus (Accountancy), CA
Special Responsibilities	Business Manager, Company Secretary, Chief Financial Officer.

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 2021 to 2022 of 83.00%.

TEACHING STAFF

ABDO, Alanna	BAppSc
ALMAN, Lobna	BA, DipEd, DipTESOL
BATTH, Navpreet	BA, GradDipEd(Sec)
BESIC, Amy	BDance, GradDipEd
BLACK, Alexa	BA, GradDipEd, GradCert, MEd
BRADY, Matthew	BEEd
BRIGGS, Katherine	BAppSci (PE)
BRINCAT, Selina	BA, DipEd
BROOKS, Melanie	BASci, GradDipEd, CertEd
BRYANT, Lysiane	BEEd
BUCKLEY, Haley	BEEd, DipGraphDes
BUTCHER, Aaron	BBus, BTeach(Prim), DipBus
CAMUA-UYEHARA, Airom	BMusEd, MTeach(Prim)
CAVALIEROS, Tiana	BA, GradDipTeach(Sec)
CADEE-MATTHEWS, Lili	BA, BTeach
CHAPMAN, Leyla	BEEd
COAKLEY, Steph	BEEd
CONDO, Justin	BTeach/ExSc
CONNELLY, Nicola	BBus, GradDipEd
COOPER, Acacia	BEEd, CertIII HospOp
CREA, Stephanie	BMus, GradDipEd
CRICHTON, Krystal	BEEd
CZARNECKI, Katherine	GradDipED(Sec), BA(Bus)
DAKAK, Danny	BA, GradDipEd
DANIEL, Rosemary	DipEd
DASCOLI, Laura	GradCertEdRes, MEd, GradDipEd(Sec), BMus
DASS, Ashvin	BA, GradCertEd, GradCertMan, DipTr&Assess, Cert IV Acc: Bookkeeping, Sec Teacher Training
DAVIDSON, Simon	BA, BTeach
DAVIES, Sarah	BEEd
DICECCO, Lara	BEEd, GradCertEd
DOAN, Peter	BSc, DipEd
ELLIS, Joanne	BA, MSocWk, GradDipTeach
ELVIN, Kaye	BSci, GradCertEd
FARRUGIA, Ellen	BComm, GradDipEd, GradCertRE

STAFF

FINN, Stephanie	BEd, DipTeach
FRIEND, Luke	BEd, DipEd
GALEA, Hannah	BEd (P - 12)
GHATTAS, Karim	BAppSc (PE)
GIARUSSO, Richard	MEd, BComm, GradDipEd
GOMES, Pamela	BEd, BAEng(Hons)
HABER, Lisa	DipPsych, BEd(Early)
HARTIN, Nigel	BA, GradDipPsych, GradDipEd
HATZIKALIS, Helen	MA School Leadership
HAYEK, Melanie	BA, DipEd
HEARN, Christopher	MTeach
HINSELWOOD, Ky	MEd(DigInn), BEd(Sec), BA
HO, Johny	MTeach(Sec), BEx
HOFFMAN, Janine	MAEd, BTeach (PrimEd)
HOUSTON, Chanelle	MTeach, B Esc (HM)
HUSSEIN, Hajar	BEng (Chem), MTeachPrac (SecEd)
JARVIS, Marisa	BEng, GradDipEd
JOHNSTONE, Jennifer	MEd, BA, CertCouns
JORDAN, Larissa	CertIV(Train/Assess), BEd(Prim/Adult)
KENDALL, Courtney	BEd
KENDALL, Kate	BA, BTeach, BEd (Sec)
KHATRI, Komal	BSci, GradCertEd
KURUVILLA, Anju	MEd, BTeach, BEd
KUTIN, Shirley	BA, BTeach
LALEAS, Koula	GradDipEd, DipDesign
LANAGAN, Joanne	MTeach, BEd
LANG, Sarah	BA, GradDipEd
LARKINS, Penny	GradDipEd(Sec)
LAZARUS, Eugene	BA, CertTeach
LAZARUS, Jennifer	BEd, BA, GradCertRE
LAZZARO, Amanda	MTeach, BA
LEE, Mitchell	BAppSci
LEE-JOHNSTON, Sarah	BSci, BEd
LIONTI, Francesca	BEd(early/Prim), DipEarlyChEd, CertIVRetailMon
LORD, Jack	BEd(Prim)
MACKIE, Suzanna	BAppSc, MTeach (Sec)
MALLON, Helena	MEd, BEd, BTeach
MARTIN, Jeremy	MMus, BMus, DipEd, NPQSL
MATHEW, Jisha	MEd, BEd, MSci, BSci
McCALLUM, Hayley	BEd
McCASKILL, Andrew	DipTeach, Cert IV
McINNES, Stephanie	BEd(Early/Prim)
McKENZIE, Emma	BEd, Cert IV in Lib Arts
McKENZIE, Jayden	BEd(Prim)
METAGESHA, Brianna	Mint&CommDev, BA, BEd
MILLER, Jordan	BTeach(Sec)

STAFF

MITCHELL, Keshia	MLit, BEd
MOLLOY, Debra	BEd (EC/Prim)
MONGER, Penelope	MLeadership&MgtEd, Broadcast, BA, GradDipEd
MOORE, Natálie	MTeach(LOTE/TESOL), BTeach(Prim), BA
MORTON, Nicole	BAppSci (PE)
NEWTON, Jane	BEd, DipTeach
PALAMO, Brooke	BEd
PANOZZO (STELLA), Vanessa	BEd (Prim)
PARKIN, Clive	MEd, BA
PARNIS, Tayla	BEd (Early Years)
PAULL, Emma	BEd(Early/Prim), DipEd
PAYNE, Natasha	BEd (Prim)
PIKOS, Pina	BEd, BTeach
PRIOR, Theresa	BEd
PUCAR, Michelle	BEd(Prim)
RAKATAIRI, Deborah	BAppSc, CertAppSc, GradDipEd
RAWASIA, Musaab	BSc, GradDipEd(Sec)
RHODES, Jade	BEd, CertCS
RILEY, Rebecca	BEd, MEd, MEd, DipLeadership&Mgt
RIVETTE, Emma	BAppSc, GradDipEd
ROMANO, Alexander	BEd (Sec)
ROSENDALE, Rochelle	MBA, BA, BTeach
SALVATORE, Pia	BJournalism, Med
SAM, Tania	BEd, MEd, GradDipEd (Leadership Management)
SARRAF, Laila	MEd, BSc, BSciEd
SARRAF, Michael	BEd
SCHUCH, Amanda	BEd
SCOTT, Nick	BEd
SFAMENI, Rosa	BA, BEd, DipMus
SHARMA, Navneet	BSci, MEd, GradDipEd, GradCertEd
SHARMA, Parkashri	PGradDipEd, BEd
SHATFORD, Sarah	BEd
SHEPHARD, Natalie	PGradEd, BA
SMITH, Daniel	BEd
SMITH, Kristen	MEd (Gifted Education), PGrad Ed (Gifted Education), BEd, Dip T. MACEL
SMITH, Michael	BMus, GradDipEd, AdvDipMus
SMITH, Rachel	GDipTeac(Prim), BA(AusPopMus)
SOMMER, Hayley	BMusEd (Sec)
STIRRUP, Emma	BA (Hons), CertEd
SUNILKUMAR, Seejal	MTeach, BSc
SWEENEY, William	MBA, MEd, BEd,DipT
THOMPSON, Claire	BA, Dip Ed (Sec), MEd (Student Wellbeing), MEd (Special Ed), Prof Cert Ed Neuroscience
TODD, Jane	BSci, GradDipEd
UPHAM, Christina	GDipEd(Prim), BEd(Early)
VARKEY, Jyothi Maria	BSc, MTeach (Sec)
VASILADIS, Tamara	BAPsychSc, PostGradDipTeach (Sec)

