

Anglican Grammar
Hume



Annual Report
2021

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THE CHAIRMAN

FROM THE BOARD



This year, the 14th in the life of our school, saw real advances in the face of further Covid-related concerns and dislocation. The School community, students, families, teachers and staff made the most of their opportunities. All showed commendable resilience and strength as they got on with school activities and operations in the face of uncertainty.

It is impressive to see what our students have achieved together with their teachers. Important commitments have been made for the enhancement of the educational offering and development of the School and its facilities as we look ahead.

Together with my colleagues on the School's governing board, I feel a sense of pride in what has been and is being achieved in the school. While still young, the School is fast-growing and is already quite large. It has a lively spirit. There is a commendable pursuit of high standards in teaching and learning and school operations. It is exciting to see the Sports Centre nearing completion at Mt Ridley together with the new STEM Centre, and the attractive new buildings and outdoor areas at Donnybrook. These new facilities and other works will help to enrich the school experience.

The commitment to the opening of a Primary campus at Kalkallo reflects the Board's confidence in the future of the school. It will be wonderful to welcome a cohort of students at Donnybrook next year who will become Foundation students at Kalkallo.

Above all, it is the values of the school, reflected in the conduct and character of our students, that makes our school so special. Kindness and care, respect, resilience, high standards, diligence and responsibility are noteworthy. Through values such as these, and recognition of the value of every individual as well as a shared concern for the whole community, we seek to provide our students with the means to achieve a fulfilling life.

I congratulate our students on their achievements this year and acknowledge all families for the support they have provided. I pay tribute to teachers and staff for their great commitment and effort in carrying on and responding effectively to the many challenges that arose during the year. To Mr Sweeney and his senior team, I offer special thanks for the exemplary leadership they have provided in keeping the school on course and moving ahead in difficult circumstances.

As my 10-year tenure as Board Chair comes to an end, I recognise the very real contribution of my fellow Directors, including those in years past. The responsibility for the governance of the school, its oversight and stewardship, is a collective one shared by the whole Board. I have been privileged to serve alongside very talented and experienced colleagues – volunteers - all who are fully committed to the school and its health and wellbeing.

I wish the school, and everyone concerned with it, blessings and success in the years ahead.

Richard St John
Chairman

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 2021 has brought, give thanks for our school and rejoice in the blessings we have enjoyed. Many things 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 STEM Centre was opened mid-year to great excitement, and although students and staff spent many weeks teaching and learning remotely, good use was made of the state-of-the-art facilities. The opening of Building C, the Year 3/4 Centre at the Donnybrook campus continued to serve the needs of our ever-growing campus and Primary students. 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 with. You will see it 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 entrenched in their thoughts, and you will find it embedded within the School's culture. Four words with significant meaning and impact.

A well-known and pervasive motto, but what is the message within? Put simply, at Hume, each child will be offered every opportunity to find their inner talents, let those talents come to the fore, and for them to be promoted and nurtured - whatever they may be. We believe that we must strive to be everything for everyone, our school is a place of opportunity, where all can find great comfort that their abilities will be recognised, they will be cherished, and all will be done to encourage and support them. Not always an easy thing to do considering the diversity of our students, but an admirable and worthy endeavour, and one we take very seriously.

This is much more than a catchy tagline or advertising slogan, as it carries a strong message. It captures what may be described as the 'essence' of Hume. That which lies at the heart of our beliefs and shapes our approach to the education of our young people. I consider it as an expression of the 'spirit' of our School and never has the spirit of Hume Anglican Grammar shone through more than in 2021. Last year I spoke of the resilience, the adaptability and the kindness shown by our community, and we left 2020 with great optimism that the worst was over - to only again relive the great challenges believed behind us. But again students, staff and parents rose to the occasion and displayed all the admirable qualities we have become familiar with - your colours did indeed again shine!

This annual report gives a broad account of a very successful year. When reading, it is difficult to believe that so many months were spent in a far from desirable place. But as you will see, life at Hume has continued to thrive, and be as vibrant and fulfilling as ever.

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.



Left to Right: Kieran Mitchell, The Reverend Professor Mark Lindsay, Edward Tudor OAM, Matthew Flowers, Klæe Ruse, Richard St John, Leanne Connor, Michael Urwin, The Reverend Kristy Ross, Bill Sweeney, Reverend Robert Newton (not present).

ABOUT HUME ANGLICAN GRAMMAR

INFORMATION ON DIRECTORS

Richard St John

Qualifications	LLB (Hons)(Melb), LLM(Lond)
Experience	Senior legal, policy and governance roles in public, private, corporate and non-profit sectors.
Special Responsibilities	Chair, Chair of Governance and Development Committee. Retired 31 December 2021.

Edward Tudor OAM

Qualifications	BSc (Hons), MSc, DipEd, FACE, FACEL
Experience	Previous Headmaster, Trinity Grammar School, Kew; Previous Headmaster Beaconhills College; Previous Director, Anglicare Victoria; Previous Member, Royal Women's Hospital Ethics Committee; Chair, The Science Schools' Foundation; Director, Melbourne Anglican Foundation; Director, Trinity College (University of Melbourne).
Special Responsibilities	Chair of the Board and Governance and Development Committee (from 1 January 2022).

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 (from 23 February 2022).

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.

Rev Robert Newton

Qualifications	BA(Hons), GradDipEd, CertTheol(Oxford)
Experience	Vicar of Holy Trinity Kew; Former Head of Religious Education at Trinity College and Newington College. Retired 31 December 2021.

ABOUT HUME ANGLICAN GRAMMAR

INFORMATION ON DIRECTORS

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.

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 at The Cambridge University 'Deans and Chaplains' Group (UK); Assistant Curate at St John the Evangelist Toorak with All Saints Kooyong.

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.

MANAGEMENT

Bill Sweeney

Qualifications

DipT, BEd, MEd, MBA

Special Responsibilities

Principal, Chief Executive Officer.

Kieran Mitchell

Qualifications

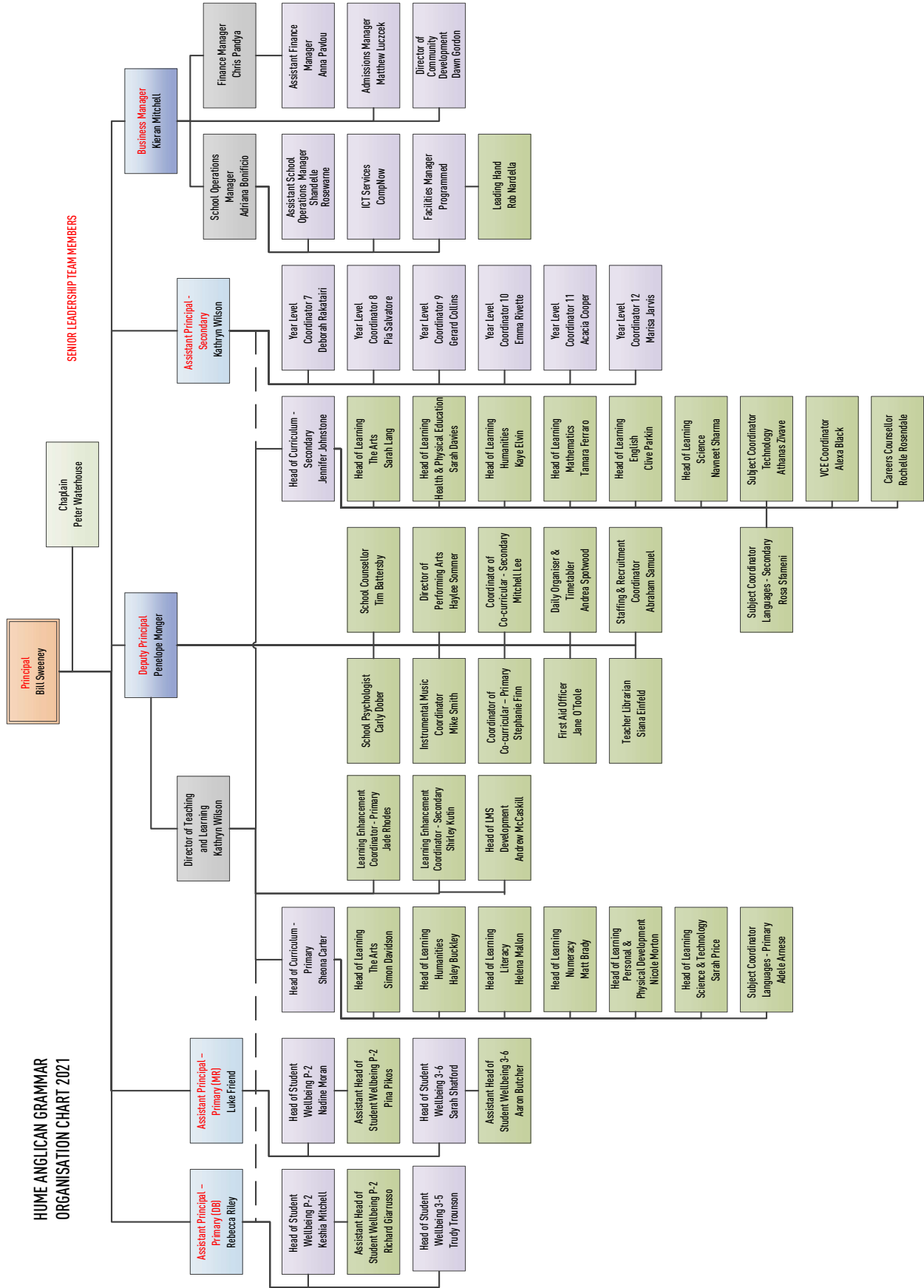
BBus (Accountancy), CA

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 2020 to 2021 of [94.00%](#)

