



HUME ANGLICAN GRAMMAR



ANNUAL REPORT 2014

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The Principal's Message



When one reflects on the success of a year that has passed, we are often quick to identify highlights or achievements. When I do this for 2014, what springs to mind is not any single new building, or a particular person, or a specific project; rather I regard our students as our greatest success story of the year. They are what make Hume great and it is their manner and character which leaves us all terribly proud. They epitomise everything which is noble about our school and serve it wonderfully as our ambassadors. We often connect our School to a set of values, these are those principles which we hold dear and truly believe in. What continues to impress me is the incredibly strong synergy between the values of the school and those of the students; and indeed of the parents and staff. This means that together we tread the same path in a partnership; we strive for the same things and our collective energy creates a powerful force.

The development of the Strategic Plan 2014-16 was undoubtedly an important project that will guide the direction of the School for the next three years. Creating such a document required significant contributions from a wide number of participants. I was thrilled with the final product, it is a wonderful testimony to those who created it, and will serve the School well as it continues to thrive.

With the increased enrolments, numbering over 770, we were required to forge ahead with the development of our buildings and grounds. The opening of Building 10, early in the year, was especially welcomed by our Year 12s. In addition to teaching and learning spaces, the space also contains administration offices, a reception area, conference rooms, a staff workroom, a Year 12 common room and that all-important feature which it appears no Year 12 can go without – their own kitchen! This year 40 of our Year 12s were able to enjoy the space, and in a few years' time this number will grow to over 100 – making it an essential asset to Hume's ongoing growth. The conversion of the old Hay Shed into the Activity Hall has filled the gap in providing an all-weather multi-purpose space that will serve a multitude of roles. I am pleased to report that the development of Building 11, our new Performing Arts Centre, progresses well and we look forward to the important part it will play in enhancing the educational program.

One of the highlights of the year was the school production of Grease. Over three nights we enjoyed the popular tunes of this well-known musical. The performing arts go from strength to strength and I know our bi-annual productions will grow in popularity amongst the students. The CGA was well decked out with 50's paraphernalia and the addition of special audience seating gave the space a genuine theatre feel; this was also supplemented by our new portable stage – donated by the Parents and Friends Association.

The PFA also took over the running of the School Canteen; this was warmly received by all students as they widened the menu providing greater choice. This group of volunteers do a wonderful job raising funds that are then spent on providing facilities or equipment for our children.

The close of 2014 saw us farewell four staff who have served the School with distinction. Mr Gavin Haughton, our Information Technology Manager of five years has led the School's IT services through a time of considerable growth. The placement of Interactive Whiteboards, deployment of the network at Mt Ridley, and introduction of the bring-your-own-device initiative are a few of his many projects.

The Principal's Message

Mrs Rosemary Scarlett, who was appointed as the first Business Manager in 2011 left us during the year. Rosemary brought to the School a wealth of experience and quickly introduced many new practices that vastly improved our organisational performance. Having participated in the growth of the School for the past five years, Mr Wei Liu departs as a Senior School mathematics teacher. Mrs Rita Combo leaves us to join her husband overseas after serving three years as an Integration Aide, working with distinction in the learning support role. Miss Emma Geyer who has taught Prep for three years leaves us and I know many little ones have benefited from her care. Ms Lara James departs after teaching junior art for two years where she has continued to promote the visual arts throughout the School. We thank these dedicated staff members for their contribution.

Finally, I must report my gratitude to the many people who have continued to advance the School's mission. I am grateful to the School Captains, Jaymee Toes and Christopher Tsorbaris, all the staff and parents of the Hume community.

Bill Sweeney
Principal



From the Chairman



This year we have seen a focus on the direction of the School. The Board and the Principal have worked together to refine and confirm the objectives we want to achieve over the next few years.

The new Strategic Plan confirms our purpose as an Anglican Diocesan school. We are proud to provide an affordable, high-quality, independent education to our boys and girls in a caring and inclusive environment. Our Christian values and emphasis on excellence, resilience, respect and integrity underpin all that we do.

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

We are encouraged by the progress that is being made by our Principal, Bill Sweeney, and his staff as they pursue the goals and follow the pathways laid out in the Strategic Plan.

The wellbeing and education of our students is the primary focus of the School. Our students give us confidence that we are on the right track. Their behaviour and achievements as they progress through the School reflect the values for which the School stands.

Our teachers engage our students and motivate them to learn and grow. Their professionalism and commitment is critical to the success of the School. The interaction of staff and students gives rise to the positive and caring spirit – the Hume spirit – that is remarked upon by many and of which we are proud.

A fruitful relationship between home and school enhances the education that we can offer. We look for ways to engage families in the School and its activities, as well as to extend our presence and contribution in the local community.



From the Chairman

As the School grows we continue to develop the grounds and buildings in a sustainable way. Building 10 was a welcome addition, and we look forward to another building next year that will provide dedicated space for the performing arts. We are looking also at other projects to improve the facilities and grounds that we already have.

Much has been achieved this year and on behalf of the Board I thank the Principal, our teachers and all our staff for their great and much valued efforts, as well as all of our students and other members of the School community for their contribution. I wish our departing students good fortune and fulfilment in the years ahead.

We do not propose to stand still and we look forward with confidence to further progress next year as we work to fulfil our vision for the School.

Richard St John
Chairman



About Hume Anglican Grammar

Overview

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

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

Philosophy

Hume Anglican Grammar embraces the following core values:

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

Governance

Hume Anglican Grammar Limited Board



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

About Hume Anglican Grammar

Chair	Mr Richard St John	<p><i>LLB(Hons)(Melb.), LLM(Lond).</i></p> <ul style="list-style-type: none"> ▪ Board Chairman and Chair of Governance Committee ▪ Experience in legal, policy and governance roles in public, private, corporate and non-profit sectors, including formerly: <ul style="list-style-type: none"> – General Counsel and Company Secretary BHP – Senior positions in Department of Prime Minister and Cabinet and Attorney-General’s Department in Canberra – Chief Executive Officer of HIH Royal Commission – Special Counsel Johnson Winter and Slattery, Lawyers – Board member of the Australian Ballet School
Director	Mrs Annette Leonard	<p><i>CertBusAcc., CertTheol., CertComServ., CertAustswim., CertLifesaving.</i></p> <ul style="list-style-type: none"> ▪ Parent ▪ Experience: <ul style="list-style-type: none"> – Church Warden and Treasurer for the Anglican Parish of Hume – Formerly, Lending Manager for the Commonwealth Bank – Previously, Loans Officer for the Brotherhood of St Laurence
Director	Mr Dwight King	<ul style="list-style-type: none"> ▪ Chair of the Property Committee ▪ Chairman Anglican Diocesan Schools Commission of Melbourne ▪ Experience: <ul style="list-style-type: none"> – Church Warden of St Andrew’s Anglican Church Brighton – President of National Dahlia Society of Victoria – Fighter Pilot USAF – Senior executive in management / telecommunications business (AT&T, EDS Australia, Telstra) – Retired Managing Director of Electronic Data Systems Australia and New Zealand – Retired Managing Director and Chief Information Officer of Telstra Corporation
Director	Mr James Gordon	<ul style="list-style-type: none"> ▪ Foundation parent of Hume Anglican Grammar ▪ 20 years community minded resident of Craigieburn ▪ Part owner and Director of SG Prettie Precisions Gauges Pty Ltd. ▪ Technical Manager in charge of Sales and Marketing of SG Prettie Precisions Gauges Pty. Ltd
Director	Mr Klæe Ruse	<p><i>BCom(Monash.), AMIIA.</i></p> <ul style="list-style-type: none"> ▪ Parent ▪ Head of Audit and Loss Prevention at BP Global Business services, Melbourne. Responsible for Retail and Depot and Logistics Channels ▪ Member of the Institute of Internal Auditors – Australia ▪ Treasurer of Hume Anglican Grammar Parents and Friends Association Ltd ▪ Treasurer of Hume Little Athletics Centre Inc

About Hume Anglican Grammar

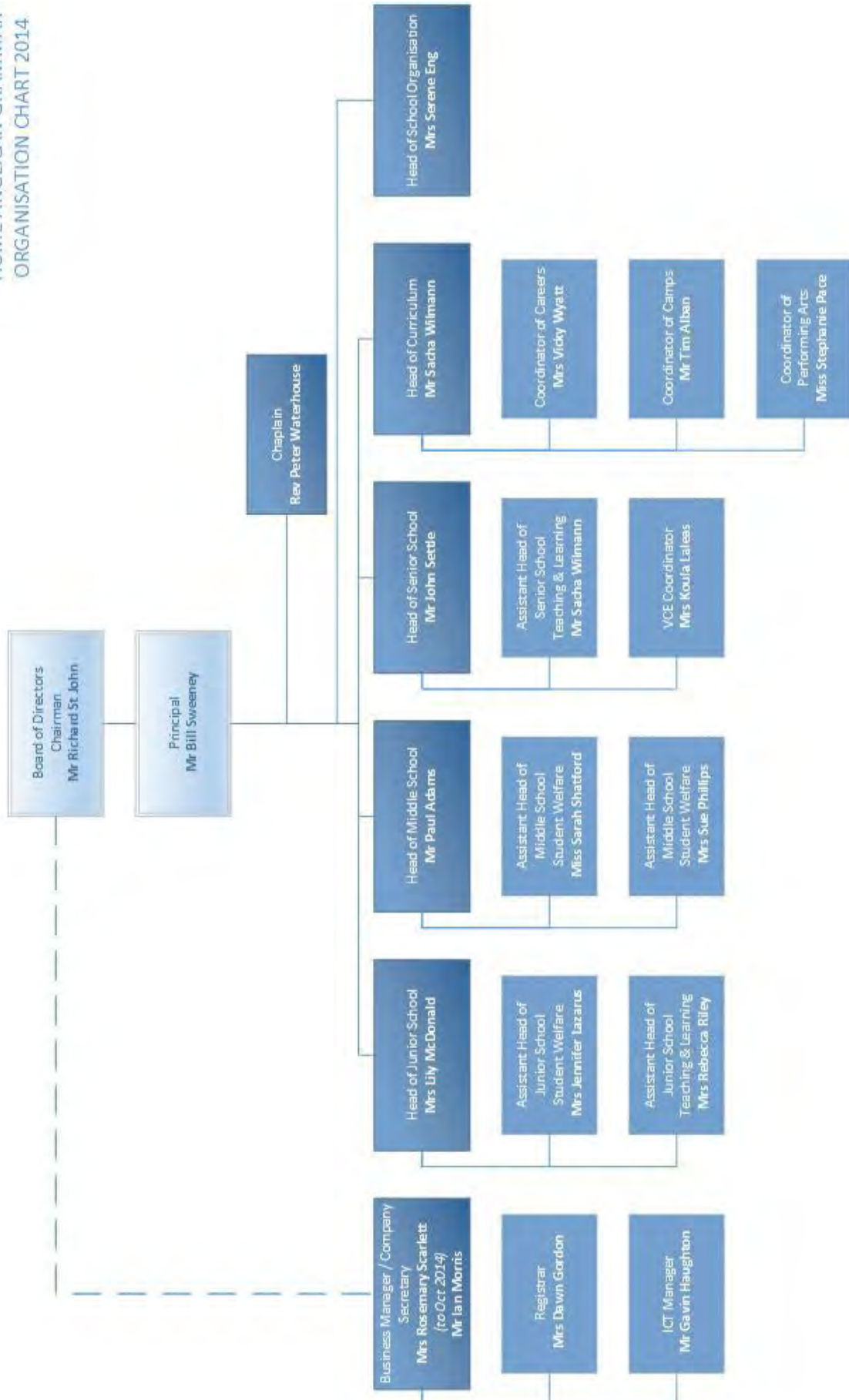
Director	Mrs Leanne Connor	<i>BBus(Acc.), GradDip(FinPlanning), CA., CTA., SSA.</i> <ul style="list-style-type: none"> ▪ Chair of Finance Committee ▪ Experience: <ul style="list-style-type: none"> – Chartered Accountant, Chartered Tax Advisor and SMSF Specialist – Director of WGC Business Advisors Pty Ltd – Co-Chair of the Taxation Institute’s Victorian Professional Development Committee – State Councilor of the Taxation Institute – Secretary of Newlands Basketball Club
Director	Mr Ray Hille	<i>OAM., DipEd(Syd), BA(Syd), Med(Syd), Med(Admin)(UNE).</i> <ul style="list-style-type: none"> ▪ CEO Anglican Diocesan Schools Commission (Diocese of Melbourne) ▪ Experience: <ul style="list-style-type: none"> – Principal of the Peninsula School 1992-2010 – Career Educator – Life Member Australian College of Education – Member Australian College of Educational Leaders – Chair The Melburnian Owners Corporation – Formerly, Chair Associated Grammar Schools of Victoria – Formerly, Treasurer Victorian Ecumenical System of Schools
Director	Rev Robert Newton	<i>CertTheol(Oxford), GradDipEd., BA(Hons).</i> <ul style="list-style-type: none"> ▪ Vicar Holy Trinity, Kew ▪ Teacher and former Board Member of Ballarat Queens Grammar ▪ Teaching and chaplaincy experience: <ul style="list-style-type: none"> – Head of Religious Education Trinity College Gawler – Head of Religious Education Newington College – Ballarat Grammar Board Member – Archdeacon of Ballarat