STAFF

VENDITTI, Laura	BTeach
WARING, Chanelle	BEd, BA, CertTeach
WATERHOUSE, Peter	MDiv, GradDipDiv, BEd, Cert Anglican Studies, JP
WHITE, Robyn	BEd(Prim), DipTeach(Early)
WHYTE, Mathew	BEd
WILLIAMS, Shae	BEd
WILSON, Holly	Dip Children's Services, B(EC&Prim)
YAP, Catherine	MBioSci, BSc, PGradBioSc, GradDipEd (Sec), Cert IV Community Languages
YUSUF, Berna	Med, GDipEd, BA
ZAFIR, Aquila	MEd, BEd
ZIVAVE, Athanas	MA (Student Welfare and Guidance), GradDipEd, CertEd, Cert Child Counselling, Safe use of Machinery for Technology Teachers

GENERAL STAFF

ALEXANDER, Jane	CertIIIEdSupp, CertIVWorkTrain, BAppSc
ALIAS, Ferni	DipComp, BEd, BSc
BATTERSBY, Timothy	MCouns, BEd
COLEMAN, Renee	Cert III Education Support
CRAIG, Chloe	CertIII(Tour)
DAKOS, Sarah	Cert III Education Support
DAVIES, Joel	
DAVIS, Jason	DipEngWeld, CertLandscape Design/Construction, DipParamedical Science
DAWSON, Jodie	AssocDipAppSc
DE VITO, Georgia	CertIV(Accounting/Bkeeping)
DOWNER, Shari	DipBA, Cert IV Education Support, Cert IV Human Resources
EMILIANI, Vanessa	
ELLIS, Rosie	Dip Early Childhood Education
FABIAN, Eugenie	MSc, BSc
FOENANDER, Nicole	Dip(Library/Info)
GANDHI, Reema	BA (India), LLB (India)CertAssessTrain, DipEd(Support), GradDipIntSysMgt
GIBSON, Elizabeth	Cert III Education Support, BMedia&Comm
GRALINSKI, Deanna	BAppSc (PE)
GREGG, Rachel	CertIII Ed, DipEd(Support)
HALE, Elizabeth	BA(Fashion), Dip(VisualMerch)
HARRIS, Renee	CertIV(Acc/BKeeping)
HARROP, Leanne	Level III Teachers Assistant
HENRY, Sarah	CERTIII(Hospitality/Tour), TACert, CertIVEdSupp
HERRMANN, Carolyn	Cert IV Library/Information Services
HODGSON, Nicole	BECS, GradCertECHS
HOLMES, Clarina	BBusAcc, CPA
HUDSON, Elyse	CertIVFrontlineMan, CertIVBusAdmin, CertIVCelebrancy
ISMAILOSKA, Selima	Cert II ChildServ
LAMBERT, Jemmah	MOccTherapy, CertIVBus, Cert III Ed Support
LITTLE, Kersty	
LOVERSO, Patrick	BFineArt, MArt in Public Places

STAFF

LUCZEK, Matthew	DipMarketing and Communication
MACLEAN, Charlotte	
MAHONEY, Kristy	AdvDip Myotherapy
MACDONALD, Caroline	HaspBusMan
MCKAY, Lisa	Cert III Business Administration, Cert III Public Administration
McKENNA, Heather	Cert III Education Support
MITCHELL, Kieran	BBus, CPA
NARDELLA, Robert	
NATARELLI, Gianna	Dip Events Management, Cert IV Training and Assessment
NICHOLS, Beverley	Cert Business & Finance, Cert of Education
NICHOLSON, Michelle	PGradDipEd(Special), DipEd
NICKSON, Michelle	
ONCIARICH, Georgia	CertIIIEdSupp
OVER, Jessica	BA Music Ind
PACE, Kevin	
PANDYA, Chris	CPA, MComm
PATEL, Nilay	MAccounting, MProfAccounting
PEARSE, Heather	DipTravel
POLLARD, Rhonda	Dip Education Support, Cert IV Disabilities
QUINE, Roslyn	
ROBINSON, Brian	Cert IV Warehouse Operations, Cert IV Correctional Practice
ROSEWARNE, Shandelle	Cert IV Community Development, Cert III Sport Administration
SALI, Lana	DipEd(Early)
SAMARAWICKREMA, Thanuja	CertBusMgt, DipBusMgt, DipMgt
SCARPINI, Catherine	Cert IV Training and Assessment, AdvDip Legal Practice
SCHULZ, Casey	
SCINTO, Lana	Cert III Office Administration, Cert II in IT
SEVELS, Michael	CertIVNursing, DipInfoTech
SILVA, Frances	BNursing
STUART-SMITH, Hayley	
STUART-SMITH, Karen	
VALENTINE, Cara	Cert IV in Business Admin
WALKER, Angela	AssDipVisArts, DipGraphDes
WEAVER, Pauline	
WOOLMER, Caroline	AdDipAppSc, BNursing
WRIGHT, Lina	



STAFF PROFESSIONAL LEARNING

At Hume, the professional learning of all staff is considered vital to promote their professional practice. In 2022, the robust professional learning culture of the School was further enhanced, as all staff were provided with opportunities for learning across a wide range of areas.

Whole-school staff professional development programs were delivered according to the School's regulatory requirements, ensuring that staff were both confident in and capable of responding to school-based issues. Whole-school professional learning included first aid training, CPR and anaphylaxis training, Child Safety Standards, and mandatory reporting processes. The School is proud to maintain its outstanding record in providing a child safe culture, and every staff member is equipped to contribute to this culture as a result of the whole-school professional learning program.

Teaching staff continued to develop their own skills and knowledge in pedagogical practices, while at the same time enriching the collective efficacy of all. In their Professional Learning Teams, staff improved discrete elements of practice that led to improved learning experiences and outcomes for students. The collaborative approach to learning, facilitated through Inter-campus Teams, was of particular note.

Content-specific learning was undertaken by teachers, who had opportunities to explore areas of interest or need. Whereas the Professional Learning Teams concentrated on pedagogical practices, teachers also took the opportunity to ensure that they were adept in understanding and delivering curriculum content. Many such activities have the added benefit of providing collaboration and networking opportunities, connecting with teachers from other schools.

In 2022, there were a record number of provisionally registered (graduate) teachers at Hume. Some 17 graduates were each guided by a mentor, who provided support and counsel to new teachers. In particular, mentors were responsible for assisting graduate teachers to meet the requirements to achieve full registration within the profession. Mentoring activities included class observations, professional feedback and guidance about teaching practices.

The staff professional learning opportunities strengthened the capacity of the School to provide a challenging and rigorous teaching and learning environment.