TEACHING STAFF

ABDO, Alanna	BAppSc
ARNESE, Adele	MEd, BTeach, BA
BAILEY, Simone	BEd, Dip Children Services, Dip Sports Development
BESIC, Amy	BDance, GradDipEd
BLACK, Alexa	BA, GradDipEd, GradCert, MEd
BRADY, Matthew	BEd
BRIGGS, Katherine	BAppSci (PE)
BRINCAT, Selina	BA, DipEd
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
CONDO, Justin	BTeach/ExSc
CONNELLY, Nicola	BBus, GradDipEd.
COOPER, Acacia	BEd, CertIII HospOp
CRICHTON, Krystal	BEd
DAKAK, Danny	BA, GradDipEd
DASS, Ashvin	BA, GradCertEd, GradCertMan, DipTr&Assess, Cert IV Acc, Bookkeeping, Sec Teacher Training
DAVIDSON, Simon	BA, BTeach
DAVIES, Sarah	BEd
DEVI, Komal	BSci, GradCertEd
DICECCO, Lara	BEd (P - 12)
DI PERNA, Anna	BEd
DOAN, Peter	BSc, DipEd
ELVIN, Kaye	BSci, GradCertEd
EINFELD, Siana	MCreativeWriting, BCreativeArts, PGradDipEd
ELLIS, Joanne	BA, MSocWk, GradDipTeach
FARUGUIA, Ellen	BComm, GradDipEd, GradCertRE
FERRARO, Tamara	BSc, DipEd, Med, ProCertAdolescentCouns

STAFF

FINN, Stephanie	BEd, DipTeach
FRANKS, Sharon	BA, GradDipPhysics&Ed, Cert IV in IT, Cert IV Train&Assess
FRIEND, Luke	BEd, DipEd
GALEA, Hannah	BEd (P - 12)
GOMES, Pamela	BEd, BAEng(Hons)
HARRINGTON, Trischa	BA, GradDipEd
GHATTAS, Karim	BAppSc (PE)
GIARUSSO, Richard	MEd, BComm, GradDipEd
GOMES, Pamela	BA
HARRINGTON, Trischa	BA, DipEd
HARTIN, Nigel	BA, GradDipPsych, GradDipEd
HATZIKALIS, Helen	MA School Leadership
HAYEK, Melanie	BA, DipEd
HEARN, Christopher	MTeach
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
KENDALL, Kate	BA, BTeach, BEd (Sec)
KURUVILLA, Anju	MEd, BTeach, BEd
KUTIN, Shirley	BA, BTeach
LALEAS, Koula	GradDipEd, DipDesign
LANAGAN, Joanne	MTeach, BEd
LANG, Sarah	BA, GradDipEd
LAZARUS, Eugene	BA, CertTeach
LAZARUS, Jennifer	BEd, BA, GradCertRE
LAZZARO, Amanda	MTeach, BA
LEE, Mitchell	BAppSci
LEE-JOHNSTON, Sarah	BSci, BEd
MACKIE, Suzanna	BAppSc, MTeach (Sec)
MALLON, Helena	MEd, BEd, BTeach
MATHEW, Jisha	MEd, BEd, MSci, BSci
McCALLUM, Hayley	BEd
McCASKILL, Andrew	DipTeach, Cert IV
McKENZIE, Emma	BEd, Cert IV in Lib Arts
METAGESHA, Brianna	MInt&CommDev, BA, BEd
MITCHELL, Keshia	MLit, BEd
MOLLOY, Debra	BEd (EC/Prim)
MONGER, Penelope	MLeadership&MgtEd, Bbroadcast, BA, GradDipEd
MORAN, Nadine	BTeach (Prim), B(EC)
MORTON, Nicole	BAppSci (PE)
NEWTON, Jane	BEd, DipTeach
O'CONNELL, Josie	BSci, GradDipEd

STAFF

O'CONNELL, Gesualda	BSc, GradDipEd
PARKIN, Clive	MEd, BA
PARNIS, Tayla	BEd (Early Years)
PAYNE, Natasha	BEd (Prim)
PIKOS, Pina	BEd, BTeach
PRICE, Sarah	BEd (Prim)
RAKATAIRI, Deborah	BAppSc, CertAppSc, GradDipEd
RILEY, Rebecca	BEd, MEd, MIT, DipLeadership&Mgt
REIMERS-SMITH, Justin	BA, MTeach (Sec)
RHODES, Jade	BEd, CertCS
RIVETTE, Emma	BAppSc, GradDipEd
ROMANO, Alexander	BEd (Sec)
ROSENDALE, Rochelle	MBA, BA, BTeach
RUNTING, Maxine	BTeach
SALVATORE, Pia	BJournalism, Med
SAM, Tania	BEd, MEd, GradDipEd (Leadership Management)
SARRAF, Laila	MEd, BSc, BSciEd
SCHUCH, Amanda	BEd
SFAMENI, Rosa	BA, BEd, DipMus
SHARMA, Navneet	BSci, MEd, GradDipEd, GradCertEd
SHATFORD, Sarah	BEd
SMITH, Daniel	BEd
SHERWOOD, Robert	BEd, DipTeach
SMITH, Michael	BMus, GradDipEd, AdvDipMus
SOMMER, Hayley	BMusEd (Sec)
STIRRUP, Emma	BA (Hons), CertEd
SWEENEY, William	MBA, MEd, BEd, DipT
TASSONI, Robert	MEd, BA, DipEd, GradCertEd, GradCertRE
TICKNER, Jonathan	BEd, DipTeach
TODD, Jane	BSci, GradDipEd
TROUNSON, Trudy	BEd (Prim)
VARKEY, Jyothi Maria	BSc, MTeach (Sec)
VASILIAS, Tamara	BAPsychSc, PostGradDipTeach (Sec)
VENDITTI, Laura	BTeach
WARING, Channelle	BEd, BA, CertTeach
WATERHOUSE, Peter	MDiv, GradDipDiv, BEd, Cert Anglican Studies, JP
WILLIAMS, Nicole	BEd
WILSON, Holly	Dip Children's Services, B(EC&Prim)
WILSON, Kathryn	MSci, BEd, GradCertMan
YAP, Catherine	MBioSci, BSc, PGradBioSc., GradDipEd (Sec), Cert IV Community Languages
ZAFIR, Aquila	MEd, BEd
ZIVAVE, Athanas	MA (Student Welfare and Guidance), GradDipEd, CertEd, Cert Child Counselling, Safe use of Machinery for Technology Teachers

STAFF

GENERAL STAFF

ALIAS, Femin	DipComp, BEd, BSc
BARTLETT, Dianne	CertBus
Battersby, Timothy	MCouns, BEd
BONIFACIO, Adriana	BA, GradDipEd (Sec), MBA
COLEMAN, Renee	Cert III Education Support
DAKOS, Sarah	Cert III Education Support
DAVIES, Joel	
DAVIS, Jason	DipEngWeld, CertLandscape Design/Construction, DipParamedical Science
DAWSON, Jodie	AssocDipAppSc
DOBER, Carly	B Psychology (Hons)
DOWNER, Shari	DipBA, Cert IV Education Support, Cert IV Human Resources
ELLIS, Rosie	Dip Early Childhood Education
FABIAN, Euguene	MSc, BSc
GANDHI, Reema	BA (India), LLB (India) CertAssessTrain, DipEd(Support), GradDiplnfSysMgt
GIBSON, Elizabeth	Cert III Education Support, BMedia&Comm
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 Communicatication
MAHONEY, Kristy	AdvDip Myotherapy
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
NICKSON, Michelle	
NOVAK, Mark	Cert II Conservation and Land Mgt
O'TOOLE, Jane	Cert III OH&S, Cert III Pathology
OVER, Jessica	BA Music Ind
PANDYA, Chris	CPA, MComm
PEARSE, Heather	DipTravel
POLLARD, Rhonda	Dip Education Support, Cert IV Disabilities
PUGLIESE, Lisa	
ROBINSON, Brian	Cert IV Warehouse Operations, Cert IV Correctional Practice
ROSEWARNE, Shandelle	Cert IV Community Development, Cert III Sport Administration
SAMARAWICKREMA, Thanuja	CertBusMgt, DipBusMgt, DipMgt

STAFF

SAMUEL, Abraham	
SCARPINI, Catherine	Cert IV Training and Assessment, AdvDip Legal Practice
SCHULZ, Casey	
SCINTO, Lana	Cert III Office Administration, Cert II in IT
SILVA, Frances	BNursing
STUART-SMITH, Karen	
SPOTWOOD, Andrea	AdvDip CommSector Man, DipLeadership & Mgt
VALENTINE, Cara	Cert IV in Business Admin
WALKER, Angela	AssDipVisArts, DipGraphDes
WEAVER, Pauline	
WHITEHOUSE, Susan	DipCouns, BHlth&SocCare
WILLIS, Felicity	Dip ProManagement
WRIGHT, Lina	



STAFF PROFESSIONAL LEARNING

All staff were provided with opportunities to undertake professional learning and development in 2021. These ranged from the required regulatory and compliance activities to areas of professional interest in teaching and learning, student wellbeing, leadership and administration.

