



ANNUAL REPORT 2025



CONTENTS

Chair of the Board	4
The Principal	5
About Hume Anglican Grammar	6
Overview	6
Philosophy.....	6
Governance	6
Directors.....	8
Management.....	9
Organisational Chart.....	10
Staff	12
Staff Professional Learning	14
Teaching and Learning	15
Student Attendance	16
Results	17
NAPLAN Mean Scores Compared with All Australian Students.....	17
Academic Achievement – Years 10, 11 and 12	18
Pathways.....	23
Finance	27
Capital Works and Development	29
Feedback	30

 let your colours shine

Hume Anglican Grammar | Reg No: 2052

THE CHAIR

FROM THE BOARD

As Chair of the Board, it is my privilege to reflect on a year marked by many great achievements and a continued purpose within our school community.

This Annual Report provides an opportunity to acknowledge what has been accomplished through the collective efforts of our students, staff, families and the Melbourne Anglican Diocesan Schools Commission, and to reaffirm our commitment to the values and vision that guide Hume Anglican Grammar.

Throughout 2025, our students have continued to demonstrate determination and excellence across academic, sporting, cultural and service pursuits. Their achievements are a reflection not only of individual effort, but of a supportive environment that encourages curiosity, resilience and integrity. Guided by the School's Christian foundations and core values, our young people are developing the skills, character and confidence required to navigate an ever-changing world and to make a meaningful contribution beyond the classroom.

Growth has remained a defining feature of the School's journey. Increasing enrolment demand across Melbourne's northern suburbs reflects a strong community desire for an education that balances academic excellence with student wellbeing. In response, the Board has remained focused on strategic planning and long term sustainability, ensuring the School is well-positioned to meet the needs of both current and future families.

Significant attention has again been directed towards the development of our physical learning environments. Continued investment in innovative, purpose-built facilities across our campuses has enhanced the student experience and supported engaging, future-focused learning. These developments reflect the Board's commitment to providing spaces that foster collaboration, creativity and a sense of belonging, while ensuring the infrastructure of the School keeps pace with its educational aspirations.

This year also marks an important milestone in the life of the School with the formal recognition of Freier Campus, honouring the legacy and contribution of former Archbishop Philip Freier

to Anglican education. This moment reflects both the strength of the School's foundations and the shared responsibility to steward its future with care, vision and faith.

On behalf of the Board, I extend my sincere thanks to our Principal, Bill Sweeney, and the Senior Leadership Team for their committed leadership and guidance throughout the year. I also acknowledge my fellow Board members for their dedication to strong governance and strategic oversight, and for the generosity with which they give their time and expertise in service of the School.

As I conclude my time with the School and the Commission, which I have served for 11 years – the last two as Chair – I do so with gratitude for the opportunity to serve, and with confidence in our future. After many years working alongside dedicated directors and witnessing the spirit of this community, I know Hume Anglican Grammar is well placed to continue to flourish. It has been an honour to contribute to the ongoing story of the School and to support its mission of educating young people with purpose, integrity and hope.

Leanne Connor
Chair of the Board



THE PRINCIPAL

I am pleased to present the 2025 Annual Report, which acts as a reflection of the experiences and achievements that have shaped the year for our students, staff and families. Alongside many significant milestones, we have remained focused on supporting learning, strengthening wellbeing and building meaningful connections across the community.

The year began with another 252 Prep students commencing their schooling across our three campuses, representing the largest Prep intake in non-government schools in Victoria. For these students and their families, it marked the beginning of a new and memorable stage in their lives, and connection with the School community.

Throughout the year, students across all year levels took part in a wide range of academic and co-curricular opportunities. Events, including Athletics Carnivals, Performing Arts Week and NAPLAN, encouraged students to challenge themselves and recognise their progress. Camps and excursions also played an important role in developing confidence and strengthening friendships. Special occasions such as Book Week, STEM Week and 100 Days of Prep celebrated student learning and reflected the enthusiasm and growth of our youngest learners.

Beyond the classroom, students embraced a variety of social, cultural and creative experiences. Events such as the Year 11 Formal, primary discos, Battle of the Bands, and campus-based Performing Arts productions brought students together and strengthened community spirit. Student leadership

and service were also strongly evident, with groups such as The Community Crusaders recognised for the positive impact they made within the wider community.

Now in its 18th year, Hume Anglican Grammar has also experienced its own moment of growth and transition. The renaming of the Mt Ridley Campus to the Freier Campus represented an important moment of reflection and renewal, honouring the recently retired Archbishop Philip Freier for his role in the School's history. Alongside this, a number of capital works projects across our campuses supported the continued enhancement of learning environments, ensuring facilities meet the evolving needs of students and staff while reflecting our shared vision for the future.

Community confidence in the School has continued to strengthen in 2025, evident in enrolment demand and an expanding waiting pool. This trust affirms the value families place on a values-based education that supports both academic development and personal growth. In response to this growth, the announcement of plans for a fourth campus in Wollert (opening in 2033) marked a significant milestone, positioning the School to extend its impact to new communities in Melbourne's Northern growth corridor in the years ahead.

As the year concludes, I extend my sincere thanks to our dedicated teachers and staff for their professionalism, care and commitment. I thank the Board for its leadership, the Parents and Friends Association for its continued support, and our parents for their partnership and trust. Most importantly, I thank our students, whose enthusiasm, resilience and energy continue to shape the spirit of our School.

Together, the milestones of 2025 reflect a community grounded in purpose, strengthened by shared values, and confidently looking to the future.



Bill Sweeney
Principal



ABOUT HUME ANGLICAN GRAMMAR

OVERVIEW

Hume Anglican Grammar is a multi-campus, independent Prep to Year 12 coeducational school, proudly offering an affordable private education with a focus on educational excellence and student wellbeing, in a caring and inclusive Christian environment.

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

PHILOSOPHY

Hume Anglican Grammar embraces the following core values:

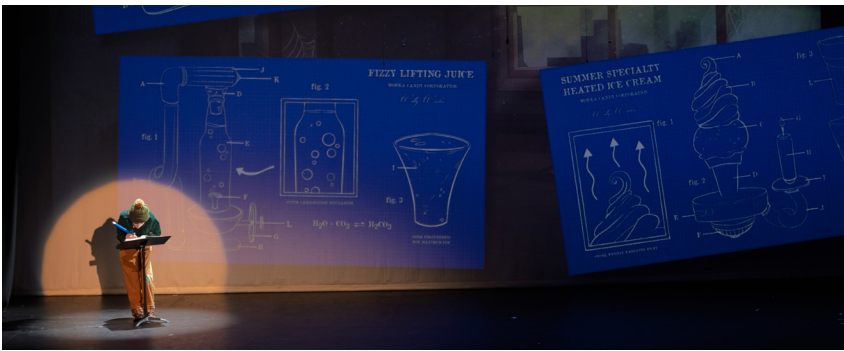
- » **Christianity:** compassion and service to others built within an inclusive community that is founded in the Anglican tradition.
- » **Excellence:** high standards in all that we do and individuals realising their full potential.
- » **Resilience:** a positive approach, founded upon realistic expectations, strength of purpose and flexibility to help us deal with the challenges of life.
- » **Respect:** valuing ourselves, others and the environment through a principled, disciplined and compassionate approach.
- » **Integrity:** a community that is accountable, responsible and trustworthy.
- » **Safety:** care for the health and wellbeing of all members of our community.

GOVERNANCE

Board of Directors

Melbourne Anglican Diocesan Schools Commission (MADSC) is responsible for the conduct of Hume Anglican Grammar. The Principal/CEO is appointed by and accountable to the MADSC Board for the operation of the School.





ABOUT HUME ANGLICAN GRAMMAR

DIRECTORS

Leanne Connor

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

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

Special Responsibility:

Chair of the Board

Chair of Finance Committee (June – December 2025)

Chair of Governance and Development Committee (August – December 2025)

Carolyn Clark OAM

(retired July 2025)

BA, LLB (Hons), LLM, MAICD

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

Special Responsibility:

Chair of Governance and Development Committee (January – July 2025)

Sandra Costanzo

Admitted to the Supreme Court of Victoria, MConstrLaw, LLB

Construction Lawyer, General Counsel, Symal Group of Companies.

