



HUME ANGLICAN GRAMMAR ANNUAL REPORT 2015

100 Mount Ridley Road
Mickleham VIC 3064 AUSTRALIA
CRICOS Provider 03304D

www.humegrammar.vic.edu.au

P: + 61 3 8339 6900
F: +61 3 8339 6999
E: info@humegrammar.vic.edu.au

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The Principal's Message

This year has been another year of growth and there has been much to celebrate as Hume strives to achieve its mission to provide 'our local communities affordable, high-quality, independent co-education, from Prep to Year 12, in a caring and inclusive Christian environment.' Some of our more notable achievements include the construction of The Performing Arts Centre providing a new home to our thriving arts program. This was well timed for the Creative Arts Victoria program which saw the Extended School Residency create an outstanding Year 9 dramatic production. The Soccer Pitch was established offering a second open grassed play space for the Junior School and

Physical Education classes, and the Junior Primary Playground was opened allowing our youngest of students to enjoy a dedicated space which is safe, secure and designed specifically for their age group. Carpeting the Central Gathering Area gave a warmer more welcoming multipurpose space for all students to enjoy. The long awaited completion of the Mt Ridley Road development concluded with now a well-constructed main road.

In 2015 for the first time, more than 500 senior students joined in an Easter Service and offered the opportunity to take Communion, which was again part of the Christmas Service. Advancements in the Teaching and Learning programs across the school has seen continued expansion in the educational offering with corresponding positive trends in academic results. The structuring of the School into Primary and Secondary took its first most noticeable step with the appointment of our Deputy Principal in Term 4. The model of managing Information Technology Services saw a new era of growth in administration and educational technology. The new school crest and associated imagery was revealed portraying a contemporary and revitalised look as we forge forward. Hume's enrolments continued to steadily climb with the addition of high quality staff and the provision of further opportunities for our children.

As our fourth cohort of Year 12s graduate, they move out into the world to face life's challenges, and do so with a toolkit that will carry them through the remainder of their life. And in that toolkit there is contained a set of values. Respect, in that they are principled and disciplined to care for themselves and value others. They will strive for excellence in all that they do so they may realise their full potential. They will be resilient with realistic expectations and flexibility to help deal with the challenges of life. They are young people with integrity so understand what it means to be accountable, responsible and trustworthy. And all this built upon the School's Christian base of compassion, inclusivity and service to others.

Bill Sweeney
Principal



The Chairman's Message

A great deal has been achieved by our Principal, Mr Bill Sweeney and his team in carrying out the strategic plan for the school. The future for Hume as we see it is a very bright one.

While still relatively new, Hume is evolving into a dynamic, effective and forward-looking school, grounded in strong and enduring values and focused on enriching the education of our students through a stimulating workplace and a flourishing community. Just as we have a mix of heritage homestead buildings and more contemporary purpose-built classrooms, we are a school that can draw on strong traditions while looking for fresh ways to achieve our goals.

Important decisions have been taken in re-shaping the structure of the school, and we look to further initiatives in teaching and learning as well as pastoral care as the new Primary and Secondary structure and accompanying leadership roles are implemented in 2016. The appointment of a Deputy Principal, Mr Tim Agnew, reflects the maturing of the school and will allow Mr Sweeney to devote more of his time to the bigger picture and initiatives to carry us through the next stage of development.

Steps have also been taken to refresh the way in which Hume presents itself to others and to generate more active engagement with the community.

We have seen good progress with development of the fabric and facilities of the school. The opening of the Performing Arts Centre was a highlight, and I refer also to the completion of a new sporting field, the new junior playground and the carpeting of the Central Gathering Area. We look forward to further improvements in 2016.

As a Board we work with the Principal and his team to manage the growth of the school so that we keep the cost of our education as affordable as possible while continuing to improve our facilities and offerings on a basis that can be sustained.

We have very high ambitions for Hume. We do not see why as an affordable fee school we should not deliver a rounded education of the very highest quality to our students. To succeed in this, we need to be nimble and innovative as well as measured in our approach.

We recognise that we cannot afford to stand still. We have to strive continually to improve.

Richard St John
Chairman

About Hume Anglican Grammar

Overview

Hume Anglican Grammar is an Anglican Diocesan School offering our local communities affordable, high-quality, independent co-education, from Prep to Year 12, in a caring and inclusive Christian environment.

We want to inspire in our students a love of learning, and through a rigorous and rounded educational experience, to provide them with the means to achieve a fulfilling life.

Philosophy

Hume Anglican Grammar embraces the following core values:

- ✦ Christian – an inclusive Christian community in the Anglican tradition built upon compassion and service to others;
- ✦ Excellence – high standards in all that we do and individuals realising their full potential;
- ✦ Resilience – a positive approach, founded upon realistic expectations and flexible actions that help us deal with the challenges of life;
- ✦ Respect – principled and disciplined; we care for ourselves and value others; and
- ✦ Integrity – a community whose members are accountable, responsible and trustworthy.

Governance

Hume Anglican Grammar Board



*Back, Left to Right: Rev. Robert Newton, Mr Klæe Ruse, Mr Dwight King, Mr Ray Hille,
Mr Ian Morris (Business Manager), Mr James Gordon
Front, Left to Right: Mr Bill Sweeney (Principal), Mr Richard St John (Chairman), Mrs Leanne Connor
Absent: Mrs Annette Leonard*

About Hume Anglican Grammar

Chair	Mr Richard St John	<p><i>LLB(Hons)(Melb)., LLM(Lond).</i></p> <ul style="list-style-type: none"> ▪ Board Chairman and Chair of Governance Committee ▪ Experience in legal, policy and governance roles in public, private, corporate and non-profit sectors, including formerly: <ul style="list-style-type: none"> – General Counsel and Company Secretary BHP – Senior positions in Department of Prime Minister and Cabinet and Attorney-General's Department in Canberra – Chief Executive Officer of HIH Royal Commission – Special Counsel Johnson Winter and Slattery, Lawyers – Board member of the Australian Ballet School
Director	Mrs Leanne Connor	<p><i>BBus(Acc)., GradDip(FinPlanning)., CA., CTA., SSA.</i></p> <ul style="list-style-type: none"> ▪ Chair of Finance Committee ▪ Experience: <ul style="list-style-type: none"> – Chartered Accountant, Chartered Tax Advisor and SMSF Specialist – Director of WGC Business Advisors Pty Ltd – Co-Chair of the Taxation Institute's Victorian Professional Development Committee – State Councilor of the Taxation Institute – Secretary of Newlands Basketball Club
Director	Mr James Gordon	<ul style="list-style-type: none"> ▪ Foundation parent of Hume Anglican Grammar ▪ Community minded resident of Craigieburn of 20 years ▪ Part owner and Director of SG Prettie Precisions Gauges Pty Ltd. ▪ Technical Manager in charge of Sales and Marketing of SG Prettie Precisions Gauges Pty. Ltd
Director	Mr Ray Hille	<p><i>OAM., DipEd(Syd)., BA(Syd)., Med(Syd)., Med(Admin)(UNE).</i></p> <ul style="list-style-type: none"> ▪ CEO Anglican Diocesan Schools Commission (Diocese of Melbourne) ▪ Experience: <ul style="list-style-type: none"> – Principal of the Peninsula School 1992-2010 – Career Educator – Life Member Australian College of Education – Member Australian College of Educational Leaders – Chair The Melburnian Owners Corporation – Formerly, Chair Associated Grammar Schools of Victoria – Formerly, Treasurer Victorian Ecumenical System of Schools
Director	Mr Dwight King	<ul style="list-style-type: none"> ▪ Chair of the Property Committee ▪ Chairman Anglican Diocesan Schools Commission of Melbourne ▪ Experience: <ul style="list-style-type: none"> – Church Warden of St Andrew's Anglican Church Brighton – President of National Dahlia Society of Victoria