The learning culture of the school was enhanced throughout the year and further built on the work of the Professional Learning Teams initiated in 2020. In their teams, teaching staff focused on developing a particular aspect of their practice to effect improved student learning outcomes. The benefits of Professional Learning Teams are many, but the experience of teaching staff at Hume in 2021 affirmed that they developed both confidence and efficacy in their teaching practice as a result of this collaborative approach to professional learning.

Many teaching staff members also participated in vital content-based professional learning, to improve their knowledge, skills and understandings within their areas of content delivery. Such learning opportunities were run by respected subject associations, and the calibre of the content and its delivery were reported to be very high quality. Connecting and networking with other teachers delivering similar content was not only enriching, but it enabled staff to ensure that their knowledge and pedagogical approaches were of the highest standard.

Whole-school staff professional development was delivered to meet the School's regulatory requirements and to ensure that staff were both confident and capable to respond to certain issues as they arise. Learning across the whole school included first aid training, CPR and anaphylaxis training, and briefings regarding the Child Safe Standards and processes for mandatory reporting. The School is proud to support and maintain a child-safe culture, and every staff member is equipped to contribute to this culture as a result of their professional learning.

Graduate teachers at Hume were each guided by a mentor in 2021, continuing the school's previous practice. The mentoring structure assisted new teachers in meeting the requirements to achieve full registration within the profession. Mentoring activities included class observations, professional feedback and guidance about pedagogical practices. This structure not only supported new teachers, but also built the collective capacity across the staff, and thus contributed to the learning culture at Hume.

At Hume, the professional learning of all staff is considered an integral component of their professional lives. It enhances the capacity of the School in providing a challenging and vital teaching and learning environment. The professional learnings undertaken in 2021 furthered the school's vision and mission to offer a holistic and future-focused education for all students.

Professional Development Sessions:

- Administration
- Collective Efficacy
- Child Safe Standards
- CPR
- Data Analysis
- eLearning and Technology - OneNote, Canvas, Microsoft Suite
- Emergency Management
- Mandatory Reporting
- Nationally Consistent Collection of Data (NCCD)
- New Staff Induction
- Occupational Health and Safety
- Professional Learning Teams
- School Policies and Procedures
- Student Voice and Agency
- Subject Knowledge
- Teachers as Leaders

TEACHING AND LEARNING

Teaching and Learning at Hume Anglican Grammar in 2021 saw a continued focus on being strategic in aiming for best practice. Future-focused Teaching and Learning to empower students and help them develop agency over their learning become a key element of the School's unfolding vision for teaching and learning for whole-school, pedagogical improvement.

Strategic teaching and learning priorities for 2021 included: Effective use of the learning management system (Canvas), using data to raise student achievement, building collective efficacy through professional learning teams, improving assessment and feedback, empowering student voice and investigating STEM opportunities.

Amidst intermittent lockdowns and periods of remote teaching and learning, these strategic directions for teaching and learning continued to be addressed through quality staff professional learning in areas such as the use of Canvas. Canvas, the school's learning management system, was rolled out across the school in 2021 and was enthusiastically adopted by staff across the Primary and Secondary schools. Staff were provided with quality professional learning to upskill them on its uses and, as a result, Canvas has become an integral part of teacher practice at Hume Anglican Grammar.

Building collective efficacy through Professional Learning Teams (PLTs) was a notable feature of teaching and learning at Hume Anglican Grammar in 2021. In the Secondary school, staff were organised into faculty teams and in the Primary school, year-based PLTs, where teams then created an inquiry question to form the foundation of a research and evidence-based project. These projects involved deep engagement with the relevant literature and each team's findings were presented to the wider staff in Term 4. All staff have benefited from this process which will continue again in 2022.

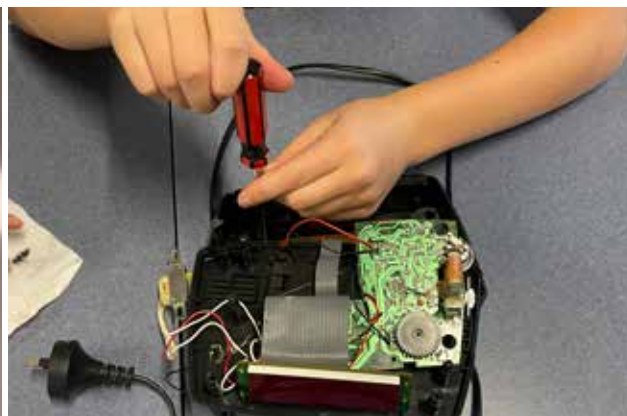
Using data to raise achievement become an integral part of teacher practice here at Hume Anglican Grammar in 2021, addressed primarily through the Professional Learning Team structure. Through the PLTs, data was collected and analysed and small but significant improvements in student learning outcomes were achieved across all curriculum areas and year levels.

Improving assessment and feedback practices was also an ongoing focus in 2021, particularly in Semester 1. Across the Primary and Secondary school, efforts were made to streamline assessment and feedback processes and the quality of these two important dimensions of teaching and learning. Some of this was administered and provided online due to the disruption caused by Covid and the necessity of remote teaching and learning. As such, assessment and feedback remain a priority for Teaching and Learning in 2022.

Empowering student voice was also an important priority in Teaching and Learning in 2021. Pivot surveys were conducted in the first half of the year and staff received valuable feedback on their teaching practice. This feedback was then used by staff to set professional learning goals to improve their practice and the data was also used to inform PLT inquiries and outcomes. This same student-voice initiative will be conducted in 2022.

The STEM Centre was completed and opened in Term 4 of 2021 and there has been significant investment into its infrastructure and resourcing. This state-of-the-art facility was designed to give our students real-world, future-focused learning spaces to not only enhance existing learning programs but also initiate new STEM opportunities. These new facilities will see the teaching and learning of STEM strengthening at Hume Anglican Grammar.

Overall, teaching and learning at Hume Anglican Grammar in 2021 continued to flourish. Staff and students were engaged in quality, deep, future-focused practice. Integral to this was the creation of a quality professional learning community at the school. As such, Hume Anglican Grammar continues to equip its teachers with cutting-edge knowledge so that they can continually strive to provide education at the highest level for our students.



STUDENT ATTENDANCE

MT RIDLEY CAMPUS

Year Level	Student Count	School Attendance Percentage
Prep	84	94.53%
Year 1	85	94.27%
Year 2	85	94.97%
Year 3	86	95.06%
Year 4	85	95.37%
Year 5	85	95.65%
Year 6	84	94.32%
Year 7	143	94.73%
Year 8	134	95.24%
Year 9	136	94.30%
Year 10	124	93.77%
Year 11	97	95.58%
Year 12	66	94.81%

DONNYBROOK CAMPUS

Year Level	Student Count	School Attendance Percentage
Prep	88	93.72%
Year 1	86	93.00%
Year 2	74	92.95%
Year 3	55	94.40%
Year 4	51	91.58%
Year 5	56	95.89%

Data represents cumulative annual student count.

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 Parent Access Module. When arriving late to school or leaving early, students must sign in/sign out at their school section's office.

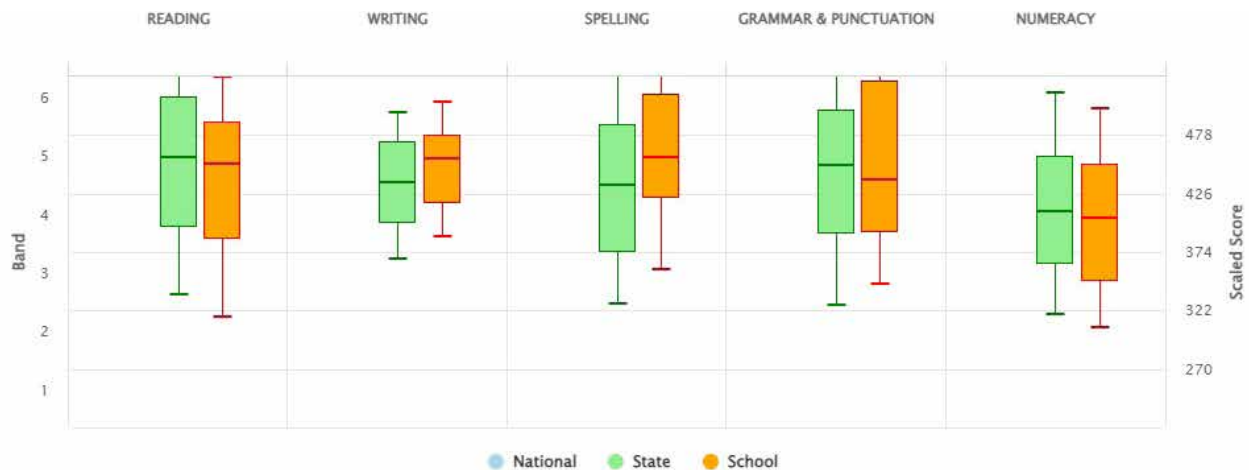
This information and additional guidelines are relayed to parents through various modes of communication such as the newsletter and school website. A text message (SMS) is sent to the child's parent requesting an immediate response if the school has not already been notified of an absence. This process enables the school to maintain an accurate record of attendance, this is of 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 - YEARS 3, 5, 7 AND 9