In attendance

Principal	Mr Bill Sweeney	<i>DipTeach., BEd., MEd(Leadership&Mgt), MBA</i> <ul style="list-style-type: none"> ▪ Principal ▪ Chief Executive Officer
Company Secretary	Mrs Rosemary Scarlett (to October 2014)	<i>BEC., CPA., ADFM., ADS., RTA.</i> <ul style="list-style-type: none"> ▪ Company Secretary ▪ Business Manager
Company Secretary	Mr Ian Morris	<i>BBus., FCPA.,</i> <ul style="list-style-type: none"> ▪ Company Secretary ▪ Business Manager

About Hume Anglican Grammar

HUME ANGLICAN GRAMMAR
ORGANISATION CHART 2014



Teaching Staff

The School is proud of its highly qualified staff who are motivated and committed to creating a nurturing environment to support the learning of our students. All teaching staff are registered with the Victorian Institute of Teaching (VIT) and all regularly participate in Professional Development activities.

ABENDSCHEIN	Lydia	<i>GradDipEd., BMathSc(Comp).</i>
ADAMS	Paul	<i>BA., BEd., MEd.</i>
AI	Iris	<i>GradDipEd., PGradCertTESOL., MEd.</i>
ALBAN	Tim	<i>DipEd., BA.</i>
ANGUS	Nicole	<i>BAppSc(PE).</i>
BOUZIKOS	Kon	<i>GradDipEd., BA., MEd.</i>
BOYCE	Adriana	<i>GradCert(TESOL)., BEd(Pri).</i>
BREWER	Bianca	<i>DipEd., BSc(Behavioural).</i>
BRIGANTI	Paul	<i>CertAssessW'Place., DipTeach., DipQualAudit., DipOH&S., AdvDipOH&S., GradCertVET., GradDipEdSt(TESOL)., GradDipEdAdmin., BEd., MEd.</i>
BUTCHER	Aaron	<i>DipBus., BBus., BTeach(Prim).</i>
CORBIN	James	<i>GradDipEd., BEcon., MBA.</i>
DI CIOCO	Paula	<i>DipLibArts., BEd(Pri).</i>
DODD	Alicia	<i>BA., BTeach.</i>
ELLIS	Fiona	<i>BA., MEd.</i>
ENG	Serene	<i>BEEEng(Hons)., DipEd.</i>
FARRELL	Victoria	<i>CertTrainAssess., GradDipEd., BA., BSc., MEd.</i>
FINN	Stephanie	<i>DipTeach., BEd.</i>
FORD	Robyn	<i>GradDipEd(Pri.,Sec)., BA.</i>
FRIEL	Declan	<i>BSc(Hons)., PGradDipEd(Pri).</i>
FRY	Rebecca	<i>BA., BEd., MEd.</i>
GEYER	Emma	<i>BA., MTeach.</i>
GOMES	Pamela	<i>BEd., BAEng(Hons).</i>
HUDSON	Ian	<i>CertToolmaking., BEd.</i>
JAMES	Lara	<i>BEd.</i>
JANSEN	Bernadette	<i>BA(Drama, Dance)., BEd(Sec).</i>
JARVIS	Marisa	<i>GradDipEd., B Eng.</i>
JOHNSTON	Trischa	<i>BA(English, History)., DipEd.</i>
KENT	Alysha	<i>BEd.</i>
KUTIN	Shirley	<i>BA., BTeach.</i>
LALEAS	Koula	<i>DipGraphDes., GradDipEd.</i>
LANG	Sarah	<i>DipEd., BA.</i>
LAZARUS	Jennifer	<i>REAccred., BEd., BA(EdHons).</i>
LIU	Wei	<i>DipEd., PGradCertMaths., BAEcon., MA.</i>
McDONALD	Lily	<i>BCom(Econ)., BPrimEdStud.</i>
McKENZIE	Emma	<i>BEd.</i>
MATHEW	Jisha	<i>BSc., BEd., MSc., MEd.</i>
METAGESHA	Brianna	<i>BA/BEd., MIntCommDev.</i>
MITCHELL	Keshia	<i>BEd.</i>
NEWTON	Jane	<i>DipEEd., BECEd.</i>
O'CONNELL	Gesualda	<i>GradDipEd., BSc.</i>

Staff

PACE	Stephanie	<i>DipEd., BMus.</i>
PARSONS	Angela	<i>GradDipTeach., BA(Hons)(EngAmerLit.), MA(EmpRI).</i>
PERRY	Amy	<i>BEd(ECPrim).</i>
PHILLIPS	Susan	<i>BEd., BSocSc.</i>
PIKOS	Pina	<i>BEd., BTeach.</i>
RAKATAIRI	Deborah	<i>CertAppSc., GradDipEd., BAppSc.</i>
RIVETTE	Emma	<i>GradDipEd., BAppSc.</i>
ROSENDALE	Rochelle	<i>BA., BTeach., MBusAdmin.</i>
SALIBA	Fady	<i>BScIS., MTeach.</i>
SETTLE	John	<i>DipEd., BA(Hons.), BEd., MEd.</i>
SHATFORD	Sarah	<i>BA., BEd(Prim).</i>
SHERWOOD	Robert	<i>DipPrimTeach., BEd.</i>
SMITH	Michael	<i>DipPerf., BMus.</i>
SWEENEY	William	<i>DipTeach., BEd., MEd(Leadership&Mgt.), MBA.</i>
TICKNER	Jonathon	<i>DipTeach., BEd.</i>
VELKOVA	Natalie	<i>BPsych(AppSc.), GradDipEd(Sec).</i>
WANG	Jing	<i>DipEd., BA.</i>
WARING	Chanelle	<i>BA(EngHons.), BEd.</i>
WATERHOUSE	Peter	<i>BEd(PDHPE.), GradDipDiv., MDiv.</i>
WILLIAMS	Jade	<i>CertCS., BEd.</i>
WILLIAMS	Nicole	<i>BAScEd.</i>
WILMANN	Sacha	<i>BEd., BEdTESOL.</i>
WYATT	Vicky	<i>GradDipEd., BA.</i>

