



# Annual Report 2023

Anglican Grammar  
**Hume**



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# THE CHAIR

## FROM THE BOARD



The year 2023 has been another period of growth and development for Hume Anglican Grammar. The School has operated effectively, underpinned by healthy cash flows and surpluses. The fabric of the School is ever-improving and provides an excellent example of the way in which school buildings can be constructed to provide inspiring and innovative educational environments in an affordable manner.

It is always a great pleasure to visit our three campuses, where great teaching and learning are evident. What exciting places these campuses are, and what vibrant and interesting learning spaces are being created to provide the best experiences for our students. It is a delight to see classrooms decorated with colourful displays and students who demonstrate a range of skills, who are also keen to speak about their special projects and interests and are willing to tackle myriad problem-solving challenges. My general sense is one of a positive energy. It is so encouraging to see this energy in action, as it reflects environments where engaged learning is clearly taking place.

This has been another special year for students at all campuses. At Mt Ridley, 2023 has been a year of further consolidation. Our programs continue to develop and provide clear learning pathways for students. It has been a pleasure to see how well our new STEM and Sports Centres are used by students across all year levels. The co-curricular program goes from strength to strength, with the addition of several new activities and some considerable successes in the sporting arena.

At Donnybrook we see ever-evolving facilities, and the further development of the campus grounds. I recall seeing the site soon after the School purchased the land, and what a contrast we now see with imaginative planting, established playing surfaces and beautifully designed buildings. The recently opened Visual Arts Centre is a very pleasing example of this progress.

We had hoped that our Kalkallo Campus would be ready for operation at the start of Term 1 of 2023. For several reasons this was not possible, but on Day 1 of Term 3, a wonderful new campus greeted our students. There was certainly a buzz of enthusiasm as students entered facilities that were bright, exciting, welcoming, and providing an environment where the best of learning would take place.

Our Senior Leadership Team, ably led by Principal, Mr Bill Sweeney, have experienced another busy year, and I thank them for their commitment and many contributions. We also recognise the fine work of members of our Teaching and Support Staffs, who all ensure excellence in our daily operation. Our Board has given close attention to the governance of the School, and we thank members for their commitment and contributions. During these past 12 months we have been grateful for the input of two new members, Ms Milena Ickeringill and Mr Trent Rhodes.



# THE CHAIR

There are many people who give their time and energy voluntarily to maintain a warm, collegial atmosphere within our school. I particularly thank the members of the Parents and Friends Association, who have raised funds over the past 16 years, and generated a network of friendship within our school community. I acknowledge the progress that our students have made during the course of this year. Through their activity and daily work, they continue to shape Hume Anglican Grammar. I wish them well for future years as they 'let their colours shine'.

Finally, on behalf of the Board of Directors, I congratulate everyone who has contributed to the life of the School during its 16th year. Hume Anglican Grammar is leading the way in many areas of education, and we look forward to seeing further developments in the years ahead.

Edward Tudor OAM  
*Chair of the Board*



# THE PRINCIPAL

I proudly present this report of the activities, operations and achievements of Hume Anglican Grammar for the year 2023. It has been another successful year, the 16th since the opening of the School in 2008, and we reflect with great delight on all that has been accomplished.



Our students continue to be engaged in dynamic, challenging and diverse learning experiences that have been underpinned by the School's implementation of the Vision for Teaching and Learning. The Vision ensures that every member of the School understands and aspires to common learning goals for all students, whether they occur inside or outside of the classroom. Students from Prep to Year 12 have had the opportunity to develop skills including creativity, communication, critical thinking and collaboration. Such rich opportunities for learning have been made successful because of the dedication and commitment of all members of our school, and it is this sense of connectedness that undoubtedly sets Hume apart.

Feeling part of a nurturing community is a crucial contributor to an individual's sense of wellbeing. We are grateful to all staff, parents and students for understanding the role each plays in shaping such a welcoming community; one in which each member feels they have something positive and fruitful to contribute. The School understands how important it is to assist our young people to form a strong sense of identity; therefore, through their pastoral care sessions throughout the year, students have learned about their role in the School, their wider communities and the world. Further, they have developed skills to optimise and promote their sense of wellbeing, to be able to contribute positively to the wellbeing of others.

A highlight of the year has been the rich and diverse offerings of the co-curricular program. This year, more sports, clubs and competitions have been added to the School's already busy calendar. Students continue to be provided increasing opportunities to pursue their passions and talents, enhancing their learning and social skills. The Secondary School Production of 'The Addams Family' was a feature. The role of the co-curricular program in developing students' identity, confidence and pride can never be underestimated.

In 2023, the School implemented its School Colours Program designed to recognise and reward students for their participation, engagement, achievement and leadership. Students have earned points towards blazer emblems and colour bands, providing incentives for them to extend and challenge themselves, and enriching the value we place on both learning and personal growth.

The School has a fundamental belief in the benefits of lifelong learning; if we have the skills to learn, then we are equipped to respond to an ever-changing world. We therefore instil a thirst for learning in our students, and staff model the benefits by continuing their own professional development. As a result of our efforts, we can be proud to say that we have a robust learning community and one that is ready for and responsive to the dynamics of change.

**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 - 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 and flexible actions that 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 is accountable to MADSC's Board for the operation of the School.



Left to Right: The Reverend Kirsty Ross, Matthew Flowers, Carolyn Clark OAM, Edward Tudor OAM, Milena Ickeringill, The Reverend Professor Mark Lindsay and Leanne Connor.

# ABOUT HUME ANGLICAN GRAMMAR

## INFORMATION ON DIRECTORS

### Edward Tudor OAM

**Qualifications**

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

**Experience**

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, The Science Schools' Foundation; Previous Director, Melbourne Anglican Foundation; Previous Director, Trinity College (University of Melbourne), Previous member of the Board of the VRQA.

**Special Responsibilities**

Chair of the Board and Governance and Development Committee.

### Leanne Connor

**Qualifications**

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

**Experience**

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

**Special Responsibilities**

Deputy Chair of the Board, Finance Committee Chair.

### Carolyn Clark OAM

**Qualifications**

BA, LLB (Hons), LLM, MAICD

**Experience**

Company Secretary, Sacred Heart Mission Inc; Deputy Chair, Melbourne Girls Grammar Ltd; Previous Deputy Chair, Melbourne Anglican Foundation; Chair, Melbourne Anglican Foundation; Chair, Mind Heart Connect Foundation; Director, Prison Network Ltd and J2SI ELC Ltd.

### Sandra Costanzo

**Qualifications**

Admitted to the Supreme Court of Victoria, MconstrLaw, LLB

**Experience**

Construction Lawyer, General Counsel, Symal Group of Companies.

### Matthew Flowers

**Qualifications**

BSc (Hons), QS (1st Class)

**Experience**

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 (HNC) Construction.

**Special Responsibilities**

Chair of Property and Projects Committee.

### Milena Ickeringill (Appointed 15 February 2023)

**Qualifications**

MBA, LLB, Bec

**Experience**

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; A member of various governance committees and advisory boards at Firbank Grammar School; President of the Firbank Association.

# ABOUT HUME ANGLICAN GRAMMAR

## INFORMATION ON DIRECTORS

### 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 Associate Chaplain at Trinity College; Associate Priest at St Paul's Cathedral, Associate Priest 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; 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 (Appointed 27 March 2023)

**Qualifications**

Spatial Information.

BAppSc - Geomatics, Advanced Diploma - Project Management, Advanced Diploma -

**Experience**

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

### The Rev Kirsty Leanne Ross

**Qualifications**

BTheol (MCD), PGCE Religious Education (Oxon), Graduate Certificate of Counselling

**Experience**

Senior Chaplain at Melbourne Girls Grammar; Area Dean of Stonnington; Member 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

**Qualifications**

DipT, BEd, MEd, MBA

**Special Responsibilities**

Principal, Chief Executive Officer.