YEAR 3 NAPLAN RESULTS

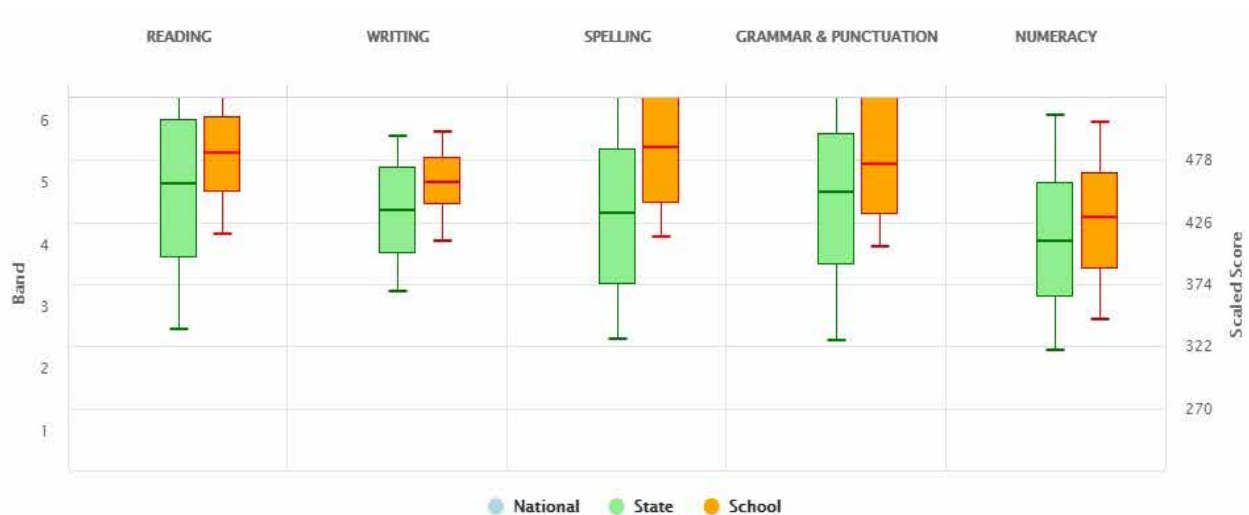
School Versus State Summary - Donnybrook Campus



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

- Results for Year 3 are reported across the range of Bands 1 - 6. Band 2 is the national minimum standard. The 2021 National NAPLAN results show a typical Year 3 level of performance is on the boundary of Bands 4/5.
- Scaled median is above the State in Writing and Spelling.
- Of strength is the domain of Writing.

School Versus State Summary - Mt Ridley Campus

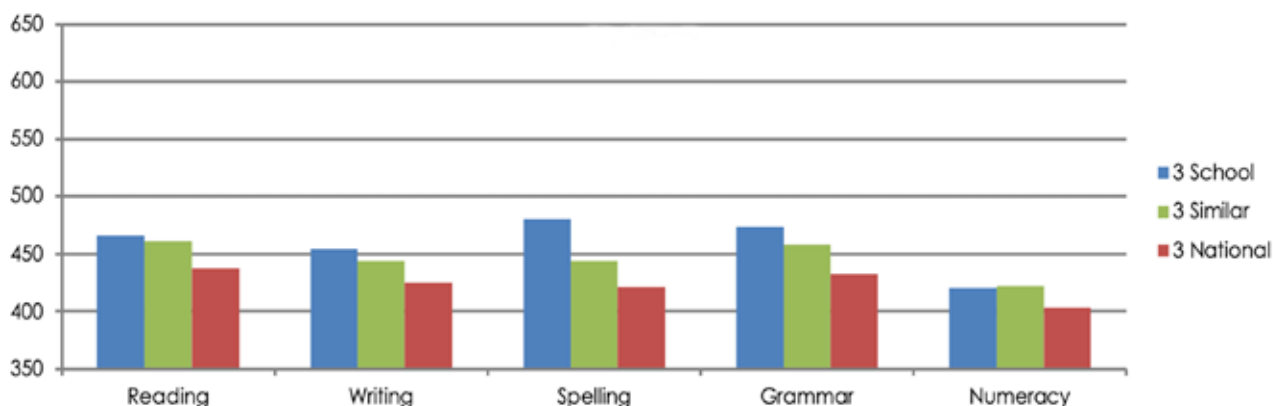


At the time of publication, National data was not available.

- Results for Year 3 are reported across the range of Bands 1 - 6. Band 2 is the national minimum standard. The 2021 National NAPLAN results show a typical Year 3 level of performance is on the boundary of Bands 4/5.
- The 2021 Year 3 NAPLAN data indicates strong performance above the state in all domains, with particular strength evident in Spelling, Grammar and Punctuation.

RESULTS

Combined Campuses Versus Similar Schools Versus National Mean



School, Similar and National Mean

	Mean Score				+/- Difference School and Similar		+/- Difference School and National	
	Similar	National	DB	MR	DB	MR	DB	MR
Reading	461	437	438	485	-23	+24	+1	+48
Writing	444	425	449	458	+5	+14	+24	+33
Spelling	444	421	462	492	+41	+48	+18	+71
Grammar and Punctuation	458	433	455	486	-3	+28	+22	+53
Numeracy	422	403	406	430	-16	+8	+3	+27

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.

- 134 Year 3 students across both Mt Ridley and Donnybrook campuses sat all NAPLAN tests.
- Both campuses performed above the national minimum standard in all test domains.
- Both campuses performed above similar schools in Writing and Spelling, Reading and Grammar.
- The literacy domains of Spelling and Grammar are areas of strength.

Assessment Area Report: School and State

Tests	Mean Score			+/- Difference School and State	
	State	DB	MR	DB	MR
Reading	452	438	485	-14	+33
Writing	433	449	458	+16	+25
Spelling	431	462	492	+31	+61
Grammar and Punctuation	446	415	486	-31	+40
Numeracy	414	406	430	-8	+16

Source: VCAA NAPLAN data

- Both campuses were above the state mean in Writing and Spelling.
- Spelling is a strength for both campuses.

RESULTS

School Reading, Writing and Numeracy Trend Data



Note: Year 3 students at Donnybrook participated in NAPLAN for the first time in 2019. NAPLAN was not held in 2020 due to the pandemic.

- A positive upward trend is evident in Reading and Writing. Reading continues to be the strongest domain in Year 3 NAPLAN.

National Mean Data from 2009 - 2021

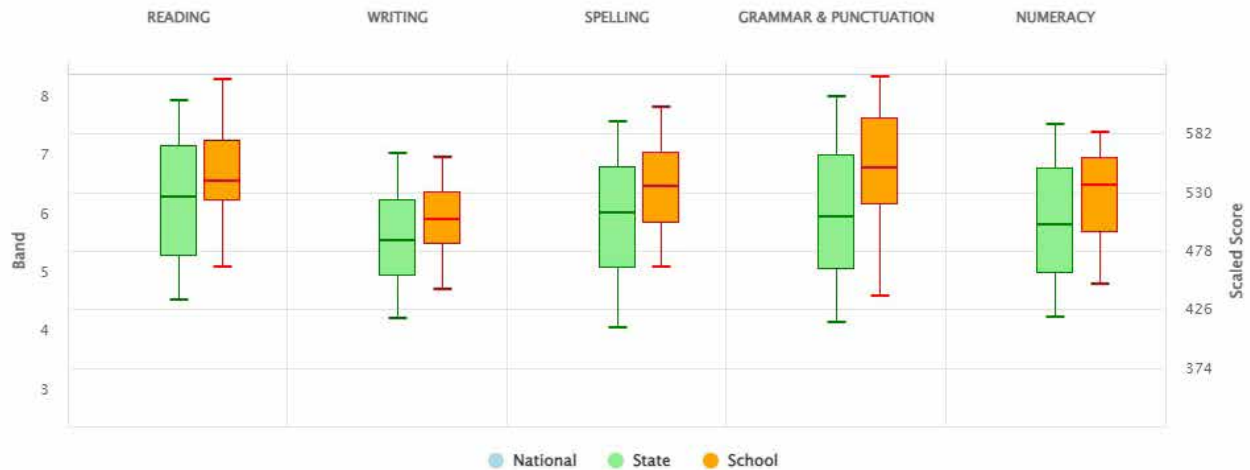
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Reading Mean	452	438	485	452	438	485	452	438	485	452	438	
Writing Mean	433	449	458	433	449	458	433	449	458	433	449	
Numeracy Mean	431	462	492	431	462	492	431	462	492	431	462	

- From 2009 to 2021, Hume Anglican Grammar has achieved higher than the national mean in Reading.
- Every year but 2010, the School scored above the national average in Writing.
- Every year but 2016, the School scored above the national average in Numeracy.

