



# ANNUAL REPORT 2024







## CONTENTS

Chair of the Board .....	2
The Principal .....	4
About Hume Grammar .....	6
Overview .....	6
Philosophy.....	6
Governance .....	6
Directors.....	8
Management.....	9
Organisational Chart.....	10
Staff .....	12
Staff Professional Learning .....	14
Teaching and Learning .....	15
Student Attendance .....	16
Results .....	17
Academic Achievement - Years 3, 5, 7 and 9.....	17
Academic Achievement - Years 10, 11 and 12 .....	19
Pathways .....	23
Finance .....	28
Capital Works and Development .....	30
Feedback .....	31

 let your colours shine

Hume Anglican Grammar | Reg No: 2052

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# THE CHAIR

## FROM THE BOARD

It is my privilege to reflect on a year of growth, resilience and strength within our school community. This annual report offers a window into the progress we have made together through the dedication of our educators, the curiosity of our students, and the unwavering support of our families. Guided by our shared mission and values, the Board has remained focused on strategic oversight and long-term planning to ensure the continued excellence and sustainability of Hume Anglican Grammar. I invite you to explore the highlights and milestones from the past year as we celebrate our collective achievements and look ahead with confidence.

In 2024, the total school enrolment reached 2,670, a 16.7% increase from the previous year; an additional 383 students. Sprawled across three beautiful and developing campuses, this expansion reflects the Board's commitment to fostering an environment of continuous progress and academic excellence. As enrolment numbers continue to grow, the School remains dedicated to adapting and enhancing its resources to support the evolving needs of its diverse community. Through a wide range of curricular and co-curricular programs, modern learning facilities and personalised support, we strive to empower each student to reach their full potential and prepare for a rapidly changing world.

This year marked a significant phase of infrastructure growth across our campuses,

a reflection of our commitment to meeting the needs of our expanding school. The transformation of the historic Coach House at Mt Ridley has created vital administrative space and provided for the enhancement of our Student Allied Health Services. At Donnybrook, construction progressed at the STEM Centre, alongside the addition of a new six-classroom learning hub to support secondary students. And at Kalkallo, the opening of a purpose-built Resource Centre has enriched the learning environment by integrating STEM, Visual Arts and Library spaces in one dynamic facility. Throughout this period of development, we have continued to nurture our close relationship with the Diocese, proudly making our facilities available to two Anglican Churches and strengthening our position within the wider community.

As we look ahead to an exciting new chapter, we are proud to announce that the Mt Ridley Campus will be officially renamed Freier Campus at the beginning of 2025. This change marks a significant moment in the life of our school, honouring the legacy and vision of Archbishop Philip Freier, whose leadership and service have greatly shaped Anglican education in Australia. The name 'Freier' reflects our deep roots in faith and learning and serves as a symbol of our commitment to inspiring future generations.





We look forward to embracing this new identity as we continue to grow and evolve in the years to come.

I acknowledge, with appreciation and thanks, our students on their achievements this year. Their successes reflect not only their great efforts, but also the collective dedication of our entire school community. Behind every milestone reached and every goal accomplished are the efforts of our talented teachers, committed staff and supportive families. It is through this shared commitment, encouragement and teamwork that we have created an environment where students may thrive. Finally, I extend my gratitude to fellow Board and Committee

members for their tireless dedication to the School. Their continued focus on the strategic direction of the School and seizing upon opportunities to grow and excel are at the forefront of all that they do. On behalf of the Board, I extended the deepest of congratulations to all who have contributed with passion and vigour to another successful year.

**Leanne Connor**  
*Chair of the Board*



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# THE PRINCIPAL

It is with great pride and appreciation that I present to you the 2024 Annual Report for Hume Anglican Grammar. This report is a reflection of our collective achievements, growth and progress throughout the year. It is through publications such as these that we are able to highlight the admirable dedication of our students, staff, and the wider school community.

Over the year Hume Anglican Grammar has maintained its commitment to its mission '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'. We have placed a strong focus on fostering positive learning environments, supporting individual student needs, and enhancing academic outcomes.

Through diverse and plentiful co-curricular opportunities, students have been provided valuable platforms to both showcase and hone their unique talents, while also exploring and discovering new passions. Primary students at all three campuses delighted audiences with memorable productions of Disney's *The Little Mermaid Jr*, while Secondary students participated in a variety of performing arts events throughout the year. In addition to the arts, many sporting activities and initiatives have occurred during the year, including House Athletics, Cross-country and Swimming Carnivals and a heartening display of sportspersonship during the Aitken College vs. Hume Anglican Grammar Sports Competition. We remain dedicated to providing students with opportunities to explore their interests through our many co-curricular offerings.

Our commitment to academic excellence has also been reflected in strong student performances across key learning areas and these achievements emphasise the ongoing dedication and collaboration between students, staff and families.

As part of our commitment to continuous growth, we strive to equip students with the resources essential for enriching and advancing their learning

experiences. Major capital works and developments have taken place over the year at our growing campuses. In 2024 we saw the completion of the STEM Centre at Donnybrook and the Library and Specialist Facilities at Kalkallo. These are fantastic new additions designed to inspire curiosity, creativity, and critical thinking among students and, looking ahead, these centres will be instrumental in supporting and enhancing student learning across a range of disciplines.

At the heart of quality education is ensuring the wellbeing and active engagement of every student. When students feel content, safe and supported at school, they engage enthusiastically in their learning and develop a lifelong love of discovery. Positive relationships, a sense of belonging, and an inclusive environment all play vital roles in helping students reach their full potential. By nurturing both the academic and emotional needs of our learners, we create the foundation for meaningful, lasting educational outcomes. I would like to sincerely thank our teaching and support staff, students, families, and the wider community for their commitment and contributions in 2024. As we look ahead, we remain focused on building on our successes and ensuring that Hume Anglican Grammar continues to be a place where every student feels valued, supported and inspired to achieve their best.



Bill Sweeney  
*Principal*





# ABOUT HUME ANGLICAN GRAMMAR

## OVERVIEW

Hume Anglican Grammar is a multi-campus, independent Prep to Year 12 coeducational School, proudly offering an affordable private education with a focus on educational excellence and student wellbeing, and 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:** compassion and service to others built within an inclusive community that is founded in the Anglican tradition.
- » **Excellence:** high standards in all that we do and individuals realising their full potential.
- » **Resilience:** a positive approach, founded upon realistic expectations, strength of purpose and flexibility to help us deal with the challenges of life.
- » **Respect:** valuing ourselves, others and the environment through a principled, disciplined and compassionate approach.
- » **Integrity:** a community that is accountable, responsible and trustworthy.
- » **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 accountable to the MADSC Board for the operation of the School.



**Left to Right:** Linden Hearn OAM, Edward Tudor OAM, Dr (Cecily) Jane Freemantle OAM, Trent Rhodes, Milena Ickeringill, Leanne Connor, Matthew Flowers, Sandra Costanzo and The Rev. Kirsty Leanne Ross.





# ABOUT HUME ANGLICAN GRAMMAR

## DIRECTORS

### Leanne Connor

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

Chartered Accountant; Chartered Tax Advisor; Tax Agent and SMSF Specialist; Director of WGC Business Advisors Pty Ltd; Director and National and Victorian State Councillor of The Tax Institute.

#### **Special Responsibility:**

Chair of the Board

### Edward Tudor OAM

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

Director of The Melbourne Indigenous Transition School; Director of The King David School; Director of Ivanhoe Girls' Grammar School; previous Headmaster, Trinity Grammar School, Kew; previous Headmaster, Beacons Hills College; previous Director, Anglicare Victoria; previous Member, Royal Women's Hospital Ethics Committee; Chair and Director, Science Schools Foundation; previous Director, Melbourne Anglican Foundation; previous Director, Trinity College (University of Melbourne); previous Member, VRQA Board; previous member, Chapter of St Paul's.