### Kieran Mitchell

**Qualifications**

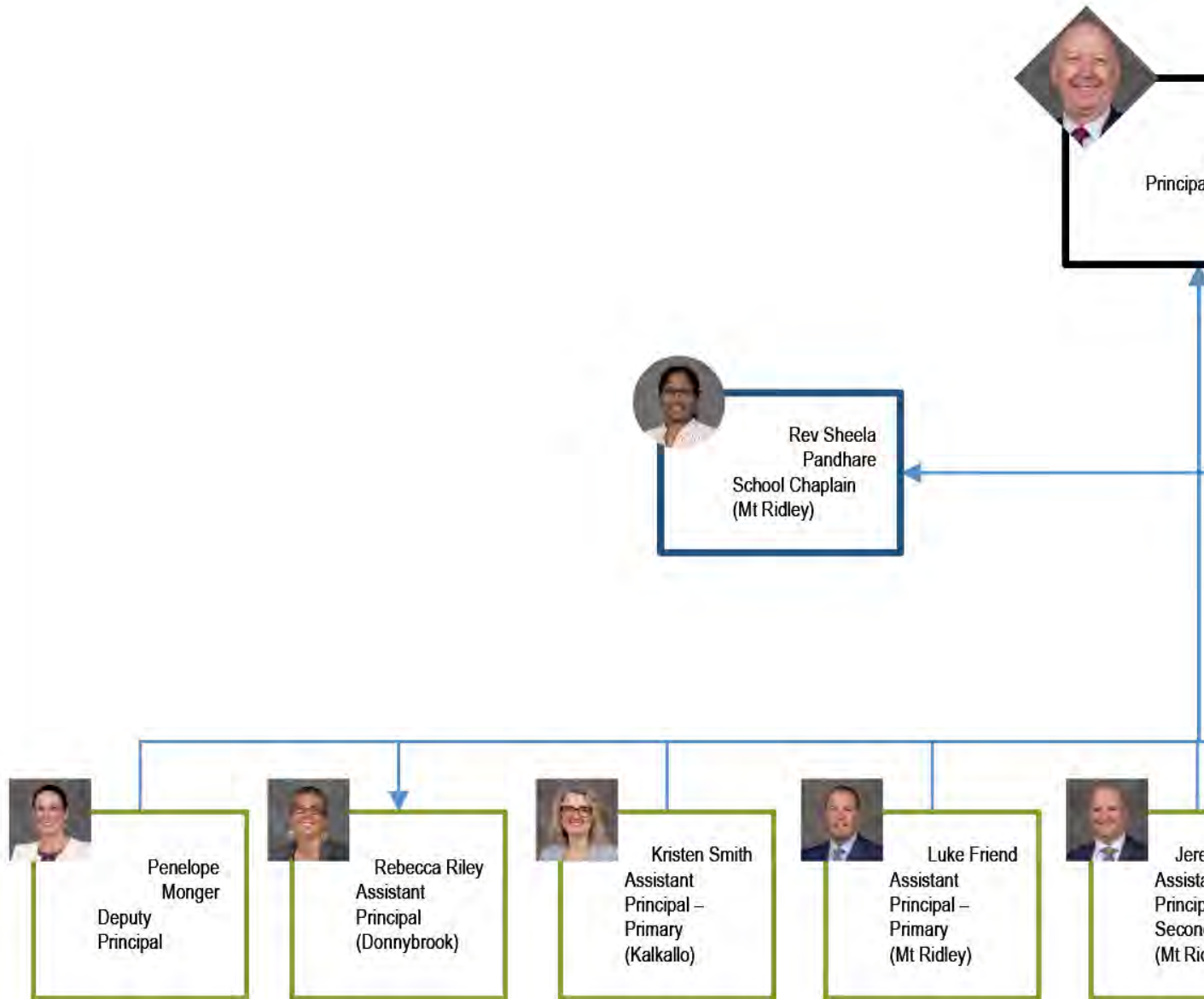
BBus (Accountancy), CA

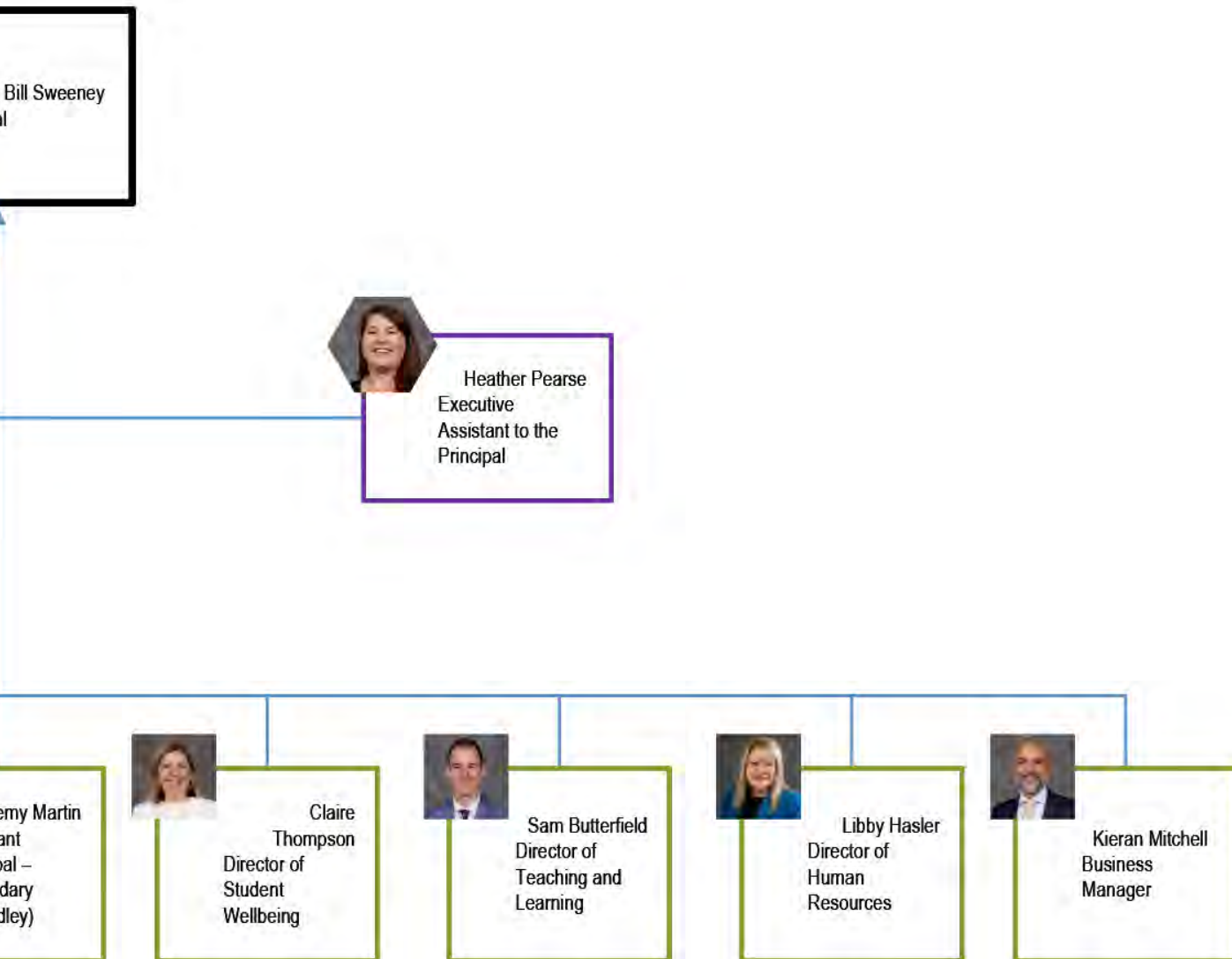
**Special Responsibilities**

Business Manager, Company Secretary, Chief Financial Officer.

# ABOUT HUME ANGLICAN GRAMMAR

## ORGANISATION CHART





# STAFF

## OUR STAFF

All staff, general and teaching, ensure our students achieve their best in an educational setting. A key goal of the Hume Anglican Grammar Strategic Plan, 'Shaping our Future' is to attract, develop and retain staff of the highest calibre.