Matthew Flowers

BSc (Hons), QS (1st Class)

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

Dr (Cecily) Jane Freemantle OAM

(retired May 2025)

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

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

Special Responsibility:

Chair of Risk Committee (January – May 2025)

Linden Hearn OAM

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

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

Milena Ickeringill

(retired May 2025)

MBA, LLB, BEc

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

Special Responsibility:

Chair of the Finance Committee

Naomi Nayagam

(appointed January 2025)

MSc Public Policy and Management; BSc (Hons) Information Systems and Management; Diploma Economics; PRINCE 2 Practitioner

Project Management Advisor (Infrastructure and Project Management Group, HQ), United Nations Office of Project Services (UNOPS) – (2011), Lay Canon, Member of Chapter and Member of Property and Buildings Committee, St Paul's Cathedral (2019), Executive Director, OzCey – Tea Spin of Life (2016), Monitoring and Evaluation Consultant, The World Bank (focused on Africa and the Middle East, including Palestine) – (2020-2024), Principal Strategist, tripleNconsulting (2014-2019), Lecturer, Master of Project Management, RMIT (2019), Director of Business Services, Anglican Diocese of Melbourne (2015-2016), Board Director, Anglican Overseas Aid (2015-2017), Technical Advisor Economic Policy Advocacy and Reform, The Asia Foundation (2004-2011), Member of the Australian Institute of Company Directors.

Trent Rhodes

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

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

Rev. Kirsty Leanne Ross

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

Senior Chaplain at Melbourne Girls Grammar; Area Dean of Stonnington; Deputy Chair of the Diocese of Melbourne's Steering Committee for Children's and Young People's Ministry; Executive of the Chaplains in Anglican Schools Network; Previous Chaplain at Trinity College (UK); Foundation and School Governor at a number of educational institutions in the UK; Vocations Advisor at Diocese of Ely; Governor at The Cambridge University 'Deans and Chaplains' Group (UK); Assistant Curate at St John the Evangelist Toorak with All Saints Kooyong.

MANAGEMENT

Bill Sweeney

DipT, BEd, MEd, MBA

Special Responsibilities:

Principal, Chief Executive Officer

Kieran Mitchell

BBus (Accountancy), CA

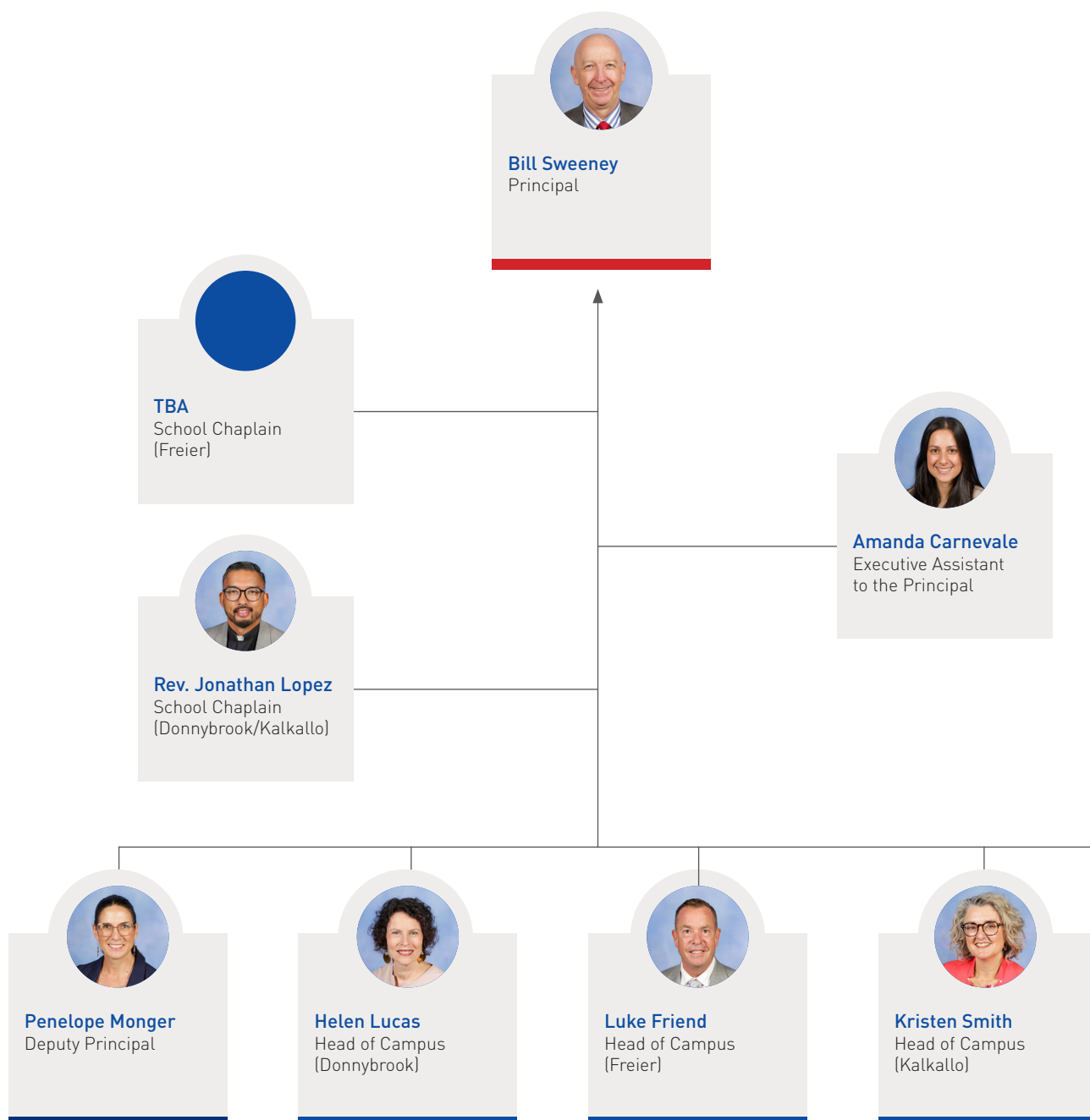
Special Responsibilities:

Business Manager, Company Secretary, Chief Financial Officer



ABOUT HUME ANGLICAN GRAMMAR

ORGANISATIONAL CHART





Naomi White
Director of Student
Wellbeing



Sam Butterfield
Director of Teaching
and Learning



Libby Hasler
Director of Human
Resources



Kieran Mitchell
Business Manager

STAFF

OUR STAFF

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

Staff workforce composition, attendance and retention

Hume Anglican Grammar has a diverse range of staff, with a rich mixture of junior teachers commencing their career along with many experienced teachers, all of whom bring a strong understanding of what is required to make an excellent school. The School does not have staff who identify as having Torres Strait or Aboriginal background. The School had a retention rate of 94% from 2024.