#### **Special Responsibility:**

Deputy Chair of the Board

### Carolyn Clark OAM

*BA, LLB (Hons), LLM, MAICD*

Director, Deputy Chair and Company Secretary, Sacred Heart Mission Inc; Deputy Chair, Melbourne Girls Grammar Ltd; Chair, Melbourne Anglican Foundation Ltd; Chair, Mind Heart Connect Foundation Ltd; Director, Prison Network Ltd, J2SI ELC Ltd and Starlight Children's Foundation Advisory Board; Member, Anglican Diocese of Melbourne Governance and Nominations Committee and Church Planting Advisory Committee; Mentor, Christian Women in Governance Ltd; Australian Institute of Company Directors course.

#### **Special Responsibility:**

Chair of the Governance and Development Committee

### Sandra Costanzo

*Admitted to the Supreme Court of Victoria, MconstrLaw, LLB*

General Counsel and Company Secretary, Symal Group Limited.

### Matthew Flowers

*BSc (Hons), QS (1st Class)*

Branch Manager for Johnson Controls; Southern Commercial Manager at Honeywell; Level 4 BTEC Professional Award in Construction Dispute Avoidance; PRINCE2 Project Management; Level 5 BTEC Higher National Certificate Construction.

#### **Special Responsibility:**

Chair of the Property and Projects Committee

### Dr (Cecily) Jane Freemantle OAM (Appointed 22.03.2024)

*MPH (University of Adelaide), PhD Epidemiology (University of Western Australia)*

Academic (Epidemiology, Medical and Population Health research); tertiary education lecturer; academic advisor Medical Faculty; Masters, PhD supervisor (University of Melbourne); Examining Chaplain Dioceses of Western Australia (past), Wangaratta (past), Melbourne (current); Board Director, Brotherhood of St Laurence; member of governing bodies of secondary and tertiary educational institutions (Lauriston Girl's School Foundation; Trinity College Council; Ormond College Council (past); Guildford Grammar School Board (past)); Academic Fellow Ormond College; Fellow of Trinity College; Member Professional Standards Committee; Member National Scientific Advisory Council Red Nose Australia.

#### **Special Responsibility:**

Chair of the Risk Committee

## Linden Hearn OAM (Appointed 07.03.2024)

*DipT (Primary), GradDip (Special Education), GradDip (Education Administration), MACE, FACEL, Fellowship Award of the Australian Council for Educational Leaders*

Teacher; previous Principal of Rossbourne School; previous member of Special Education Commission ISV; previous panel member of Riding for the Disabled; previous Equestrian Victoria Dressage Selector.

## Milena Ickeringill

*MBA, LLB, Bee*

Group General Counsel and Company Secretary of listed company AXA Asia Pacific Holdings Limited (2004-2009) advising the Chief Executive and Board on major legal and regulatory issues; Group Compliance Manager AXA Asia Pacific Holdings Limited (2001-2004); Chairman of NM Superannuation (Trustee of AXA retail superannuation funds) 2001-2009; Director of other subsidiary companies of AXA Asia Pacific Holdings Limited; Solicitor, King & Wood Mallesons and Allens Linklaters; member of various governance committees and advisory boards at Firbank Grammar School; President of the Firbank Association.

### **Special Responsibility:**

Chair of the Finance Committee

## Rev. Prof. Mark Lindsay (Retired 21.02.2024)

*BA (1st Hons), PhD (Distinction) UWA, GradDipTheol MCD*

Associate Chaplain at Trinity College; Associate Priest at St Paul's Cathedral; Associate Priest at St Mary's North Melbourne; Associate Priest at Christ Church Brunswick; Joan F.W. Munro Professor of Historical Theology and Deputy and Academic Dean at Trinity College Theological School; Director of Research at University of Divinity; Sub-Dean of Faculty of Arts at University of Western Australia; President of Australian and New Zealand Association of Theological schools; Australian Research Council Expert Assessor.

## Trent Rhodes

*BAppSc Geomatics, Advanced Diploma Project Management, Advanced Diploma Spatial Information*

Director, Road Safety, Department of Justice and Community Safety; Program Manager, Road Policing Command, Victoria Police.

## Rev. Kirsty Leanne Ross

*BTheol (MCD), PGCE Religious Education (Oxon), MCoun (Monash)*

Senior Chaplain at Melbourne Girls Grammar; Area Dean of Stonnington; Deputy Chair of the Diocese of Melbourne's Steering Committee for Children's and Young People's Ministry; 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.