RESULTS

YEAR 5 NAPLAN RESULTS

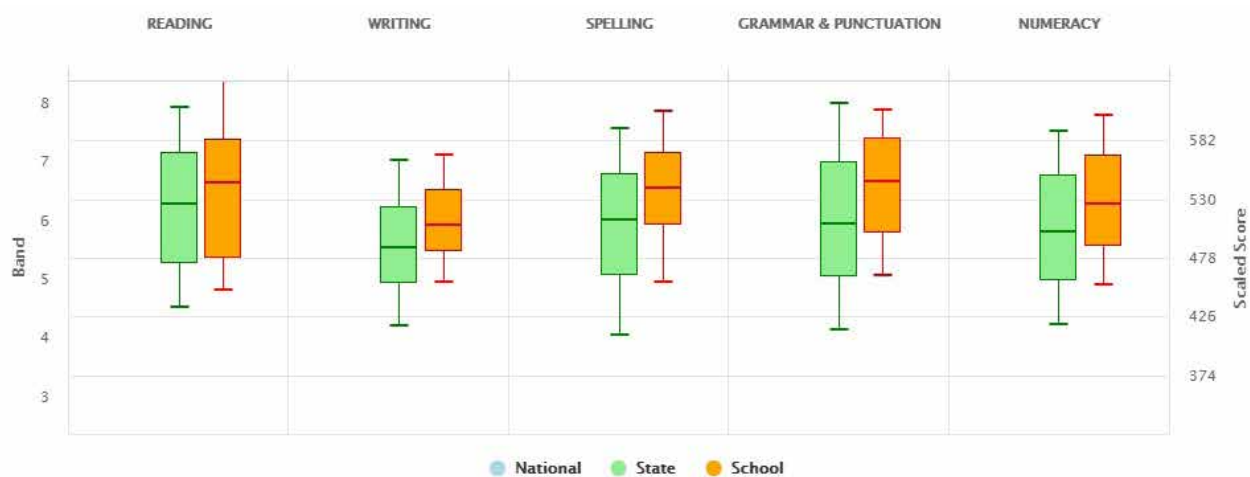
School Versus State Summary - Donnybrook



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

- Results for Year 5 are reported across the range of Bands 3 - 8. Band 4 is the national minimum standard. The 2021 National NAPLAN results show a typical Year 5 level of performance is in the lower middle of Band 6.
- Scaled median is above the State in all domains.
- Strengths are the domains of Writing and Spelling.

School Versus State Summary - Mt Ridley

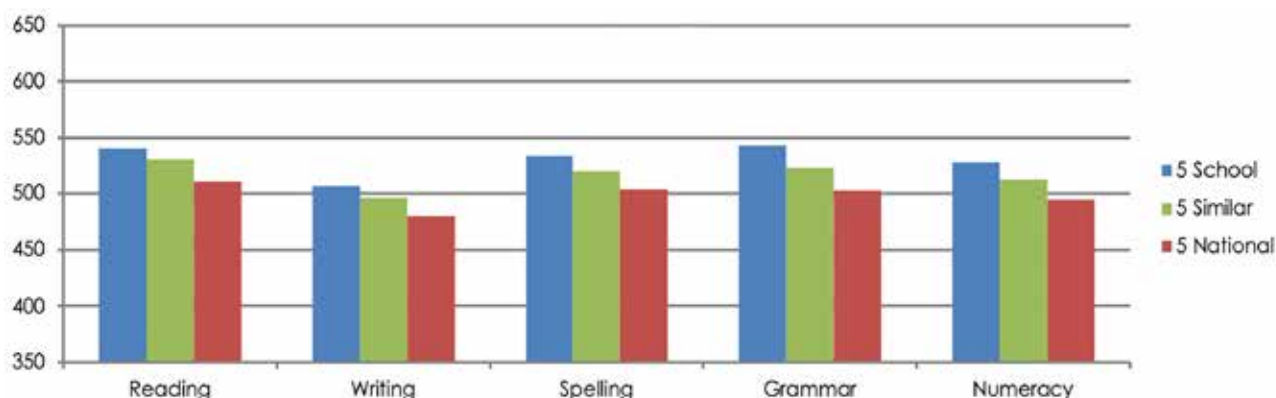


At the time of publication, National data was not available.

- Results for Year 5 are reported across the range of Bands 3 - 8. Band 4 is the national minimum standard. The 2021 National NAPLAN results show a typical Year 5 level of performance is in the lower middle of Band 6.
- 2021 Year 5 NAPLAN data indicates strong performance above the state in all domains, with particular strength evident in Reading.

RESULTS

Combined Campuses Versus Similar Schools Versus National Mean



School, Similar and National Mean

	Mean Score				+/- Difference School and Similar		+/- Difference School and National	
	Similar	National	DB	MR	DB	MR	DB	MR
Reading	531	511	544	537	+13	+6	+33	+26
Writing	497	480	504	509	+7	+12	+24	+29
Spelling	520	504	532	536	+12	+16	+28	+32
Grammar and Punctuation	523	502	547	541	+24	+18	+45	+39
Numeracy	513	495	527	530	+14	+17	+32	+35

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.

- 138 Year 5 students across both Mt Ridley and Donnybrook campuses sat all NAPLAN tests.
- Both campuses performed above the national minimum standard in all test domains.
- Both campuses performed above similar schools in all test domains.

Assessment Area Report: School and State

Tests	Mean Score			+/- Difference School and State	
	State	DB	MR	DB	MR
Reading	523	544	537	+21	+14
Writing	489	504	509	+15	+20
Spelling	506	532	536	+26	+30
Grammar and Punctuation	513	547	541	+34	+28
Numeracy	506	527	530	+21	+24

Source: VCAA NAPLAN data

- Both campuses were above the state mean in all test domains.
- Spelling is a strength for both campuses.

RESULTS

School Reading, Writing and Numeracy Trend Data



Note: Year 5 students at Donnybrook participated in NAPLAN for the first time in 2021. There was no NAPLAN held in 2020 due to the pandemic.

- Reading continues to be the strongest domain in Year 5 NAPLAN.

National Mean Data from 2009 - 2021

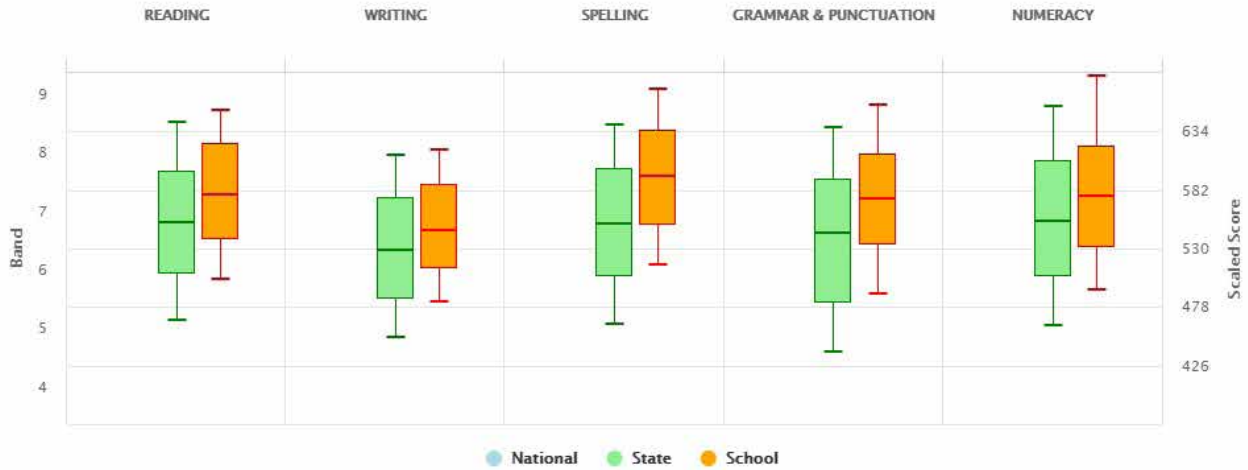
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Reading Mean	485	487	488	494	502	501	499	502	506	509	506	511
Writing Mean	483	485	483	477	478	468	478	476	473	465	474	480
Numeracy Mean	471	489	488	489	486	488	493	493	494	494	496	495

- Every year but 2008 and 2012, the School has scored above the national average in Reading.
- Since 2010, Hume Anglican Grammar has scored above the national average in Writing.
- Every year, but 2008, 2009 and 2012, the School has scored above the national average in Numeracy.