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 2023 of [90.00%](#)

## TEACHING STAFF

ABDO, Alanna	BAppSc
ALMAN, Lobna	BA, DipEd, DipTESOL
BATTH, Navpreet	BA, GradDipEd (Sec)
BESIC, Amy	BDance, GradDipEd
BLACK, Alexa	BA, GradDipEd, GradCert, MEd
BRADY, Matthew	BEd
BRADY, Teagan	BEd
BRIGGS, Katherine	BAppSci (PE)
BRINCAT, Selina	BA, DipEd
BROOKS, Melanie	BASci, GradDipEd, CertEd
BRUSH, Sarah	BEd
BRYANT, Lysiarne	BEd
BUCKLEY, Haley	BEd, DipGraphDes
BUTCHER, Aaron	BBus, BTeach(Prim), DipBus
BUTTERFIELD, Sam	BA, PGCE, MA, NPQSL
CARASSITI, Aaron	BA (Hons), BEd (Hons), MEd (Lit Ed), MEd (Hons)
CARUSO, Laura	BEd (Prim)
CAVALIEROS, Andrew	BEd
CAVALIEROS, Tiana	BA, GradDipTeach (Sec)
CHAPMAN, Leyla	BEd
COAKLEY, Steph	BEd
CONDO, Justin	BTeach/ExSc
CONNELLY, Nicola	BBus, GradDipEd
COOPER, Acacia	BEd, CertIII HospOp
CREA, Stephanie	BMus, GradDipEd
CURRAN, Stuart	Cert IV in Engineering (Audio), BMus GradDipSecEd (Music)
CZARNECKI, Katherine	GradDipED (Sec), BA, BBus
DAKAK, Danny	BA, GradDipEd
DANIEL, Rosemary	DipEd
DASCOLI, Laura	GradCertEdRes, MEd, GradDipEd(Sec), BMus
DASS, Ashvin	BA, GradCertEd, GradCertMan, DipTr&Assess, Cert IV Acc, Bookkeeping, Sec Teacher Training
DAVIDSON, Simon	BA, BTeach
DAVIES, Sarah	BEd
DICECCO, Lara	BEd, GradCertEd

# STAFF

DOAN, Peter	BSc, DipEd
ELLIS, Joanne	BA, MSocWk, GradDipTeach
ELVIN, Kaye	BSci, GradCertEd
FARRUGIA, Ellen	BComm, GradDipEd, GradCertRE
FINN, Stephanie	BEd, DipTeach
FRIEND, Luke	BEd, DipEd
FRY, Rebecca	BEd, MEd, MIT, DipLead&Man
GAGLIARDI, Josephine	BA
GHATTAS, Karim	BAppSc (PE)
GIARUSSO, Richard	MEd, BComm, GradDipEd
GOMES, Pamela	BEd, BAEng(Hons)
HABER, Lisa	DipPsych, BEd(Early)
HALDEN, David	BA, BTeach, GradCert ICT Ed, DipDes
HANCOCK, Joanna	BA (His), GradDipEd
HANIFF, Michael	MA SchoolLead, PGrad School Mgmt, PGradMaths, PGradOpResultBscMaths
HARTIN, Nigel	BA, GradDipPsych, GradDipEd
HATZIKALIS, Helen	MA School Leadership
HAYEK, Melanie	BA, DipEd
HEARN, Christopher	MTeach
HINSELWOOD, Ky	MEd(DigInn), BEd(Sec), BA
HO, Johny	MTeach(Sec), BEx
HOFFMAN, Janine	MAEd, BTeach (PrimEd)
HOUSTON, Chanelle	MTeach, B Esc (HM)
HUSSEIN, Hajar	BEng (Chem), MTeachPrac (SecEd)
IACOBUCCI, Rosa	BEd (Sec), BA, AmusA (Piano)
IBBOTT, Emily	BEd
ISAAC, Deanna	BAppSci, BEd (P-12), MEd (Student Wellbeing)
JARVIS, Marisa	BEng, GradDipEd
JOHNSTONE, Jennifer	MEd, BA, CertCouns
JORDAN, Larissa	CertIV(Train/Assess), BEd(Prim/Adult)
KALAVRITINOS, Anastasia	BSci, MTeach
KAUR, Kanwarpreet	BEd, BS
KENDALL, Courtney	BEd
KENDALL, Kate	BA, BTeach, BEd (Sec)
KHATRI, Komal	BSci, GradCertEd
KOUMANTAOS, Claire	DipEd, PostGrad SpeciaEd
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

# STAFF

LINEAGE, Rupert	GradDipEd, BSc, BA
LIONTI, Francesca	BEd(early/Prim), DipEarlyChEd, CertIVRetailMan
LORD, Jack	BEd (Prim)
MACKIE, Suzanna	BAppSc, MTeach (Sec)
MALLON, Helena	MEd, BEd, BTeach
MARTIN, Jeremy	MMus, BMus, DipEd, NPQSL
MATHEW, Jisha	MEd, BEd, MSci, BSci
MAZZARINO, Danielle	BEd
McCALLUM, Hayley	BEd
McCASKILL, Andrew	DipTeach, Cert IV
McINNES, Stephanie	BEd(Early/Prim)
McKENZIE, Emma	BEd, Cert IV in Lib Arts
McKENZIE, Jayden	BEd(Prim)
McKITERICK, Kerry	BAppSc, GDipEd (Sec), MEd (Leadership)
McLAUGHLIN, Belinda	GDipTeaching, MEd, BEarlyEd
METAGESHA, Brianna	MInt&CommDev, BA, BEd
MILLER, Jordan	BTeach(Sec)
MITCHELL, Keshia	MLit, BEd
MOLLOY, Debra	BEd (EC/Prim)
MONGER, Penelope	MLeadership&MgtEd, Broadcast, BA, GradDipEd
MOORE, Natalie	MTeach (LOTE/TESOL), BTeach(Prim), BA
MORTON, Nicole	BAppSci (PE)
MOYLE, Diana	BEd
NEWTON, Jane	BEd, DipTeach
NEWTON, Rebecca	MEd (Prim), MEd (TeachLibrarianship)
O'DONNELL, Karyn	BEd
OSBORNE, Tanya	BA, BEd
PALAMO, Brooke	BEd
PANOZZO, Vanessa	BEd (Prim)
PARKIN, Clive	MEd, BA
PARKS, Jon	BEd (Prim), BAppSci (Human Movement)
PARNIS, Tayla	BEd (Early Years)
PARRY, Emily	BEd
PAULL, Emma	BEd (Early/Prim), DipEd
PAYNE, Natasha	BEd (Prim)
PIKOS, Pina	BEd, BTeach
PRIOR, Theresa	BEd
PUCAR, Michelle	BEd (Prim)
RAKATAIRI, Deborah	BAppSc, CertAppSc, GradDipEd
RAWASIA, Musaab	BSc, GradDipEd (Sec)
RHODES, Jade	BEd, CertCS
RIVETTE, Emma	BAppSc, GradDipEd
ROMANO, Alexander	BEd (Sec)
ROSENDALE, Rochelle	MBA, BA, BTeach
SALVATORE, Pia	BJournalism, Med
SAM, Tania	BEd, MEd, GradDipEd (Leadership Management)

# STAFF

SARRAF, Michael	BEd
SCERRI, Michele	BEd (Prim)
SCHUCH, Amanda	BEd
SCOTT, Nick	BEd
SCROFANI, Alessandra	BLaw, DiEarlyEd
SHARMA, Navneet	BSci, MEd, GradDipEd, GradCertEd
SHARMA, Parkashni	PGradDipEd, BEd
SHATFORD, Sarah	BEd
SHEPHARD, Natalie	PGradEd, BA
SMITH, Daniel	BEd
SMITH, Kristen	MEd (Gifted Education), PGrad Ed (Gifted Education), BEd, Dip T, MACEL
SMITH, Michael	BMus, GradDipEd, AdvDipMus
SMITH, Rachel	GDipTeac(Prim), BA(AusPopMus)
SOMMER, Hayley	BMusEd (Sec)
STABLE, Katherine	BBus, MEd, GDip (Psych), GDipEd
STELLA, Vanessa	BEd
STIRRUP, Emma	BA (Hons), CertEd
SUNILKUMAR, Seejal	MTeach, BSc
SWEENEY, William	MBA, MEd, BEd,DipT
THOMPSON, Claire	BA, Dip Ed (Sec), MEd (Student Wellbeing), MEd (Special Ed), ProfCertEd Neuroscience
TODD, Jane	BSci, GradDipEd
TURCINOVICH, Andrew	BA, DipEd, MTeach
UPHAM, Christina	GDipEd(Prim), BEd(Early)
VARKEY, Jyothi	BSc, MTeach (Sec)
VASILADIS, Tamara	BAPsychSc, PostGradDipTeach (Sec)
VENDITTI, Laura	BTeach
WARING, Chanelle	BEd, BA, CertTeach
WHITE, Robyn	BEd (Prim), DipTeach (Early)
WHYTE, Mathew	BEd
WILLIAMS, Shae	BEd
WILSON, Holly	Dip Children's Services, B(EC&Prim)
XYNOS, Christina	BA (hons) M (TESOL)
YAP, Catherine	MBioSci, BSc, PGradBioSc, GradDipEd (Sec), Cert IV Community Languages
YUSUF, Berna	Med, GDipEd, BA
ZAFIR, Aquila	MEd, BEd
ZIVAVE, Athanas	MA (Student Welfare and Guidance), GradDipEd, CertEd, Cert Child Counselling, Safe use of Machinery for Technology Teachers