Professional Development Sessions:

- Administration
- Child Safety Standards
- CPR
- Curriculum
- Data analysis
- eLearning
- Emergency management
- Finance
- Leadership
- Learning Management System
- Mandatory reporting
- Nationally Consistent Collection of Data (NCCD)
- New Staff Induction
- Occupational Health and Safety
- Professional Learning Teams
- School policies and procedures
- Student Management System
- Student voice and agency
- Student wellbeing
- Subject knowledge
- Technology in education



TEACHING AND LEARNING

Throughout 2022, Teaching and Learning was a central focus of the school as staff and students alike benefitted from a less disrupted year. Significant work took place in consultation with staff, students and parents around the development of a Vision for Teaching and Learning. All members of our community contributed in a rigorous process to establish the principles that are most dear to us and then to begin to codify exactly what they look like in each classroom. Through this collaboration, the five 'pillars' of teaching and learning emerged as:

1. Exceeding our potential
2. Being active agents
3. Reflecting on our practice
4. Loving lifelong learning
5. Living our values

These pillars will drive the strategic direction of teaching and learning in 2023 as the Vision for Teaching and Learning is launched and embedded across the school.

The leadership capacity of the school increased with the introduction of Heads of Teaching and Learning in Primary at the Mt Ridley and Donnybrook campuses. The Heads of Teaching and Learning lead Heads of Curriculum to support teachers and ensure high quality classroom practice across Primary. The school also employed a Teacher Librarian to lead our digital literacy program and manage our growing libraries on each campus.

In Primary, the structured approach to literacy through guided reading and readers workshops was developed and embedded as well as yearly scope and sequences of learning being introduced in line with the new version of ACARA. Primary students were proud to show their work at showcase events where parents visited their children's classrooms to view their projects and progress.

With the STEM centre having been completed in 2021, high quality future-focussed STEM education was a curriculum priority in 2022. Students in all year levels and from both campuses used the state-of-the-art STEM facilities with a growing focus on incorporating technology into the curriculum to enhance learning.

The agreed pillars of the Vision for Teaching and Learning are lived by staff at the school and teachers engaged with the opportunities to reflect on their practice and to love lifelong learning through their engagement in PLTs and Pivot. Pivot surveys gave insight and feedback into the teaching practice of staff. Professional Learning Teams allowed staff to conduct inquiries into an area of their professional practice and to evaluate its impact on student learning. Staff took advantage of the increased ability to collaborate face to face and across campus with many PLT groupings containing colleagues from different subjects, phases and campuses.

Our Learning Enhancement team continued to grow in 2022 with individual support for students with complex learning needs both through targeted intervention and in-class support. The Shine program continued to support the progress of highly able students through extension programs, competitions and a wide offering of academic clubs. The school also supported the learning of students whose academic progress had been significantly disrupted by Covid lockdowns in prior years, through a tailored tutor learning initiative.

The Teaching and Learning Leadership Team began an extensive review process to continue to refine how we communicate the progress of students with their families. This work began further development of reports, PTIs and parental access to Canvas, the school's learning management system.

Overall, Teaching and Learning at Hume Anglican Grammar continued to flourish in 2022. Teaching staff are committed to excellence, work collaboratively and live the values of the school.



STUDENT ATTENDANCE

MT RIDLEY CAMPUS

Year Level	Student Count	School Attendance Percentage
Prep	84	88.10%
Year 1	84	89.18%
Year 2	84	89.83%
Year 3	84	88.95%
Year 4	85	90.52%
Year 5	84	90.01%
Year 6	85	91.40%
Year 7	144	91.57%
Year 8	144	89.28%
Year 9	145	89.40%
Year 10	146	88.81%
Year 11	124	89.70%
Year 12	91	90.88%

DONNYBROOK CAMPUS

Year Level	Student Count	School Attendance Percentage
Prep	87	93.72%
Year 1	85	93.00%
Year 2	84	92.95%
Year 3	87	94.40%
Year 4	57	91.58%
Year 5	58	95.89%
Year 6	78	89.55%

KALKALLO CAMPUS

Year Level	Student Count	School Attendance Percentage
Prep	73	85.84%
Year 1	28	88.16%
Year 2	29	87.51%

Data represents cumulative annual student count.

Hume Anglican Grammar makes every effort to ensure the safety of students. 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 Parent Access Module (PAM). When arriving late to school or leaving early, students must sign in/sign out at their school section's office.

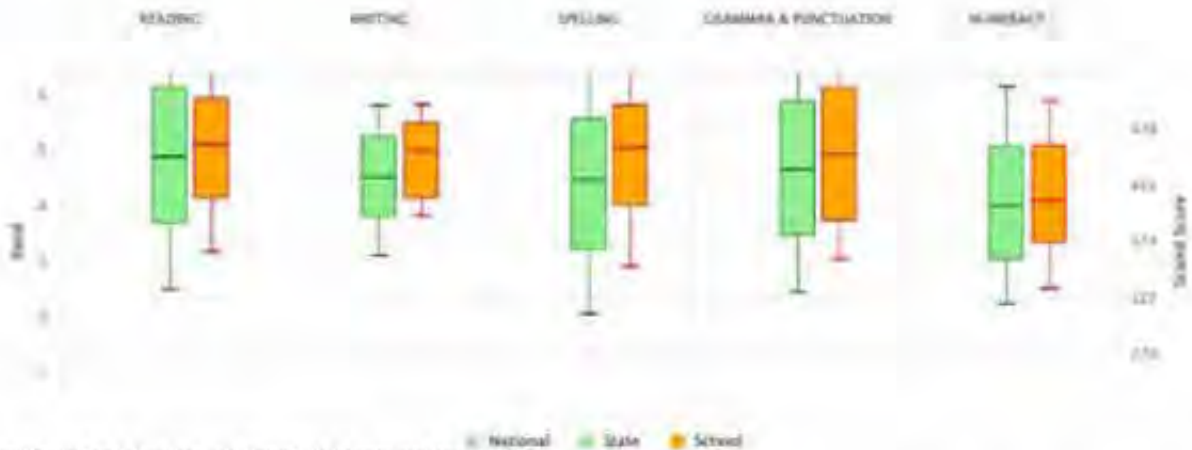
This information and additional guidelines are relayed to parents through various modes of communication such as the Bulletin and School website. A text message (SMS) is sent to the child's parent requesting an immediate response if the school has not already been notified of an absence. This process enables the school to maintain an accurate record of attendance, which is of 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 PAM to monitor their child's attendance and punctuality.

RESULTS

ACADEMIC ACHIEVEMENT - YEARS 3, 5, 7 AND 9

YEAR 3 NAPLAN RESULTS

School Versus State Summary - Donnybrook Campus



At the time of publication, National data was not available.

- Results for Year 3 at Donnybrook are reported across the range of Bands 1 - 6. Band 2 is the national minimum standard. The 2022 National NAPLAN results show a typical Year 3 level of performance is on the boundary of Bands 4/5.
- The 2022 Year 3 NAPLAN data indicates that Donnybrook students performed above the state in all domains, with strength in Spelling.

School Versus State Summary - Mt Ridley Campus



At the time of publication, National data was not available.

- Results for Year 3 at Mt Ridley are reported across the range of Bands 1 - 6. Band 2 is the national minimum standard. The 2022 National NAPLAN results show a typical Year 3 level of performance is on the boundary of Bands 4/5.
- The 2022 Year 3 NAPLAN data indicates that Mt Ridley students performed above the state in all domains, with strength in Spelling.

There are no results for Kalkallo at this time, as in 2022, there were no students in Year 3.

RESULTS

School, Similar and National Mean

	Mean Score				+/- Difference School and Similar		+/- Difference School and National	
	Similar	National	DB	MR	DB	MR	DB	MR
	Reading	473	437	463	460	-10	-13	+26
Writing	446	422	451	441	-5	-6	+29	+19
Spelling	459	417	454	467	-5	+8	+37	+50
Grammar and Punctuation	460	432	454	464	-6	+4	+22	+32
Numeracy	424	399	419	418	-5	-6	+20	+19

Source: My School Similar background: students have a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results.