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

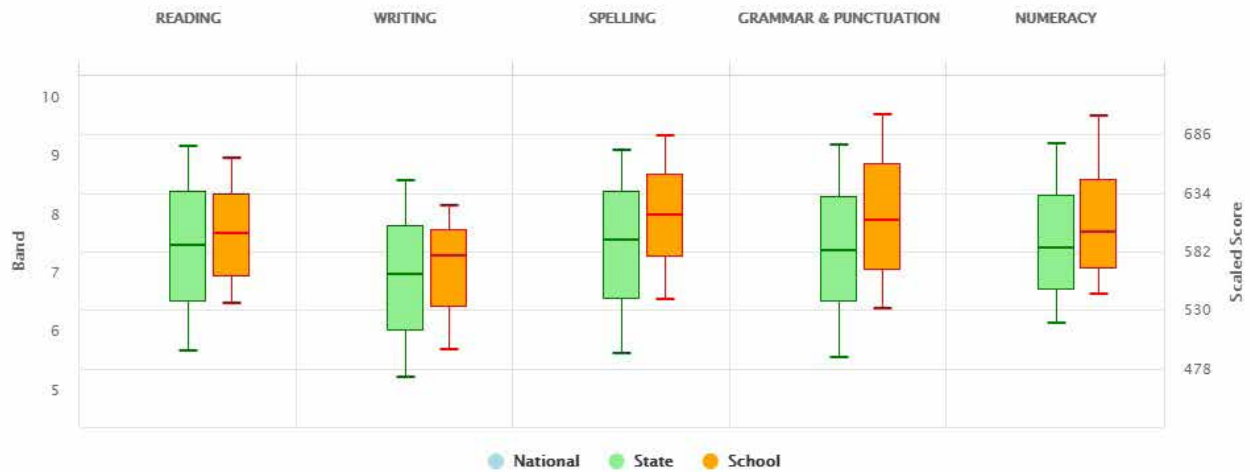
Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	SE (Mean)
Reading	National	-	-	-	-	-	-	-	-	-
	State	72,871	466	509	553	598	642	553	552	
	School	135	503	538	578	624	653	575	581	5
Writing	National	-	-	-	-	-	-	-	-	-
	State	72,561	451	486	529	575	612	523	529	
	School	134	482	513	546	586	617	547	549	5
Spelling	National	-	-	-	-	-	-	-	-	-
	State	72,715	462	505	552	601	639	552	552	
	School	135	516	552	595	635	671	590	593	5
Grammar & Punctuation	National	-	-	-	-	-	-	-	-	-
	State	72,715	438	483	544	592	637	543	539	
	School	135	489	534	575	614	657	569	572	6
Numeracy	National	-	-	-	-	-	-	-	-	-
	State	71,825	462	506	555	608	656	555	559	
	School	134	493	532	577	621	683	577	580	6

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	68,747	494	538	588	636	676	588	584	
	School	127	535	560	598	633	664	598	599	5
Writing	National	-	-	-	-	-	-	-	-	-
	State	68,750	469	512	562	604	644	560	554	
	School	129	495	534	578	601	622	573	567	4
Spelling	National	-	-	-	-	-	-	-	-	-
	State	68,717	491	541	592	636	672	592	586	
	School	130	540	578	615	651	685	611	613	5
Grammar & Punctuation	National	-	-	-	-	-	-	-	-	-
	State	68,717	487	538	583	630	676	583	583	
	School	130	531	566	611	660	703	603	614	6
Numeracy	National	-	-	-	-	-	-	-	-	-
	State	67,599	518	549	586	632	678	586	593	
	School	127	544	567	600	646	702	599	611	6

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

RESULTS

VCE Overview

In 2021, 64 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 22 different Unit 3 - 4 studies, including 3 students who studied Punjabi via the Victorian School of Languages.

VCE Enrolment Overview

VCE Enrolment	
Number of Students in a Unit 3 - 4 Sequence	104
Number of Students Applying for the VCE	64
Number of Students Applying for an ATAR	61
Number of Students Enrolled in a VCE Subject Across all Units (1 - 4)	192
Percentage of Students Satisfactorily Completing the VCE	100%
Number of Students Completing VCE over 3 Years	0

- 42% of students in Year 11 undertook a Unit 3 - 4 sequence compared with 34% of students in 2020 and 32% in 2019.
- Of the 90 Year 11 students enrolled, 38 studied a Unit 3 - 4 sequence in one or more of the following subjects: Accounting, Biology, Business Management, Psychology, Health and Human Development, Legal Studies, Further Mathematics and Geography. Two students studied Punjabi via the Victorian School of Languages.



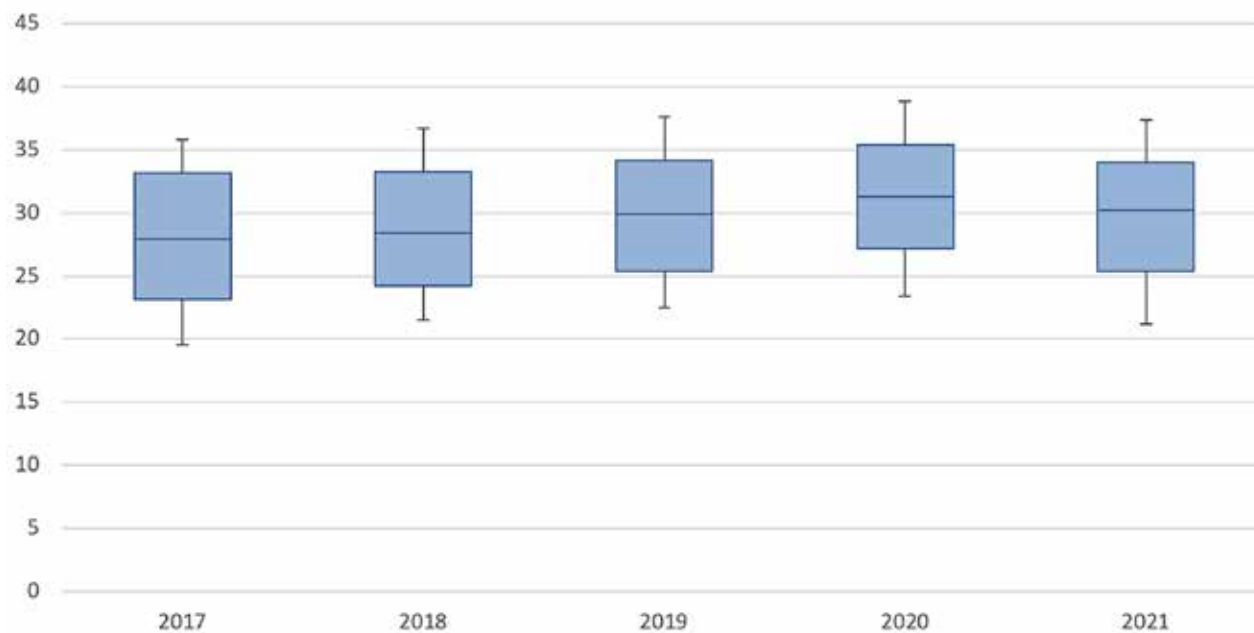
RESULTS

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.

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

VCE Study Score Distribution 2017 - 2021

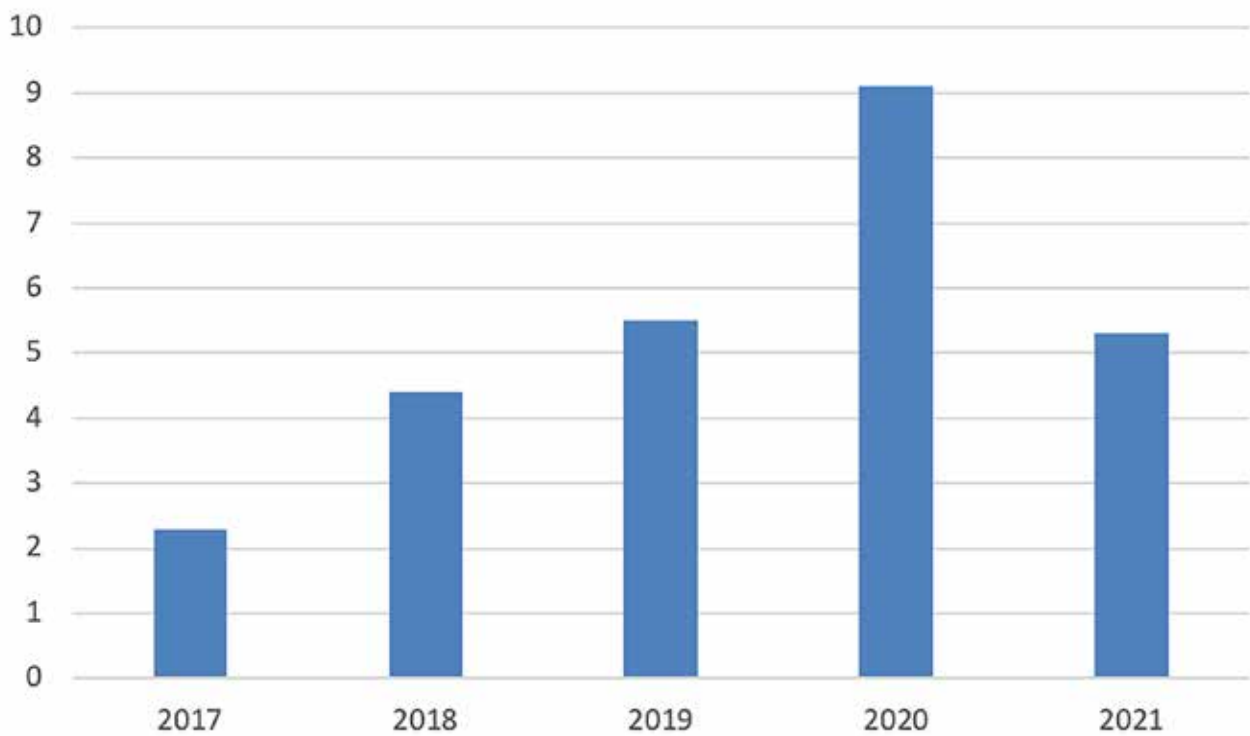


Year	No of Study Scores	No of Studies	Min	10th	25th	50th	75th	90th	Max
2017	220	20	5	19.5	23.2	27.9	33.2	35.8	46
2018	295	22	16	21.5	24.2	28.4	33.3	36.7	47
2019	255	23	15	22.5	25.4	29.9	34.2	37.6	46
2020	309	26	11	23.4	27.2	31.3	35.4	38.9	49
2021	341	22	14	21.2	25.4	30.2	34.0	37.4	47

- The distribution of Study Scores shows a decrease from 2020 to 2021; however, overall, the results from 2017 to 2021 reflect an overall positive trend.
- The slight decrease in Study Scores in 2021 can be attributed to the impact of the COVID-19 pandemic and the disruption it had on the VCE program for the 2021 cohort across Units 1 - 4.