Teaching Staff

Abdo, Alanna	Coakley, Stephanie	Grant, Jane	Lee-Johnston, Sarah
Accaputo, Rosanna	Condo, Justin	Haber, Alissa	Liepins, Indra
Adams, Hayley	Connelly, Nicola	Halden, David	Lineage, Ben
Agius, Suzanne	Crea, Stephanie	Hall, Bradley	Lionti, Francesca
Akan, Shamsul	Curran, Stuart	Hancock, Joanna	Loadman, Jeremy
Alkan, Mustafa	Curran, Annette	Haniff, Michael	Loney, James
Allen, Jennifer	Da Silva, Christopher	Hasler, Elizabeth	Lord, Jack
Amor, Rachelle	Dascoli, Laura	Hatzikalis, Helen	Lucas, Helen
Anderson, Tianne	Dass, Ashvin	Hayek, Melanie	Lucci, Erica
Angelino, Caitlin	Davidson, Simon	Hearn, Christopher	Lynch-McClymont, Chelsea
Arnott, Amy	Davidson, Nicola	Herd, Jozlyn	Mackie, Suzanna
Arya, Sunalini	Davies, Sarah	Hinselwood, Ky	Mallon, Helena
Batth, Navpreet	Delany, Alicia	Ho, Johny	Martin, Jeremy
Beach, Jessica	Devi, Komal	Hoffman, Janine	Mathew, Jisha
Beckett, Melissa	Di Cecco, Lara	Houston, Chanelle	Mazzarino, Danielle
Besic, Amy	Dickson, Iain	Hussein, Hajar	McCaskill, Andrew
Black, Alexa	Doan, Peter	Iacobucci, Rosa	McInnes, Stephanie
Bonello, Leanne	El Sheik, Bernadette	Ibbott, Emily	McKenzie, Emma
Brady, Matthew	Elias, Arthur	Isaac, Deanne	McKenzie, Jayden
Brady, Teagan	Ellis, Joanne	Jarvis, Marisa	McKiterick, Kerry
Briggs, Katherine	Elvin, Kaye	Jordan, Larissa	McLaughlin, Belinda
Brincat, Selina	Et, Tulay	Kalavritinos, Anastasia	Metagesha, Brianna
Brooks, Melanie	Exton, Duncan	Kaur, Tirath	Mitchell, Keshia
Bryant, Lysiarne	Fairweather, Imogen	Kendall, Courtney	Molloy, Debra
Bryant, Rachel	Farrugia, Ellen	Kiran, Saliha	Moloney, Cillian
Buckley, Haley	Firmani, Suzan	Koumantaros, Clare	Monger, Penelope
Butcher, Aaron	Friend, Luke	Kuruville, Anju	Moore, Natalie
Butterfield, Sam	Fry, Rebecca	Kutin, Shirley	Morton, Nicole
Byatt, Sarah	Galea, Hannah	La Posta, Maria Vincenza	Moyle, Diana
Carassiti, Aaron	Gestautas, Callum	Laleas, Koula	Nair, Manoj
Cavalieros, Andrew	Ghattas, Karim	Lallo-Crofts, Lauren	Nannar, Amneet
Cavalieros, Tiana	Giarrusso, Richard	Lanagan, Joanne	Newton, Jane
Chand, Shamni	Gibson, Alison	Lazarus, Eugene	Newton, Brett
Chapman, Leyla	Godfrey, Tania	Lazarus, Jennifer	Nicholson, Michelle
Christian, Mary Suvidha	Gomes, Pamela	Lee, Mitchell	O'Donnell, Karyn

Osborne, Tanya
Ottina, Giada
Ozyurek, Emre
Pajar, Renz
Palamo, Brooke
Panahinejad, Payam
Panesar, Jaskirat
Parkin, Clive
Parks, Jon
Parry, Emily
Paull, Emma
Peck, Kirshena
Pikos, Pina
Prasad, Dee
Prior, Theresa
Pucar, Michelle
Rakatairi, Deborah
Rawasia, Musaab
Rhodes, Jade
Rivette, Emma
Romano, Alexander

Romas, Tayla
Rosendale, Rochelle
Russell, Kate
Russo, John
Ryan, Andrew
Salvatore, Pia
Salvatore, Olmo
Sam, Tania
Sarraf, Michael
Sarraf, James
Saunders, Helen
Saunders, Andrea
Scamarcio, Luci
Schuch, Amanda
Scott, Nicholas
Scott, Zoe
Sedley, Sarah
Shamon, Sandra
Shand, Gwenda
Sharma, Navneet
Sharma, Parkashni

Shatford, Sarah
Shephard, Natalie
Singh, Mandeep
Sirianni, David
Sleeman, Candra
Smith, Michael
Smith, Rachel
Smith, Daniel
Smith, Kristen
Sommer, Haylee
Stella, Vanessa
Stirrup, Emma
Sullivan, Brittany
Sunilkumar, Seejal
Suri, Michele
Sweeney, William
Tarzia, Robert
Timos, Rachel
Turcinovich, Andrew
Upham, Christina
Utting, Robert

Varkey, Jyothi
Vasiliadis, Tamara
Venditti, Laura
Verma, Megha
Vij, Shilpa Vishal
Waring, Channelle
Watson, Daniel
White, Robyn
White, Naomi
Whyte, Matthew
Wijetunga, Sandamalie
Wike, Samantha
Wilcox, Laura
Wilson, Holly
Xynos, Christina
Yap, Catherine
Yusuf, Berna
Zafir, Aquila

General Staff

Alexander, Jane
Alias, Femin
Anjum, Shagufta
Baccari, Amanda
Bachitar Singh, Manmohan
Battersby, Tim
Bowen, Tina
Burgers, Remco
Butterworth, Casey
Carnevale, Amanda
Cassar, Dianne
Cassell, Michelle
Chittenden, Stephanie
Coleman, Renee
Combrinck, Karen
Craig, Chloe
Crouch, Jaime-Lee
Czarnecki, Katherine
David, Jhoeann
Dawes, Kate
Dawson, Jodie
Dayal, Romita
De Vito, Georgia
Del Tito, Stephanie
Downer, Shari
Embling, Claire
Files, Karen
Finlay, Jessica
Fleming, Sara
Foenander, Nicole

Gandhi, Reema
Gibson, Elizabeth
Glavic, Tania
Gralinski, Deanna
Gregg, Rachel
Hacking, Adam
Hale, Elizabeth
Harris, Renee
Harrop, Leanne
Hemara, Shani
Henry, Sarah
Herrmann, Carolyn
Hodgson, Nicole
Hodgson, Amanda
Holmes, Chiarina
Jones, Emma
Jones, William
Jones, Jacqueline
Kalirao, Arshdeep
Kaur, Harleen
Kaur, Kamaljeet
Kendall, Kathryn
Kieu, Mai
Lambert, Jemmah
Lawford, Katherine
Lin, Yaxing
Little, Kersty
Liu, Zheng
Lopez, Jonathan
Loverso, Patrick

Mahoney, Kristy
Mahony, Damian
Marshall, Georgia
McDonald, Caroline
McIntyre, Joanne
McKay, Lisa
McKenna, Heather
Mead, Georgia
Mitchell, Kieran
Muller, Nicola
Murphy, Michelle
Newton, Rebecca
Nichols, Beverley
Nickson, Michelle
Odgers, Carli
Onciarich, Georgia
Over, Jessica
Pandya, Kartikey
Parker, Kristie
Patel, Nilay
Perryman, Sarah
Pettagan, Shashikala
Phelan, Allison
William, Matthew
Pollard, Rhonda
Prabhu, Shailesh
Quine, Roslyn
Rajapakse, Lekha
Rajput, Gaurav
Raykovski, Angelica

Razmovski, Valana
Reddan, Kellie
Rowe, Wendy
Ryan, Sarah
Ryan, Siobhan
Sada, Olivia
Saly, Lana
Samarawickrema, Thanuja
Schneider, Remy
Schulz, Casey
Scinto, Lana
Scrofani, Alessandra
Shah, Bony
Sherwood, Derek
Silva, Frances
Smolianitski Fabian, Evgeny (Eugene)
Stivala, Ben
Stuart-Smith, Karen
Toghian, Anthony
Tomaino, Priscilla
Tunaley, Rachel
Valentine, Cara
Vescio, Talia Elise
Whitehead, Susan
Wilson, Daniel
Woolmer, Caroline
Wrigglesworth, Niel
Wright, Lina

STAFF PROFESSIONAL LEARNING

All staff were provided with opportunities for professional learning in 2025.

Staff embraced our pillar of 'loving lifelong learning' and, in doing so, modelled this for our students. Key areas of whole-staff development included Artificial Intelligence, with the introduction of the School's new AI Guidelines. Staff learnt how and when AI may be effectively and ethically incorporated and how to manage implications of AI for student wellbeing, including emerging issues such as deepfakes, AI companions and voice cloning.

A key focus was developing and retaining exceptional middle leaders. Alongside its bespoke Middle Leadership professional development course, all staff with positions of responsibility were provided with training to effectively facilitate Annual Reflection and Development meetings (ARD). This training focused on effective coaching dispositions and ability to elicit reflection and goal-setting from colleagues. The ARD guides all staff in reflecting on their year and setting tangible goals for the year ahead. All staff who have served at the School for a year or more completed an ARD conversation in Semester 2.

Staff also participated in a range of semester-long professional development pathways. Staff selected the most relevant pathway for their growth from options such as Professional Learning Teams, coaching, middle leadership, professional reading, eLearning, Cognitive Load Theory and student wellbeing.

Student safety remained a key priority. Staff completed regular training in their responsibilities under Ministerial Order 1359 and the Child Safe Standards, as well as key compliance and safety areas including

first aid, CPR, anaphylaxis, occupational health and safety, mandatory reporting, safeguarding, emergency management, digital security and online safety. New staff completed mandatory training in school systems and restorative practice, supporting consistency in expectations and approaches across the School.