About Hume Anglican Grammar

		<ul style="list-style-type: none"> - Fighter Pilot USAF - Senior executive in management / telecommunications business (AT&T, EDS Australia, Telstra) - Retired Managing Director of Electronic Data Systems Australia and New Zealand - Retired Managing Director and Chief Information Officer of Telstra Corporation
Director	Mrs Annette Leonard - until 10 June 2015	<i>CertBusAcc., CertTheol., CertComServ., CertAustswim., CertLifesaving.</i> <ul style="list-style-type: none"> • Parent • Experience: <ul style="list-style-type: none"> - Church Warden and Treasurer for the Anglican Parish of Hume - Formerly, Lending Manager for the Commonwealth Bank - Previously, Loans Officer for the Brotherhood of St Laurence
Director	Rev Robert Newton	<i>CertTheol(Oxford)., GradDipEd., BA(Hons).</i> <ul style="list-style-type: none"> • Vicar Holy Trinity, Kew • Teacher and former Board Member of Ballarat Queens Grammar • Teaching and chaplaincy experience: <ul style="list-style-type: none"> - Head of Religious Education Trinity College Gawler - Head of Religious Education Newington College - Ballarat Grammar Board Member - Archdeacon of Ballarat
Director	Mr Klæe Ruse	<i>BCom(Monash)., AMIIA.</i> <i>Parent</i> <ul style="list-style-type: none"> • Head of Audit and Loss Prevention at BP Global Business services, Melbourne. Responsible for Retail and Depot and Logistics Channels • Member of the Institute of Internal Auditors – Australia • Treasurer of Hume Anglican Grammar Parents and Friends Association Ltd • Treasurer of Hume Little Athletics Centre Inc

In attendance

Principal	Mr Bill Sweeney	<i>DipTeach., BEd., MEd(Leadership&Mgt)., MBA</i> <ul style="list-style-type: none"> • Principal • Chief Executive Officer
Company Secretary	Mr Ian Morris	<i>BBus., FCPA.,</i> <ul style="list-style-type: none"> • Company Secretary • Business Manager

Highlights of 2015

Hume Anglican Grammar, like many other communities, values the involvement of our Board of Directors, staff, students and parents. Through the Board's high level of governance, dedication and commitment to the school and the tireless efforts of a dedicated staff, the school and its curriculum has continued to develop. A clearly defined leadership structure consisting of Subject and Year level coordinators, and opportunities for our teaching staff to strengthen their pedagogical, subject-specific and student wellbeing knowledge through targeted Professional Development has been pivotal to our ongoing development.

2015 was another busy yet productive year with the construction of a new Performing Arts Centre and numerous improvements to our existing facilities. We also celebrated the accomplishments of our talented students through various school events.

The Junior School Production, 'Dream Nation: A Night at the Museum' was another successful event which took the audience on a journey through Australian History. Throughout the year, learning opportunities continued to be complemented by many excursions and incursions.

One of the many highlights in the Middle School was the inaugural Canberra trip taken by the Year 6 students in August. Due to the focus of the curriculum for this year level, the camp was designed as an opportunity for them to visit a number of places of national interest and participate in educational programs which enhanced their learning of Civics and Citizenship.

For the Senior School, highlights included the Year 11 and 12 VCE camp to Camp Howqua in February, the Year 9 camp to Halls Gap in the Grampians in October, as well as a range of impressive student results in the academic field, the sporting arena and also, in co-curricular music, dance, debating and theatre sports.

In 2015, we continued to develop and review the school curriculum and introduced several incursions about effective work habits and study skills, as well as others that focused upon student wellbeing. Through a combination of excellent teaching over a number of years, guidance, support and sheer hard work, our Year 12 Dux, Angel Raju achieved an ATAR score of 98.8. We are very proud of Angel's accomplishment and wish her the best as she pursues her chosen further education pathway in Medicine/Surgery at Monash University.

The school farewelled our 2015 School Captains, Kavinda Baddegama and Alisha Pritchard, who not only performed their leadership roles extremely well, they were also wonderful role models for their cohort. With the departure of the 2015 School Captains, our two new School Captains, Nikita Chappell and Willow Brierley took the oath of office during their investiture in November. Both Nikita and Willow commenced in the role with great

About Hume Anglican Grammar

enthusiasm and the determination to encourage all students in the school to strive to achieve their personal best.

2015 marked the third year the school has worked collaboratively with Gunbalunya School in the Northern Territory during the Oenpelli Trip. This is a significant event for the school in that we are able to contribute to the community and it is pleasing to see how our students have involved themselves in helping others.

At Hume Anglican Grammar, we take pride in our ability to bring staff, students and parents together and through our Extended School Residency collaboration with Western Edge, we looked at the sustainability of the earth through drama. This collaboration, 'Days of the Last Doll' enabled many of our Year 9 students to work closely with a professional theatre company and to learn new skills by visiting Visual and Performing Arts professionals. This six-month project culminated in a series of interactive performances which showcased what the students had learned.

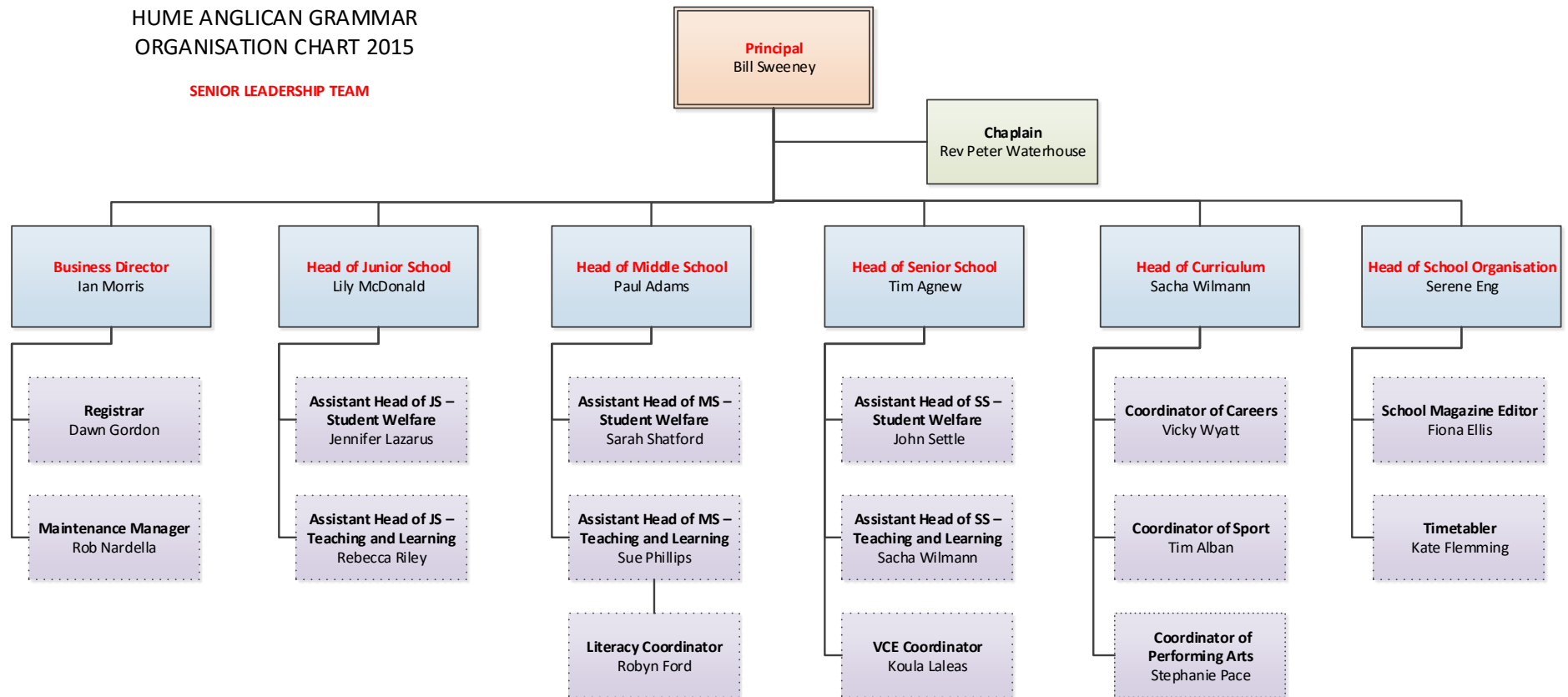
As the school enrolment continues to grow steadily, more classrooms are required and hence the development of Building 11 came to fruition at the beginning of 2015. The building was specially designed to cater to the different aspects of the Performing Arts including instrumental lessons. More details about capital works will be included in the last section of this report.