# STAFF

## GENERAL STAFF

ALEXANDER, Jane	CertIIIEdSupp, CertIVWorkTrain, BAppSc
ALIAS, Femin	DipComp, BEd, BSc
BATTERSBY, Timothy	MCouns, BEd
BOWEN, Tina	
CHARBEL, Melissa CROUCH, Jamie-Lee	Cert III Education Support
COLEMAN, Renee	Cert III Education Support
CRAIG, Chloe	CertIII (Tour)
DAVIS, Jason	DipEngWeld, CertLandscape Design/Construction, DipParamedical Science
DAWSON, Jodie	AssocDipAppSc
DE VITO, Georgia	CertIV(Accounting/Bkeeping)
DOWNER, Shari	DipBA, Cert IV Education Support, Cert IV Human Resources
FABIAN, Euguene	MSc, BSc
FOENANDER, Nicole	Dip(Library/Info)
GANDHI, Reema	BA (India), LLB (India)CertAssessTrain, DipEd(Support), GradDiplnfSysMgt
GRALINSKI, Deanna	BAppSc (PE)
GREGG, Rachel	CertIII Ed, DipEd(Support)
GIBSON, Elizabeth	Cert III Education Support, BMedia&Comm
HALE, Elizabeth	BA(Fashion), Dip(VisualMerch)
HARRIS, Renee	CertIV (Acc/BKeep)
HARROP, Leanne	Level III Teachers Assistant
HENRY, Sarah	CERTIII(Hospitality/Tour), TACert, CertIVEdSupp
HERRMANN, Carolyn	Cert IV Library/Information Services
HODGSON, Nicole	BECS, GradCertECHS
HOLMES, Chiarina	BBusAcc, CPA
HUDSON, Elyse	CertIVFrontlineMan, CertIVBusAdmin, CertIVCelebrancy
ISMAILOSKA, Selima	Cert II ChildServ
JONES, Emma	BAppSc (Psych)
KAUR, Harleen	
KHAN, Anjum	
KIEU, Mai	
LAMBERT, Jemmah	MOccTherapy, CertIVBus, Cert III Ed Support
LITTLE, Kersty	
LIU, Zheng (Zack)	
LOVERSO, Patrick	BFineArt, MArt in Public Places
MACLEAN, Charlotte	
MAHONEY, Damian	MSW (AdvPrac), BSW, Cert WelWork (Assw)
MAHONEY, Kristy	AdvDip Myotherapy
MACDONALD, Caroline	HospBusMan
MCKAY, Lisa	Cert III Business Administration, Cert III PublicAdmin
McKENNA, Heather	Cert III Education Support
MEAD, Georgia	DipBeautyTherapy, Cert III BusAdmin
MEAD, Michelle	Cert IV OfficeAdmin
MITCHELL, Kieran	BBus, CPA
NARDELLA, Robert	

# STAFF

NATARELLI, Gianna	Dip Events Management, Cert IV Training and Assessment
NICHOLS, Beverley	Cert Business & Finance, Cert of Education
NICHOLSON, Michelle	PGradDipEd(Special), DipEd
NICKSON, Michelle	
ONCIARICH, Georgia	CertIIEdSupp
OVER, Jessica	BA Music Ind
PANDHARE, Satvasheela	DTheol
PANDYA, Chris	CPA, MComm
PATEL, Nilay	MAccounting, MProfAccounting
PEARSE, Heather	DipTravel
POLLARD, Rhonda	Dip Education Support, Cert IV Disabilities
RAYKOSKI, Angelica	
ROBINSON, Brian	Cert IV Warehouse Operations, Cert IV Correctional Practice
RYAN, Sarah	
SALI, Lana	DipEd(Early)
SAMARAWICKREMA, Thanuja	CertBusMgt, DipBusMgt, DipMgt
SCAMARCIO, Luci-Ann	BEd
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
STEPHENS, Lauren	
STUART-SMITH, Karen	
VALENTINE, Cara	Cert IV in Business Admin
WALKER, Angela	AssDipVisArts, DipGraphDes
WEAVER, Pauline	
WHITEHEAD, Susan	BHCS, DipCouns
WOOLMER, Caroline	AdDipAppSc, BNursing



# STAFF PROFESSIONAL LEARNING

Part of our Vision for Teaching and Learning is the pillar 'Loving Lifelong Learning'. We define that as 'we are eager to learn; knowing that the future belongs to those who never stop learning'. Our vision is not just for our students but is embraced by our whole community. For staff, one of the multitude of ways we seek to be lifelong learners is through ongoing professional development.

In 2023, all teaching staff were a part of a Professional Learning Team. This is a yearly cycle of data-driven inquiry around an area of curriculum, pedagogy, wellbeing or research. PLTs formed within sections of the School, allowing a close partnership with colleagues.

In section meetings, classroom excellence was key focus with embedding e-learning in all sections of the School. In Primary, teams focused on continual refinement of our pedagogical approach with the embedding of Readers Workshop through externally facilitated sessions and then guidance from Heads of Teaching and Learning throughout the year. Secondary staff focused on sharing best practice and continual improvement of curriculum scope and sequence within each faculty and subject.

The safety of the students in our care is of the utmost importance to all of us. Staff engaged with mandatory professional development including anaphylaxis, first aid, CPR, OHS, Child Safe Standards, mandatory reporting and safeguarding, emergency protocols, evacuation procedures and online safety.

While there are numerous and growing professional development opportunities internally, we understand the importance of learning from best practice from other schools and organisations. Many of our staff are members of professional organisations and we increased the numbers of our staff attending external events, conferences and professional development events. These include ISV courses, courses on neurodiversity, student wellbeing, VCAA, leadership courses or the implementation of new VCE study designs in each subject.

The school supported graduate teachers and increased our pool of experienced staff who have completed VIT mentor training. We recognise the importance of the formative years of a teacher's career and each graduate teacher was allocated an experienced mentor.

Professional development matters to us. We strive to keep learning in order to support our students to learn and be equipped to live rich and fulfilling lives.



# TEACHING AND LEARNING

Success in a changing world', a simple statement that contains a formidable challenge. Our Vision for Teaching and Learning was launched in 2023 with that challenge at its heart. We seek to help our students to learn in such a way that they will be able to not just cope but thrive in a world where change is a constant. We teach a knowledge-rich curriculum, while fostering a spirit of inquiry and love of learning that will equip students to thrive using technology in order to solve problems we do not yet fully understand.

Hume Anglican Grammar's Vision for Teaching and Learning was launched in Semester 1. It defines five pillars that underpin everything we do:

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

Following an exploration of the pillars through professional development in Semester 1, the work to embed these pillars began in the latter half of the year. In Term 3, the focus was on 'Being Active Agents'. This pillar challenged staff to enable their students to be active and have agency in every lesson, rather than seeing the student role as passive recipients of knowledge. Staff professional development focused on maximising the number of students participating and the depth of thought of each student. In Term 4, we focused on 'Reflecting on our Practice'. Students received feedback with a focus on their achievements and key next steps, and staff reflected on their professional practice, successes and next set of goals.

The three primary sections had an extremely successful year of Readers Workshop with a mixture of external and internal professional development, planning and learning walks. This structured approach to reading instruction was embedded across all campuses. Teachers were also supported by the addition of two Teacher Librarians, providing students on all campuses with a library lesson.