In the second half of 2025, a whole-school professional learning framework was developed for 2026-2028. Created through extensive consultation with staff, the framework is organised across four domains: Teaching and Learning, Student Wellbeing, Future Readiness, and Culture and Leadership, and aligns our direction across all campuses for the next three years. Staff were presented with the framework in Term 4 ahead of it launching in 2026.



TEACHING AND LEARNING

Guided by Hume Anglican Grammar's Vision for Teaching and Learning, the whole school focused on how its five aspirational pillars are realised in our Teaching and Learning practices.



Hume Anglican Grammar has developed a strong and consistent approach to teaching and learning in both Primary and Secondary. With rapid growth, a key priority is to integrate new teaching staff into our vision, ethos and procedures. Term 1 commenced with the induction of new staff followed by Professional Development days revisiting our vision, creating space for staff reflection and engaging with best practice. In Term 3, we collaboratively explored global education trends in education today, and their implications for students. We also explored the role of Artificial Intelligence in education through an external expert, Dr Nick Jackson, who then ran tailored AI workshops with Primary and Secondary staff.

The Primary section of the School built on their excellent work from last year by developing and further embedding their Readers and Writers Workshop Instructional Models with the inclusion of 6+1 Traits of Writing. Under the leadership of the Assistant Director of Teaching and Learning, staff formed a working group to evaluate our teaching of Numeracy, research best practice, and develop an instructional model for launching in 2026. These models helped align teaching practices across the three Primary schools, providing staff with a clear direction, whilst providing them

with the flexibility to respond to the needs of their students. The curriculum offering at Primary continues to expand and flourish with the development of a specialist STEM curriculum.

Both Secondary sections have implemented the teaching model Elements of Effective Practice. This research-based approach sets a long-term direction by breaking down components of an effective lesson: retrieval, explicit teaching, application and consolidation, with a full year devoted to staff mastery of each element. In 2025, the focus of Secondary Teaching and Learning meetings was 'retrieval' (the planned and systematic quick revisiting of key prior knowledge and skills to ensure it is embedded in long-term memory), and this had excellent staff uptake.

A further milestone for Secondary was the growth of Donnybrook in both staff and facilities. Students were thrilled to commence classes in the state-of-the-art STEM Centre and excited to commence their Year 9 electives. The section gained in independence and capacity as its first Head of Teaching and Learning and a Subject Coordinator for each subject began their leadership positions.

All sections of the School saw growth in their Learning Enhancement Teams, with the recruitment of an additional Learning Enhancement Assistant. This has allowed a broader range of interventions and Shine extensions to meet the needs of a greater number of students.



STUDENT ATTENDANCE

Hume Anglican Grammar makes every effort to ensure students' safety. Attendance records are kept for all students, and the roll is marked twice a day for Primary school students, and at each lesson in Secondary. Parents are informed that, if their child will be late or absent, it is essential they notify the School through Sentral. When arriving late to school or leaving early students must sign-in/sign-out at their sub-school's office. This information, and additional guidelines, are relayed to parents through various modes of communication, such as via Sentral and the School website. A text message (SMS) is sent to the child's parent requesting an immediate response if the School has not already been notified of an absence. This process enables the School to maintain an accurate record of attendance; this is of particular relevance to those undertaking VCE studies regarding their accountability to the Victorian Curriculum and Assessment Authority. The overall attendance of the student is recorded, and parents can access Sentral to monitor their child's attendance and punctuality.

Whole School

Year Level	Student Count	School Attendance Percentage
Prep	252	91.40%
Year 1	249	92.22%
Year 2	252	92.30%
Year 3	252	92.27%
Year 4	224	92.97%
Year 5	224	93.17%
Year 6	196	93.75%
Year 7	308	93.98%
Year 8	280	94.56%
Year 9	278	92.55%
Year 10	160	92.42%
Year 11	136	92.72%
Year 12	138	93.97%

Donnybrook Campus

Year Level	Student Count	School Attendance Percentage
Prep	84	92.75%
Year 1	84	91.59%
Year 2	84	92.21%
Year 3	84	91.14%
Year 4	84	93.33%
Year 5	84	93.20%
Year 6	84	93.55%
Year 7	168	94.27%
Year 8	140	93.67%
Year 9	138	92.42%

Freier Campus

Year Level	Student Count	School Attendance Percentage
Prep	84	95.57%
Year 1	84	92.52%
Year 2	84	92.24%
Year 3	84	93.00%
Year 4	84	92.97%
Year 5	84	94.06%
Year 6	84	94.38%
Year 7	140	93.69%
Year 8	140	95.44%
Year 9	140	92.67%
Year 10	160	92.42%
Year 11	136	92.72%
Year 12	138	93.97%

Kalkallo Campus

Year Level	Student Count	School Attendance Percentage
Prep	84	85.90%
Year 1	81	92.56%
Year 2	84	92.44%
Year 3	84	92.69%
Year 4	56	92.60%
Year 5	56	92.25%
Year 6	28	93.32%

RESULTS

NAPLAN Mean Scores Compared with All Australian Students

The table below shows the mean attainment of students at Hume Anglican Grammar in comparison to mean national performance. The 2025 assessments showed all cohorts performing 'Above' or 'Well Above' the national average in each of the five assessed areas. Particularly strong results were achieved in the Year 7 cohort, which was 'Well Above' national averages in all areas. The Year 5 cohort also achieved some strong results, scoring 'Well Above' in the assessed areas of Writing, Grammar and Numeracy.

	2023	2024	2025		
Compare to	☐	Students with similar background	☒	All Australian Students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	425	437	437	434	422
Year 5	528	519	527	545	532
Year 7	585	591	588	599	607
Year 9	597	620	599	605	615

NAPLAN Mean Scores Compared with Students of a Similar Background

	2023	2024	2025		
Compare to	☒	Students with similar background	☐	All Australian Students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	425	437	437	434	422
Year 5	528	519	527	545	532
Year 7	585	591	588	599	607
Year 9	597	620	599	605	615

When compared to students with a similar background (in the table above), students at Hume Anglican Grammar were 'Above' national averages in 16 of the 20 assessed areas; Years 5, 7 and 9 cohorts were 'Above' or 'Well Above' the national average in all areas. Again, Year 7 achieved some particularly strong results, achieving 'Well Above' in the assessed areas of Spelling and Grammar.

Interpreting the table

Selected school's average when compared to students with a similar background

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

VCE RESULTS

ACADEMIC ACHIEVEMENT YEARS 10, 11 AND 12

VCE Overview

In 2025, 135 students completed their Victorian Certificate of Education (VCE) at Hume Anglican Grammar, making it the biggest cohort to complete Year 12 in the fourteen years that the VCE has been delivered by the School. Three students undertook a non-scored VCE, including one who chose to do a scored English.

Students completed studies in 34 different subjects, including some completed outside of the School, such as Languages and VET subjects.

VCE Enrolment Overview

VCE Enrolment	
Number of students in a Unit 3/4 sequence	170
Number of students applying for the VCE	135
Number of students applying for an ATAR	132
Number of students enrolled in a VCE subject across all Units (1-4)	307
Percentage of students satisfactorily completing the VCE	100%
Number of students completing VCE over three years	0