Besides our academic achievements and collaboration with the community, the school has also attained amazing results in several Sporting events at the regional or state levels (Athletics and Swimming). We congratulate Callum Brand as he proceeded to the state level in swimming and came a creditable 7th in the final of the Open Boys' 100m freestyle.



About Hume Anglican Grammar

Organisational Chart



Our staff

The school identifies the vital role of teachers and the general staff in support of ensuring all of our students achieve their best in an educational setting. One of the six goals of the Hume Anglican Grammar Strategic Plan 2014 - 2016 pertains to our staff and our objective to attract, develop and retain those of the highest calibre.

Staff workforce composition, attendance and retention

Hume Anglican Grammar benefits from its diversity of staff, with a rich mixture of young teachers commencing their career and many experienced teachers who bring a strong understanding of what is required to make an excellent school. At present the school has not employed staff who are known or wish to be recognised of Torres Strait or Aboriginal background.

The school had a retention rate from 2014 to 2015 of 88%.

Teaching Staff

ABENDSHEIN, Lydia	<i>GradDipEd., BMathSc(Comp).</i>
ADAMS, Paul	<i>BA., BEd., MEd.</i>
AGNEW, Andrea	<i>BA., DipEd, MEdSt</i>
AGNEW, Tim	<i>BA(Hons)., GradDipEd., MEd.St.</i>
AI, Iris	<i>GradDipEd., PGradCertTESOL., MEd., CertTrainAssess.</i>
ALBAN, Tim	<i>DipEd., BA.</i>
ALIAS, Femin	<i>DipComp., BEd., BSc.</i>
ANGUS, Nicole	<i>BAppSc(PE).</i>
ATTARD, Shannon	<i>BEd.</i>
BELLIS, Maxine	<i>BEd., CertTrainAssess. PGradCert</i>
BOYCE, Adriana	<i>GradCert(TESOL)., BEd(Pri).</i>
BREWER, Bianca	<i>GradCert(Counselling)., DipEd., BSc(Behavioural).</i>
BRIGANTI, Paul	<i>CertAssessW'Place., DipTeach., DipQualAudit., DipOH&S., AdvDipOH&S., GradCertVET., GradDipEdSt(TESOL)., GradDipEdAdmin., BEd., MEd.</i>
BUTCHER, Aaron	<i>DipBus., BBus., BTeach(Prim).</i>
CONNELLY, Nicola	<i>BBus., GradDipEd.</i>
CORBIN, James	<i>GradDipEd., BEcon., MBA.</i>
DOAN, Peter	<i>BSc., DipEd., GradDipBus.</i>
DODD, Alicia	<i>BA., BTeach.</i>
ELLIS, Fiona	<i>BA., MEd.</i>
ENG, Serene	<i>BEEEng(Hons)., DipEd., MEd (EdLeadership)</i>
FARRELL, Victoria	<i>CertTrainAssess., GradDipEd., BA., BSc., MEd.</i>
FINN, Stephanie	<i>DipTeach., BEd.</i>
FORD, Robyn	<i>GradDipEd(Pri.,Sec)., BA.</i>
FRY, Rebecca	<i>BA., BEd., MEd.</i>
GOMES, Pamela	<i>BEd., BAEng(Hons).</i>
HUDSON, Ian	<i>CertToolmaking., BEd.</i>
JANSEN, Bernadette	<i>BA(Drama, Dance)., BEd(Sec).</i>
JARVIS, Marisa	<i>GradDipEd., B Eng.</i>

Staff

JOHNSTON, Trischa	BA(English, History)., DipEd(Mid)
KITNEY, Jared	BAPSc.
KUTIN, Shirley	BA., BTeach.
LALEAS, Koula	DipGraphDes., GradDipEd.
LANG, Sarah	DipEd., BA.
LAZARUS, Jennifer	BEd., BA(EdHons).
MATHEW, Jisha	BSc., BEd., MSc., MEd.
McDONALD, Lily	BCom(Econ)., BPrimEdStud., MEd
McKENZIE, Emma	BEd.
METAGESHA, Brianna	BA/BEd., MIntCommDev.
MITCHELL, Keshia	BEd.. Med
MORAN, Nadine	Bachelor of Early Childhood Studies Bachelor of Teaching (Hons)
MOYLE, James	BComm., BLaw., GradDipEd (Primary)
NEWTON, Jane	DipEd(EarlyChldhd)., BEd(EarlyChldhd).
O'CONNELL, Gesualda	GradDipEd., BSc.
PACE, Stephanie	DipEd., BMus.
PERRY, Amy	BEd(ECPrim).
PHILLIPS, Susan	BEd., BSocSc.
PIKOS, Pina	BEd., BTeach.
PILAPIL, Catherine	BSc., PGradBioSc., GradDipEd (Secondary)
RAKATAIRI, Deborah	CertAppSc., GradDipEd., BAppSc.
RHODES, Jade	CertCS., BEd.
RIVETTE, Emma	GradDipEd., BAppSc.
ROSENDALE, Rochelle	BA., BTeach., MBusAdmin.
SAMARAWICKREMA, Thanuja	CertBusMgt., DipBusMgt., DipMgt.
SETTLE, John	DipEd., BA(Hons)., BEd., MEd.
SHATFORD, Sarah	BEd JuniorPrimary/Primary
SHERWOOD, Robert	DipPrimTeach., BEd.
SMITH, Michael	DipPerf., BMus.
SWEENEY, Bill	DipTeach., BEd., MEd(Leadership&Mgt)., MBA.
TAN, Sherry	BAEd, DipEd, MEd
TICKNER, Jonathan	DipTeach., BEd.
TRAPANI, Angela	DipArts
TURVEY, Tracy	BEd.
VELKOVA, Natalie	BPsych(AppSc)., GradDipEd(Sec).
WANG, Jing	DipEd., BA.
WARING, Chantelle	BA(EngHons.), BEd.
WATERHOUSE, Peter	BEd(PDHPE)., GradDipDiv., MDiv.
WILLIAMS, Nicole	BAScEd.
WILMANN, Sacha	GradCertRE., BEd., BEdTESOL., MEd(EdLeadership)
WYATT, Vicky	GradDipEd., BA.