General Staff

ALIAS	Femin	<i>DipComp., BEd., BSc.</i>
ATLEE	Marie	<i>CertTrainAssess., CertAssessW'Place.</i>
BARCLAY	Karen	<i>CertPM., CertHlthAdmin., CertBus(SmallBusMgt.), DipSocSc(Psych).</i>
BORG	Jodi	<i>CertEd(Support/Disability), DipEd(Support).</i>
BUCKLEY	Tracey	
CRAYDEN	Nigel	
CUMBO	Rita	
DALE	Joanne	
DEVESON	Carolyn	
DEVITT	Liz	
DRAPER	Gayle	
GANDHI	Reema	<i>CertAssessTrain., DipEd(Support), GradDipInfSysMgt., BA (India), LLB (India).</i>
GAUDION	Amanda	
GORDON	Dawn	<i>CertBusAdmin.</i>
GREGG	Rachel	<i>CertEd., DipEd(Support).</i>
HAUGHTON	Gavin	
HERRMANN	Carolyn	<i>CertLibrary</i>
KLOPSTOCK	Denise	
MORRIS	Ian	<i>BBus., FCPA.</i>
NICHOLS	Beverley	
SAMARAWICKREMA	Thanuja	<i>CertBusMgt., DipBusMgt., DipMgt.</i>

SCARLETT	Rosemary	<i>BEC., CPA., ADFM., ADS RTA.</i>
THEUMA	Dianne	<i>CertEd., DipEd., AdvCertSecStudy</i>
TONER	Moira	
WILSON	Tim	

Staff workforce composition, attendance and retention

The staff workforce composition is 27% male and 73% female teaching staff and 16% male and 84% female non-teaching staff. There are no Indigenous staff members. Staff attendance is 96.53% and retention is 88%.

Staff professional learning

During 2014, 597 professional development activities were undertaken by 75 of the School's staff members, including administration staff. In total, there were close to 1000 hours of professional development undertaken. Key areas of focus were upon awareness of the requirements of the Australian curriculum P-12 and initiatives that would help improve student learning outcomes. As staff, we also took very seriously our duty of care and thus considerable professional development time was spent on First Aid, Asthma awareness, Anaphylaxis management and Mandatory Reporting requirements.

The VIT requires teachers to annually undertake professional development activities in order to maintain their teaching registration. In 2014, approximately 95% of the School's allocated professional development budget was spent on professional learning related to this. In addition to external training undertaken by staff, Hume Anglican Grammar dedicated the first day of each term as a student free day specifically for professional learning; this included presentations by visiting experts and by our own talented staff.

Professional learning areas undertaken by staff included:

- Mandatory Anaphylaxis management, Asthma awareness, First Aid and Mandatory Reporting modules
- Subject-specific curriculum content and networking opportunities
- VCE Study Design changes and VCAA requirements
- Cyber Safety and e-Smart initiatives
- Review of the Australian Curriculum
- Numeracy improvement initiatives
- Leadership training
- Developing effective teaching and learning strategies based on data analysis (NAPLAN, PAT-R and VCE data was utilised)

The model of professional development in operation at Hume Anglican Grammar is aligned to the School's Strategic Plan. Our professional learning program *"provides a structured and targeted approach to professional development that enhances personal and organisational performance."* In 2014 all teaching staff participated in a classroom observation program in order to see colleagues in action and to have their own teaching observed. This provided an invaluable opportunity to identify areas for improvement or future professional development and also provided affirmation and an awareness of role models within our midst.

Teaching and Learning

In 2014, professional learning within the school community was broken up into the sections of the school and then further into either year level teams or curriculum areas, as was the case in 2013. Scheduled meetings occurred across the school on a weekly basis with varying agenda items, dependent on the needs of the school.

The Junior School continued to focus on accurate record keeping and increased accountability of the teaching and learning program. Importantly, time continued to be spent on changing ideals in the area of literacy teaching and fostering collegial communication about teaching and learning. Numeracy and acceleration of talented students were new areas of focus that gained traction in 2014.

An emphasis on literacy development was also significant across the Middle School. A supportive attitude was adopted to assist students in their intellectual, emotional and physical development as they approached adolescence. The social development of students was also considered by staff, particularly in the area of cyber-safety.

In the Senior School there was a concerted effort to increase detail in planning documentation and a push to make materials available for families online. Staff undertook training to help students in this area. Much professional learning time was also spent establishing learning networks outside of the school in order to draw on a broader range of experiences related to VCE subjects, where our numbers were still quite small. This year some of our staff chose to become VCE examiners, a move highly beneficial to their understanding of the VCE. This also enhanced their ability to share knowledge about VCE examinations with their students.



Student Attendance

The total student enrolment at the time of the census in August 2014 was 776 (400 male and 376 female students). At the end of 2014, the total number of students was 767.

Year Level	Student Count	School Attendance Percentage
Prep	83	89.87%
Grade 1	79	91.52%
Grade 2	75	91.36%
Grade 3	48	92.93%
Grade 4	65	91.10%
Grade 5	52	91.64%
Grade 6	54	91.04%
Year 7	78	94.68%
Year 8	99	93.32%
Year 9	67	90.35%
Year 10	34	90.62%
Year 11	40	93.31%
Year 12	41	94.98%

At Hume Anglican Grammar, attendance records are kept for all students and the roll is marked regularly. The official roll marking times are before 9:30am and at 1:50pm. In the Secondary part of the School the rolls are also marked each period and entered on the school's electronic recording system, SIMON. This enables teachers to keep a very accurate record of attendance for certifying authorities such as the Victorian Curriculum and Assessment Authority. Our roll marking system is also helpful for parent and teacher interviews, at report time and for use in counselling.

If the School has not already been notified of an absence, a text message (SMS) is sent to the child's parent requesting an immediate response. The reason for absence is then entered against the student's details. Students who are absent without explanation are subject to the School's normal disciplinary procedures.

Comprehensive reports are made available for parents and guardians on the "Parent Portal" of the School website at the completion of each semester.

Reports outline the student's marks in each subject as well as provide comments by the teacher on a student's progress. Parents are invited to follow up with the subject teacher or Head of School.

Parent/Teacher interviews are also held at different times during the academic year.



NAPLAN Results

In 2014, like all schools in Australia, Hume Anglican Grammar continued to participate in the annual testing of Years 3, 5, 7 and 9 students. This was the first year that the prompt and genre for the Writing test was not made public before the scheduled test date. Students were required to write either a persuasive or narrative text.