# MANAGEMENT

## Bill Sweeney

*DipT, BEd, MEd, MBA*

### **Special Responsibilities:**

Principal, Chief Executive Officer

## Kieran Mitchell

*BBus (Accountancy), CA*

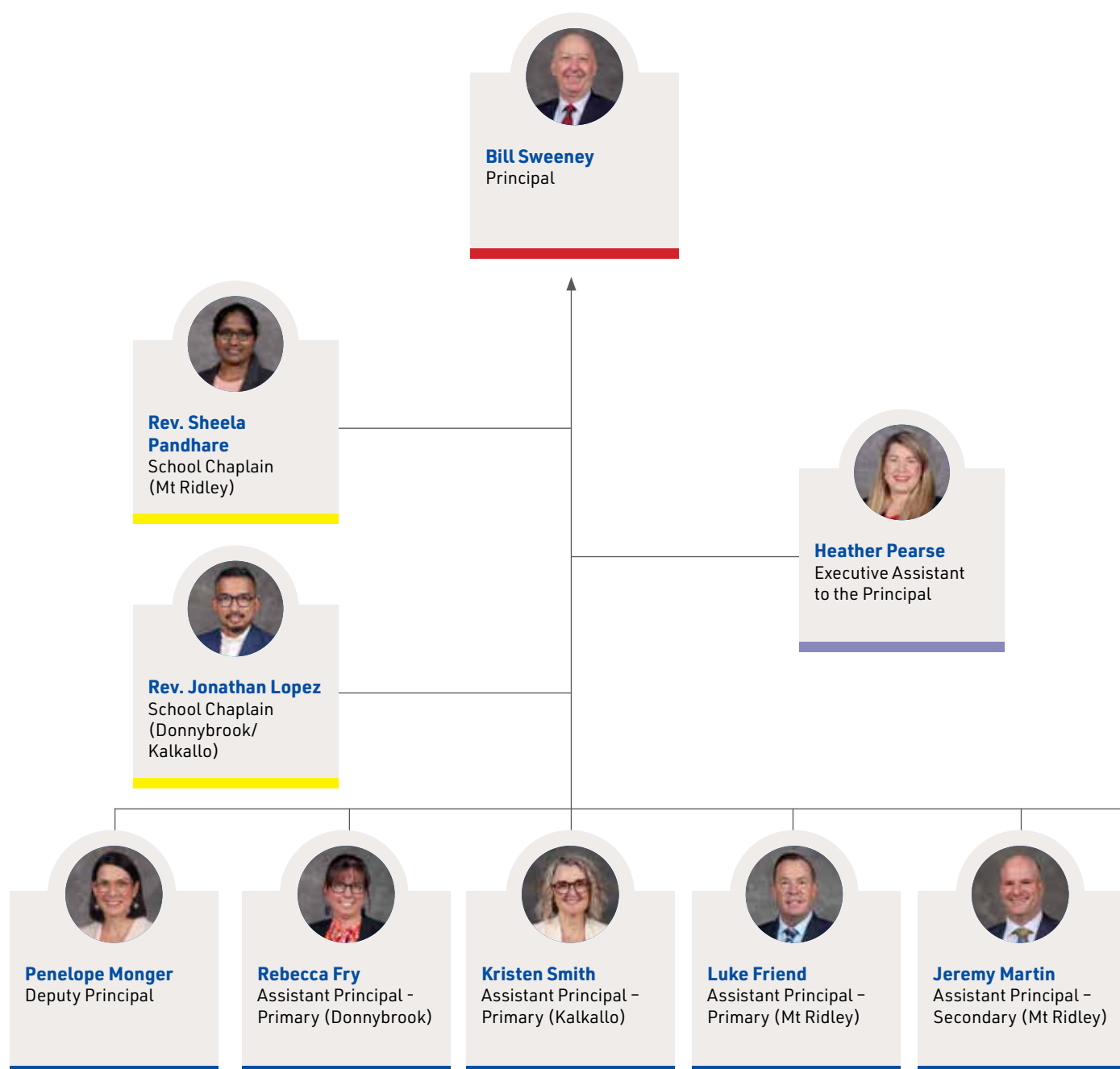
### **Special Responsibilities:**

Business Manager, Company Secretary, Chief Financial Officer



# ABOUT HUME ANGLICAN GRAMMAR

## ORGANISATIONAL CHART





**Claire Thompson**  
Director of Student  
Wellbeing



**Sam Butterfield**  
Director of Teaching  
and Learning



**Libby Hasler**  
Director of Human  
Resources



**Kieran Mitchell**  
Business Manager

# 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 of 93% from 2024.

### Teaching Staff

ABDO, Alanna	COE, Isaiah	HABER, Alissa	LAZARUS, Eugene
AGIUS, Suzanne	CONDO, Justin	HALDEN, David	LAZARUS, Jennifer
ALLEN, Jennifer	CONNELLY, Nicola	HALL, Bradley	LAZZARO, Amanda
AMOR, Rachelle	COOPER, Acacia	HANCOCK, Joanna	LEE, Mitchell
ANDERSON, Tianne	COSTANZO, Giulia	HANIFF, Michael	LEE-JOHNSTON, Sarah
ANGELINO, Caitlin	COTRONIS, Mary	HARTIN, Nigel	LIEPINS, Indra
ARYA, Sunal	CREA, Stephanie	HATZIKALIS, Helen	LINEAGE, Rupert
BATTERSBY, Tim	CURRAN, Annette	HAYEK, Melanie	LIONTI, Francesca
BATTH, Navpreet	CURRAN, Stuart	HEARN, Christopher	LOADMAN, Jeremy
BATTISTA, Martina	DASCOLI, Laura	HERD, Jozlyn	LOBELLO, Luke
BECKETT, Melissa	DASS, Ashvin	HINSELWOOD, Ky	LORD, Jack
BESIC, Amy	DAVIDSON, Nicola	HO, Johnny	LUCCI, Erica
BLACK, Alexa	DAVIDSON, Simon	HOFFMAN, Janine	MALLON, Helena
BONELLO, Leanne	DAVIES, Sarah	HOUSTON, Chanelle	MARTIN, Jeremy
BRADY, Matthew	DELANY, Alicia	HUSSEIN, Hajar	MATHEW, Jisha
BRADY, Teagan	DI CECCO, Lara	IACOBUCCI, Rosa	MAZZARINO, Danielle
BRIGGS, Katherine	DICKSON, Iain	IBBOTT, Emily	MCCALLUM, Hayley
BRINCAT, Selina	DOAN, Peter	ISAAC, Deanne	MCCASKILL, Andrew
BROOKS, Melanie	ELIAS, Arthur	JARVIS, Marisa	MCINNES, Stephanie
BRUSH, Sarah	ELLIS, Joanne	JORDAN, Larissa	MCKENZIE, Emma
BRYANT, Lysiarne	ELVIN, Kaye	KALAVRITINOS, Anastasia	MCKENZIE, Jayden
BRYANT, Rachel	ET, Tulay	KAUR, Tirath	MCKENZIE, Tracey
BUCKLEY, Haley	EXTON, Duncan	KENDALL, Courtney	MCKITERICK, Kerry
BUTCHER, Aaron	FAIRWEATHER, Imogen	KHATRI, Komal	MCLAUGHLIN, Belinda
BUTTERFIELD, Sam	FARRUGIA, Ellen	KOUMANTAROS, Clare	METAGESHA, Brianna
CARASSITI, Aaron	FRIEND, Luke	KURUVILLA, Anju	MITCHELL, Keshia
CARUSO, Laura	FRY, Rebecca	KUTIN, Shirley	MOLLOY, Debra
CAVALIEROS, Andrew	GALEA, Hannah	LA POSTA, Vincenza	MOLONEY, Cillian
CAVALIEROS, Tiana	GHATTAS, Karim	LALEAS, Koula	MONGER, Penelope
CHAN, Helen	GIARRUSSO, Richard	LALLO-CROFTS, Lauren	MORTON, Nicole
CHAPMAN, Leyla	GLOVER, Emily	LANAGAN, Joanne	MOYLE, Diana
COAKLEY, Stephanie	GOMES, Pamela	LANG, Sarah	NEWTON, Brett



NEWTON, Jane  
NICHOLSON, Michelle  
O'DONNELL, Karyn  
OSBORNE, Tanya  
OTTINA, Giada  
PAJAR, Renz  
PALAMO, Brooke  
PARKIN, Clive  
PARKS, Jonathan  
PARNIS, Tayla  
PARRY, Emily  
PAULL, Emma  
PAYNE, Natasha  
PECK, Kirshena  
PIKOS, Pina  
PLOWMAN, Amy  
PRIOR, Theresa  
PRITCHARD, Sarah  
PUCAR, Michelle

RAKATAIRI, Deborah  
RAWASIA, Musaab  
RHODES, Jade  
RIVETTE, Emma  
ROMANO, Alexander  
ROSENDALE, Rochelle  
RUSSELL, Kate  
RYAN, Andrew  
SALVATORE, Olmo  
SALVATORE, Pia  
SAM, Tania  
SANDS, David  
SARRAF, James  
SARRAF, Michael  
SCAMARCIO, Luci  
SCERRI, Michele  
SCHUCH, Amanda  
SCOTT, Nicholas

SCOTT, Zoe  
SHAMON, Sandra  
SHARMA, Navneet  
SHARMA, Parkashni  
SHATFORD, Sarah  
SHEPHARD, Natalie  
SIRIANNI, David  
SMITH, Daniel  
SMITH, Kristen  
SMITH, Michael  
SMITH, Rachel  
SOMMER, Haylee  
STELLA, Vanessa  
STIRRUP, Emma  
SUNILKUMAR, Seejal  
SWEENEY, William  
TAMAI, Giulia  
TARZIA, Robert  
THOMPSON, Claire

TODD, Jane  
TURCINOVICH, Andrew  
UPHAM, Christina  
UTTING, Robert  
VARKEY, Jyothi  
VASILIADIS, Tamara  
VENDITTI, Laura  
VERMA, Megha  
WARING, Channelle  
WHITE, Robyn  
WHYTE, Matthew  
WIKE, Samantha  
WILLIAMS, Shae  
WILSON, Holly  
YAP, Catherine  
YUSUF, Berna  
ZAFIR, Aquila

## General Staff

ALEXANDER, Jane  
ALIAS, Femin  
ANJUM, Shagufta  
BACCARI, Amanda  
BACHITAR-SINGH, Mohan  
BOWEN, Tina  
BURGERS, Remco  
BUTTERWORTH, Casey  
CHITTENDEN, Stephanie  
COLEMAN, Renee  
COMBRINCK, Karen  
CRAIG, Chloe  
CROUCH, Jaime-Lee  
CZARNECKI, Katherine  
DAVID, Jhoeann  
DAWSON, Emilie  
DAWSON, Jodie  
DE VITO, Georgia  
DOWNER, Shari  
FABIAN, Eugene  
FILES, Karen  
FINLAY, Jessica  
FLEMING, Sara  
FOENANDER, Nicole  
FORTH, Georgia  
GANDHI, Reema

GIBSON, Elizabeth  
GLAVIC, Tanya  
GRALINSKI, Deanna  
GREGG, Rachel  
HALE, Elizabeth  
HARRIS, Renee  
HARROP, Leanne  
HASLER, Libby  
HEMARA, Shani  
HENRY, Sarah  
HERRMANN, Carolyn  
HODGSON, Amanda  
HODGSON, Nicole  
HOLMES, Chiarina  
HUDSON, Elyse  
ISMAILOSKA, Selima  
JONES, Emma  
JONES, William  
KAUR, Harleen  
KAUR, Kim  
KENDALL, Katie  
KHAN, Anjum  
KIEFER, Megan  
KIEU, Mai  
LAMBERT, Jemmah  
LAWFORD, Katherine