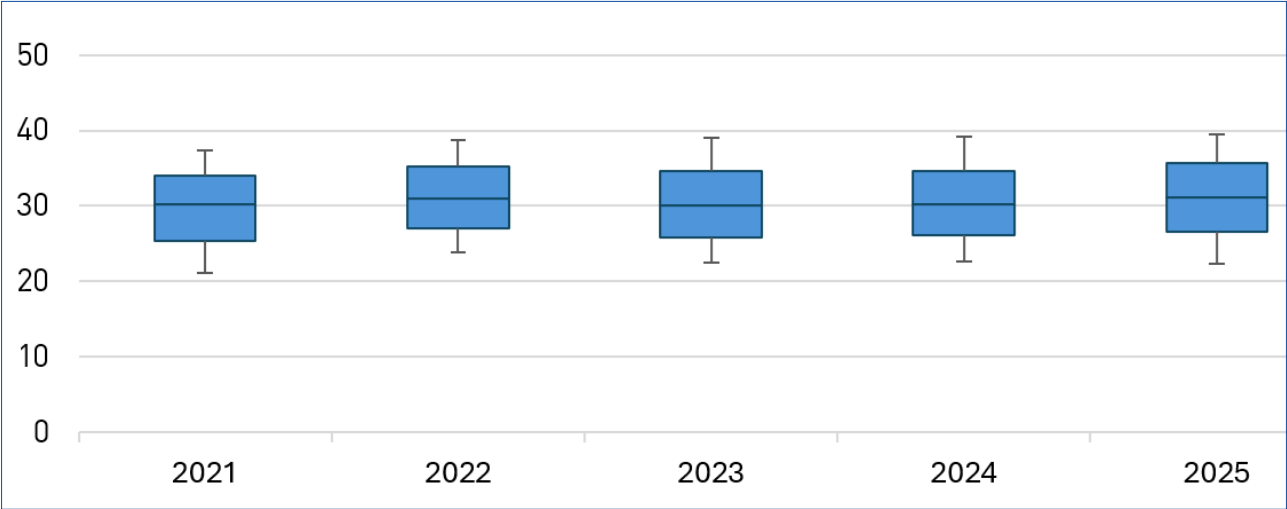
- 26% of students, numbering 36, in Year 11 undertook a Unit 3/4 sequence compared with 25% of students in 2024 and 32% in 2023.
- Subjects undertaken as accelerated Unit 3/4 sequences included: General Mathematics, Systems Engineering, Art Making and Exhibiting, History, Music Repertoire, Psychology, Geography, Health and Human Development, Music Contemporary Performance, Business Management, Biology, and one student doing Punjabi through the Victorian School of Languages.



Study Scores

Study Scores are rankings that reflect a student’s achievement in a subject compared to all students undertaking the subject as part of the Victorian Certificate of Education. The maximum Study Score is 50 and the average is 30 for every subject. The graphs below show the achievements for Study Scores over the last five years.

VCE Study Score Distribution 2021-2025



Year	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
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
2024	606	31	13	22.6	26.1	30.2	34.6	39.2	50
2025	692	34	13	22.3	26.6	31.2	35.7	39.5	50

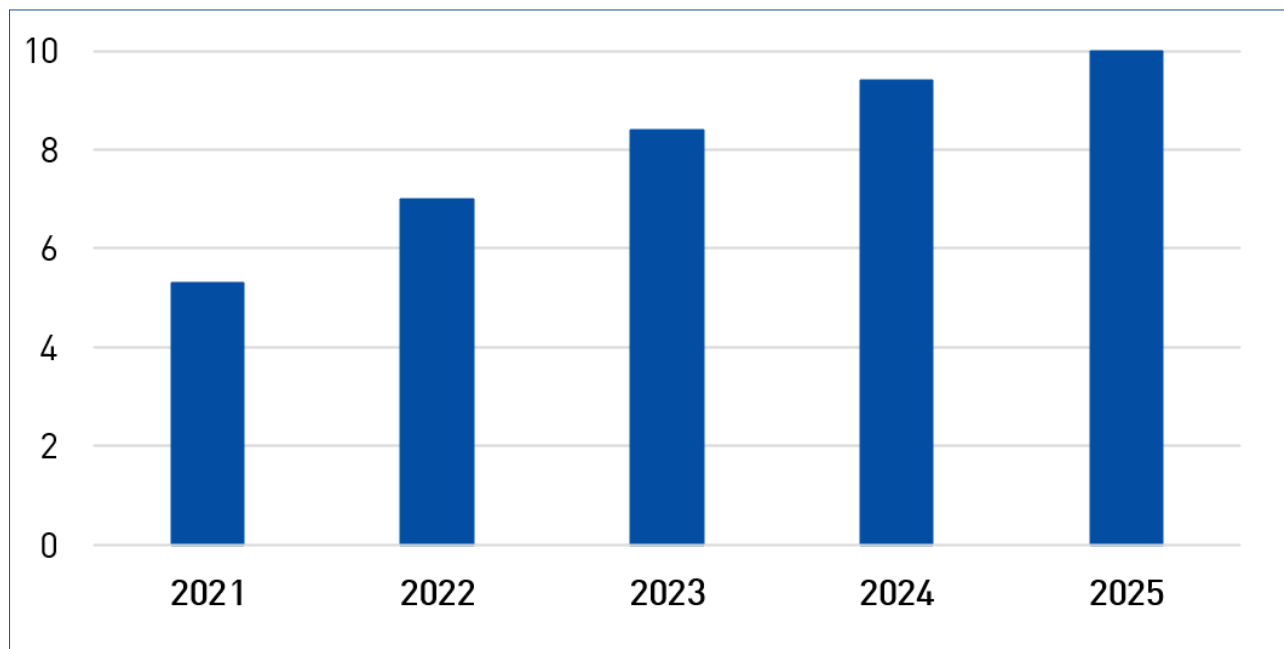
This data illustrates the consistently strong results achieved by the School’s cohorts, as well as a general trend of improvement. 2025 data showed an improvement on the median Study Score compared to the previous four years.



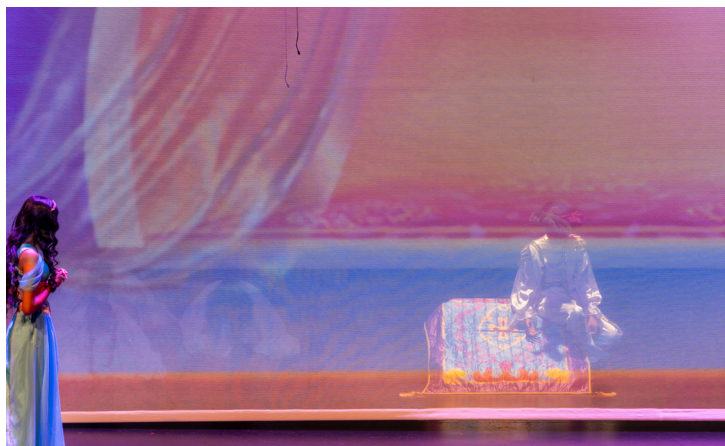
2025 had only three students who were unscored, which makes this data more impressive because it means that the data accounted for a larger number of students, including those who may have had a lower academic ability and who, historically, were more likely to have done an unscored VCE in the past.

The School's top Study Score of 50 has been maintained across four years so far, which is something to celebrate. Three students achieved a perfect 50 in 2025, one in Mathematical Methods, one in General Mathematics, and the third in Foundation Mathematics (completed through Virtual Schools Victoria). These students were all strong performers across all the subjects they studied and demonstrated that their hard work and dedication had paid off.