<https://www.myschool.vic.edu.au> and VCAA NAPLAN data. *Is this required to be left in?*

Assessment Area Report: School and State

Tests	Mean Score			+/- Difference School and State	
	State	DB	MR	DB	MR
Reading	454	463	460	+9	+14
Writing	430	451	441	+21	+11
Spelling	426	454	467	+28	+41
Grammar and Punctuation	446	454	464	+8	+18
Numeracy	413	419	418	+6	+5

Source: VCAA NAPLAN data *(Is this to be left in?)*

National Mean Data from 2009 - 2022

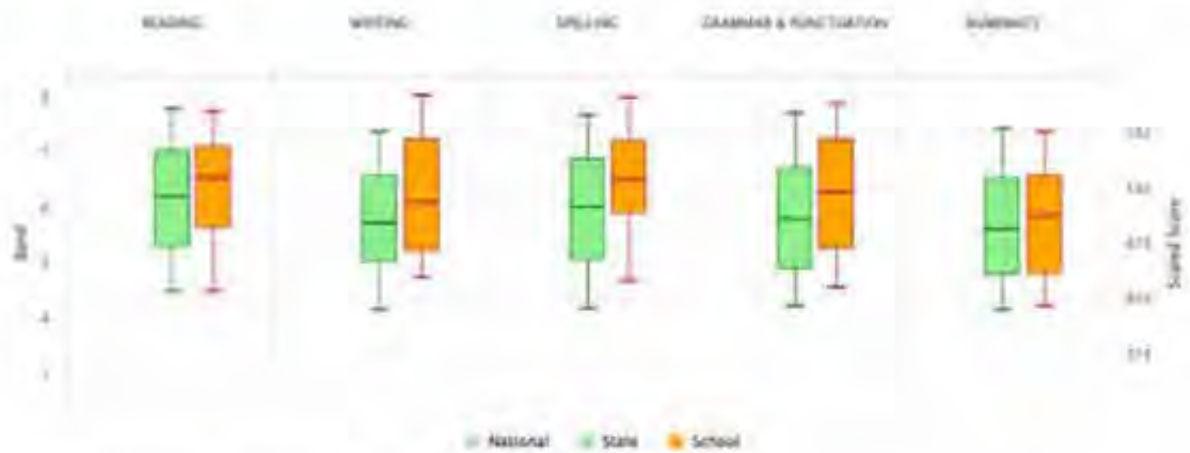
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021	2022
Reading Mean	452	438	485	452	438	485	452	438	485	452	438	438	437
Writing Mean	433	449	458	433	449	458	433	449	458	433	449	425	422
Numeracy Mean	431	462	492	431	462	492	431	462	492	431	462	402	399

Note: in 2020 there was no NAPLAN due to COVID-19

RESULTS

YEAR 5 NAPLAN RESULTS

School Versus State Summary - Donnybrook



At the time of publication, National data was not available.

- Results for Year 5 Donnybrook are reported across the range of Bands 3 - 8. Band 4 is the national minimum standard. The 2022 National NAPLAN results show a typical Year 5 level of performance is in the lower middle of Band 6.
- The 2022 Year 5 NAPLAN data for Donnybrook indicates a strong performance above the state in all domains, with strength in Writing.

School Versus State Summary - Mt Ridley



At the time of publication, National data was not available.

- Results for Year 5 Mt Ridley are reported across the range of Bands 3 - 8. Band 4 is the national minimum standard. The 2022 National NAPLAN results show a typical Year 5 level of performance is in the lower middle of Band 6.
- The 2022 Year 5 NAPLAN for Mt Ridley data indicates strong performance above the state in all domains, with strength evident in Grammar and Punctuation and Reading.

RESULTS

School, Similar and National Mean

	Mean Score				+/- Difference School and Similar		+/- Difference School and National	
	Similar	National	DB	MR	DB	MR	DB	MR
	Reading	526	509	529	556	+3	+30	+20
Writing	503	484	527	531	+24	+28	+43	+47
Spelling	520	504	534	558	+14	+38	+30	+54
Grammar and Punctuation	519	499	526	557	+7	+38	+27	+58
Numeracy	507	488	504	542	-3	+35	+16	+54

Source: My School Similar background: students have a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results. <https://www.myschool.vic.edu.au> and VCAA NAPLAN data.

Assessment Area Report: School and State

Tests	Mean Score			+/- Difference School and State	
	State	DB	MR	DB	MR
Reading	520	529	556	+9	+36
Writing	498	527	531	+29	+33
Spelling	509	534	558	+25	+49
Grammar and Punctuation	506	526	557	+20	+51
Numeracy	496	504	542	+8	+46

Source: VCAA NAPLAN data

National Mean Data from 2009 - 2022

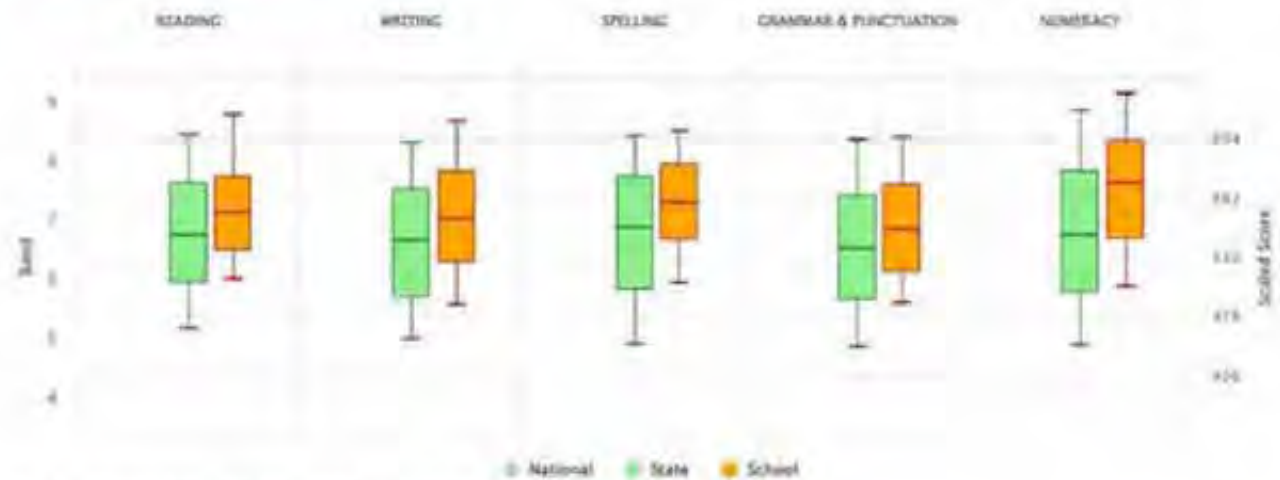
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021	2022
Reading Mean	485	487	488	494	502	501	499	502	506	509	506	511	509
Writing Mean	483	485	483	477	478	468	478	476	473	465	474	480	484
Numeracy Mean	471	489	488	489	486	488	493	493	494	494	496	495	488

Note: in 2020 there was no NAPLAN due to COVID-19

RESULTS

YEAR 7 NAPLAN RESULTS

School Versus State Summary



At the time of publication, National data was not available.