General Staff

ATLEE, Marie	<i>CertTrainAssess., CertAssessW'Place.</i>
BARCLAY, Karen	<i>CertPM., CertHlthAdmin., CertBus(SmallBusMgt)., DipSocSc(Psych).</i>
BUCKLEY, Tracey	<i>Cert3Bus.Admin., Cert4Bus.Admin.</i>
CRAYDEN, Nigel	VCE
DEVESON, Carolyn	VCE
DEVITT, Liz	VCE
DRAPER, Gayle	VCE
GANDHI, Reema	<i>CertAssessTrain., DipEd(Support)., GradDipInfSysMgt., BA (India)., LLB (India).</i>
GAUDION, Amanda	VCE
GORDON, Dawn	<i>CertBusAdmin.</i>
GREGG, Rachel	<i>CertEd., DipEd(Support).</i>
HARROP, Leanne	VCE
HERRMANN, Carolyn	<i>CertLibrary</i>
KLOPSTOK, Denise	VCE
MORRIS, Ian	<i>BBus., FCPA.</i>
NARDELLA, Robert	VCE
NICHOLS, Beverley	VCE
SAMARAWICKREMA, Thanuja	<i>CertBusMgt., DipBusMgt., DipMgt.</i>
SCALONE, Sonia	VCE
THEUMA, Dianne	<i>CertEd., DipEd., AdvCertSecStudy</i>
TRAPANI, Angela	<i>DipArts</i>

Staff Professional Learning

During 2015, 472 professional development activities were undertaken by 68 of the School's staff members, including general staff. In total, there were 1008 hours of professional development undertaken at an average of 14.8 hours of development per staff member. Key areas of focus were upon subject specific content as well as leadership development. As staff, we continued to take very seriously our duty of care and thus considerable professional development time was spent on first aid, asthma awareness, anaphylaxis management, cyber safety, bullying and mandatory reporting requirements.

The VIT requires teachers to annually undertake professional development activities in order to maintain their teaching registration. In 2015, approximately 85% of the School's allocated professional development budget was spent on professional learning related to this. Staff demonstrated great generosity in undertaking more professional development outside of school hours and at reduced cost to lessen the impact on teaching and learning days for their students. In addition to external training undertaken by staff, Hume Anglican Grammar dedicated the first day of each term as a student free day specifically for professional learning.

The majority of this time was spent working through the AITSL professional standards framework, helping staff to dedicate time to their craft and reflect on areas for improvement through targeted goal setting with colleagues. One exception to this was the professional learning done through the ESR program where staff experimented with strategies used as part of the arts pedagogy, delivered by Western Edge Youth Arts.

Professional learning areas undertaken by staff included:

- Mandatory anaphylaxis management, asthma awareness, CPR update and mandatory reporting modules
- Subject-specific curriculum content and networking opportunities
- VCE Study Design changes and VCAA requirements
- Cyber safety and e-Smart initiatives
- Review AITSL expectations of staff professionalism
- Numeracy improvement initiatives through Michael Ymer
- Leadership training
- Developing effective teaching and learning strategies based on data analysis (NAPLAN, PAT-R and VCE data)
- Arts teaching and learning pedagogy
- ICT training with the roll out of new staff devices

The model of professional development in operation at Hume Anglican Grammar is aligned to the School's Strategic Plan. Our professional learning program "provides a structured and targeted approach to professional development that enhances personal and organisational performance". The focus for 2015 was very much in the personal performance space. Staff reflected on their personal practice and ways to improve and increase student outcomes. Throughout the year, all teaching staff participated in a classroom observation program in order to see colleagues in action and to have their own teaching observed. This was accompanied by a rigorous goal setting and feedback regime that provided an invaluable opportunity to identify areas for improvement or future professional development and also provided affirmation and an awareness of potential leaders that will form part of the school's growth and development.



Teaching and Learning

In 2015, professional learning within the school community was broken up into the sections of the school and then further into either year level teams or curriculum areas, as was the case in 2014. Scheduled meetings occurred across the school on a weekly basis with varying agenda items, dependent on the needs of the school.

The Junior School worked very hard on enhancing the good work done in 2014 on course development and assessment. Collegiality was further enhanced and a targeted approach to numeracy, to match the excellent work done in Literacy was a key objective. The other focus was the exploration of models to support the Arts and Physical Education and Health. In addition, the concept of Sustainability as a cross-curriculum theme was also a significant initiative.

The development of Literacy and Numeracy continued to dominate Middle School thinking. A supportive attitude was adopted to assist students in their intellectual, emotional and physical development as they approached adolescence. Cyber safety and anti-bullying programs were continued and examinations were introduced to Years 7 and 8, which was trialled in an attempt to de-mystify this process as the students enter Senior School. These went well and will continue in 2016.

The Senior School continued its progression into the online domain, with increased information available to families through the Parent Access Module. A large focus was placed on consistency both within subject areas and across them, particularly in the area of assessment. More cross marking and moderation occurred this year to ensure fairness. Examinations changed in their format, taking place in one week in the CGA and there were higher expectations placed on these assessments as the content delivered throughout the year increased in both complexity and quantity due to the work done by subject heads on developing courses.



Student Attendance

At the end of 2015, the total number of students was 884.

Year Level	Student Count	School Attendance Percentage
Prep	86	90.77%
Grade 1	84	89.93%
Grade 2	71	93.30%
Grade 3	72	92.49%
Grade 4	48	93.94%
Grade 5	69	93.72%
Grade 6	53	93.09%
Year 7	102	93.93%
Year 8	77	92.59%
Year 9	88	93.16%
Year 10	63	89.23%
Year 11	32	89.44%
Year 12	39	91.91%

Matters concerning the welfare of our students are taken seriously and hence the School makes every effort to ensure students' safety and know their whereabouts at all times throughout the school day. The attendance records are kept for all our students and the roll is marked consistently. Parents are regularly informed that if their child will be late or absent it is essential they notify the School through the relevant telephone absentee line or email address by 9.30am. 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.

In addition, 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 a very accurate record of attendance to the certifying authorities such as the Victorian Curriculum and Assessment Authority. The overall attendance of the students is recorded and parents are able to access the Parent Access Module to monitor their child's attendance and punctuality in attending lessons.

The School has initiated the change from two semestral reports and two parent interviews for the whole year and has included an interim report during Term One and Term Three. Comprehensive reports continue to be made available for parents and guardians at the completion of each semester and these are obtainable from the Parent Portal. Such reports outline the students' marks or progress in each subject as well as provide comments by the teachers on a student's progress.

The School conducted biannual Parent-Teacher interviews which continue to strengthen the partnership between home and school.

NAPLAN Results

In 2015, like all schools in Australia, Hume Anglican Grammar continued to participate in the annual testing of Years 3, 5, 7 and 9 students. This year students were required to write a persuasive text.