Percentage of VCE 40+ Study Scores 2021-2025

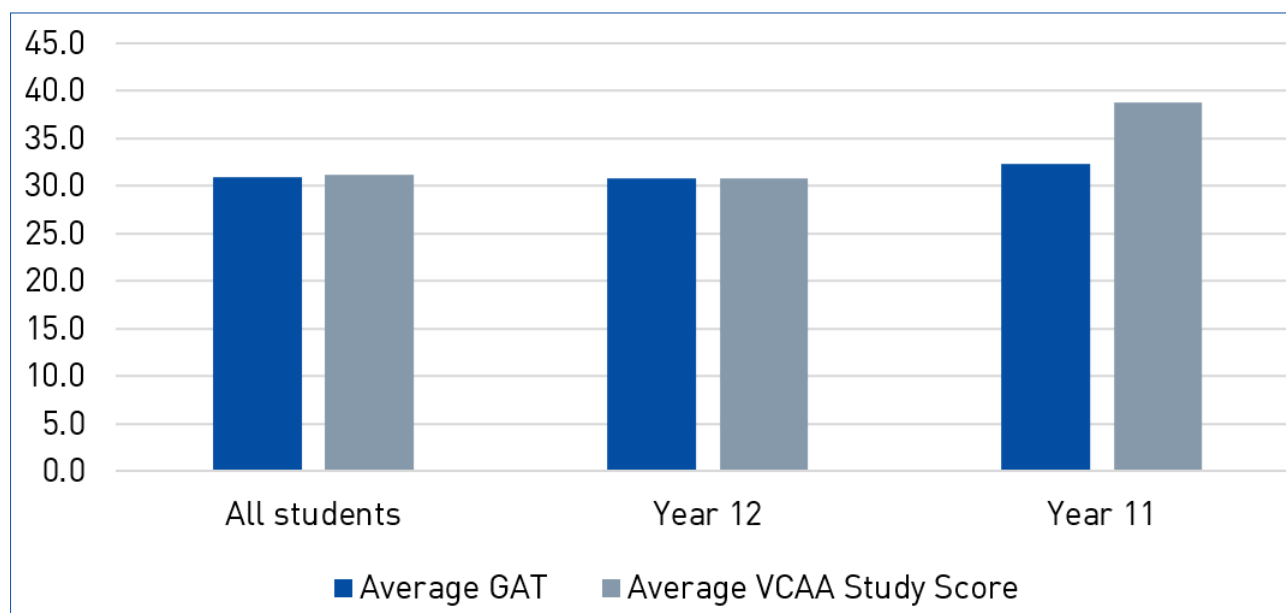


The distribution of Study Scores of 40 and above has increased to 10% for 2025, up from 9.4% in 2024. This increase, shown above, has occurred despite fewer students choosing an unscored pathway. The strong performance of accelerated students will have assisted in improving this data. The median Study Score for Year 11 students completing a Unit 3/4 sequence was 39, compared to the median of 31 of Year 12 students and all students combined. The minimum Study Score achieved by a Year 11 student was 23, with the next lowest score being 31. This indicates that our selection process for acceleration is generally very successful.



RESULTS

GAT Comparison with VCAA Study Scores



For the last few years, Carmel Richardson, a Senior Research Fellow in Academic Data Analytics, has conducted analysis of the School's VCE results. The above graph compares her calculations of the average GAT result against average Study Score results. Notably, the accelerated Year 11 students in 2025 performed significantly higher in their Unit 3/4 subjects than was predicted by the GAT, while the Year 12 students performed consistently with what was predicted. Assisting Year 12 students to maximise their study effectiveness will be a focus for the academic mentoring program in 2026 and beyond, and it is hoped that this will help to increase the difference between predicted and actual performance in Study Scores in future.

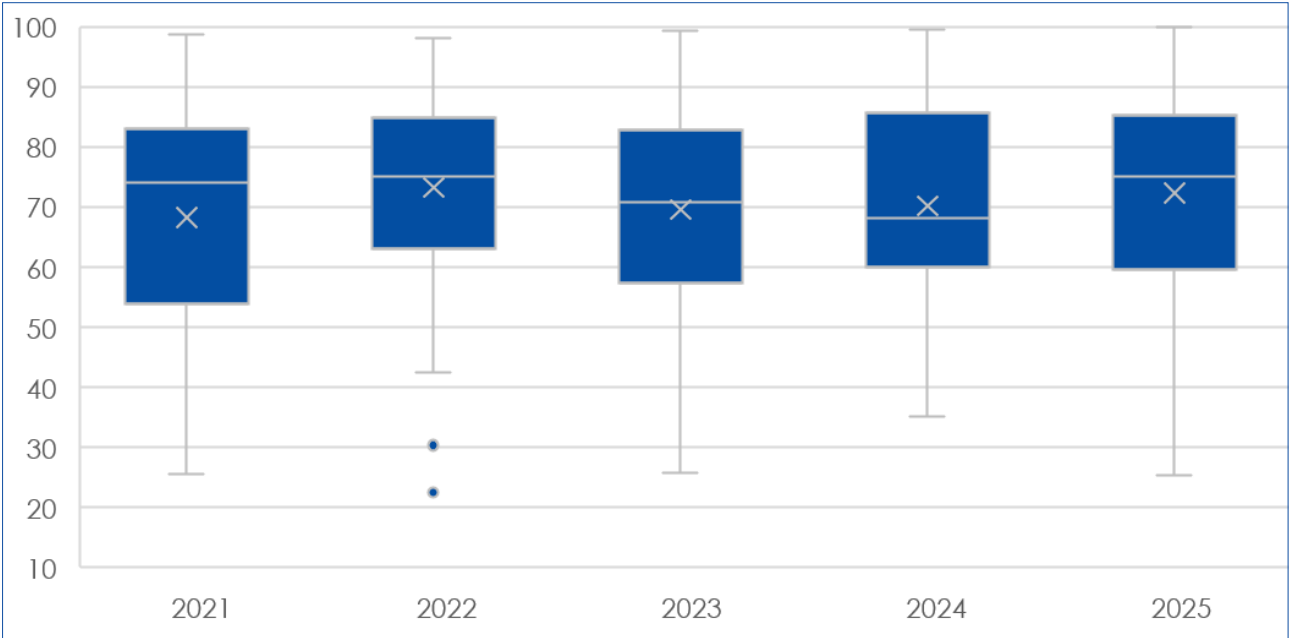
Australian Tertiary Admissions Rank (ATAR)

The ATAR, or Australian Tertiary Admissions Rank, denotes the level of performance a student has achieved compared to all students who have completed their VCE in a given year. The maximum ATAR is 99.95.

Pleasingly, one of the 2025 School Captains achieved the School's first perfect ATAR of 99.95. Additionally, the median ATAR achieved, 75.13, was also the highest over the five years, 2021-2025. Students who achieved the lowest ATARs did comparatively worse than in 2024, but this is not surprising given the small number of students who elected to undertake a non-scored VCE. Despite this, the 25th percentile score was still above 60, which was higher than the previous two years, and illustrates that the students performed well overall.



ATAR Distribution 2021-2025



Year	No of Students	Min	25th Percentile	Median	75th Percentile	Max
2021	61	25.55	53.83	74.04	82.95	98.75
2022	81	22.55	63.60	75.05	84.85	98.00
2023	110	25.85	57.68	70.70	82.70	99.25
2024	119	35.15	59.39	68.15	79.30	99.55
2025	132	25.35	60.03	75.13	85.04	99.95



PATHWAYS

Pathways Overview

Of the 135 graduates in 2025, 131 (97%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 129 (98%) received an offer in the December round, and 119 (92%) received an offer within their top three preferences (72% received their first preference). Four students did not apply for tertiary studies via VTAC. These students are planning to pursue interstate courses, direct entry to TAFE or employment.

In the first January round, 22 students received an offer. The two students who did not receive an offer in the December round did not receive an offer in the January round and are planning to pursue Nursing courses at TAFE. Thirteen students received an offer in the second January round; eight received their first preference.

Three students received an offer in the first February round and one student received an offer in the second February round. No offers were made in the final February round. All students who received February round offers received offers in at least one previous round.

Preference Data

Student preferences and offers were as follows:

Preference	Number	Percentage	Cumulative
1st	93[*9][**8][***1]	72	72
2nd	14 [*6][***1]	11	83
3rd	12 [*2][**1]	9	92
4th	7 [*2][**3]	5	97
5th	1	0.8	98
6th	2[***1]	2	100
7th	0 [*2][**1][****1]	0	100
8th	0	0	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.

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

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

Comment

- The high percentage of students who received an offer within their top four preferences (97.7%) indicates the cohort made realistic and sensible choices based on the guidance they received in subject selection, career development programs and careers counselling at the School.
- 2025 saw a significant increase in the number of students who applied for, and won, places into early entrance schemes where they gained recognition for volunteering, leadership, academia, or community engagement. The early entry programs included the Aspire program at La Trobe University (68 students), VU Early Entry at Victoria University (41 students), Swinburne Early Entrance Scheme (31 students), ACU Guarantee at Australian Catholic University (14 students) and RMIT Early Entry (10 students). The total number may in fact be slightly higher than this as, due to privacy laws, Universities are only able to share these offers with us if the student gives them permission to do so. As far as we know, 164 early entry offer places were awarded to our students in 2025; some received multiple offers.

UNIVERSITY PREFERENCE DESTINATIONS

The following table shows the area of study at various institutions for offers made in the December and January rounds.