Assessment Area Report: School and State

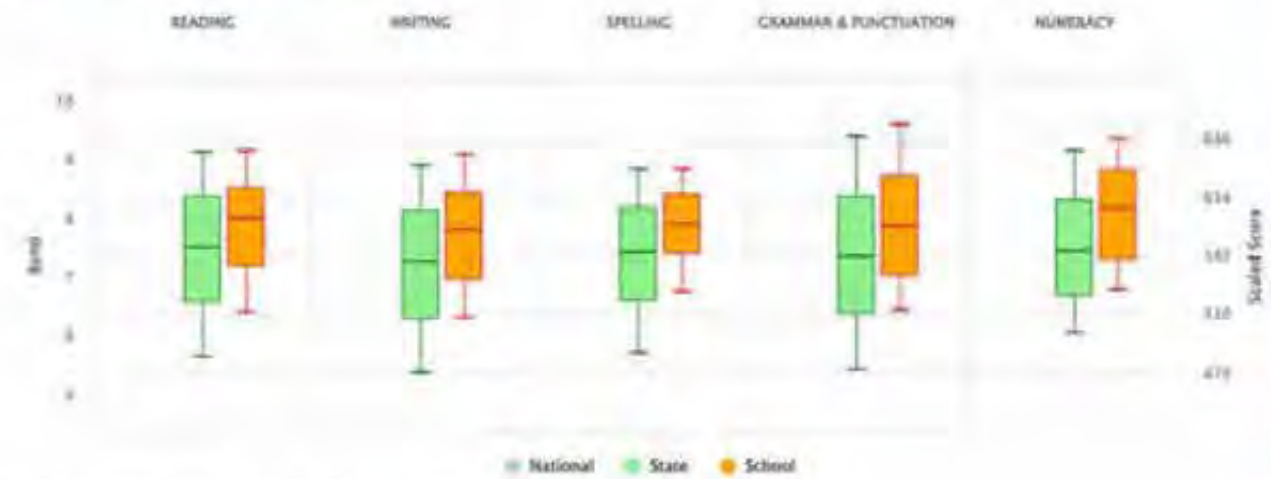
Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	SE (Mean)
Reading	National	-	-	-	-	-	-	-	-	-
	State	72,647	467	508	550	595	637	550	552	-
	School	137	510	537	570	601	655	570	581	5
Writing	National	-	-	-	-	-	-	-	-	-
	State	71,947	458	496	545	590	630	547	529	-
	School	137	489	526	564	605	649	560	549	5
Spelling	National	-	-	-	-	-	-	-	-	-
	State	70,897	453	502	557	601	636	557	552	-
	School	137	508	546	578	612	641	578	593	5
Grammar & Punctuation	National	-	-	-	-	-	-	-	-	-
	State	70,897	451	493	538	585	633	538	539	-
	School	137	489	518	554	594	635	555	572	5
Numeracy	National	-	-	-	-	-	-	-	-	-
	State	70,863	452	500	550	606	658	550	559	-
	School	137	504	547	595	632	674	595	580	5

At the time of publication, National data was not available.

RESULTS

YEAR 9 NAPLAN RESULTS

School Versus State Summary



At the time of publication, National data was not available.

Assessment Area Report: School and State

Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	SE (Mean)
Reading	National	-	-	-	-	-	-	-	-	-
	State	69,480	492	542	590	635	674	590	586	-
	School	134	532	547	615	642	675	616	607	5
Writing	National	-	-	-	-	-	-	-	-	-
	State	68,796	478	527	577	623	663	573	570	-
	School	135	527	562	605	638	671	609	601	5
Spelling	National	-	-	-	-	-	-	-	-	-
	State	67,482	496	543	586	625	659	586	580	-
	School	131	550	585	611	637	659	611	608	4
Grammar & Punctuation	National	-	-	-	-	-	-	-	-	-
	State	67,482	480	532	582	636	688	582	582	-
	School	131	543	565	609	653	699	609	614	6
Numeracy	National	-	-	-	-	-	-	-	-	-
	State	67,703	513	547	587	632	675	587	591	-
	School	132	552	580	624	659	686	624	620	5

At the time of publication, National data was not available.

RESULTS

VCE Overview

In 2022, 90 Year 12 students completed the final year of the Victorian Certificate of Education ('VCE') at Hume Anglican Grammar, representing the eleventh year that the School has delivered the VCE program.

3 Students enrolled in 31 different Unit 3/4 studies. Nine students in total undertook a non-scored VCE program; however, five of these chose to attain study scores in English to meet university prerequisite requirements.

VCE Enrolment Overview

VCE Enrolment	
Number of Students in a Unit 3 - 4 Sequence	138
Number of Students Applying for the VCE	90
Number of Students Applying for an ATAR	81
Number of Students Enrolled in a VCE Subject Across all Units (1 - 4)	245
Percentage of Students Satisfactorily Completing the VCE	100%
Number of Students Completing VCE over 3 Years	0

- 40% of students in Year 11 undertook a Unit 3-4 sequence compared with 42% of students in 2021 and 34% in 2020.
- Of the 116 Year 11 students enrolled, 47 studied a Unit 3/4 sequence in one or more of the following subjects: Accounting, Biology, Business Management, Further Mathematics, Geography, Global Politics, Health and Human Development, Legal Studies, Psychology, Systems Engineering. Through the Victorian School of Languages, four students studied Punjabi, whilst three students each studied Arabic, Auslan and Chinese as a second language, of which both Arabic and Chinese as a second language were completed by accelerated Year 11 students.



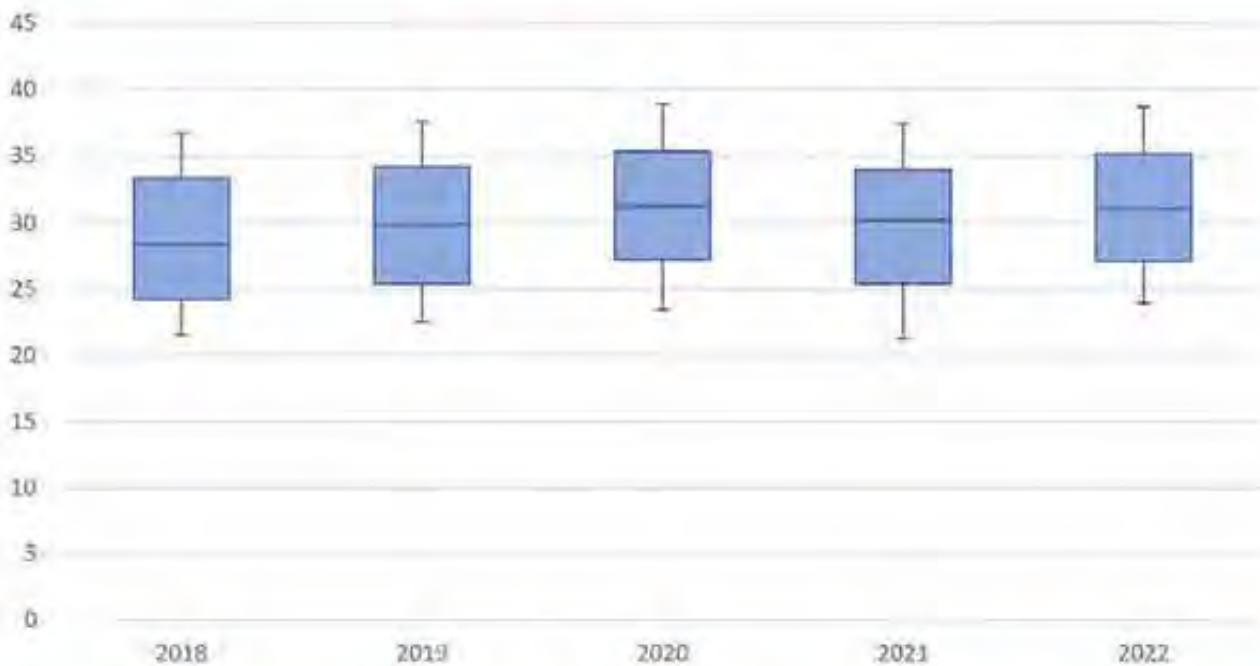
RESULTS

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. If a student receives a score above 40 they are considered to be in the top 9% of all students who undertake that subject in that year.