LIN, Yvaine  
LITTLE, Kersty  
LIU, Zack  
LOPEZ, Jonathan  
LOVERSO, Patrick  
MAHONEY, Kristy  
MAHONY, Damian  
MARSHALL, Georgia  
MCDONALD, Caroline  
MCINTYRE, Joanne  
MCKAY, Lisa  
MCKENNA, Heather  
MEAD, Georgia  
MEAD, Michelle  
MITCHELL, Kieran  
MOMIROVSKI, Irina  
NEWTON, Rebecca  
NICHOLS, Beverley  
NICKSON, Michelle  
ONCIARICH, Georgia  
OVER, Jessica  
PANDHARE, Sheela  
PANDYA, Kartikey  
PATEL, Nilay  
PEARSE, Heather  
POCOCK, Matthew

POLLARD, Rhonda  
RAYKOVSKI, Angelica  
REDDAN, Kellie  
RILEY, Helena  
RYAN, Sarah  
SADA, Olivia  
SALY, Lana  
SAMARAWICKREMA, Thanuja  
SCHNEIDER, Remy  
SCHULZ, Casey  
SCINTO, Lana  
SCROFANI, Alessandra  
SHAH, Bony  
SILVA, Frances  
SMOLIANITSKI FABIAN, Evgeny  
STIVALA, Ben  
STUART-SMITH, Karen  
TOMAINO, Priscilla  
VALENTINE, Cara  
WALKER, Angela  
WHITEHEAD, Susan  
WOOLMER, Caroline  
WRIGHT, Lina

# STAFF PROFESSIONAL LEARNING

All staff were provided with opportunities for professional learning in 2024.

A significant shift was our approach to internal professional development for teaching staff. Considering the work of Daniel Pink in relation to high performing teams, professional development sessions delivered in-house prioritised teacher agency and choice. Each semester, teachers selected a five-session course from a number of offerings across the areas of Middle Leadership, eLearning, Professional Reading, Curriculum Design, High Impact Teaching Strategies and Supporting Neurodivergent Learners. Sessions focused on developing classroom strategies and enabled teaching staff to refine and review their practice.

We also continued to increase the numbers of both teaching and general staff engaging with external professional learning; becoming members of professional organisations; and undergoing specialist training. This year saw many staff upskilled in the understanding of neurodiverse

students, joining subject or leadership networks and attending VCAA training and masterclasses on VCE study design.

The safety of students in our care is of the utmost importance and regular training was provided to equip staff to respond to student incidents, including the requirements of Ministerial Order 1359, the Child Safe Standards. Staff engaged with professional development including anaphylaxis, first aid, CPR, OHS, Child Safe Standards, mandatory reporting and safeguarding, emergency protocols, evacuation procedures, digital security and online safety.

The School continues to support graduate teachers, with seven teachers gaining full VIT registration through completing their inquiry project. Further, the number of experienced staff trained as VIT mentors also increased.

All of our staff model to students that ongoing learning and development is to be embraced, both for the intrinsic value of learning and to continue to better support the students in our care.



# TEACHING AND LEARNING

Our Vision for Teaching and Learning tasks us with ensuring students experience 'success in a changing world'. Launched in 2023, our focus in 2024 was embedding the aspirational pillars into every facet of school life.



Building on the work in 2023 where we explored 'Being Active Agents' and 'Reflecting on our Practice', across the first three terms of the year, the whole school had a core focus on the remaining pillars. Term 1 focused on 'Living our Values' as we considered core beliefs and how they shape us. We moved on to 'Exceeding our Potential' in Term 2, challenging the whole community to dream big and achieve excellence, with staff professional learning focusing on growth mindsets and resilience. Finally, Term 3 was a joyful exploration of 'Loving Lifelong Learning'. Staff shared their personal learning with students and modelled the learning process. We engaged with two big ideas in assemblies and classrooms, discussing the intrinsic joy of learning alongside the inspiring and daunting idea that, as world changes become ever faster, it is those who commit to lifelong learning who will truly thrive.

A significant project for the School was migrating our student management system to Sentral. Recognising the crucial role of the partnership between school and home, one of the aims of the platform was to improve parent communications through the launch of the Sentral App.

The Teaching and Learning Leadership team made significant changes to written reports to increase the quality of information about students' academic progress. Mid-semester reports were redesigned around five learning habits, each drawn from a pillar of the Vision for Teaching and Learning; an acknowledgement that the cumulative effects of consistent learning habits lead students to success. Further, the summative end-of-semester reports exploited the increased functionality in Sentral. In Primary, the focus shifted to learning progress rather than simply attainment, and reports graphically represented students' progress against curriculum outcomes. In Secondary, reports became richer in data with a graphical representation of the distribution of student attainment in each subject allowing parents and students to have more informed conversations about subject choices.

Our three Primary Sections had a wonderful year with the consolidation of the Reader's Workshop and the implementation of the Writer's Workshop instructional model. Secondary sections had a strong focus on the quality of feedback given to students and continued to develop the depth of curriculum, subject options available at VCE and the integration of RAVE curriculum into Humanities lessons at Year 7. Growth in the Donnybrook Secondary section was supported by Heads of Faculty and the School appointed the Donnybrook Curriculum Committee and Head of Teaching and Learning to lead this section's continued growth. Strong results at VCE, tertiary pathways and at each stage of NAPLAN were a celebration of this progress.

It has been a joy to see the community embrace our shared Vision for Teaching and Learning. The School is a joyful place, with student learning at its heart.



# STUDENT ATTENDANCE

## Whole School

Year Level	Student Count	School Attendance Percentage
Prep	252	91.46%
Year 1	252	91.52%
Year 2	252	91.00%
Year 3	224	92.31%
Year 4	224	92.71%
Year 5	196	91.73%
Year 6	168	92.62%
Year 7	280	94.82%
Year 8	280	93.06%
Year 9	140	91.95%
Year 10	140	91.44%
Year 11	140	93.26%
Year 12	131	94.03%

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 students, and at the beginning of each lesson in Secondary. Parents are informed that, if their child will be late or absent, it is essential they notify the School through Sentral. When arriving late to school or leaving early, students must sign in or out at their section's office. This information, together with other guidelines, are relayed to parents through various modes of communication such as newsfeeds and School website. A notification is sent to the child's parent requesting an immediate response if the School has not been notified of an absence. This process enables the School to maintain an accurate record of attendance; this is of particular relevance to VCE students regarding their accountability to the Victorian Curriculum and Assessment Authority. The overall attendance rate of each student is recorded, and parents may access Sentral to monitor their child's attendance and punctuality.



# RESULTS

## ACADEMIC ACHIEVEMENT YEARS 3, 5, 7 AND 9

### 2024 Naplan Results

The participation rate for NAPLAN at Hume Anglican Grammar was 99%, above the national participation rate of 95%.

### Assessment Area Report

Year Group	Assessment	Percentage at 'Strong' or 'Exceeding' Proficiency	Percentage at 'Exceeding' Proficiency
Year 3	Reading	82.4	26.7
	Writing	93.6	15.0
	Spelling	81.4	26.8
	Grammar	66.8	18.2
	Numeracy	73.6	14.5
Year 5	Reading	89.6	29.5
	Writing	86.5	28.1
	Spelling	88.0	35.4
	Grammar	81.3	17.7
	Numeracy	83.2	18.8
Year 7	Reading	87.8	38.8
	Writing	88.0	29.0
	Spelling	90.5	40.0
	Grammar	81.1	33.1
	Numeracy	89.8	29.0
Year 9	Reading	84.7	29.9
	Writing	86.8	26.5
	Spelling	88.2	22.1
	Grammar	76.5	26.5
	Numeracy	90.4	12.5

# RESULTS

## NAPLAN Mean Scores Compared with All Australian Students

	2023	2024			
Compare to	<input type="radio"/> Students with similar background	<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	433	444	439	446	424
Year 5	521	526	525	527	515
Year 7	581	586	580	584	588
Year 9	607	622	597	601	616

The table above shows the mean attainment of students at Hume Anglican Grammar in comparison to mean national performance. The 2024 assessments showed all cohorts performing 'Above' or 'Well Above' the national average in each of the five assessed areas. Particularly strong results were achieved in the Year 7 cohort, which was 'Well Above' national averages in all areas.