The results from the national assessments provide information for students, parents, teachers and principals about student achievement, which can be used to support teaching and learning programs and improve student achievement. This information enables teachers, in particular, to be aware of the progress of children in relation to agreed national minimum standards.

From the data received for the 2014 NAPLAN tests, we were able to ascertain that the results obtained by the different year levels were either comparable to those obtained over the past few years or had improved significantly.

Year 3: Our Year 3 cohort achieved mean scores that were above All School Results in Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

Year 5: Our Year 5 cohort obtained mean scores that were above All School Results in Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy. This was pleasing.

Year 7: Our Year 7 cohort performed especially well in Reading and Numeracy and it was worth noting that the results from these tests exceeded those achieved by the Year 7s of 2013. While the mean scores in Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy also exceeded the All Schools Results.

Year 9: The results of our Year 9 cohort were again above All School Results in Persuasive Writing and comparable to the mean scores for Grammar and Punctuation, and Numeracy.



In summary, the data from the NAPLAN testing results showed that students at Hume Anglican Grammar are performing well.

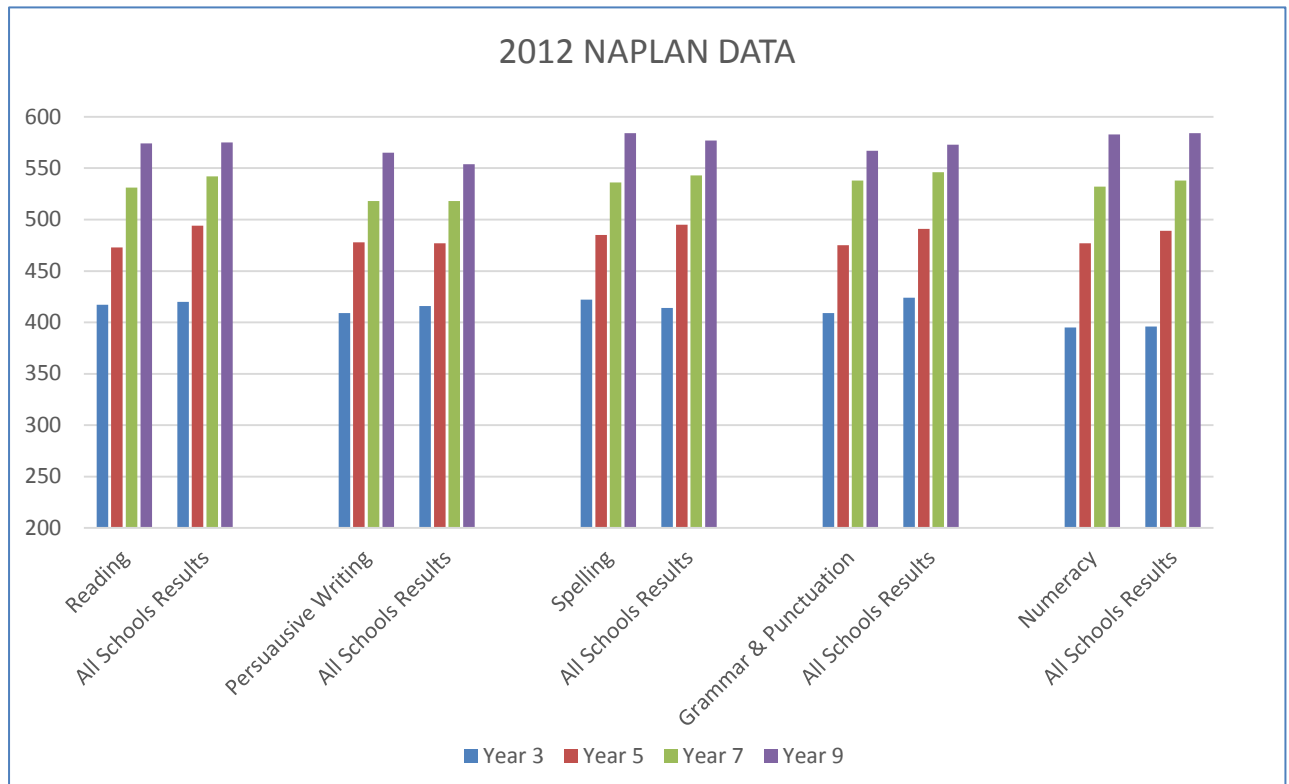
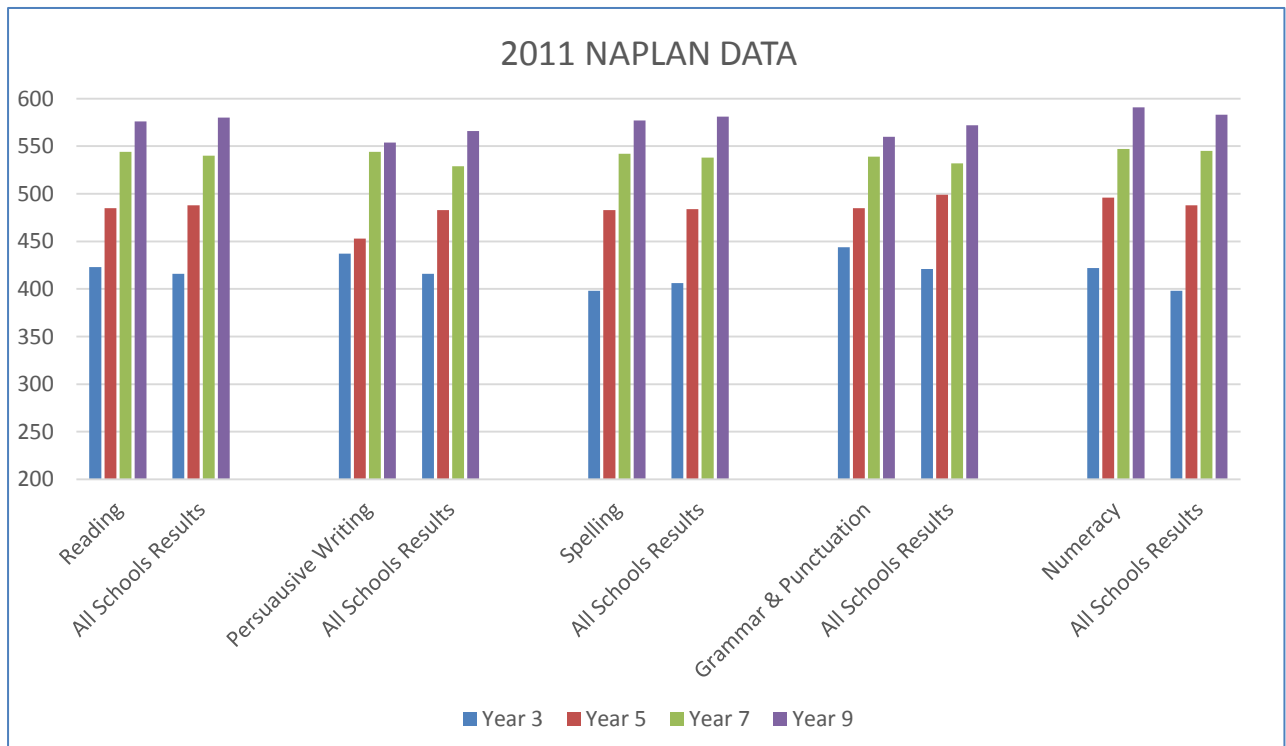
Programs that would have assisted with this include the Stepping Stones Numeracy Program, the extension activities provided in both the Junior and Middle Schools, the Lexile Program and the continued literacy focus throughout the school to help our significant immigrant population.