The results from the national assessments provide information for students, parents, teachers and principals about student achievement, which can be used to support teaching and learning programs and improve student achievement. This information enables teachers, in particular, to be aware of the progress of children in relation to agreed national minimum standards. Based on our 2014 results, a targeted effort was placed on elements of numeracy teaching and the 2015 results have suggested a similar focus, particularly in the area of differentiation as our cohort has demonstrated a wide range of abilities.

Data received from the 2015 NAPLAN assessments indicated that the school's results across Years 3, 5, 7 and 9 were either comparable or had improved significantly, when compared to previous years.

Year 3: This group demonstrated that they were above the state average in every category. Significantly, a wide range of abilities was noticed in Numeracy. Spelling, Reading and Grammar and Punctuation results were outstanding.

Year 5: Results for this cohort were consistent with the rest of the state, with above average results in Spelling and Grammar and Punctuation. The results for writing was comparable to the state average. This area will continue to be a focus in 2016.

Year 7: Our Year 7 cohort performed especially well, particularly in Spelling and Grammar and Punctuation. All categories were shown to be above the state average and there was a reduction in the number of students in the lower quartile, demonstrating good support for these students.

Year 9: The results of our Year 9 cohort were consistent with the state average with a targeted approach needed to encourage reading. Spelling and Numeracy results demonstrated improvement.

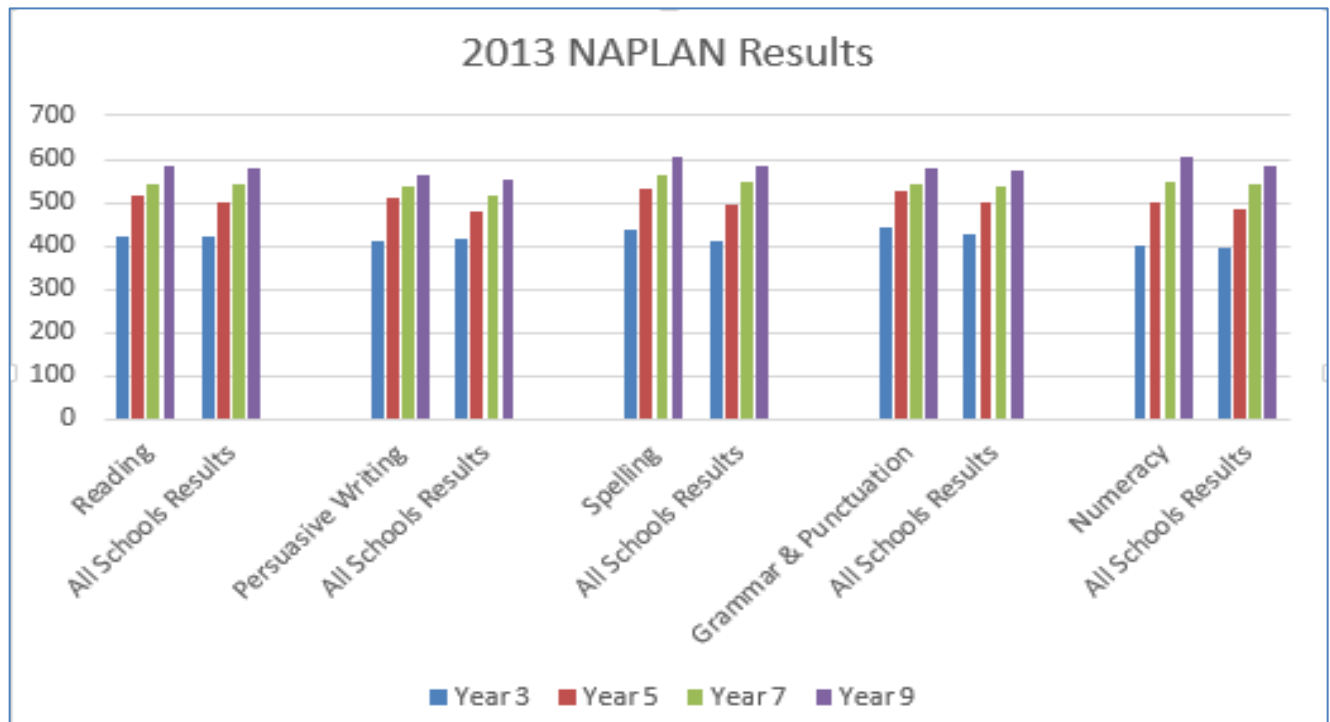
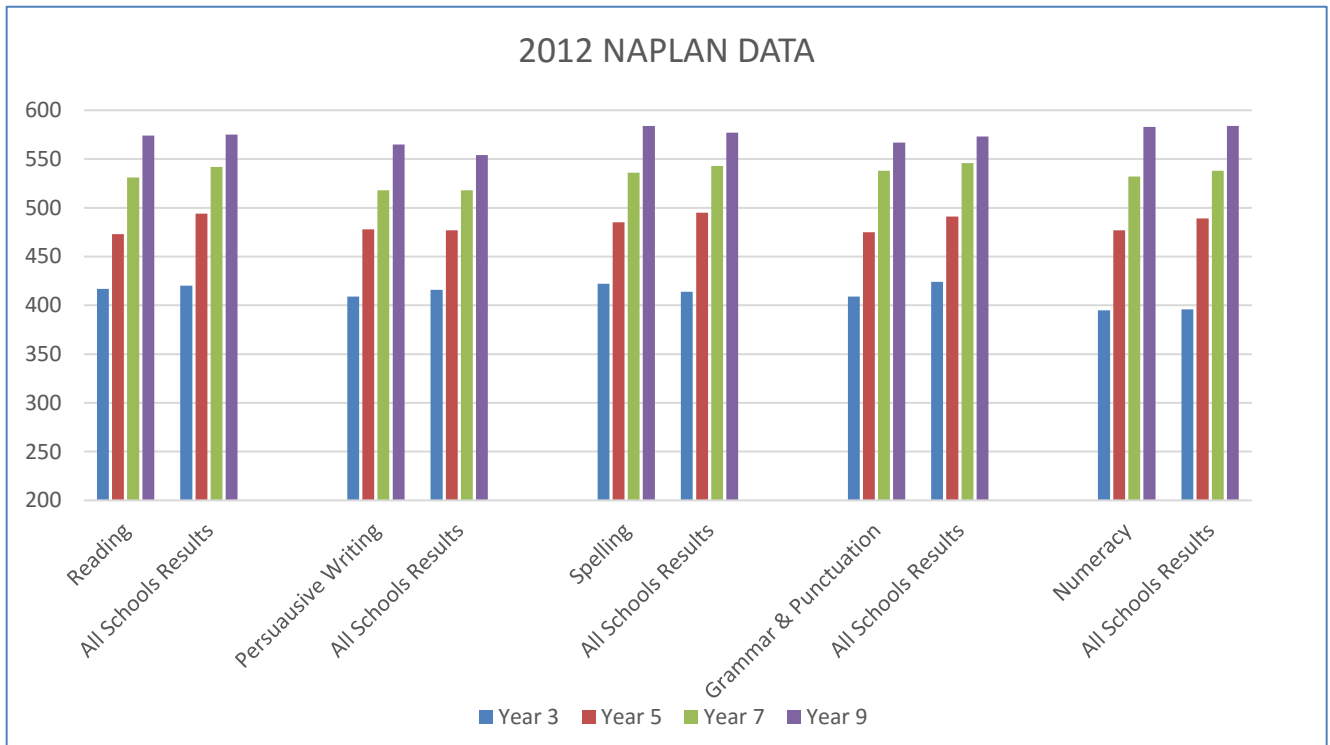
Programs that have supported our students in this testing are the continuation of the Stepping Stones numeracy program and the professional training of staff in numeracy differentiation techniques. Ongoing acceleration programs for students and support of the Lexile program for reading have also proved beneficial. Future plans for formal assessment at lower year levels, may help students with the formality of this type of assessment and give them greater opportunity to demonstrate all of their skills and knowledge.