The graphs below show the Study Score achievement for the previous 5 years.

VCE Study Score Distribution 2018 - 2022

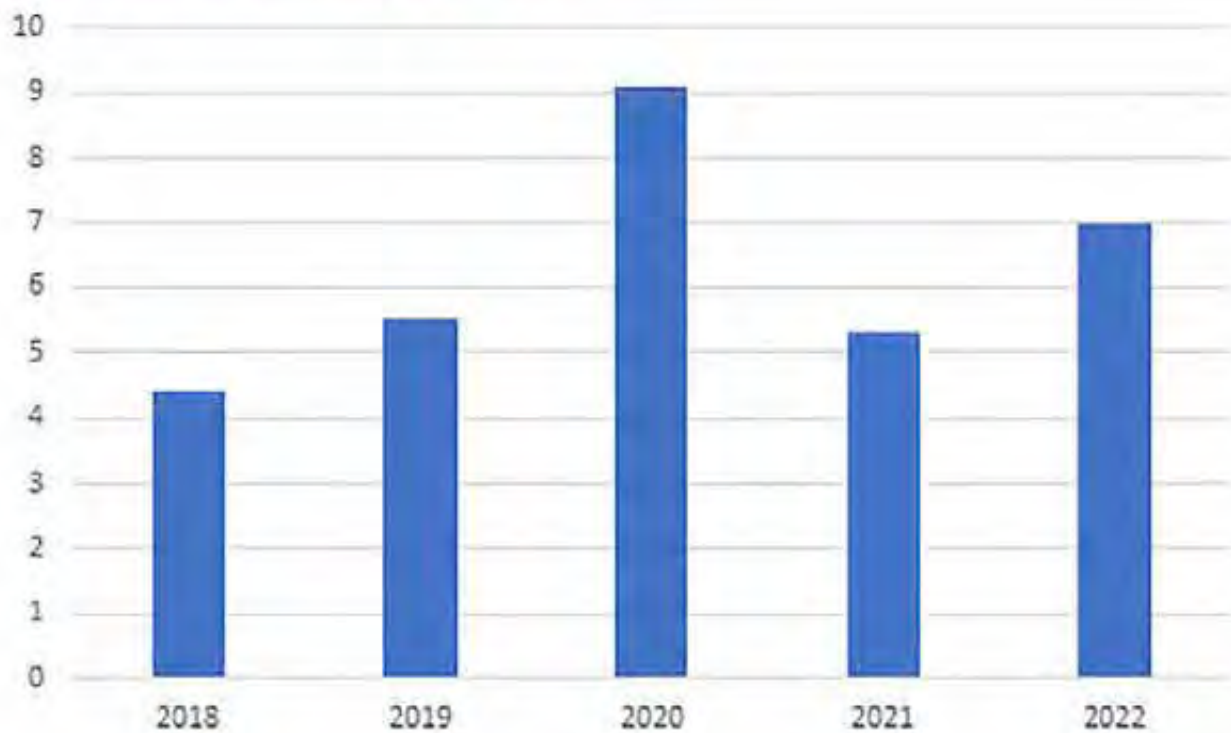


Year	No of Study Scores	No of Studies	Min	10th	25th	50th	75th	90th	Max
2018	295	22	16	21.5	24.2	28.5	33.3	36.7	47
2019	255	23	15	22.5	25.4	29.9	34.2	37.6	46
2020	309	26	11	23.4	27.2	31.3	35.4	38.9	49
2021	341	22	14	21.2	25.4	30.2	34.0	37.4	47
2022	455	31	11	23.9	27.1	31.0	35.2	38.7	50

The distribution of Study Scores within each cohort does not vary considerably from year to year; however, it is pleasing to note that a positive trend has continued with the cohort's median study score increasing to 31, placing the school above the state average. It is also exciting to report a perfect study score of 50.

RESULTS

% of VCE Study Score 40+ 2018 - 2022



There is a noted increase in Study Scores of 40+ from 5.3% in 2021 to 7% in 2022. It is also pleasing to report that 17% of students completing a Unit 3-4 sequence achieved a study score above 40.

In 2022, 40% of Year 11 students studied a Unit 3-4 sequence as part of an accelerated VCE program. Of the 49 study scores reported above, 47 students completed one accelerated subject, with two students completing two Unit 3/4 studies.



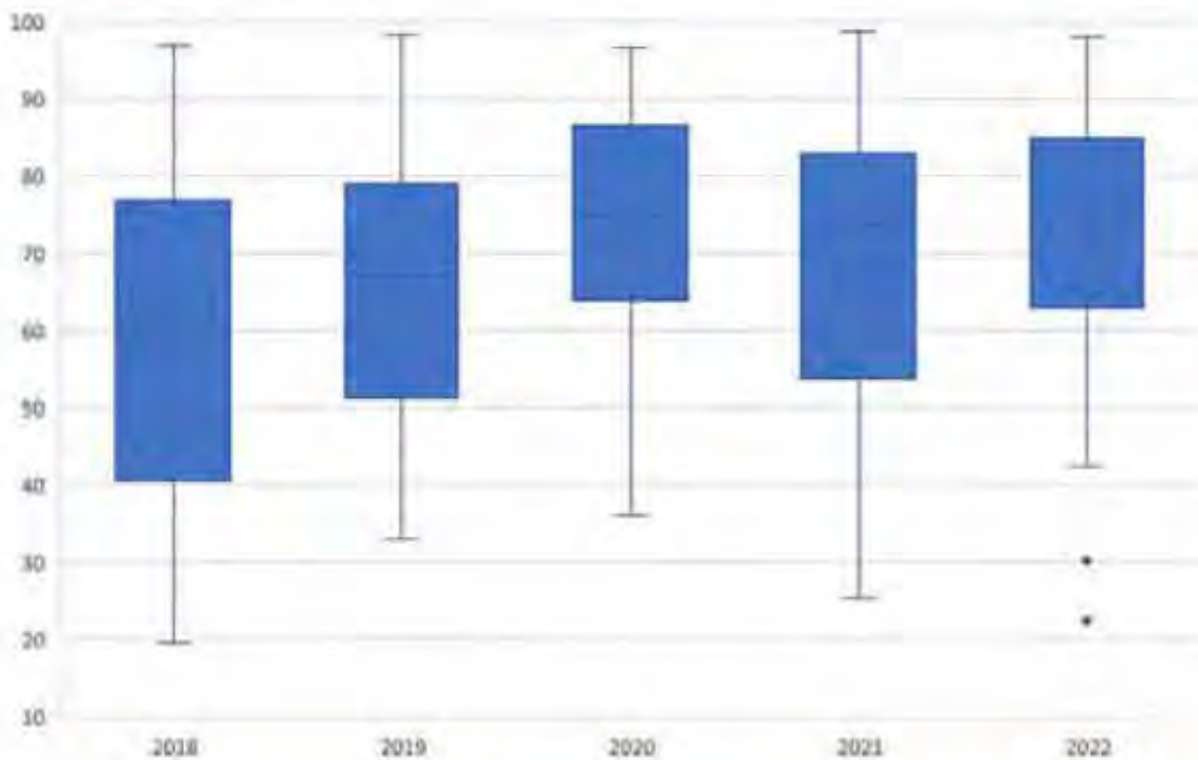
RESULTS

ATAR Results

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

The distribution of the results over the last five years (2018 - 2022) is represented below.