RESULTS

% of VCE Study Score 40+ 2017 - 2021



In 2021, 43% 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 better support their future pathways and goals.



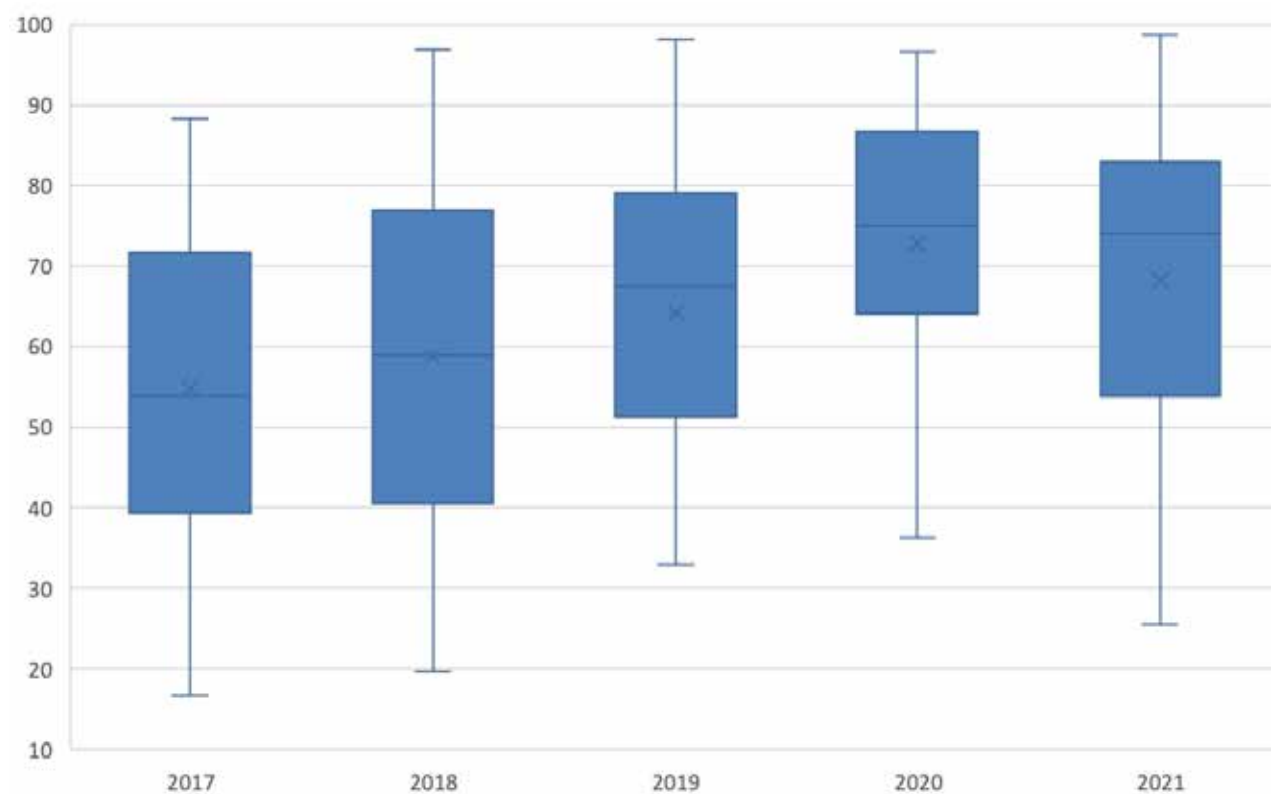
RESULTS

ATAR Results

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

The distribution of the results over the last five years (2017 - 2021) is represented below.

VCE ATAR Distribution 2017 - 2021



Year	No of Students	Min	25th	Median	75th	Max
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
2021	61	25.55	53.83	74.04	82.95	98.75

The School recorded a median ATAR score of 74.04 in 2021. This result included 21 students (34%) attaining an ATAR score above 80.00 and 6 students (9.8%) attaining an ATAR score above 90.00. It was gratifying to have the Dux achieve 98.75, the second-highest ATAR score in the School's history.

RESULTS

Pathways Overview

Of the 65 graduates (one did not attain the VCE), 62 (95%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Sixty graduates received an offer and 58 (97%) achieved an offer in their top 3 preferences (67% received their top preference). The two students who did not receive a Round 1 offer did receive a Round 2 offer.

Of the 3 graduates who did not apply for tertiary courses through VTAC; one is enrolled to undertake a TAFE course in Sales, another is enrolled at TMG College in a Diploma of Beauty Therapy and the last is pursuing a Certificate in Business at TAFE (did not attain the VCE).

13 students who received a February offer had also received a January offer. Two students received their first offer in February. Therefore, all 62 students who applied for a study course through the Victorian Tertiary Admissions Centre (VTAC) received an offer. Forty five (73%) students received their first preference in either January or February rounds and 60 (97%) achieved an offer in their top 3 preferences.

Preference Data

Student preferences and offers were as follows:

Preference	Number	Percentage	Cumulative
1st	45(*8)	73	73
2nd	12(*4)	19	92
3rd	3(*1)	5	97
4th	1(*1)	2	98
5th	0	0	98
6th	1(*1)	2	100
7th	0	0	100
8th	0	0	100

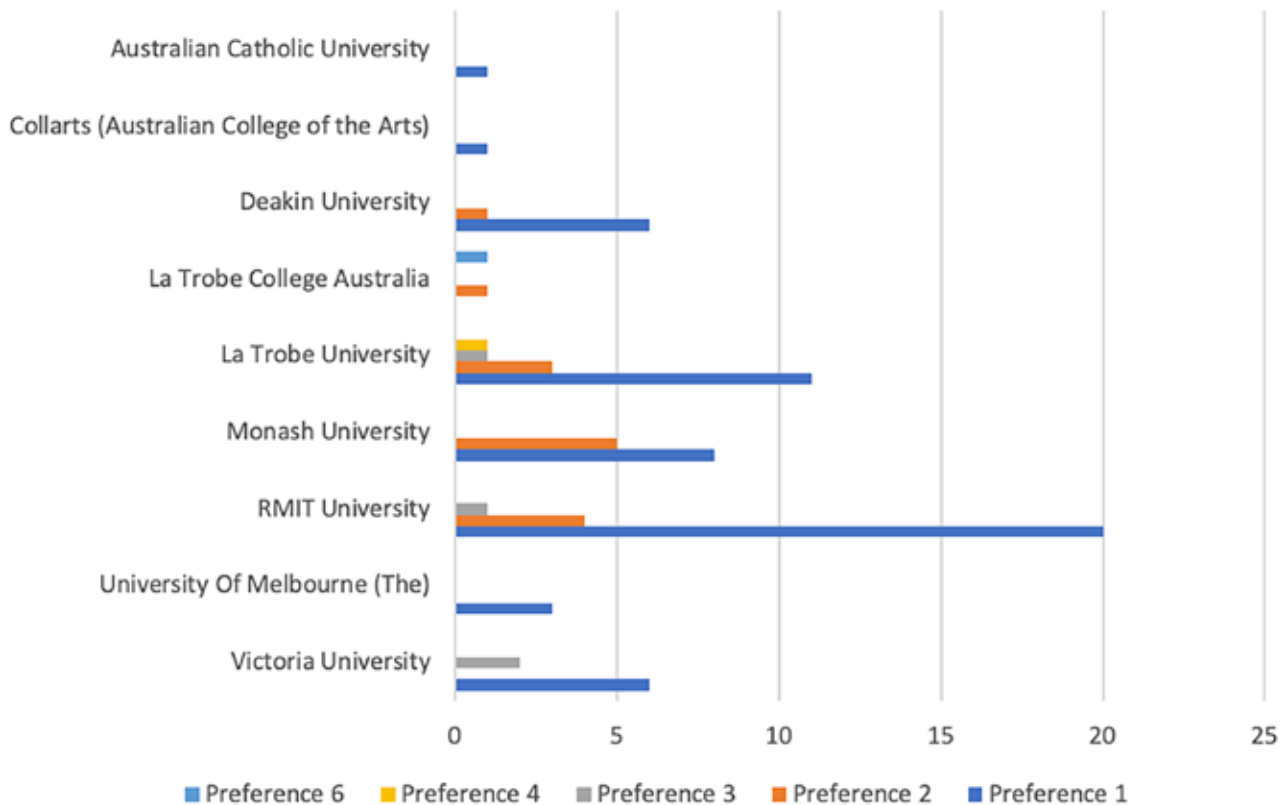
* Denotes students who received this preference in the February offer rounds.