Groundwork began on migrating onto a new Student Management System: Sentral. As part of the ongoing process of reviewing and refining how we build partnerships with parents, the Teaching and Learning Leadership Team began to update our Academic Reports to have more specific comments on student achievement and to be released through a bespoke parent App.

Across all campuses, the range of intervention and support programs provided by the Learning Enhancement team has continued to grow. Students with neurodiverse needs are supported to make strong progress through tailored support while our Shine program has continued to develop students' critical thinking skills, with opportunities to compete in numerous external competitions. The Tutor Learning Initiative was extended, and the school engaged four tutors to support students in both Primary and Secondary, whose learning was most affected by the Covid lockdowns, through targeted small group support.

It has been wonderful to see learning at Hume Anglican Grammar go from strength to strength in 2023 and for the Vision for Teaching and Learning to be embraced by our community.



# STUDENT ATTENDANCE

## WHOLE SCHOOL

Year Level	Student Count	School Attendance Percentage
Prep	258	89.95%
Year 1	253	88.67%
Year 2	201	90.05%
Year 3	199	90.94%
Year 4	174	89.64%
Year 5	142	91.47%
Year 6	142	90.62%
Year 7	284	92.29%
Year 8	141	91.13%
Year 9	143	90.82%
Year 10	140	89.55%
Year 11	134	90.84%
Year 12	116	91.05%

Data represents cumulative annual student count.

Hume Anglican Grammar makes every effort to ensure students go to school every day as it is the single most important part of a child's education. This is a shared commitment by students, parents, guardians and the School to ensure students are safe, educated and their wellbeing is being monitored. Attendance records are kept for all students and the roll is marked twice a day for Primary students, and at each lesson in Secondary as part of the Education Training and Reform Act 2006. The overall attendance of the student is recorded, and parents can access the School's software program to monitor their child's attendance and punctuality.

Parents are informed that, if their child will be late or absent, it is essential they notify the School. When arriving late to school or leaving early, students must sign-in/sign-out at their designated reception area and this is recorded against their attendance percentage.

This information and additional guidelines are relayed to parents through various modes of communication such as the newsletter, broadcasts and the school website. A text message (SMS) is sent to the child's parent/guardian requesting an immediate response if the School has not already been notified of an absence. This overall process enables the School to maintain an accurate record of attendance. Students undertaking VCE studies have extra requirements and accountability to the Victorian Curriculum and Assessment Authority (VCAA) for their attendance and these are clearly communicated to students and home.



# RESULTS

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

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means NAPLAN achievements prior to 2023 cannot be compared to those from 2023 onwards.

Since 2023, NAPLAN results are reported against proficiency standards, with student achievement shown against four levels of proficiency. There is a standard for each assessment area at each year level. These replace the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series have also been reset.

### 2023 NAPLAN RESULTS

The participation rate for NAPLAN at Hume Anglican Grammar was 99% compared to the participation rate of 95% for all Australian students.

#### Assessment Area Report

Year Group	Assessment	Percentage at 'Strong' or 'Exceeding' Proficiency	Percentage at 'Exceeding' Proficiency
Year 3	Reading	82.6%	28.2%
	Writing	94.3%	12.5%
	Spelling	80.0%	32.3%
	Grammar	74.9%	14.9%
	Numeracy	76.7%	18.7%
Year 5	Reading	89.9%	34.8%
	Writing	91.3%	23.2%
	Spelling	92.8%	44.9%
	Grammar	79.0%	21.7%
	Numeracy	86.2%	38.4%
Year 7	Reading	85.6%	24.9%
	Writing	79.1%	18.8%
	Spelling	88.0%	36.7%
	Grammar	88.4%	22.5%
	Numeracy	91.3%	22.8%
Year 9	Reading	81.3%	20.1%
	Writing	87.1%	28.8%
	Spelling	92.8%	30.2%
	Grammar	82.0%	21.6%
	Numeracy	82.8%	17.3%

2023 data placed all four cohorts that were assessed as 'Above' or 'Well Above' national average in each of the five assessed areas.

# RESULTS

## NAPLAN Mean Scores Compared With All Australian Students

2023

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	435	444	444	448	435
Year 5	529	528	542	530	524
Year 7	565	568	571	573	580
Year 9	588	615	604	599	599

When compared to students with a similar background, students at Hume Anglican Grammar were 'Above' or 'Well Above' national averages in 15 of the 20 assessed areas. Older year groups at the school were more likely to be above average, with 4 of the only 5 areas that were 'Close To' national average found in the first NAPLAN assessment in Year 3.

## NAPLAN Means Scores Compared With Students of a Smiliar Background

2023

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	435	444	444	448	435
Year 5	529	528	542	530	524
Year 7	565	568	571	573	580
Year 9	588	615	604	599	599

### Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



# RESULTS

## VCE Overview

In 2023, 115 Year 12 students completed the final year of the Victorian Certificate of Education (VCE) at Hume Anglican Grammar, representing the 12th year that the School has delivered the VCE program.

Students enrolled in 34 different Unit 3/4 studies. In total, 12 students undertook a non-scored VCE program; however, 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	157
Number of Students Applying for the VCE	116
Number of Students Applying for an ATAR	112
Number of Students Enrolled in a VCE Subject Across all Units (1 - 4)	277
Percentage of Students Satisfactorily Completing the VCE	99%
Number of Students Completing VCE over 3 Years	0

- 32% of students in Year 11 undertook a Units 3/4 sequence compared with 40% of students in 2022 and 42% in 2021.
- Of the 130 Year 11 students enrolled, 41 studied a Units 3/4 sequence in one or more of the following subjects: Accounting, Biology, Business Management, General Mathematics, Health and Human Development, History Revolutions, Legal Studies, Psychology and Systems Engineering. Through the Victorian School of Languages, three Year 11 students studied Punjabi, whilst one studied Persian.



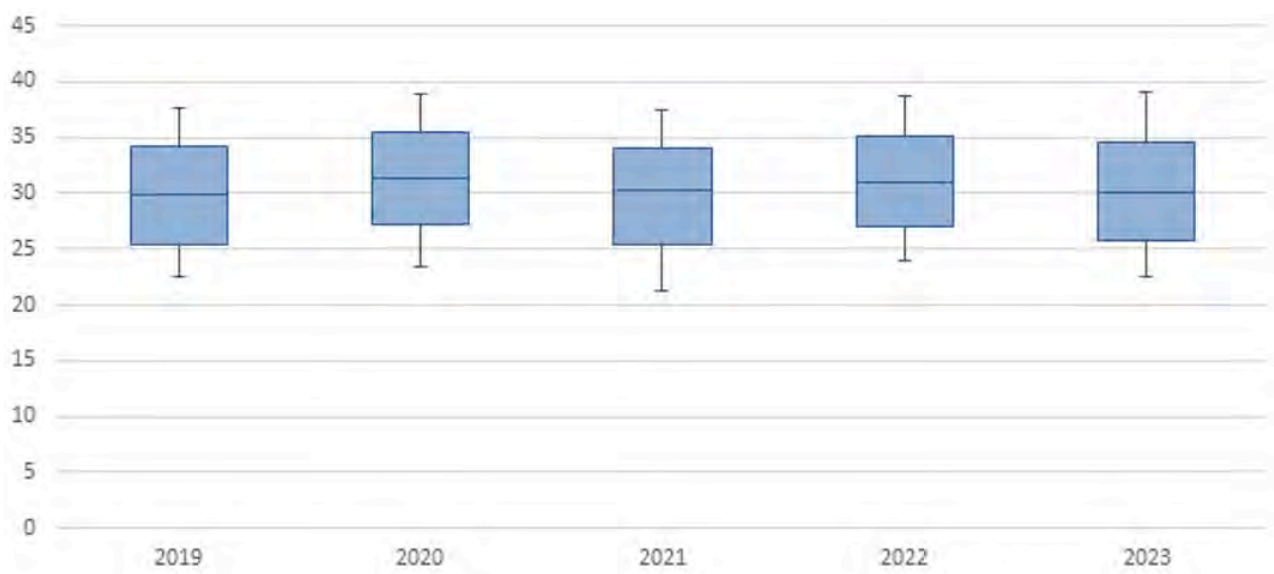
# RESULTS

## 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. Similarly, due to the nature of the Study Score being a ranking, the percentage of 40+ Study Scores across the State is maintained at 8.8%.