VCE ATAR Distribution 2018 - 2022



Year	No of Students	Min	25th	Median	75th	Max
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
2021	61	35.55	58.83	74.04	82.95	98.75
2022	81	22.55	63.60	75.05	84.85	98.00

The distribution of student ATAR scores reflects the trend in Study Score achievement. Whilst there is a noted decrease at several key points, the median ATAR sits only slightly lower than 2020, there is a notable increase by 1.01 on the 2021 results. It is pleasing to note that the top ATAR score awarded in 2022 was 98, and more encouragingly, 13% of students scored an ATAR score above 90, the highest percentage in the School's history.

RESULTS

Pathways Overview

Of the 90 graduates, 89 (99%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 89 (100%) received an offer in the December round, 85 (95%) received an offer within their top 3 preferences (78% received their first preference). One student who did not apply for tertiary studies via VTAC, instead enrolled in a certificate course at TAFE. All 16 students who received a January offer also received a December offer. All 12 students who received a February round offer also received a December and January round offer.

Preference Data

Student preferences and offers were as follows:

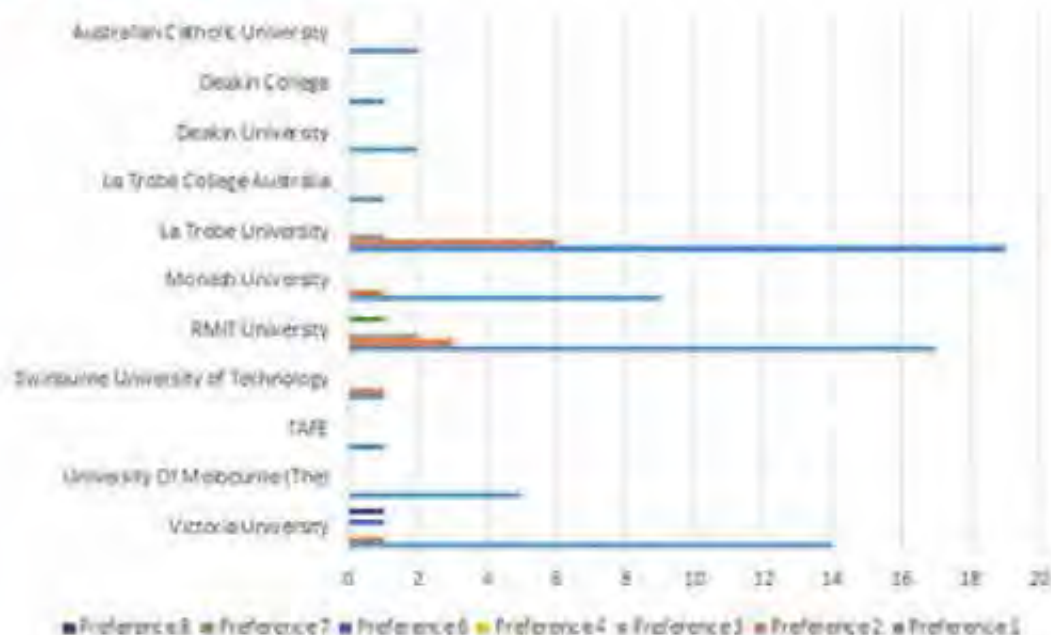
Preference	Number	Percentage	Cumulative
1st	70(*11) (**8)	78	78
2nd	12(*3) (**1)	13	93
3rd	3(*1)	3	96
4th	0(**1)	0	96
5th	0(**1)	0	96
6th	1(*1) (**1)	1	98
7th	1	1	99
8th	2	2	100

* Denotes students who received this preference in the January offer round.

** Denotes students who received this preference in the February offer round.

- The percentage of 78% who received their first preference in the December round is a very solid result that augurs well for future years and is the highest result to date.
- 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, career development programs and careers counselling at the School.

University Preference Destinations



RESULTS

Destination Data

Institution	Area of Study	No of Students	Total Number of Students
Australian Catholic University	Biomedical Science	1	
	Exercise and Sports Science	1	
	Nursing	1	
	Physiotherapy	1	4
Deakin College	Business	1	1
Deakin University	Construction Management (Honours)/Property and Real Estate	1	
	Occupational Therapy	1	2
La Trobe College Australia	Health Science	1	1
La Trobe University	Animal and Veterinary Biosciences	1	
	Arts (Bachelor) and Teaching (Primary) (Master) (Course Package)	1	
	Biomedicine	1	
	Business	1	
	Criminology	3	
	Criminology/Psychological Science	2	
	Cybersecurity	1	
	Health Sciences	2	
	Information Technology	1	
	Laws (Honours)/Global Studies	1	
	Laws (Honours)/Politics, Philosophy and Economics	1	
	Media and Communication (Media Industries Major)	1	
	Nursing (Pre-Registration)	4	
	Oral Health Science	1	
	Orthoptics (Honours)	1	
	Psychological Science	2	
	Science (Diploma) and Science (Bachelor) (Course Package)	1	
	Speech Pathology (Honours)	1	
	Sport and Exercise Science	1	27

RESULTS

Destination Data (Continued)

Institution	Area of Study	No of Students	Total Number of Students
Monash University	Arts	1	
	Business	1	
	Engineering (Honours) - Masters Accelerated Pathway	2	
	Laws (Honours)/Arts	1	
	Media Communication	1	
	Nursing First Year Entry	1	
	Psychology	1	
	Science	1	
	Science Advanced-Research (Honours)	1	
	Science/Computer Science	2	12
RMIT University	Accounting (Degree)	1	
	Accounting (Business)	1	
	Building and Construction (Building) (Diploma)	1	
	Building	1	
	Business (Diploma)	1	
	Computer Science	1	
	Criminology and Psychology	1	
	Data Science	1	
	Engineering (Honours)	2	
	Engineering Technology (Aerospace Major) (Associate Degree)/Engineering (Aerospace Engineering) (Honours)	1	
	Engineering - Civil and Infrastructure (Honours)	1	
	Environmental Science/Engineering Environmental (Honours)	1	
	Information Technology (Advanced Networking) (Diploma)	1	
	Laboratory Medicine (Honours)	1	
	Landscape Architecture	1	
	Legal Practice (Paralegal) (Associate Degree)	1	
Pharmaceutical Sciences	1		

RESULTS

Destination Data (Continued)

Institution	Area of Study	No of Students	Total Number of Students
RMIT University (continued)	Psychology (Social Science)	1	
	Science (Bachelor)	1	
	Software Engineering	1	
	Teacher Education Preparation (Diploma)	1	
	Urban and Regional Planning (Honours)	1	23
TAFE	Beauty	1	1
Swinburne University of Technology	Civil Engineering Design - Advanced Diploma	1	1
University of Melbourne (The)	Biomedicine	1	
	Design	1	
	Science/Engineering	1	
	Science	1	4
Victoria University	Accounting	1	
	Building Surveying (Degree)	1	
	Construction Management (Honours)	1	
	Criminology	1	
	Criminology/Psychological Studies	1	
	Dermal Sciences	1	
	Health Science	1	
	Legal Practice (Advanced Diploma)	1	
	Legal Services	1	
	Physical Education and Sport Science	1	
	Psychological Studies	1	
	Screen Media	1	
	Speech Pathology	1	
	Sport Science	1	14

- 100% of students successfully completed Year 12, attaining their VCE.
- 89 out of the 90 students applied for courses through VTAC.
- 100% of students that applied through VTAC received an offer in the first round.
- 78% of students received an offer for their first preference.
- 95% of students received an offer for one of their top 3 preferences.