Results

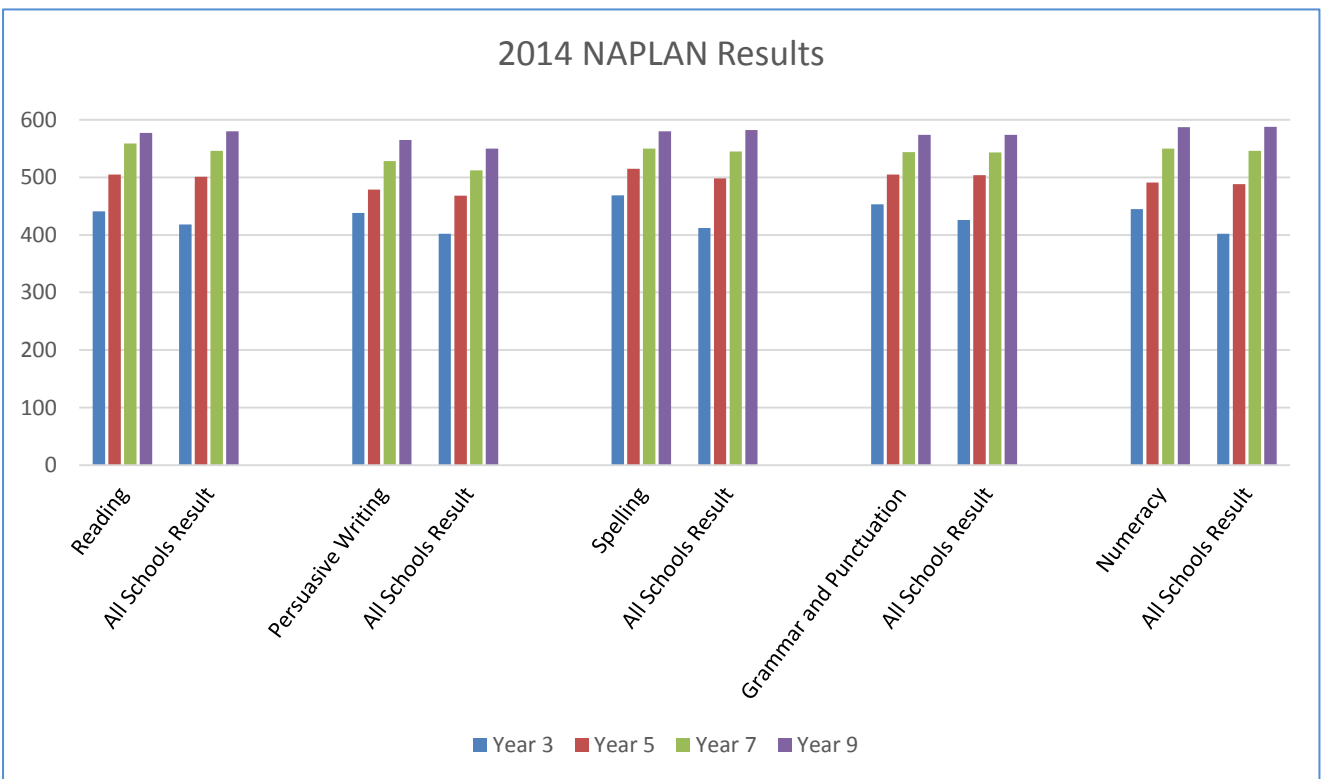
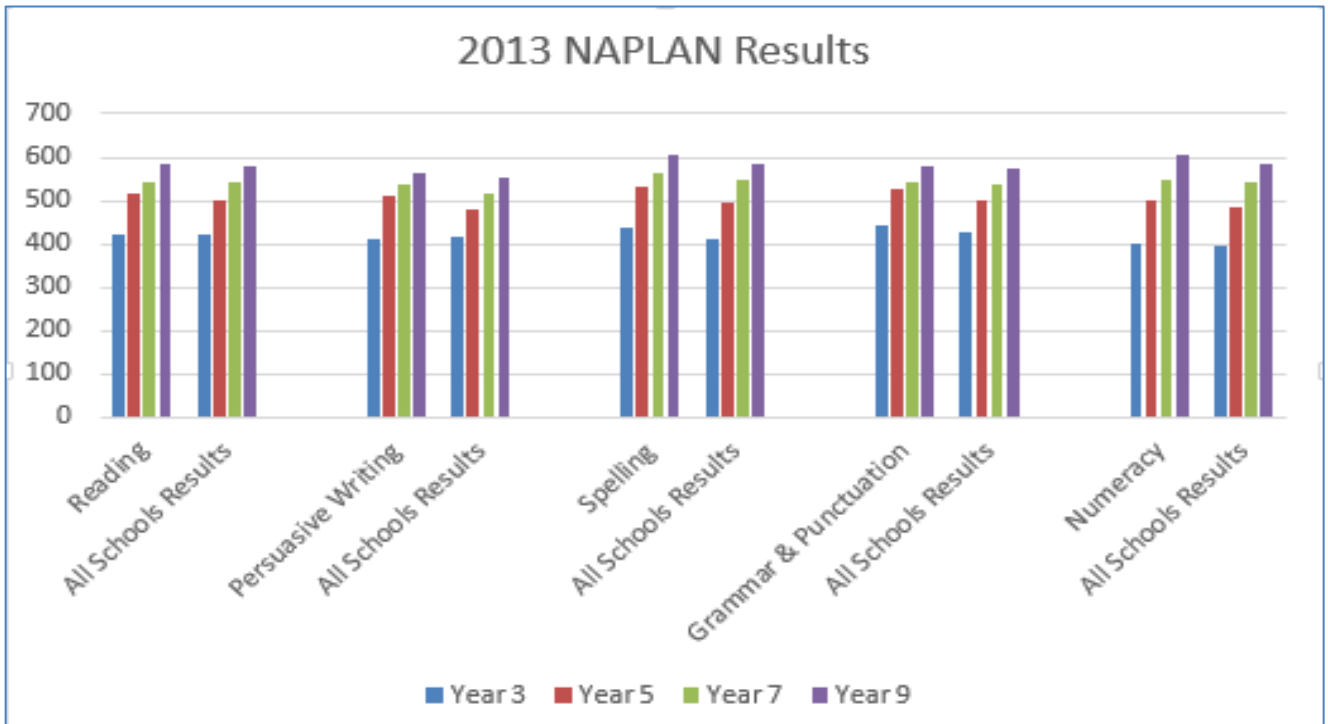
	2011 NAPLAN DATA				2012 NAPLAN DATA			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	423	485	544	576	417	473	531	574
All Schools Results	416	488	540	580	420	494	542	575
Persuasive Writing	437	453	544	554	409	478	518	565
All Schools Results	416	483	529	566	416	477	518	554
Spelling	398	483	542	577	422	485	536	584
All Schools Results	406	484	538	581	414	495	543	577
Grammar and Punctuation	444	485	539	560	409	475	538	567
All Schools Results	421	499	532	572	424	491	546	573
Numeracy	422	496	547	591	395	477	532	583
All Schools Results	398	488	545	583	396	489	538	584