The graphs below show the Study Score achievement for the previous 5 years. The first chart presents the Study Score Distribution, and the table depicts the percentage of Study Scores over 40+.

## VCE Study Score Distribution 2019 - 2023

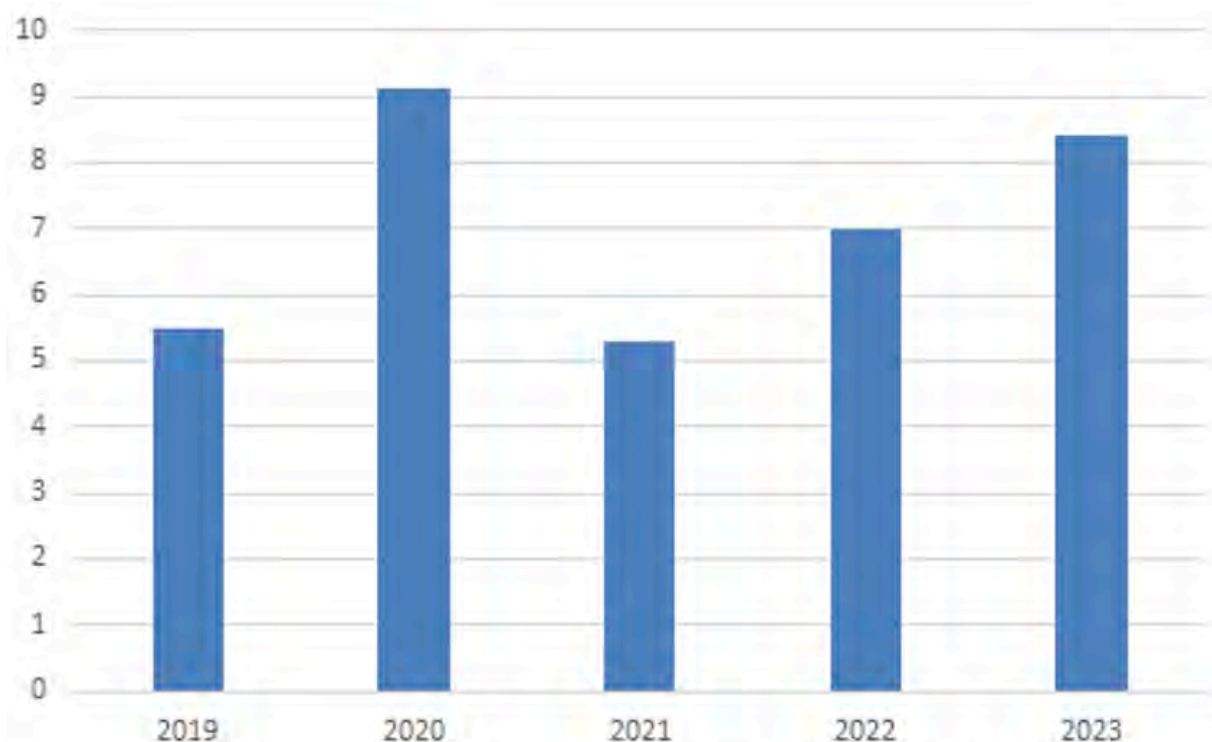


Year	No of Study Scores	No of Studies	Min	10th	25th	50th	75th	90th	Max
2019	255	23	15	22.5	25.4	29.9	34.2	37.6	46
2020	309	26	11	23.4	27.2	31.3	35.4	38.9	49
2021	341	22	14	21.2	25.4	30.2	34.0	37.4	47
2022	455	31	11	23.9	27.1	31.0	35.2	38.7	50
2023	582	34	14	22.5	25.8	30.0	34.6	39.0	50

The distribution of Study Scores within each cohort does not vary considerably from year to year; however, despite a slight decrease from 2022 to 2023, the School has maintained a median Study Score in line with the State average. A positive trend has also been maintained in the academic achievement of high performing students. It is also exciting to report a perfect Study Score of 50 for the second year in a row, by an accelerated Year 11 student who studied Biology.

# RESULTS

## % of VCE Study Score 40+ 2019 - 2023



The distribution of Study Scores of 40+ reflects that, despite the slight decrease in the median Study Score, we have a higher percentage of students receiving a Study Score above 40. This is likely due to the increased gap between the academic results of higher and lower performing students. This is a trend we may see occur over the next few years as the underlying impact of the COVID-19 lockdowns presents itself in the VCE data.

As evident in the below figure, there is a noted increase in Study Scores of 40+ from 7% in 2022 to 8.4% in 2023. It is also pleasing to report that 23% of students completing a Units 3-4 sequence achieved a Study Score above 40, an increase from 17% in 2022.

## VCE Study Score Comparison of Year 11 Accelerated v Year 12 Students 2023

Year	No of Study Scores	No of Studies	Min	10th	25th	50th	75th	90th	Max
Hume	582	34	14	22.5	25.8	30.0	34.6	39.0	50.0
Year 11	42	11	26	28.6	33.1	36.5	40.8	44.1	50.0
Year 12	540	33	14	22.3	25.5	29.6	34.0	38.1	49.0

In 2023, 32% of Year 11 students studied a Units 3-4 sequence as part of an accelerated VCE program. Of the 42 Study Scores reported above, 41 students completed one accelerated subject, with one student completing two Units 3-4 studies. The median Study Score of accelerated Year 11 students sits 6.9 points higher than that of the Year 12 group. Whilst this is not surprising, as the acceleration of the VCE program attracts high achieving students, it is worth noting that it is a 54% increase (up from 3.2) in 2022.

# RESULTS

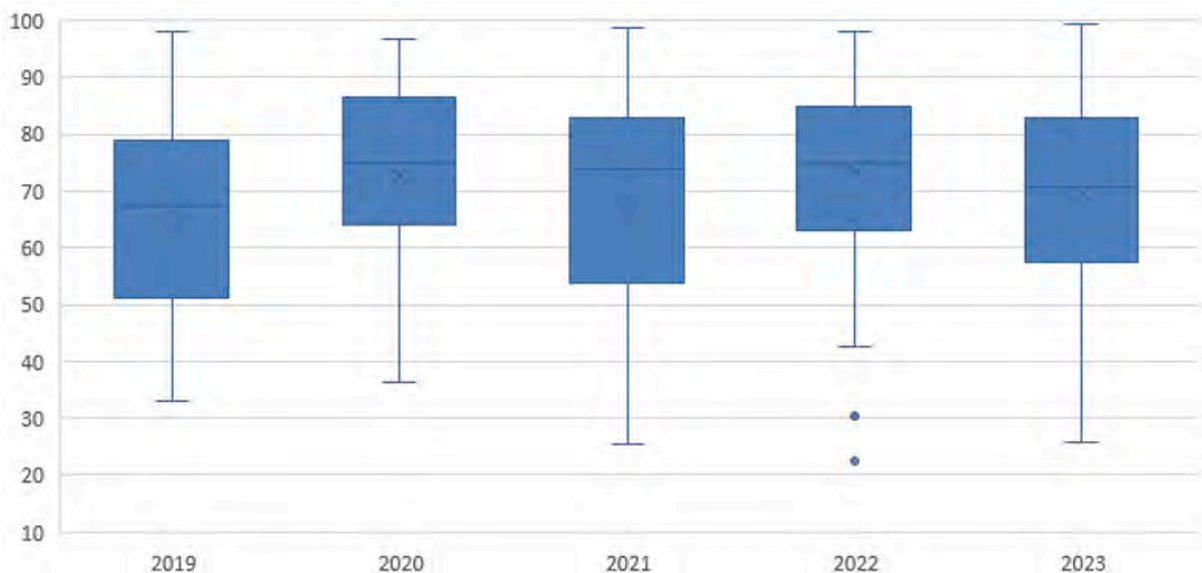
The increase reflects modification to the process for accepting accelerated students, which is more rigorous to better assess the student's suitability and capacity for undertaking an accelerated VCE program. The process has undergone further modification for intake in 2024 where students are now invited into the accelerated VCE program once specific criteria has been met. This is to ensure that student selection and acceleration is now in line with the expected target of 10% to align with the projected percentage of gifted and talented students within any given cohort. Equally, the shift in requirements is also designed to encourage students to see acceleration as a challenge to work towards, not something that they simply apply for and gain entry into. It is expected that, as admission to the accelerated VCE program is further refined, enrolment numbers will better reflect this target and it is likely to result in continued improved student outcomes overall.