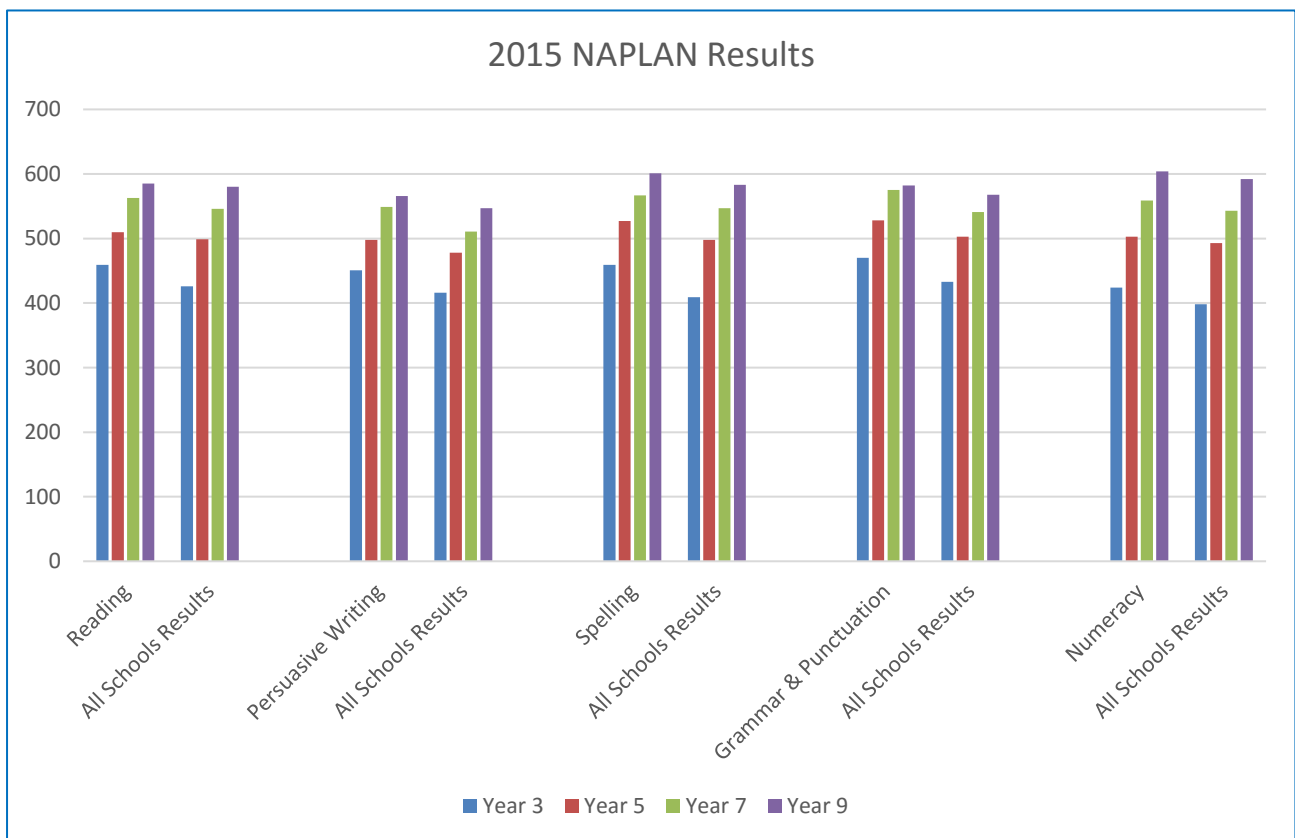
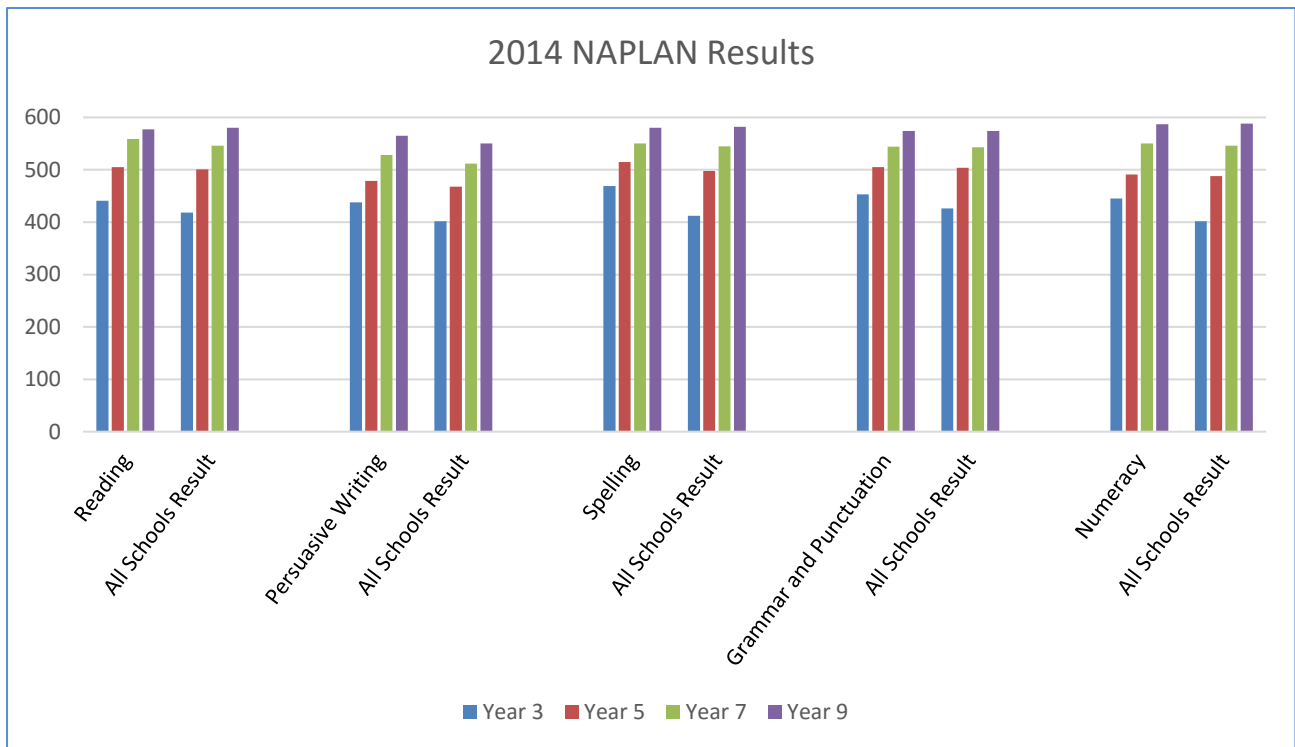
Results