## NAPLAN Mean Scores Compared with Students of a Similar Background

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	433	444	439	446	424
Year 5	521	526	525	527	515
Year 7	581	586	580	584	588
Year 9	607	622	597	601	616

When compared to students with a similar background, students at Hume Anglican Grammar were 'Above' national averages in 13 of the 20 assessed areas; Years 7 and 9 cohorts were 'Above' the national average in all areas.

### Interpreting the table

- Selected school's average when compared to all Australian students
- Well above
  - Above
  - Close to
  - Below
  - Well below
  - No comparison available



# ACADEMIC ACHIEVEMENT

## YEARS 10, 11 AND 12

### VCE Overview

In 2024, 131 Year 12 students completed the final year of the Victorian Certificate of Education (VCE) at Hume Anglican Grammar, representing the 13th year that the School has delivered the VCE program.

Students enrolled in 31 different Unit 3/4 studies. While 16 students undertook a non-scored VCE program, eight chose to attain study scores in English to meet university prerequisite requirements.

### VCE Enrolment Overview

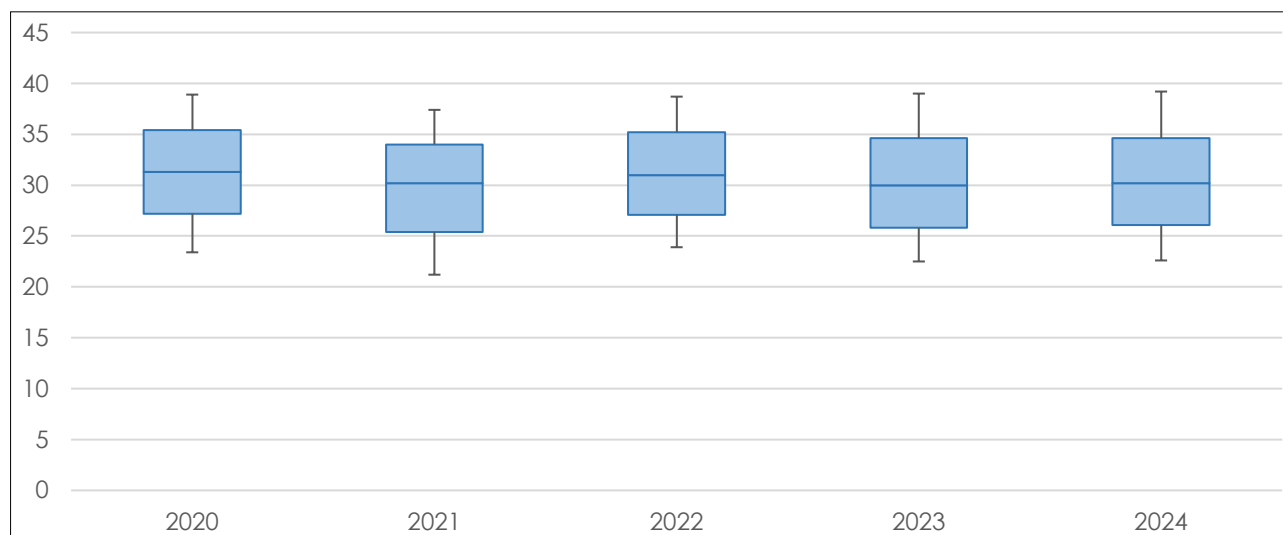
VCE Enrolment	
Number of students in a Unit 3/4 sequence	166
Number of students applying for the VCE	131
Number of students applying for an ATAR	119
Number of students enrolled in a VCE subject across all Units (1-4)	287
Percentage of students satisfactorily completing the VCE	100%
Number of students completing VCE over three years	0

- 25% of Year 11 students undertook a Unit 3/4 sequence compared with 32% of students in 2023 and 40% in 2022.
- Of the 140 Year 11 students enrolled, 35 studied a Unit 3/4 sequence in one of the following subjects: Accounting, Biology, Business Management, Environmental Science, General Mathematics, Health and Human Development, History Revolutions, Psychology and Systems Engineering. Through the Victorian School of Languages, three Year 11 students studied Punjabi, two studied Chinese Second Language Advanced and one student studied Hindi.



# RESULTS

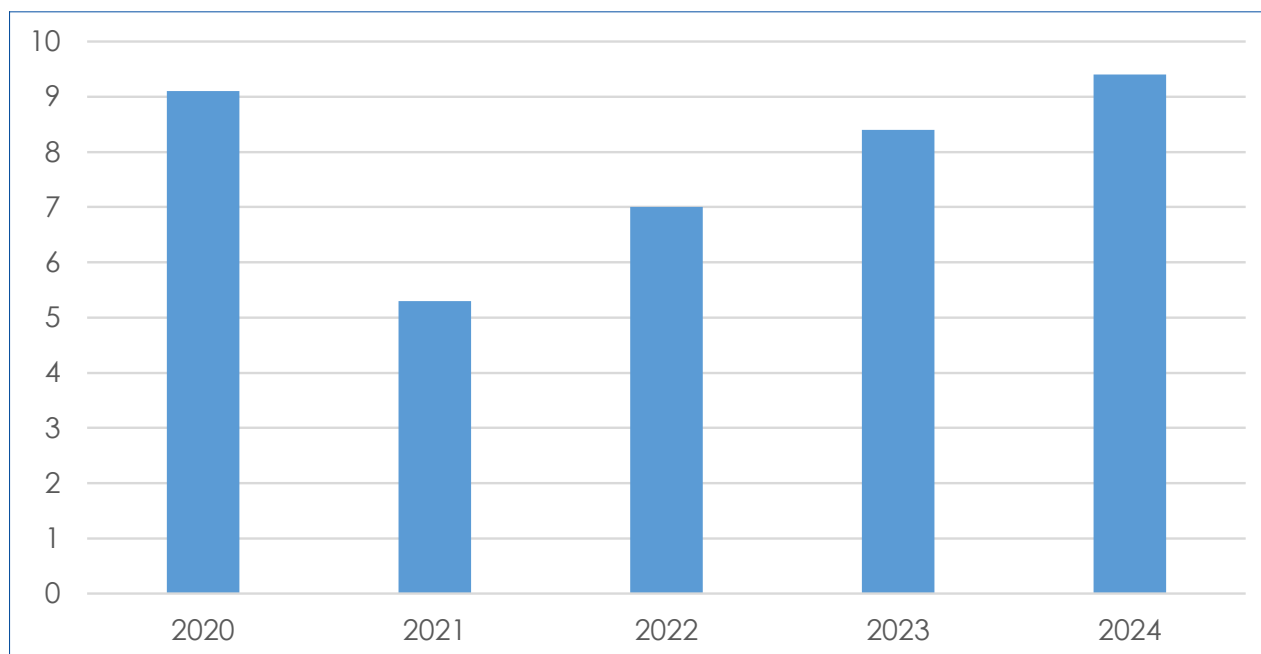
## VCE Study Score Distribution 2020-2024



Year	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
2020	309	26	11	23.4	27.2	31.3	35.4	38.9	49.0
2021	341	22	14	21.2	25.4	30.2	34.0	37.4	47.0
2022	455	31	11	23.9	27.1	31.0	35.2	38.7	50.0
2023	582	34	14	22.5	25.8	30.0	34.6	39.0	50.0
2024	606	31	13	22.6	26.1	30.2	34.6	39.2	50.0



## Percentage of VCE 40+ Study Scores 2020-2024



While maintaining the same median Study Score from 2023, a greater number of 40+ Study Scores were achieved, increasing from 8.4% in 2023 to 9.4% in 2024. Additionally, 25.95% of students completing a Unit 3/4 sequence achieved a Study Score above 40, an increase from 23% in 2023.