- The percentage of 67% who received their first preference in Round 1 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

University Preference Destinations



Destination Data

Institution	Area of Study	No of Students	Total Number of Students
Australian Catholic University	Nursing/Paramedicine	1	1
Collarts (Australian College of the Arts)	Fashion Marketing (Diploma/Degree)	1	1
Deakin College	Health Sciences	1	1
Deakin University	Science	1	
	Marine Science	1	
	Business	1	
	Information Technology	1	
	Arts	1	5
La Trobe College Australia	Health Sciences	2	
	Business (Diploma) / Business (Degree)	1	
	Health Sciences (Diploma) / Nursing Degree		
	Information Technology (Diploma) / Cybersecurity (Degree)	1	5

RESULTS

Destination Data (Continued)

Institution	Area of Study	No of Students	Total Number of Students
La Trobe University	Biomedicine	1	
	Engineering Honours (Industrial)	1	
	Sport and Exercise Science	2	
	Health Sciences (Bachelor)	1	
	Biomedicine	3	
	Nutrition Science	1	
	Nursing/Psychological Science	1	
	Criminology	1	
	Business (Sport Management)	2	11
RMIT University	Engineering (Mechanical) (Advanced Diploma) / Engineering (Automotive Engineering) (Honours)	3	
	Graphic Design (Associate Degree)	1	
	Osteopathy / Health Science	1	
	Data Science	1	
	Psychology (Applied Science)	2	
	Engineering - Civil and Infrastructure (Honours)	2	
	Business Professional Practice	1	
	Business Associate Degree	1	
	Engineering - Aerospace (Honours)	1	
	Visual Arts (Diploma) (Advanced Diploma)	1	
	Nursing - Health Professional	1	
	Aviation (Professional Pilots) (Associate Degree)	1	
	Medical Radiations - Medical Imaging (Radiography)	1	
	Electronics and Communications Engineering (Advanced Diploma) / Engineering (Electronic and Computer Systems Engineering) (Honours)	1	
	Human Resource Management	1	21

RESULTS

Destination Data (Continued)

Institution	Area of Study	No of Students	Total Number of Students
Monash University	Arts	1	
	Science	1	
	Biomedical Science	1	
	Commerce / Finance	1	
	Banking and Finance	1	
	Pharmacy (Honours) / Master of Pharmacy	2	
	Physiotherapy (Honours)	1	8
TAFE	Sales	1	
	Business	1	2
TMG College	Diploma of Beauty Therapy	1	1
University of Melbourne (The)	Commerce	1	
	Science	1	2
Victoria University	Criminology / Psychological Studies	1	
	Criminology	1	
	Nutrition	1	
	Tourism and Hospitality Management	1	
	Osteopathy	1	
	Engineering (Diploma)	1	6
Non-Tertiary Pathway	Unknown	1	1

- 64/65 students completed Year 12, attaining their VCE.
- 62 out of the 64 students applied for courses through VTAC.
- 62 out of the 62 students that applied through VTAC received an offer in the first or second rounds.
- 67% percent of students received an offer for their first preference.
- 97% of students received an offer for one of their top 3 preferences.

FINANCE

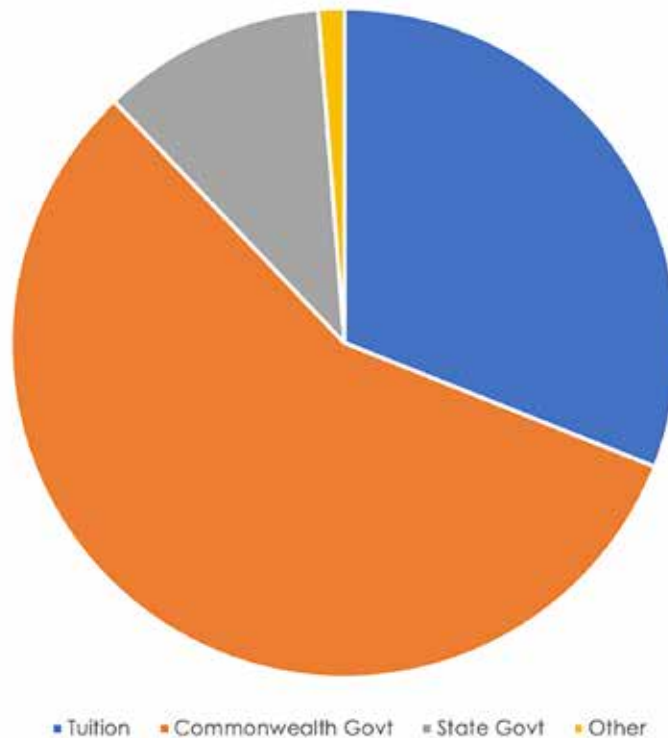
FINANCIAL REPORTING

Income

The School has achieved a comprehensive income (net operating surplus) result of \$4,163,526 for the financial year ended 31 December 2021.

Income Category	\$'000	%
Tuition Related Income	9,545	31
Commonwealth General Recurrent Grants	17,482	57
State General Recurrent Grants	3,342	11
Other Income	390	1
Total Income	30,759	100

Income - Year Ended 31 December 2021

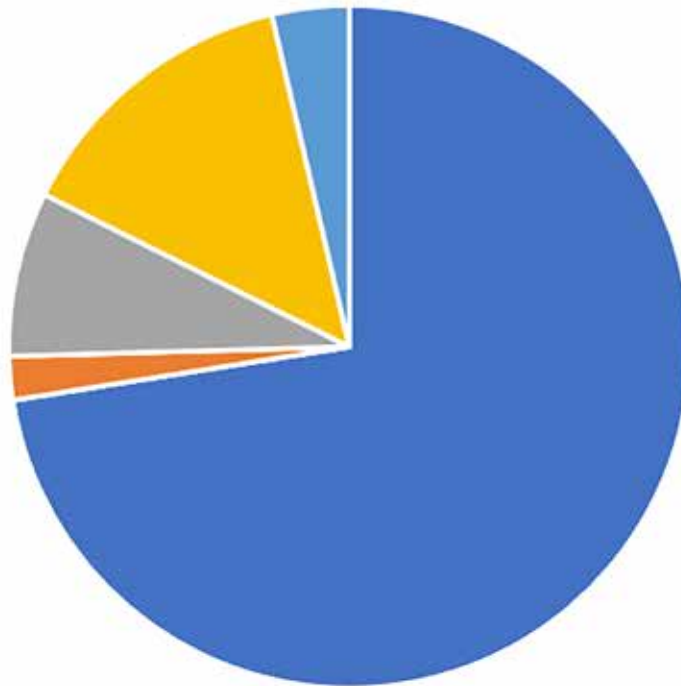


FINANCE

Expenses

Expense Category	\$'000	%
Employment Expenses	19,279	72
Finance Cost	549	2
Tuition and Administration Expenses	2,072	8
Property Expenses	3,718	14
Other Expenses	976	4
Total Expenses	26,594	100

Expenses - Year Ended 31 December 2021



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

CAPITAL WORKS AND DEVELOPMENT

The School received \$31,550 in building fund donations in 2021, which are gratefully acknowledged, and which will be allocated to a number of important projects across the School.

Work on Stage 4 at Donnybrook, including the Year 5/6 Centre (Building D) and extensive outdoor play space was completed in January 2022. This allowed the Year 5 and 6 students to move into this facility in the new school year. The 5/6 Centre comprises of six classrooms and a number of other impressive spaces including areas dedicated to supporting outdoor learning. All classrooms have been fitted with writeable walls and interactive display panels. The new adventure playground and artificial, all-weather, soccer pitch completed as part of Stage 4 are equally impressive.

Significant building works were completed at the Mt Ridley campus with the new STEM Centre opening its doors in July 2021 followed by the Sports Centre in early 2022. Further upgrades at the campus included improvements to pathways, bus bay works, redevelopment of drainage and improvement of the oval and soccer pitch, refreshed painting, new furniture and new carpets to many buildings on the campus.

Continued investment in IT infrastructure saw the replacement of the main server at Mt Ridley.

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

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

"Awesome teachers and team. Great education system for future generations." - Parent

"Excellent school. Its teachers are genuinely interested in ensuring the students are learning and ready to reply to requests for help out of class times. There are many opportunities for almost all academic career paths." - Parent

"Being a teacher is tough at the minute, but the teachers and staff at Hume have been amazing and have done so much for our son. I couldn't see him attending any other school other than Hume and with our daughter starting next year, I look forward to seeing how she grows and develops too." - Parent

Thank you so much for the presentation today! It was wonderfully presented, informative and made me all the more pleased our daughter will be commencing her Secondary schooling with your impressive school. " - Future Parent

"The teachers at Hume Anglican Grammar are understanding and assist those who are weak in academics, while they push those with more knowledge to go and learn more! If you are looking for a school to enrol your son or daughter, I highly recommend choosing this school!" - Student

"With another challenging year now drawing to an end, I wanted to take this opportunity to reflect on the last 12 months and acknowledge just how grateful I am to be part of this amazing school community. The support provided to us as staff continues to go above and beyond my expectations and has provided me with a sense of reassuring stability during an otherwise uncertain time. Thank you, Bill." - Staff

77%

Increase in Enrolment Applications
Across the Past 12 Months

107.5%

Increase in Enrolment Enquiries
Across the Past 12 Months

29.1%

Increase in Social
Media Followers