	2012 NAPLAN DATA				2013 NAPLAN DATA			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	417	473	531	574	423	518	543	586
All Schools Results	420	494	542	575	419	502	541	580
Persuasive Writing	409	478	518	565	413	512	535	562
All Schools Results	416	477	518	554	416	478	517	554
Spelling	422	485	536	584	439	531	562	605
All Schools Results	414	495	543	577	411	494	549	583
Grammar and Punctuation	409	475	538	567	444	527	544	580
All Schools Results	424	491	546	573	428	501	535	573
Numeracy	395	477	532	583	403	502	545	605
All Schools Results	396	489	538	584	397	486	542	584

	2014 NAPLAN DATA				2015 NAPLAN DATA			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	441	505	559	577	459	510	563	585
All Schools Results	418	501	546	580	426	499	546	580
Persuasive Writing	438	479	528	565	451	498	549	566
All Schools Results	402	468	512	550	416	478	511	547
Spelling	469	515	550	580	459	527	567	601
All Schools Results	412	498	545	582	409	498	547	583
Grammar and Punctuation	453	505	544	574	470	528	575	582
All Schools Results	426	504	543	574	433	503	541	568
Numeracy	445	491	550	587	424	503	559	604
All Schools Results	402	488	546	588	398	493	543	592

NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span across Years 3, 5, 7 and 9 and are divided into ten bands. A scaled score can be from 0 to 1000 and different year levels begin from a specific band.





VCE/VCAL Results Analysis 2015

General overview of Hume Anglican Grammar Year 12 achievement

VCE Report

2015 was Hume Anglican Grammar's fourth year in which it offered the Victorian Certificate of Education (VCE). The Year 12 cohort consisted of 38 students all of whom successfully completed the requirements to achieve their Victorian Certificate of Education. An additional 93 students occupied accelerated places in a VCE subject. The subjects on offer for acceleration were Business Management, Physical Education, Health and Human Development, Literature, Further Mathematics, VSL Language – Tamil and Psychology. In 2015, 14 accelerated Year 11 students occupied Unit 3 /4 places in Health and Human Development, Biology, Further Mathematics, Psychology and Literature.



Results

School Cohort

Enrolled in a VCE subject	149
Enrolled in a VET Certificate	0
Enrolled in VCAL	0
Percentage applying for tertiary places	92

The following is a summary of 2015 VCE Results and ATAR Scores:

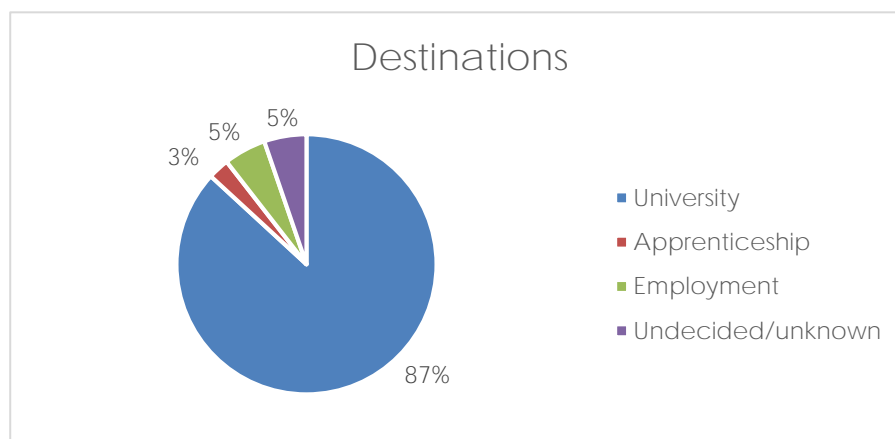
	2013	2014	2015
% of students with ATAR 90 – 100	0	0	2
% of students with ATAR 80 – 90	23.5	10.0	8
% of students with ATAR 70 – 80	5.8	25.0	18
% of students with ATAR 60 – 70	11.8	10.0	21
% of students with ATAR 50 – 60	17.7	30.0	8
% of students with ATAR < 50	41.2	25.0	43
	2013	2014	2015
Average ATAR	58.60	57.30	54.88
Average Female ATAR	62.85	57.97	58.16
Average Male ATAR	56.32	57.54	52.50

Student Achievement

	%
Percentage of satisfactory VCE completions	100
Number of students awarded the VCE (Baccalaureate)	0
Percentage of VET units of competency completed	0
Percentage of VCAL units completed	0
Median VCE study score	28.2
Percentage of study scores of 40 or over	2.5



Destinations of 2015 Year 12 Students



2015 Tertiary Offers / Summary of Institutions

Institution	Field of Study	Number of Students
Academy of Design	Graphic and Digital Design	1
Australian Catholic University	Exercise and Sport Science	1
James Cook University	Nursing	1
La Trobe University	Business	1
	Accounting	1
	Exercise (Deferred)	1
	Commerce/Law	1
	Nursing	2
	Science	4
	Human Services/Social Work	1
	Outdoor Recreation Education	1
	Commerce/Science	1
Monash University	Medicine/Surgery (Honours)	1
RMIT University	Technology	1
	Building and Construction	1
	Business (Economics & Finance)	1
	Visual Arts	1
	Psychology (Applied Science)	1
	Justice	1
Selmar Education institute	Child care	1
Swinburne University of Technology	Health/Science	1
	Community Service	1
University of Melbourne (The)	Agriculture	2
	Science	2
Victoria University	Law	2
	Nursing	1

Year 12 Student Performance Summary

The '4 Year Trend' shows that the median score has improved over the past three years. On the whole, 38 students successfully attained VCE. 35 (92%) applied to VTAC for a university place with 30 eligible students attaining a position in round one. 19 (63%) secured their first preference.



Parent, Student and Teacher Satisfaction with the School

Student Satisfaction

- A new building and constantly planning to develop the facilities.
- It will be beneficial if my school can channel more of the funding it receives to suit the learning needs of the students.
- The school has improved since it started and is better than my previous school.
- I am coping well in my studies and I would like to have more difficult work to motivate me further.
- I appreciate the knowledge imparted to me by my teachers and enjoy being part of the school community.
- I feel I belong to the school as I have many friends.
- There are many friendly teachers in the school and they handle bullying issues fairly.
- My teachers are showing more care and genuine concerns about my wellbeing.
- I would like the school to develop more facilities and resources so students have more opportunities to pursue their interests.

Parent Satisfaction

- The School has tried its best in offering co-curricular activities and it would be good if all the parents were open to such ideas.
- The reason why my child is in the school is due to the excellent, devoted and approachable teachers.
- I believe there are still considerable areas of improvement in the modes of communication with parents.
- The support and care provided by the school has been fantastic.
- The school places a high emphasis on values and service to the community, and these are essential to raising a well-rounded adult.
- The advantages of the school include its location and size, hence there are many opportunities for it to become a greater school in the community.
- The school has many families from different races and ethnic groups. This would be a place to build friendship and understanding.
- The emphasis, besides on developing academic prowess, should be the checking of school uniform and enhancing discipline as both are equally important to ensure the students grow to be responsible citizens.
- More facilities will be beneficial for the students.
- Teachers follow through the policies and consequences are followed through in consultation with parents.

Staff Satisfaction

- Policies are being reviewed to ensure the processes are current and staff are informed.
- We need to focus on high achieving students and channel more resources to cater to this group of students.
- Encourage teachers by creating more leadership roles and developing more open communication amongst all.
- Would like to have more facilities and resources.
- My colleagues are motivated teachers and do their work well.
- There is a need to revisit the vision statement to guide policy development. This not only impacts on the decision-making but also articulates the aims, dreams and values.
- To be able to play a vital role and be involved in events which we feel passionate about.
- Appreciate this survey as it could help upgrade the school which I love.
- Opening more middle and junior leadership roles to retain staff who are good at what they do.
- Would like to attend more professional development in order to improve my teaching strategies.