FINANCE

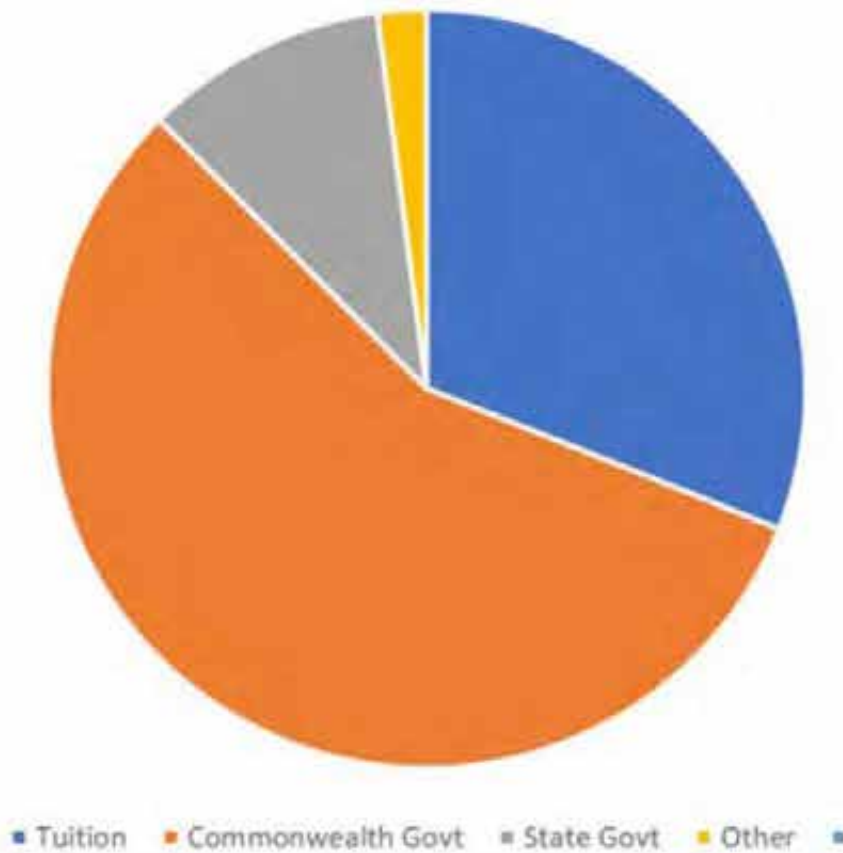
FINANCIAL REPORTING

Income

The School has achieved a comprehensive income (net operating surplus) result of \$5,413,139 for the financial year ended 31 December 2022.

Income Category	\$'000	%
Tuition Related Income	11,834	31
Commonwealth General Recurrent Grants	21,563	57
State General Recurrent Grants	3,955	10
Other Income	798	2
Total Income	38,150	100

Income - Year Ended 31 December 2022

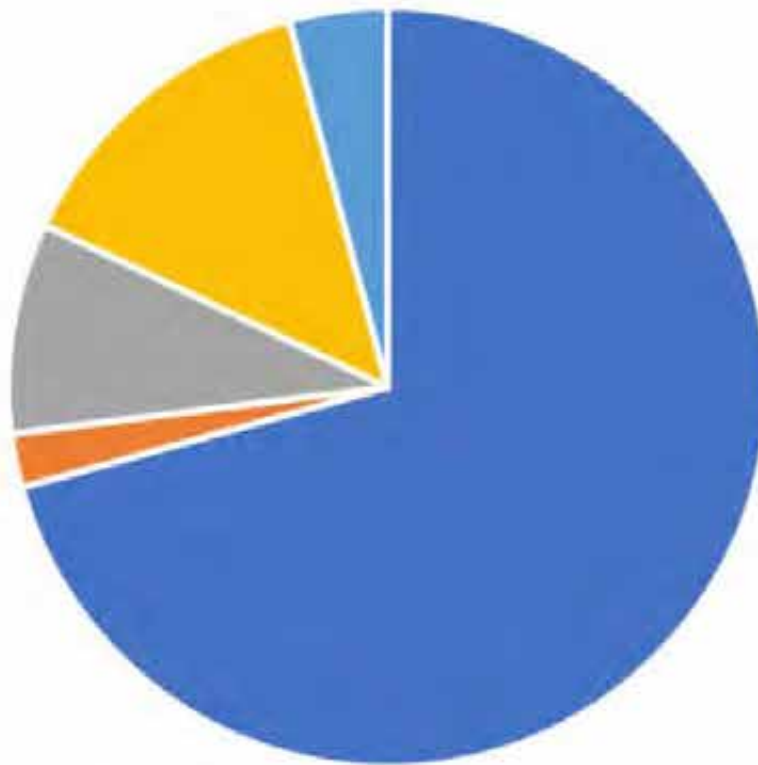


FINANCE

Expenses

Expense Category	\$'000	%
Employment Expenses	23,159	71
Finance Cost	752	2
Tuition and Administration Expenses	2,940	9
Property Expenses	4,515	14
Other Expenses	1,371	4
Total Expenses	32,737	100

Expenses - Year Ended 31 December 2022



■ Employment expenses
 ■ Finance Cost
 ■ Tuition and administration expenses
 ■ Property expenses
 ■ Other expenses

CAPITAL WORKS AND DEVELOPMENT

The School received \$28,850 in building fund donations in 2022, which are gratefully acknowledged, and which will be allocated to a number of important projects across the School.

Work on Stage 5 at Donnybrook, the Visual Arts Centre was completed in January 2023. The centre comprises of a number of exciting art spaces and is the first dedicated specialist facility at the campus. For 2023, the new building will also accommodate the first cohort of Secondary students at Donnybrook. New outdoor courts and surrounding landscaping were also completed as part of Stage 5. In addition, a number of music pods were constructed at Donnybrook in early 2023 to enhance the instrumental music program.

Significant construction was undertaken on the first stage of the new campus in Kalkallo during 2022, however, like many other building projects around the country, challenges in the construction industry have delayed completion well into 2023. Works on Stage 2 commenced in early 2023.

A major redevelopment of the main car park at the Mt Ridley campus commenced during the second half of 2022. In addition, minor upgrades were carried out at the campus including improvements to pathways, improved drainage, refreshed painting, new furniture and new carpets to buildings at the campus. Investment into IT infrastructure was ongoing.

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



FEEDBACK

"Wonderful & vast curriculum. Our daughter has absolutely flourished & grown thanks to the staff at this brilliant school. In spite of, what seems like an endless lockdown, Teachers have been nothing short of exemplary in their teaching approach & efforts. I cannot be prouder of the school in its entirety. Similarly, cannot be more of a prouder parent than I am of my daughter - a Hume Grammarian." - **Parent**

"Very good teachers, kind heart. All students are good." - **Parent**

"Best school in Craigieburn area." - **Parent**

"Amazing school." - **Student**

"Beautiful children and families and teachers who really care about students." - **Staff Member**