	2013 NAPLAN DATA				2014 NAPLAN DATA			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	423	518	543	586	441	505	559	577
All Schools Results	419	502	541	580	418	501	546	580
Persuasive Writing	413	512	535	562	438	479	528	565
All Schools Results	416	478	517	554	402	468	512	550
Spelling	439	531	562	605	469	515	550	580
All Schools Results	411	494	549	583	412	498	545	582
Grammar and Punctuation	444	527	544	580	453	505	544	574
All Schools Results	428	501	535	573	426	504	543	574
Numeracy	403	502	545	605	445	491	550	587
All Schools Results	397	486	542	584	402	488	546	588

Results



Results



Results

VCE/VCAL results analysis 2014

General overview of Hume Anglican Grammar Year 12 achievement

VCE Report

2014 was our third year of VCE at Hume Anglican Grammar. We started the year with 41 students. One student withdrew mid-year, leaving 40 students to successfully complete and receive their Victorian Certificate of Education. The school had enrolments in 23 VCE subjects in 2014. There were no students enrolled in VCAL or VET in 2014.

School cohort

Enrolled in a VCE subject	60
Enrolled in a VET Certificate	0
Enrolled in VCAL	0
Percentage applying for tertiary places	95



Results

The following is a summary of 2014 VCE Results and ATAR Scores

	2012	2013	2014
% of students with ATAR 90 – 100	0	0	0
% of students with ATAR 80 – 90	12.5	23.5	10.0
% of students with ATAR 70 – 80	12.5	5.8	25.0
% of students with ATAR 60 – 70	12.5	11.8	10.0
% of students with ATAR 50 – 60	25.0	17.7	30.0
% of students with ATAR < 50	37.5	41.2	25.0

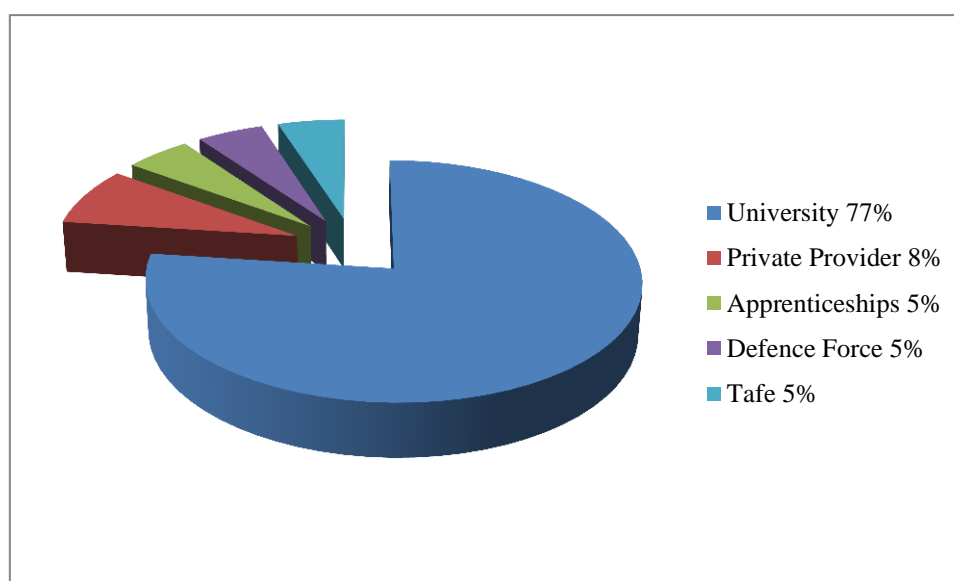
	2012	2013	2014
Average ATAR	57.53	58.60	57.30
Average Female ATAR	67.50	62.85	57.97
Average Male ATAR	54.15	56.32	57.54

Student achievement

	%
Percentage of satisfactory VCE completions	100
Number of students awarded the VCE (Baacalaureate)	3
Percentage of VET units of competency completed	0
Percentage of VCAL units completed	0
Median VCE study score	28
Percentage of study scores of 40 or over	1.4

Destinations

Destinations of Year 12 2014 students



Results

2014 Tertiary offers / Summary of institutions

Institution	Field of Study	Number of Students
Deakin University	Biomedical Science	1
	Games Design and Development	1
Kangan TAFE	Building and Construction	1
La Trobe University	Arts	4
	Business	1
	Civil Engineering (Honours)/Business	1
	Education	1
	Health Services	1
	Law/International Relations	1
	Nonotechnology/Science	1
	Psychology (Honours)	1
	Science	2
	Science and Society	1
Melbourne Institute of Business and Technology	Science	1
Monash University	Science	1
Monash College	Engineering	1
Northern Metropolitan Institute of TAFE	Equine Studies	1
Photography Studies College	Photography	1
RMIT University	Architecture	1
	Aviation	1
	Interior Design and Decoration	1
	Psychology	1
	Tertiary Preparation (Science)	1
	Visual Merchandising	1
Swinburne University of Technology	Engineering (Robotics and Mechatronics)	1
Victoria University	Beauty Therapy	2
	Science	1
	Screen and Media – Games Development	1
	Sports Management	1
University of Melbourne (The)	Arts	1
	Science	1

Other offers

Australian Defence Force	2
Apprenticeships	2

Results

Year 12 student performance summary

The Class of 2014, the School's third Year 12 cohort, achieved 100% success with all 40 Year 12 students awarded the Victorian Certificate of Education, and thus were eligible to undertake tertiary studies. A pleasing number of Year 12 students reached an Australian Tertiary Admission Rank (ATAR) in the 80's which were followed by a sizeable group in the 70's. In all, 35% of the cohort received a score over 70.