Institution	Area of Study	Number of Students	Number of Total Offers
Australian Catholic University	Arts	1	9
	Accounting and Finance	1	
	Biomedical Science	1	
	Biomedical Science (Diploma)	1	
	Criminology and Criminal Justice	1	
	Foundation Studies	1	
	Laws	1	
	Nursing – First Year Entry Only	2	
Deakin College	Business (Diploma)/Laws (Degree) (Pathway)	1	1
Deakin University	Criminology/Psychological Science	1	2
	Science	1	
La Trobe University	Accounting (Bachelor)	2	37
	Biomedical Science (Bachelor)	1	
	Biomedicine (Bachelor)	4	
	Business (Bachelor)	1	
	Business (Finance major)	1	
	Business (Marketing major)	1	
	Civil Engineering (Honours)	1	
	Civil Engineering (Honours) and Engineering Management (Masters)	1	
	Commerce (Finance major)	1	
	Criminology	1	
	Cybersecurity	2	
	Health Information Management	1	
	Health Sciences (Bachelor)	2	
	Health Sciences (Bachelor) and Clinical Audiology (Master) (Course Package)	1	
	Health Sciences (Diploma)	2	
	Health Sciences (Diploma) and Health Sciences (Bachelor) (Course Package)	1	
	Health Sciences (Health, Wellbeing and Performance major)	1	
	Nursing	2	
	Occupational Therapy (Honours)	2	

University Preference Destination (Continued)

Institution	Area of Study	Number of Students	Number of Total Offers
La Trobe University (Continued)	Podiatry (Honours)	1	37
	Prosthetics and Orthotics (Honours)	1	
	Psychological Science (Bachelor)	2	
	Sport and Exercise Science (Bachelor)	3	
	Teacher Education (Diploma)	1	
	Wildlife and Conservation Biology	1	
Melbourne Polytechnic	Animal Care Services	1	1
Monash University	Accounting	1	22
	Arts	1	
	Biomedical Science	1	
	Business	1	
	Business/Banking and Finance	1	
	Business/Marketing	1	
	Civil Engineering (Honours)/Architectural Design	1	
	Commerce/Economics	1	
	Commerce/Science	1	
	Computer Science	2	
	Health Sciences	1	
	Laws (Honours)	1	
	Nursing First Year Entry	1	
	Primary and Secondary Education (Honours)	1	
	Science	5	
	Science/Global Studies	1	
	Speech Pathology (Honours)	1	
RMIT University	Accounting	1	29
	Architecture	1	
	Applied Science (Associate Degree)/Pharmacy (Bachelor) (Honours)	1	
	Aviation	1	
	Aviation (Professional Pilots) (Associate Degree)	1	
	Business	2	
	Business (Professional Practice)	1	
	Commerce	1	
	Engineering – Chemical (Honours)/Pharmaceutical Sciences	1	
	Engineering – Computer and Network (Honours)/Computer Science	1	
	Engineering (Honours)	3	
	Engineering – Mechanical (Advanced Diploma)	1	

University Preference Destination (Continued)

Institution	Area of Study	Number of Students	Total Number of Offers
RMIT University (Continued)	Engineering (Mechanical) (Advanced Diploma)/ Engineering (Mechanical Engineering) (Honours)	1	29
	Engineering Technology (Advanced Manufacturing and Mechatronics Major) (Associate Degree)/ Engineering (Advanced Manufacturing and Mechatronics) (Honours)	1	
	Fashion Design	1	
	Game Design	1	
	Legal Practice (Paralegal) (Associate Degree)	2	
	Medical Radiation (Radiation Therapy)	1	
	Nursing	1	
	Osteopathy (Degree)/Clinical Osteopathy (Masters)	1	
	Pharmacy (Honours)	1	
	Science	1	
	Screen and Media (Animation, Gaming and Visual Effects) (Diploma)	1	
	Social Media Marketing (Diploma)/Professional Communication (Degree)	1	
	Social Work/Psychology (Social Science) (Honours)	1	
Swinburne University of Technology	Exercise and Sport Science/Physiotherapy	1	2
	Science – Early Entry	1	
University of Melbourne	Arts	3	14
	Biomedicine	1	
	Commerce	1	
	Commerce/Engineering	2	
	Science	5	
	Science/Engineering	2	
Victoria University	Accounting (Bachelor)	1	9
	Construction Management (Honours) (Degree)	2	
	Criminology (Degree)	2	
	Early Childhood Education and Care (Cert III/ Diploma/Degree Pathway)	1	
	Education Studies (Diploma)	1	
	Engineering (Honours) (Civil Engineering) (Degree)	1	
	Nursing (1st Year Entry) (Degree)	1	

Summary

- 100% of students successfully completed Year 12, attaining their VCE.
- 131 out of the 135 students applied for courses through VTAC.
- 98% of students that applied through VTAC received an offer in the first round.
- 72% of students received an offer for their first preference in the December round.
- 97% of students received an offer for one of their top four preferences in December.

FINANCE

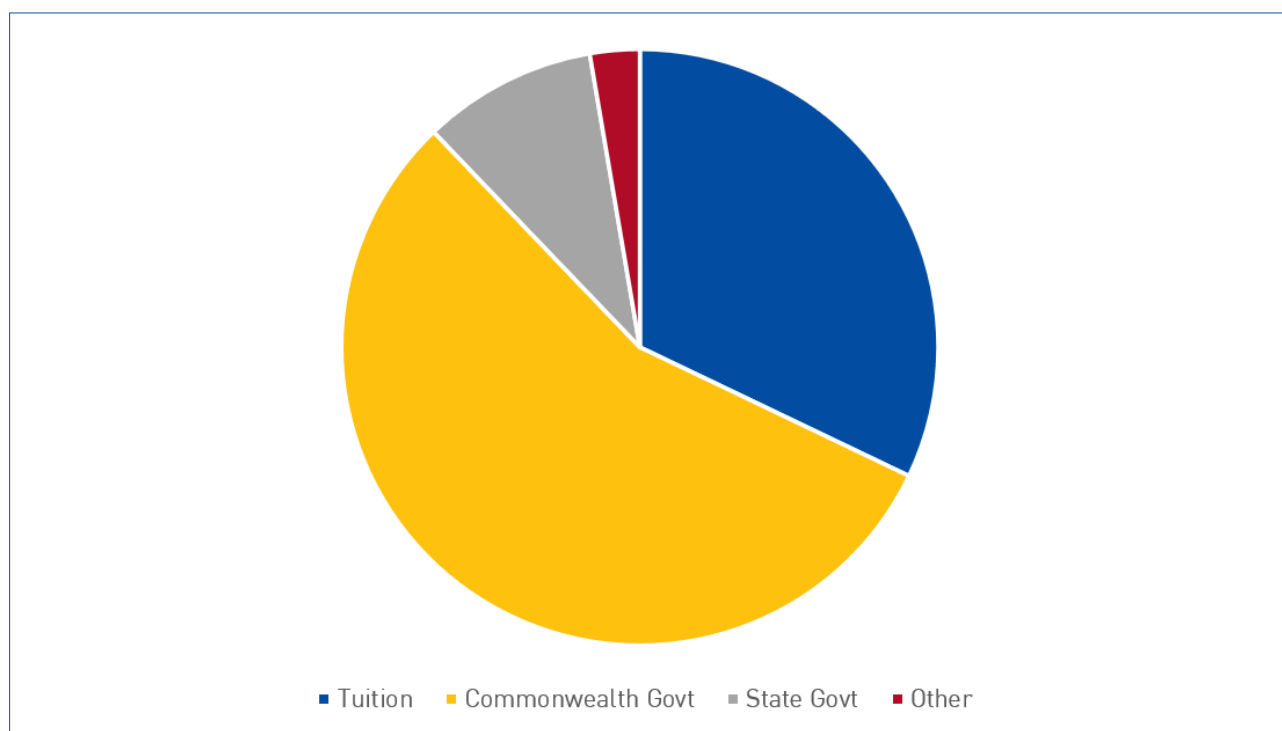
FINANCIAL REPORTING

Income

The School achieved a comprehensive income (net operating surplus) result of \$5,211,592 for the financial year ended 31 December 2025.