## ATAR Results

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

The distribution of the results over the last five years (2019 - 2023) is represented below, with the average ATAR based on tenure at Hume Anglican Grammar.

## VCE ATAR Distribution 2019 - 2023



Year	No of Students	Min	25th	Median	75th	Max
2019	48	33.00	51.33	67.85	79.05	98.20
2020	56	36.30	64.08	75.40	86.66	96.65
2021	61	35.55	58.83	74.04	82.95	98.75
2022	81	22.55	63.60	75.05	84.85	98.00
2023	110	25.85	57.68	70.70	82.70	99.25

The distribution of student ATAR scores reflects the trend in Study Score achievement as shown above. Whilst there is a noted decrease at several key points, the median ATAR sits only slightly lower than 2020, there is a notable increase by 1.01 on the 2021 results. It is pleasing to note that the top ATAR score awarded in 2023 was 99.25, at the highest result in the School's history and the first time a student at Hume Anglican Grammar has received a ranking above 99.

# RESULTS

## Pathways Overview

Of the 116 graduates, 110 (95%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 107 (97%) received an offer in the December round, 85 (95%) received an offer within their top 3 preferences (63% received their first preference). Six students did not apply for tertiary studies via VTAC. These students were planning to pursue apprenticeships, defence force recruitment or employment.

In the January 1 round, 15 students received an offer, including two who hadn't received an offer in the December round. The third student who did not receive an offer in the December round was made an offer directly from Torrens University.

Ten students received an offer in the second January round. All these 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	67(*8) (**6)	63	63
2nd	21(*2)	20	83
3rd	9(*1) (**1)	8	91
4th	6(*2) (**1)	6	97
5th	2(*1)	2	99
6th	1(*1) (**1)	0.5	99.5
7th	0	0	99.5
8th	1	0.2	100

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

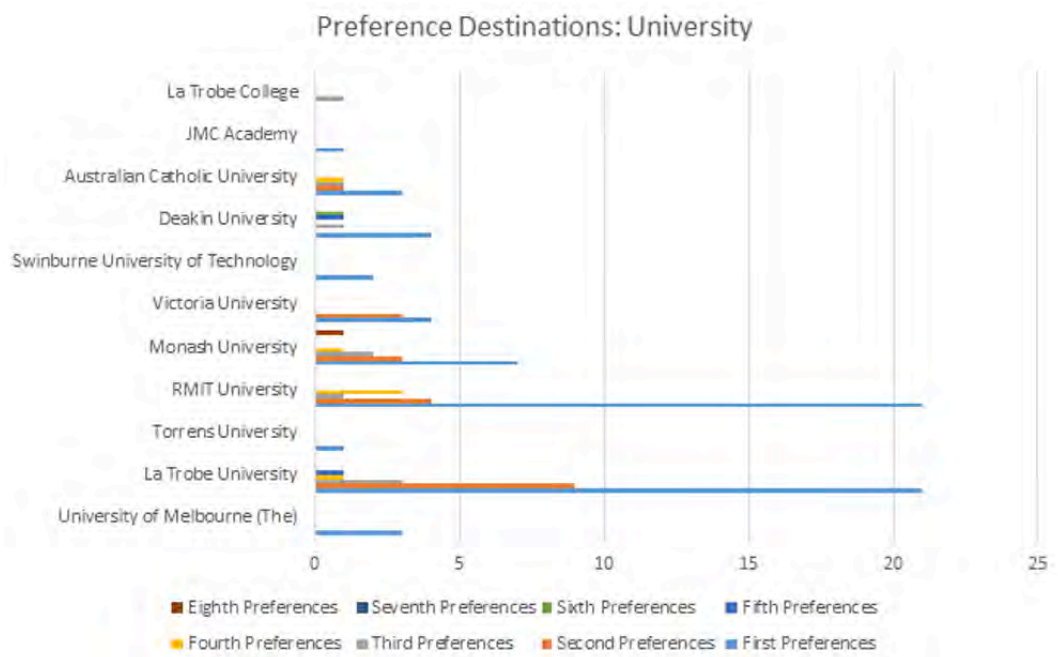
\*\* Denotes students who received this preference in the second January offer round.

- The percentage of students who received their first preference in the December round (63%) is lower than the previous year, although the cumulative percentage achieving their first, second, third or fourth preference is similar to 2022.
- The high percentage of students who received an offer within their top four preferences indicates that the cohort made relevant choices based on the guidance they received in subject selection, career development programs and career counselling at the School.
- Of the 10 students who received their 4th to 8th preference, 50% of them had an ATAR over 84. These high achieving students were aiming for their preferred university degree, which impacted the offer they received.



# RESULTS

## University Preference Destinations



## Destination Data

Institution	Area of Study	No of Students	Total Number of Students
<b>Australian Catholic University</b>	Criminology	1	
	Education (Secondary)	1	
	Education Studies	1	
	Nursing	3	
	Nursing/Business Administration	2	
	Psychological Science	1	9
<b>Deakin University</b>	Biomedical Science	1	
	Business	2	
	Commerce/Business Analytics	1	
	Building Surveying (Degree)	1	
	Criminology/Psychological Science	1	
	Environmental Management and Sustainability	1	
	Medical Imaging	1	
	Nursing/Psychological Science	1	9
<b>JMC Academy</b>	Music (Songwriting)	1	1
<b>La Trobe College Australia</b>	Health Sciences (Diploma)/ Nursing (Degree)	1	1

# RESULTS

## Destination Data

Institution	Area of Study	No of Students	Total Number of Students
<b>La Trobe University</b>	Arts (Bachelor) and Teaching (Primary) (Master) (Course Package)	1	
	Biomedicine	4	
	Business	1	
	Business/Psychological Science	1	
	Commerce/Science	1	
	Computer Science	2	
	Criminology	3	
	Criminology/Psychological Science	3	
	Cybersecurity	2	
	Cybersecurity/Criminology	1	
	Food and Nutrition	1	
	Health Sciences (Diploma)	1	
	Health Sciences	1	
	Information Technology	1	
	Laws (Honours)	1	
	Laws (Honours)/Commerce	1	
	Media and Communication	1	
	Nursing	4	
	Nursing/Psychological Science	2	
	Orthoptics (Honours)	1	
Psychology	1		
Science	1		
Sport and Exercise Science	2		
Social Work (Honours)	1	38	
<b>Monash University</b>	Banking and Finance	1	
	Biomedical Science	2	
	Biomedical Science Scholars Program	3	
		1	
	Business/Information Technology	1	
	Criminology	1	
	Engineering (Honours)	2	
	Engineering (Honours) Masters Accelerated Pathway	2	
Engineering (Honours)/Commerce	1		

# RESULTS

## Destination Data (Continued)

Institution	Area of Study	No of Students	Total Number of Students
<b>Monash University (Continued)</b>	Health Sciences	1	
	Nursing	1	
	Pharmacy	1	
	Pharmacy (Honours) Scholars Program/Master of Pharmacy	1	
	Physiotherapy (Honours)	1	
	Radiation Services	1	
	Science/Biomedical Science	1	21
<b>RMIT University</b>	Accounting (Degree)	1	
	Accounting and Bookkeeping (Cert IV) (Diploma) (Advanced Diploma)	1	
	Accounting Business	2	
	Architecture	2	
	Biomedical Science	1	
	Building and Construction (Building) (Diploma)	1	
	Building and Construction (Building) (Diploma)/Construction Management (Honours)	2	
	Building and Construction (Building) (Diploma)/Project Management (Honours)	1	
	Business	3	
	Computer Science	2	
	Computer Science (Professional)	1	
	Criminology and Psychology	1	
	Engineering - Aerospace (Honours)/Business	1	
	Engineering - Mechanical (Honours)	1	
	Engineering - Mechanical (Honours)/Industrial Design (Honours)	1	
	Engineering Technology (Mechanical Major) Associate Degree)/Engineering (Mechanical Engineering) (Honours)	1	
Information Technology	2		
Information Technology (Associate Degree)	1		
Information Technology (Cybersecurity)	2		