Financial Reporting

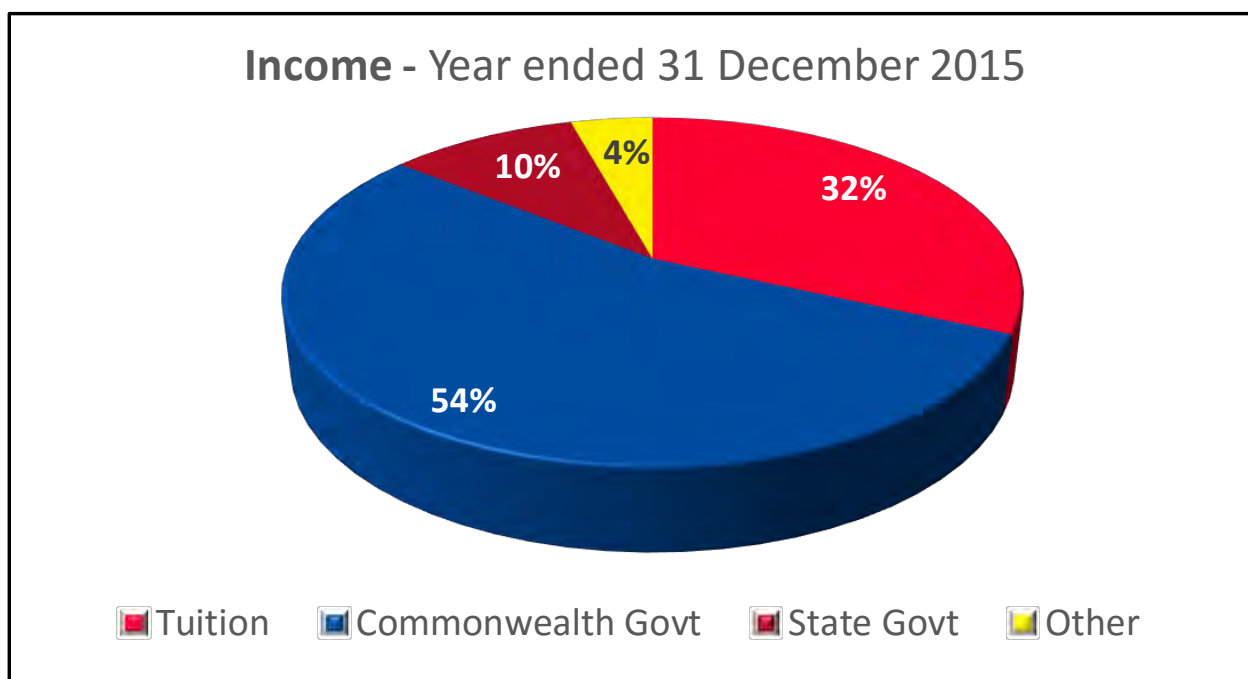
The School achieved a comprehensive income (net operating surplus) result of \$761,263 for the financial year ended 31 December 2015.

This compared favourably with the previous year (\$213,450 surplus), with the increase primarily attributable to increased tuition fee and government general recurrent grant income, as a result of the School's continued growth in student numbers.

Income and expenditure is summarised below.

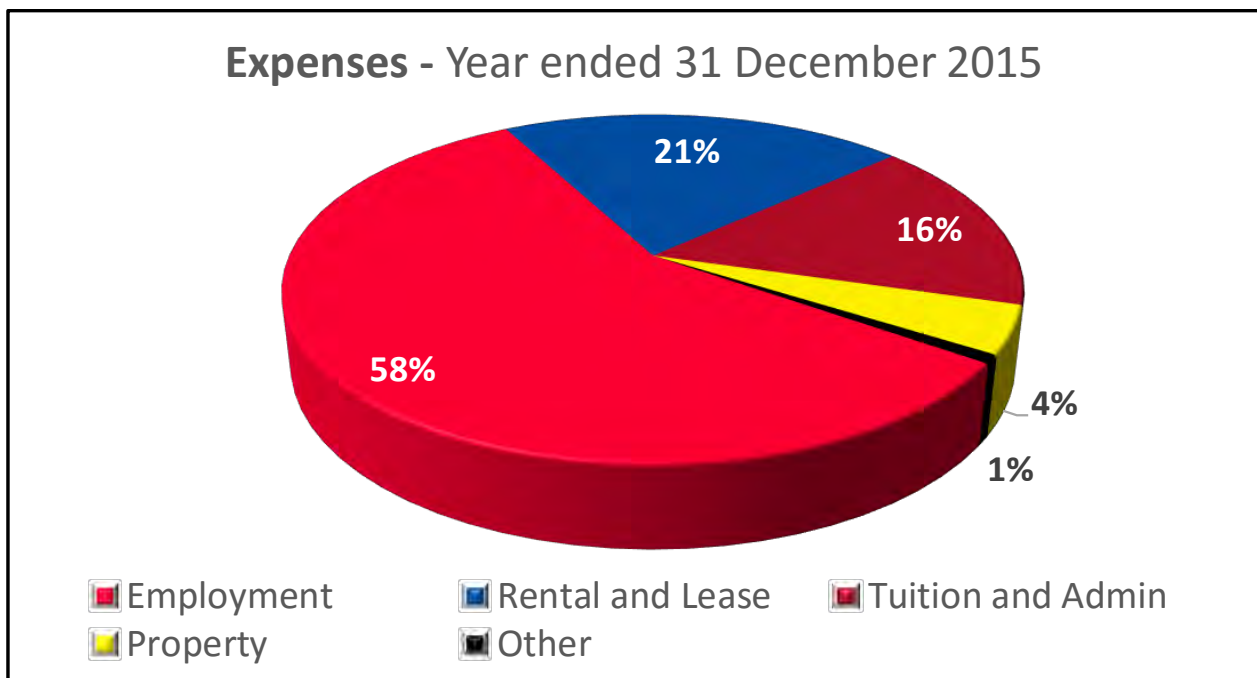
Income

Income category	\$'000	%
Tuition related income	4,207	32%
Commonwealth general recurrent grants	7,141	54%
State general recurrent grants	1,308	10%
Other income	568	4%
Total Income	13,223	100%



Expenses

Expense category	\$'000	%
Employment expenses	7,159	57%
Rental and lease expenses	2,638	21%
Tuition and administration expenses	2,013	16%
Property expenses	552	4%
Other expenses	101	1%
Total expenses	12,462	100%



Capital Works Projects and Property Management Report

During 2015 the School received \$40,480 in Building Fund donations, which are gratefully acknowledged as being important for continued eligible expenditure towards acquisition, construction and maintenance of school buildings.

Building 11 comprising three classrooms, two inter-connected performing arts and music spaces, five instrumental music rooms, two storerooms and a staff office was completed in time for the commencement of Term 4, 2015 and officially opened on 8 October 2015.

Approximately \$185,000 was spent on minor capital projects and equipment and \$85,000 on general buildings and grounds maintenance.

The new soccer pitch in front of the Homestead was completed in October 2015.

Appreciation is expressed to the Property Committee for its oversight of School property development and to maintenance staff for their management of facilities and the provision of a safe working and learning environment for staff, students and families.







 let your colours shine