Three perfect Study Scores of 50 were attained by two students; one student achieved a 50 in each of Chemistry and General Mathematics and the other achieved a 50 in Business Management.

## VCE Study Score Comparison of Year 11 Accelerated and Year 12 Students

Year	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
Hume	606	31	13	22.6	26.1	30.2	34.6	39.2	50.0
Year 11	35	12	22	30.3	33.9	38.0	41.6	44.1	50.0
Year 12	571	30	13	22.5	25.9	29.8	34.0	38.3	50.0

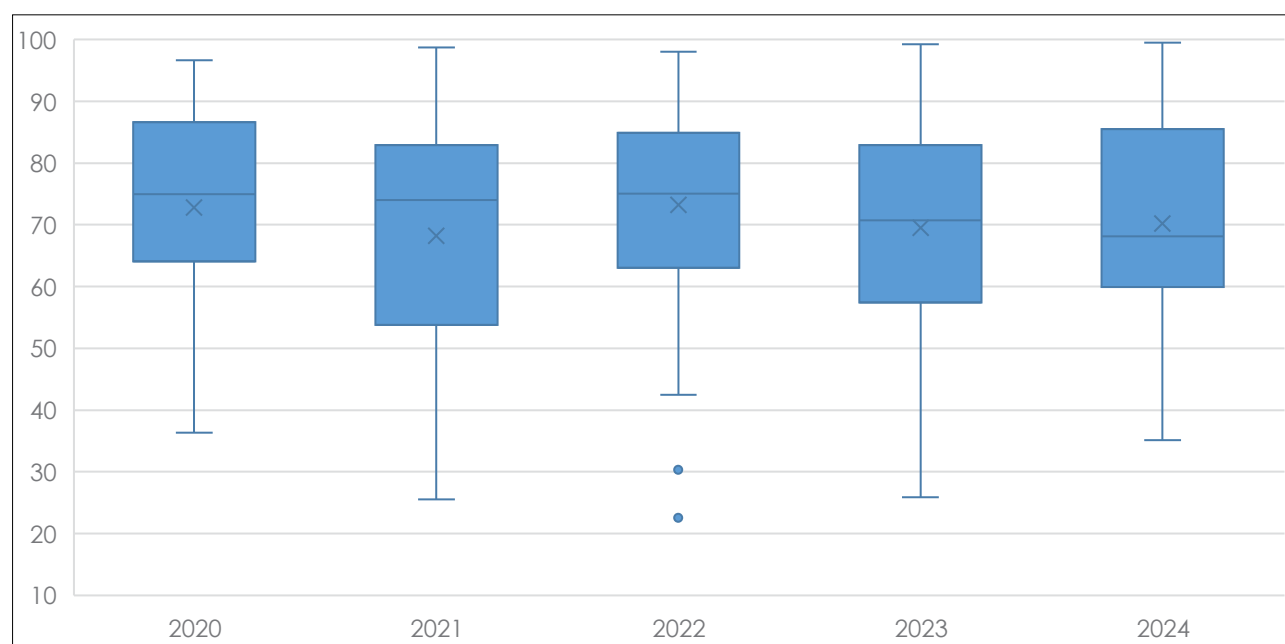
The median Study Scores of accelerated Year 11 students sits 8.2 points higher than that of the Year 12 group, representing a 16% increase (up from 6.9) in 2023. This increase reflects further rigour applied to the 2024 process for accepting accelerated students, better assessing student suitability and capacity for undertaking an accelerated VCE program.

# RESULTS

## Australian Tertiary Admissions Rank (ATAR)

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

## ATAR Distribution 2020-2024



Year	No of Students	Min	25th Percentile	Median	75th Percentile	Max
2020	56	36.30	64.08	75.40	86.66	96.65
2021	61	25.55	53.83	74.04	82.95	98.75
2022	81	22.55	63.60	75.05	84.85	98.00
2023	110	25.85	57.68	70.70	82.70	99.25
2024	119	35.15	59.39	68.15	79.30	99.55

The distribution of ATARs corresponds to the upward trend in Study Score achievement. Additionally, the top rank achieved in 2024 was 99.55, the highest ranking in the School's history and the second time a student at Hume Anglican Grammar has achieved an ATAR above 99.



# PATHWAYS

## Pathways Overview

Of the 131 graduates, 120 (92%) applied for a course of study through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 116 (97%) received an offer in the December round, and 103 (86%) received an offer within their top three preferences (54% received their first preference). The 11 students who did not apply for tertiary studies via VTAC were planning to pursue apprenticeships, direct entry to TAFE or employment.

In the first offer round in January, 29 students received an offer, including three who hadn't received an offer in the December round.

Nine students received an offer in the second round in January. The fourth student who did not receive an offer in the December or first January round was made an offer in this round. All other students had received at least one offer in the previous rounds.

## Preference Data

Student preferences and offers were as follows:

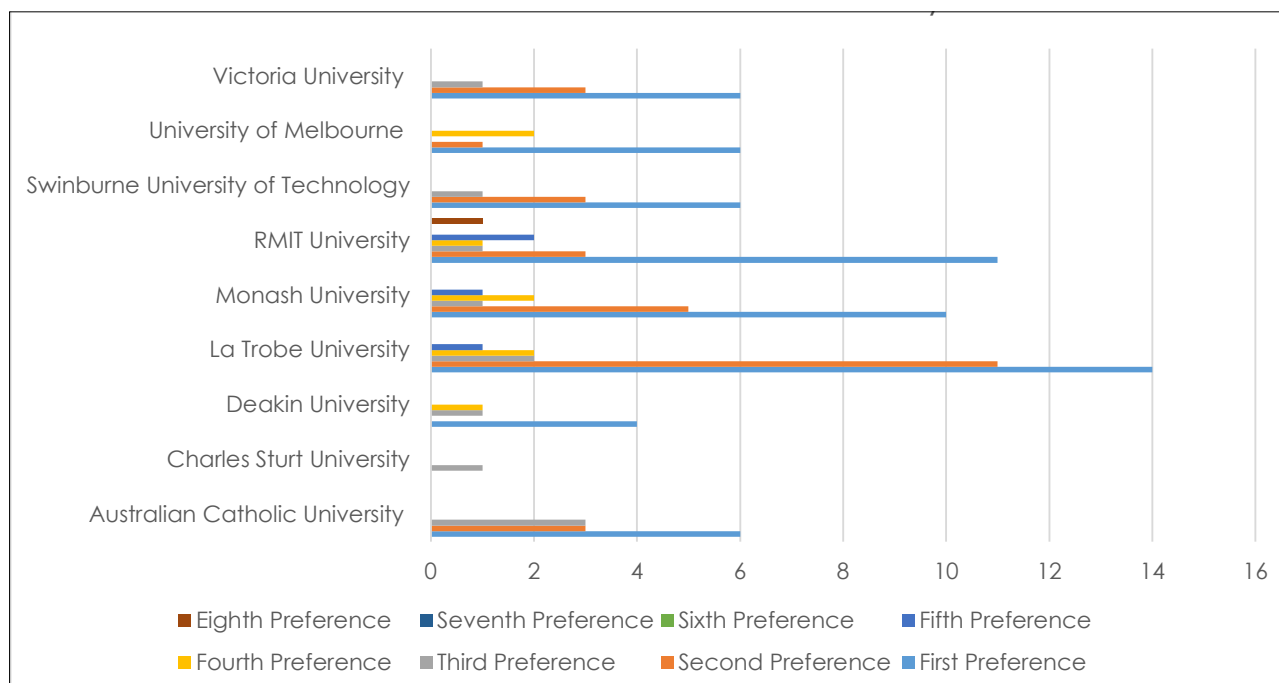
Preference	Number	Percentage	Cumulative
1st	63(*13) (**3)	54	54
2nd	29(*3)	25	79
3rd	11(*4) (**2)	9	86
4th	8 (*3)	7	93
5th	4 (*1) (**1)	3	96
6th	0	0.5	96
7th	0(*2)	0	96
8th	1(*2)	1	97