# RESULTS

## Destination Data (Continued)

Institution	Area of Study	No of Students	Total Number of Students
<b>RMIT University (continued)</b>	Laws	2	
	Legal Practice (Paralegal) (Associate Degree)	1	
	Project Management (Diploma)/ Business (Degree)	1	
	Psychology	1	
	Science	3	35
<b>Swinburne University of Technology</b>	Building Design - Advanced Diploma	1	
	Engineering (UniLink) Diploma/Degree (first year)	1	
	Information and Communication Technology	1	3
<b>Torrens University</b>	Branded Fashion Design	1	1
<b>University of Melbourne (The)</b>	Biomedicine/Physiotherapy	1	
	Design	1	
	Science	3	5
<b>Victoria University</b>	Early Childhood (Cert III/Diploma/ Degree Pathway)	1	
	Education (P-12)	1	
	Education Studies (Diploma)	1	
	Information Technology	1	
	Legal Practice (Advanced Diploma)	1	
	Nutrition	1	
	Osteopathy	1	
Psychological Studies	1	8	

- 99% of students successfully completed Year 12, attaining their VCE.
- 110 out of 116 students applied for courses through VTAC.
- 97% of students that applied through VTAC received an offer in the first round. This figure should be slightly higher, as a clerical error from Australian Catholic University saw some students not offered a place that they had been offered through the ACU Guaranterr Program. These students were subsequently made these offers in the first January round.
- 67% of students received an offer for their first preference in the December round.
- 97% of students received an offer for one of their top 4 preferences.

# FINANCE

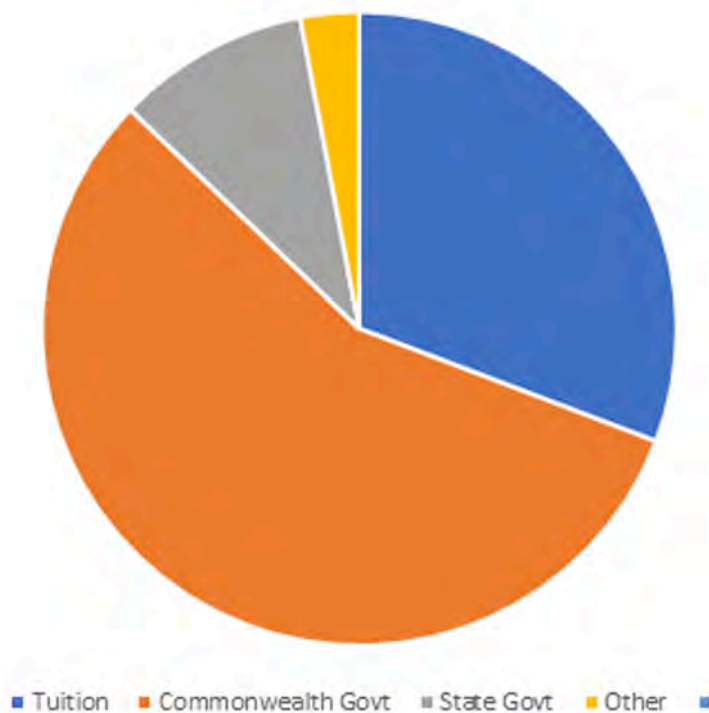
## FINANCIAL REPORTING

### Income

The School has achieved a comprehensive income (net operating surplus) result of \$4,679,809 for the financial year ended 31 December 2023.

Income Category	\$'000	%
Tuition Related Income	14,138	31
Commonwealth General Recurrent Grants	25,887	56
State General Recurrent Grants	4,516	10
Other Income	1,377	3
<b>Total Income</b>	<b>45,918</b>	<b>100</b>

### Income - Year Ended 31 December 2023

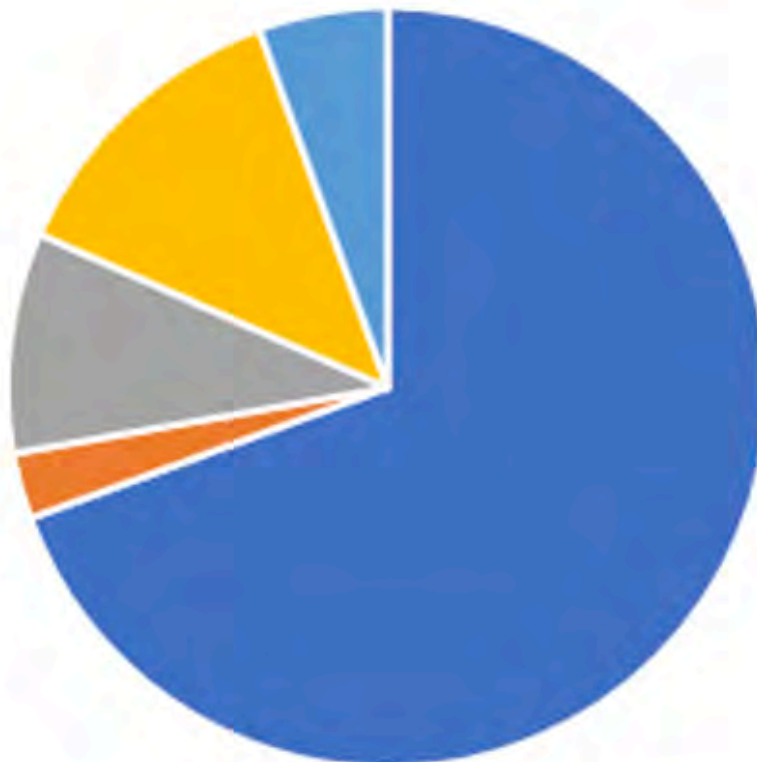


# FINANCE

## Expenses

Expense Category	\$'000	%
Employment Expenses	28,629	69
Finance Cost	1,158	3
Tuition and Administration Expenses	3,863	9
Property Expenses	5,323	13
Other Expenses	2,266	5
<b>Total Expenses</b>	<b>41,239</b>	<b>100</b>

## Expenses - Year Ended 31 December 2023



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

# CAPITAL WORKS AND DEVELOPMENT

The school received \$79,973 in building fund donations in 2023, which are gratefully acknowledged, and which will be allocated to a number of important projects across the School.

Work on Stage 2 at Kalkallo, Years 3/4 Centre will be completed in January 2024. The centre comprises open presentation hubs, reading areas, breakout rooms and many exciting spaces. In addition, a music pod was constructed at Kalkallo to enhance the instrumental music program.

Work on Stage 6 at Donnybrook, Year 7 Centre was completed in December 2023. The centre comprises of six classrooms, staff offices and supporting amenities and is the first dedicated Secondary Learning Neighbourhood at the campus. In addition, several additional music pods were constructed at Donnybrook to enhance the instrumental music program and minor upgrades to Playground and Piazza were carried out at the campus.

A major redevelopment of the main car park at the Mt Ridley campus, commenced during the second half of 2022, was completed in November 2023. In addition, minor upgrades were carried out at the campus including improvements to the primary playground, installation of shade sails to the primary playground area improved drainage, new furniture and new carpets to buildings at the campus. Investment into IT infrastructure is ongoing. Appreciation is expressed to the Facilities and ICT Services teams for their support in the provision of exemplary learning and working environments for staff, students and visitors.



# FEEDBACK

"An amazing school producing amazing students and results." - **Parent**

"So glad that Hume Anglican Grammar is showing how amazing their Performing Arts students are and what they can achieve. Although the academic side of our school is great there are some fantastic emerging stars amongst our school community in the Arts and Sports across primary and secondary students. Now that is something to celebrate and to promote our fantastic school and school community! #proud"- **Parent**

"Students at this school value and respect their education. An overwhelmingly positive culture that I've not witnessed at other schools. Well done!" - **Staff Member**

"A warm, joyful school with students who really want to learn – great place to be a teacher." - **Staff Member**

"Your support and guidance have been an incredible help to me, I can't express enough how lucky I feel to have had you as our teacher this year." - **Student**

"I've felt extremely supported this year, even with all the responsibilities I've held. Teachers have been there for me the whole time and uplifted me through it all. I am extremely grateful for the incredible staff members." - **Student**

"Your students are so delightful, intelligent and curious." - **National Gallery of Victoria**