Income Category	\$'000	%
Tuition related income	21,208	32
Commonwealth general recurrent grants	36,819	56
State general recurrent grants	6,245	9
Other income	1,779	3
Total Income	66,051	100

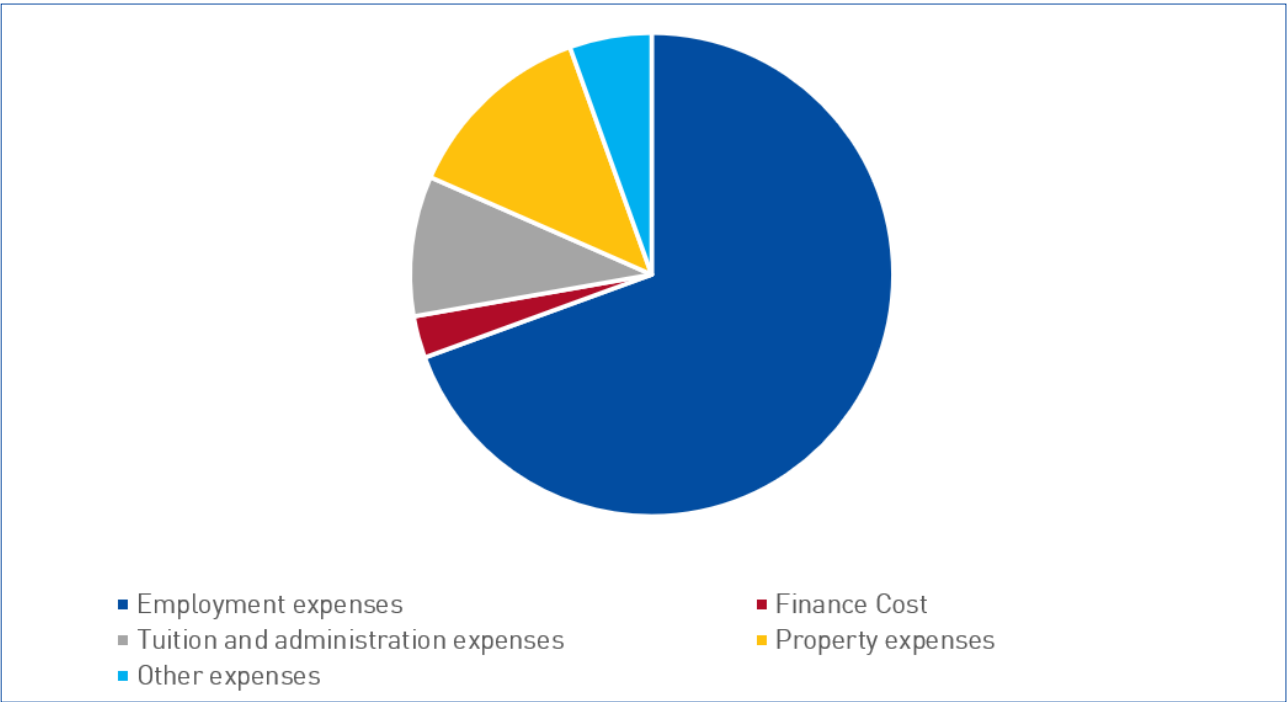
Income – Year ended 31 December 2025



Expenses

Expense Category	\$'000	%
Employment expenses	42,189	69
Finance Cost	1,624	3
Tuition and administration expenses	5,458	9
Property expenses	7,785	13
Other expenses	3,785	6
Total Expenses	60,841	100

Expenses – Year ended 31 December 2025



CAPITAL WORKS AND DEVELOPMENT

The School received \$593,300 in Capital and Maintenance Levy and \$11,671 in Building Fund Donations in 2025, which are gratefully acknowledged, and which will be allocated to a number of important projects across the School.

Stage 4 at Kalkallo, the Year 5/6 Learning Neighbourhood, was completed just prior to the commencement of Term 4. The centre includes general purpose classrooms, meeting rooms, breakout spaces, a staff office and a studio where students may create videos and record podcasts.

Work on Stages 9 and 10 at Donnybrook, Year 9/10 centre is to be completed in January 2026. The centre will provide further classrooms to support the growth of the Donnybrook Secondary School as well as offices, locker bays and student facilities.

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

'Thank you for caring and understanding your students – your belief and encouragement in my success has pushed me to work harder. I am determined to continue such discipline after school. Your sociology knowledge and understanding is positively extensive – it has been a pleasure to learn from you and has altered my perception of the world – thank you!'

~ Year 12 student

'My fondest memory of my time at Hume Anglican Grammar was practising piano at recess and lunch times – especially on Mondays with the band.'

~ Grammarian

'My kids attend this school. One in Primary and the other in Secondary. My son moved from a state school for Primary and started Year 7 this year. It's a good school and they expect a high standard from the students in high school.'

~ Current parent

'This is wonderful news! Our heartiest wishes to the Principal and the rest of the staff at the Hume Grammar School.'

~ Current parent regarding the announcement of the new Wollert Campus

'As we prepare for Viyara's departure from Hume Anglican Grammar School, we wanted to take a moment to express our heartfelt gratitude for the exceptional support and care she has received over the past two years. The dedication and guidance provided by the teaching staff have been truly remarkable. The nurturing environment you've created has helped her flourish both in and out of the classroom, and we recognise the significant efforts made to bring out the best in every student. Viyara has grown tremendously during her time at your school, a testament to the quality of education and the genuine care shown by everyone involved. We will always be grateful for the positive impact you have had on her journey.'

~ Former parent

'You have been an amazing teacher and coordinator this year. Thank you for all your support, generosity, kindness and patience this year.'

~ Current student

'Donnybrook Campus has very supportive leadership, great career opportunities and amazing colleagues. It's a wonderful school that values professional staff who work as a team to get the best out of their students. A collegial and rewarding environment that I'm proud to be a part of.'

~ Staff

'A sincere thank you to Hume Anglican Grammar for creating ... opportunities and helping every child to shine, grow and reach their full potential.'

~ Current parent, comment on social media.

'So excited for my boy to start prep at this incredible school!'

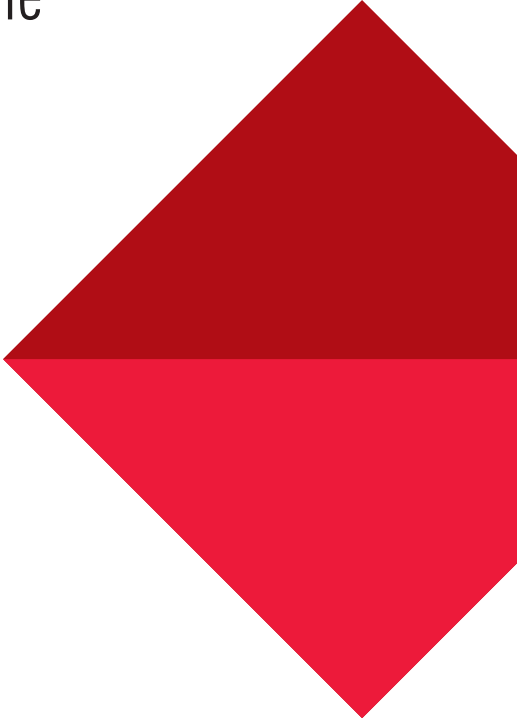
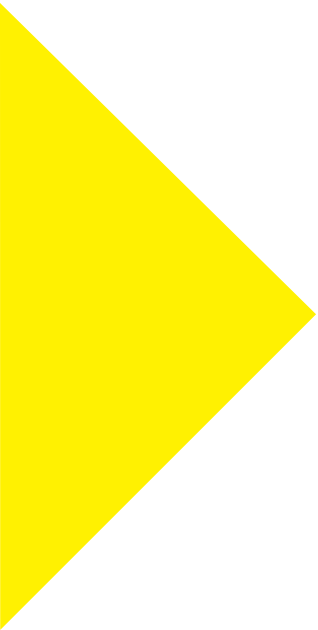
~ Future parent, comment on social media.

'Beyond academics, Hume Anglican Grammar showed me how much I enjoy working with, and mentoring, others to solve problems – something that is necessary for innovative engineering in the 21st century.'

~ Grammarian

'Hume Anglican Grammar is a dynamic and supportive school where staff are empowered to grow, lead and make a real impact. The sense of community and support at Donnybrook Campus is exceptional. Staff are trusted professionals, leadership is approachable and responsive, and there's a genuine culture of collaboration. Opportunities for growth and leadership are encouraged, and initiatives are often staff-driven, which creates a strong sense of ownership and purpose.'

~ Staff



 let your colours shine

DONNYBROOK CAMPUS

40 Eucalyptus Parade
Donnybrook VIC 3064

FREIER CAMPUS

100 Mt Ridley Road
Mickleham VIC 3064

KALKALLO CAMPUS

27 Goodman Avenue
Kalkallo VIC 3064

humegrammar.vic.edu.au

Hume Anglican Grammar | Reg No: 2052