Parent, student and teacher satisfaction with the School

What follows are the key outcomes of the survey that was undertaken:

Student satisfaction

- Some of my classes are small and this has allowed the students to communicate with each other more easily and resulted in great discussions.
- It will be beneficial if my school can channel more of the funding it receives to suit the learning needs of the students.
- The school has improved since it started and is better than my previous school.
- I am coping well in my studies and I would like to have more difficult work to motivate me further.
- I appreciate the knowledge imparted to me by my teachers and enjoy being part of the school community.
- I feel I belong to the school as I have many friends.
- There are many friendly teachers in the school and they handle bullying issues fairly.
- My teachers encourage me, most are caring and show genuine concerns about student performance and general issues.
- I am content with the current facilities the school has provided and make good use of them.
- I would like the school to develop more facilities and resources so students have more opportunities to pursue their interests.



Parent satisfaction

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

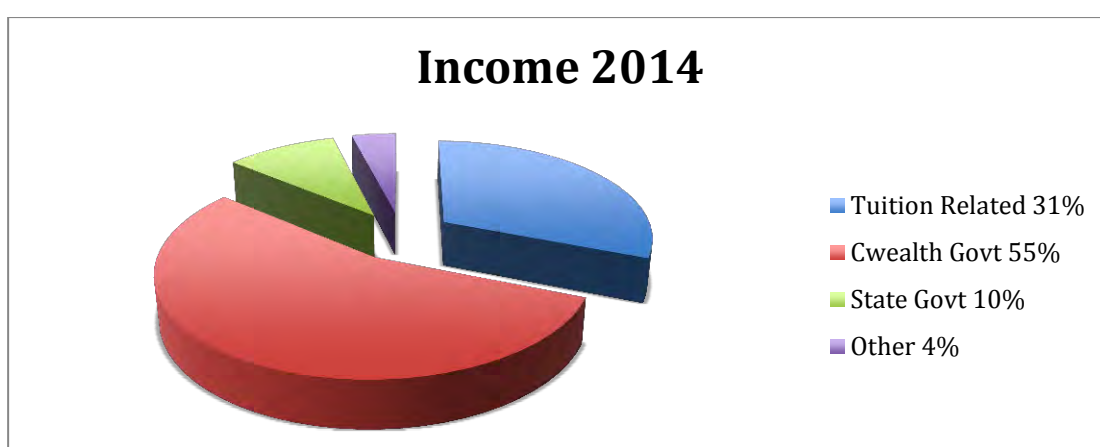
Staff satisfaction

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

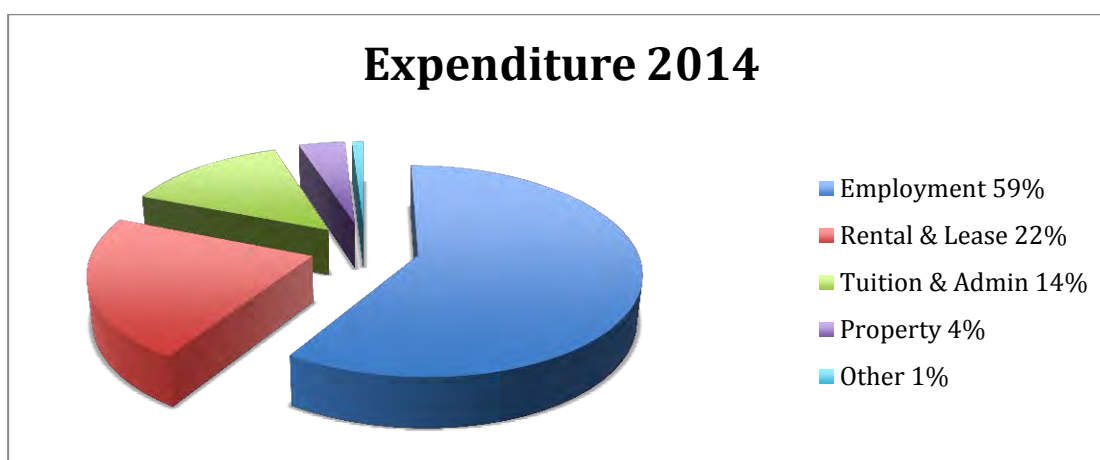
Financial Reporting

The School achieved a comprehensive income (net operating surplus) result of \$213,450 for the financial year ended 31 December 2014. This compared favourably with the previous year (\$241,567 loss) reflecting increased tuition fee and government general recurrent grant income flowing from additional students as the School continued to grow. Income and expenditure is summarised below.

Income	\$'000	%
Tuition related income	3,574	31
Commonwealth Government general recurrent grants	6,210	55
State Government general recurrent grants	1,180	10
Other income	465	4
Total Income	11,429	100



Expenditure	\$'000	%
Employment expenses	6,580	59
Rental and lease expenses	2,456	22
Tuition and administration expenses	1,595	14
Property expenses	435	4
Other expenses	149	1
Total Expenses	11,215	100



Capital works projects and property management report

During 2014 the School received \$53,377 in Building Fund donations, which are gratefully acknowledged as important for continued eligible expenditure towards acquisition, construction and maintenance of school buildings.

Building 10 comprising five classrooms, a conference room and staff offices was completed in time for the commencement of Term 1, 2014 and officially opened on 11 September.



Planning was completed and construction commenced off-site for Building 11 comprising three classrooms, two inter-connected performing arts and music spaces, five instrumental music rooms, two storerooms and a staff office, to be ready for use at the commencement of Term 1, 2015.

Approximately \$145,000 was spent on minor capital projects and equipment and \$70,000 on general buildings and grounds maintenance.

Works commenced at the end of the year on a new soccer pitch in front of the Homestead.

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