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

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

# RESULTS

## University Preference Destinations



## Destination Data

Institution	Area of Study	Number of Students	Number of Total Offers
<b>Australian Catholic University</b>	Biomedical Science (Diploma)	1	<b>14</b>
	Commerce/Laws	1	
	Education (Secondary)/Arts (Visual Arts)	1	
	Exercise and Sports Science	1	
	Foundation Studies	1	
	Nursing	5	
	Nutrition Science	1	
	Speech Pathology	2	
	Visual Arts and Design	1	
<b>Bendigo Kangan Institute</b>	Justice	1	<b>1</b>
<b>Charles Sturt University</b>	Oral Health (Therapy & Hygiene)	1	<b>1</b>
<b>Deakin University</b>	Architecture/Construction Management (Honours)	1	<b>7</b>
	Criminology	2	
	Nursing	2	
	Science	2	

## Destination Data (Continued)

Institution	Area of Study	Number of Students	Total Number of Offers
<b>La Trobe University</b>	Accounting	1	<b>36</b>
	Animal & Veterinary Biosciences	1	
	Arts	1	
	Biomedicine	2	
	Business	2	
	Civil Engineering (Honours)	1	
	Commerce	3	
	Commerce/Computer Science	1	
	Commerce/Health Sciences	1	
	Criminology	3	
	Criminology/Psychological Science	1	
	Cybersecurity/Psychological Science	1	
	Education	1	
	Health Sciences	2	
	Information Technology (Diploma)	1	
	Laws (Honours)	1	
	Laws (Honours) / Global Studies	1	
	Nursing	2	
	Pharmacy (Honours)	3	
	Science	3	
	Sport & Exercise Science	2	
	Teacher Education (Diploma)	2	
<b>Monash University</b>	Architectural Design	1	<b>27</b>
	Biomedical Science	2	
	Business	1	
	Commerce	1	
	Computer Science Advanced (Honours)	1	
	Diploma of Higher Education - Education	1	
	Engineering (Honours)	1	
	Engineering (Honours) - Masters Accelerated Pathway	1	
	Engineering (Honours)/Commerce	1	
	Engineering (Honours)/Science	2	
	Laws (Honours)	1	
	Laws (Honours)/Commerce	1	
	Laws (Honours)/Criminology	1	

# RESULTS

## Destination Data (Continued)

Institution	Area of Study	Number of Students	Number of Total Offers
<b>Monash University (Continued)</b>	Medicine	2	
	Nursing	2	
	Pharmacy (Honours)/Master of Pharmacy	1	
	Science	5	
<b>RMIT University</b>	Accounting	1	<b>29</b>
	Architecture	1	
	Applied Science (Associate Degree)/Pharmacy (Bachelor) (Honours)	1	
	Aviation	1	
	Aviation (Professional Pilots) (Associate Degree)	1	
	Business	2	
	Business (Professional Practice)	1	
	Commerce	1	
	Engineering – Chemical (Honours)/Pharmaceutical Sciences	1	
	Engineering – Computer and Network (Honours)/Computer Science	1	
	Engineering (Honours)	3	
	Engineering – Mechanical (Advanced Diploma)	1	
	Engineering (Mechanical) (Advanced Diploma)/Engineering (Mechanical Engineering) (Honours)	1	
	Engineering Technology (Advanced Manufacturing and Mechatronics Major) (Associate Degree)/Engineering (Advanced Manufacturing and Mechatronics) (Honours)	1	
	Fashion Design	1	
	Game Design	1	
	Legal Practice (Paralegal) (Associate Degree)	2	
	Medical Radiation (Radiation Therapy)	1	
	Nursing	1	
	Osteopathy (Degree)/Clinical Osteopathy (Masters)	1	
	Pharmacy (Honours)	1	
	Science	1	
	Screen and Media (Animation, Gaming and Visual Effects) (Diploma)	1	
	Social Media Marketing (Diploma)/Professional Communication (Degree)	1	
	Social Work/Psychology (Social Science) (Honours)	1	



## Destination Data (Continued)

Institution	Area of Study	Number of Students	Total Number of Offers
<b>University of Melbourne</b>	Arts	3	<b>12</b>
	Biomedicine	2	
	Commerce	3	
	Commerce/Information Technology	1	
	Science	2	
	Science/Data Science	1	
<b>Victoria University</b>	Accounting (Diploma/Degree Pathway)	1	<b>14</b>
	Architectural Design	1	
	Biomedical Science	2	
	Criminology	2	
	Cybersecurity	1	
	Education Studies (Diploma)	1	
	Engineering (Honours) Civil Engineering	1	
	Engineering – Mechanical Engineering (Honours)	1	
	Health Science	1	
	Legal Services	1	
	Psychological Studies	1	
	Osteopathy (Degree/Master)	1	

# FINANCE

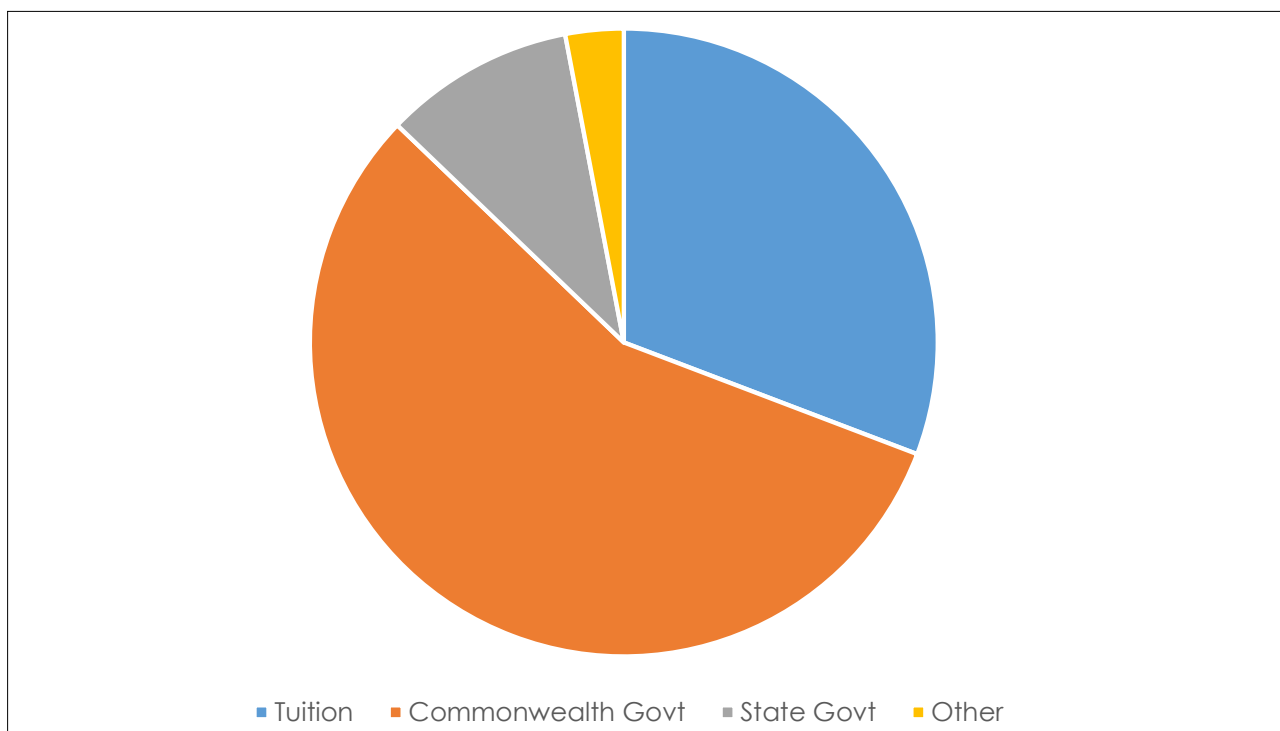
## FINANCIAL REPORTING

### Income

The School has achieved a comprehensive income (net operating surplus) result of \$6,580,790 for the financial year ended 31 December 2024.

Income Category	\$'000	%
Tuition related income	17,559	31
Commonwealth general recurrent grants	32,028	57
State general recurrent grants	5,404	10
Other income	1,626	3
<b>Total Income</b>	<b>56,617</b>	<b>100</b>

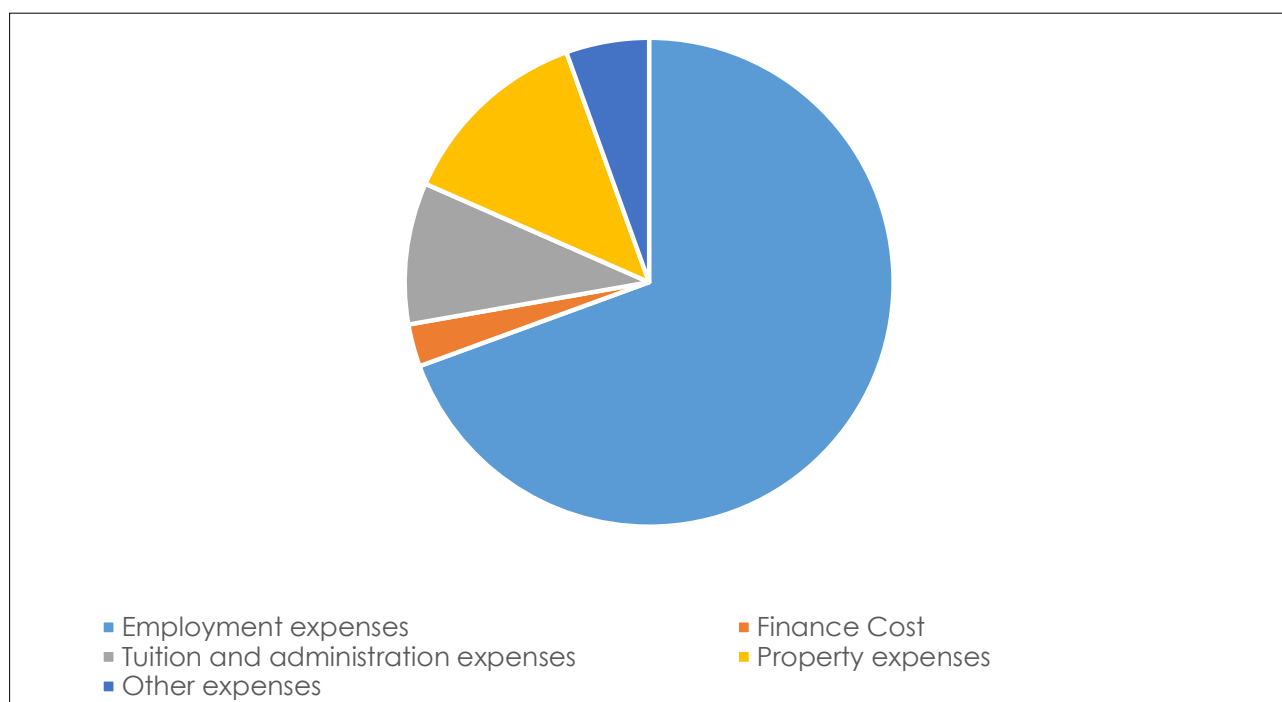
### Income -Year ended 31 December 2024



## Expenses

Expense Category	\$'000	%
Employment expenses	34,292	69
Finance Cost	1,442	3
Tuition and administration expenses	5,019	10
Property expenses	6,465	13
Other expenses	2,818	6
<b>Total Expenses</b>	<b>50,036</b>	<b>100</b>

## Expenses -Year ended 31 December 2024



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# CAPITAL WORKS AND DEVELOPMENT

The School received \$115,351 in building fund donations in 2024, which are gratefully acknowledged, and which will be allocated to a number of important projects across the School.

Work on Stage 3 at Kalkallo, Resource Centre, was completed in December 2024. The Centre is designed as a hub for creativity and innovation, featuring dedicated Arts and STEM learning areas, a whimsical 'Imaginarium' within the library, and two versatile multipurpose rooms that foster curiosity and collaboration.

Work on Stage 7 at Donnybrook, STEM Centre was completed at the end of 2024. The Centre is designed to provide students with an inspiring, future-focused environment to explore and develop their interests in Science, Technology, Engineering and Mathematics.

A major renovation of the Coach House at Freier Campus was completed in December 2024. This transformation project preserved the heritage-listed building's timeless charm while reimagining it as a dynamic space to house Allied Health Services, a revitalised Health Centre, and additional office and meeting spaces.

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

"Hume Anglican Grammar has helped me forge my passion for science. Our awesome science faculty works tirelessly to teach us concepts in a way that is interactive and involves lots of fun practical investigations! It is this dedication that has made me so interested about the science behind chemical reactions and how the body works. This is why in the future I would love to pursue something in the field of healthcare or mental health." – **Year 12 student**

"You are one of the best teachers. When I first stood in this school and I saw you, to me you looked like a caring, friendly and fun person. Thank you for always organising fun things for us!"

– **Current student**

"Thank you for always being here and putting a smile on everyone's face. I hope you have an amazing year in 2025 and don't stop being happy, I am grateful for you being a teacher." – **Current student**

"I love the welcoming feeling from staff and students here at Hume Anglican Grammar. Every day I am excited to come to school because I know that my students and colleagues will lift me up."

– **Staff member**

"I am thoroughly enjoying the youthfulness of our school. Being a part of a school that is growing in every way is incredibly rewarding. There is a feel about Hume that is really special. We have and continue to build a wonderful culture."

– **Staff member**

"Working at Hume Anglican Grammar has significantly broadened my professional experience. The sense of purpose that comes from supporting the development and success of young minds is unparalleled. Knowing that my efforts in managing the school's finance, ICT, and business operations directly impact the student's educational journey is deeply fulfilling." – **Staff member and current parent**

"Wonderful staff and facilities, well done for bringing great education facilities to these suburbs"

– **Current parent**

"The enthusiasm of the staff and the confidence of the kids in showing the new parents around the then brand-new campus caught our attention. We read up on the School's core Values, each of which resonated with us so strongly. The Schools Vision, Mission and future plans for growth and development are remarkable. The decision was then straightforward as we were very impressed with what we saw, heard, read and experienced." – **Current parent (reflecting on why they chose Hume Anglican Grammar for their child)**

"We chose Hume Anglican Grammar for our children after finding that other local schools in the area did not meet our expectations. A colleague recommended Hume, as her daughter was attending and spoke highly of the school. When we attended the Open Day, we really connected with what the school had to offer. We see education as the most valuable gift we can give our children, ensuring they can fulfill their dreams, whatever they may be. I believe a good education is a great start in life."

– **Current parent**

"Hume Anglican Grammar allowed me to select from a range of subjects that were along my lines of interest, which upon completing them I had a greater appreciation for those interests and passions. I also believe I have taken the values we were taught and instilled in us from school and applied them outside in the workforce and in my personal life. The relationships and friendships I have made from school have been the best part; even though I have made new friends outside of school, there is still a huge bunch of us Grammarians that all hang out regularly." – **Grammarian**

"I am eternally grateful for my VCE teachers at Hume Anglican Grammar. If it weren't for their guidance and support, I honestly don't know where I would have ended up. It was through their guidance that I discovered my passion, and for that I will always be grateful." – **Grammarian**







 let your colours shine

**FREIER CAMPUS**

100 Mt Ridley Road  
Mickleham VIC 3064

**DONNYBROOK CAMPUS**

40 Eucalyptus Parade  
Donnybrook VIC 3064

**KALKALLO CAMPUS**

27 Goodman Avenue  
Kalkallo VIC 3064

[humegrammar.vic.edu.au](http://humegrammar.vic.edu.au)

Hume Anglican Grammar | Reg No: 2052

