

Anglican Grammar Hume



Annual Report 2017



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From the Principal

The year past was remarkable for Hume Anglican Grammar for a number of reasons, but perhaps more so because this year we reached a milestone that is widely recognised as one of note. In 2017, our school completed its 10th year.

As in the previous nine years, the highlights of the 10th are equally significant. 2017 commenced with the opening of the new Year 5/6 Centre in the Primary School. With contemporary architecture, this functional and stylish building provides a home to our most senior primary students. Along with new roadways, the main carpark was expanded with a fourth level and an additional 60 parking spaces. Along with the completion of the fencing around the school, the new sign was placed on Mt Ridley Road, and parents and students have appreciated the electronic messaging system providing reminders of upcoming community events. The Coachhouse was developed to accommodate the Chaplain and Student Psychologist, the latter being a newly created position. Now, along with the Health Centre, this area has become a student services hub. Other general improvements and upgrades have occurred including additional lighting, sealed pathways and new gardens and lawns. Students were happy to see the new cricket pitch in the centre of the oval, as well as the 3 practice nets.

This year it was the turn of the Primary School to put on their major musicals. The school community enjoyed the opportunity to see the splendid performances of *Junglebook* by our Prep to Year 4s, and *Joseph and the Amazing Technicolor Dreamcoat* by the Year 5 and 6s. Also, for the first time we took the performances offsite, and we all enjoyed these polished and skilful productions.

For the first time, student enrolment exceeded 1,000, and the Primary school was full at all levels from Prep through to Year 6. The number of staff at the school topped 100, and we graduated our 6th cohort of Year 12s. The Old Grammarians who completed their final year of schooling at Hume now numbers 180 young men and women who are further enhancing the school community by building the alumni.



The Principal

Growth of the school directly translates into improvements. It allows the school to offer a broader range of subjects and so provide a richer curriculum. As an example, this year Accounting, Dance and Systems Engineering were added to the offering at VCE level. Also, for the first time this year interschool sporting teams were formed in cricket, football and soccer for both girls and boys, and we also hosted an interstate sports visit by St John's Grammar from Adelaide.

Planning for the new campus at Donnybrook in the Olivine residential development continues to progress. Interest in the new campus continues to be strong and we are well on track to open our doors in February 2019 with the expected enrolment of over 100 students. The new Head of Campus has been appointed and continue the planning and preparation.

We look forward to the years to come as we enter our second decade, which will prove to be as successful as the first.

Bill Sweeney
Principal





From the Chairman

This was another full year in the life of our young and maturing school.

A great deal was accomplished by students and staff including fine student performances as well as personal achievements. The opening of Building 12, designed and built to serve the needs of our senior Primary students, was a significant milestone. Improvements in the presentation of the building and grounds, with their mixture of old and new, reflect school pride.

The year was special as we celebrated the 10th anniversary of the school. The Founders' Day Service in May was a highlight. It was wonderful to see the school community assembled, students, teachers, staff and friends, more than a thousand strong, in the grandeur and beauty of St Paul's Cathedral. The Service was an occasion to honour and reflect on the contribution of those who founded the school and everyone who has helped to shape it over these first years.

The School Board is pleased with what Hume Anglican Grammar has achieved to date. We believe the school is making good progress in its mission to offer our communities affordable, high-quality, independent education, in a caring and inclusive Christian environment.

Above all, we see the 10th anniversary as a time to look forward. We can see what has been achieved already. The School is well positioned to imagine and plan for what we may become over the next 10 years and beyond. We see an opportunity to develop further the school's approach to teaching and learning, with new programs to address the varying needs of students across a broad spectrum. We want to do all we can to unlock the individual strengths of our students.

Planning continues for improvements in the facilities at Mt Ridley. In addition, plans are well advanced for the construction of the first stage of the new campus at Donnybrook to open in 2019. The Board sees a bright future for our school on its current course. We aim to continue to grow, not just in size but in the quality of the education on offer. The Board looks forward to the opportunities for the enrichment of the whole school that will stem from its operation at Donnybrook as well as Mt Ridley. We prize and are protective of the positive values that are a hallmark of our school.

It is good to see the ways in which parents and other family members support our students and contribute in various ways to the life of the school. The participation by families in the school community is valued and much appreciated.

On behalf of the Board I acknowledge with gratitude all that our Principal, Mr Bill Sweeney, and our teachers and general staff have done and continue to do for the school and our students. So much has been achieved, and they continue to create a school of which we can all be very proud - outward looking and based on strong values- and which gives confidence to look with excitement and determination to what it may yet become.

I acknowledge also the commitment of the members of the School Board and their care, freely given, for the school and its future. I thank Mr Dwight King and Mr Ray Hille, both of whom concluded their membership of the Board this year, for their highly valued contributions to the School over many years.

Richard St John
Chairman

About Hume Anglican Grammar

Overview

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

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

Philosophy

Hume Anglican Grammar embraces the following core values:

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

Governance

Hume Anglican Grammar Board



*Left from Front: Mrs Leanne Connor, Mr Dwight King, Mr Klæe Ruse, Dr Philip Williams,
Table End: Mr Richard St John (Chairman), Mr Bill Sweeney (Principal)
Right from Front: Mr Ray Hille, Mr James Gordon, Rev Robert Newton,
Mr Kieran Mitchell (Business Manager)*

About Hume Anglican Grammar

Chair	Mr Richard St John	<p><i>LLB(Hons)(Melb)., LLM(Lond).</i></p> <ul style="list-style-type: none"> • Board Chairman and Chair of Governance Committee • Experience in legal, policy and governance roles in public, private, corporate, and non-profit sectors, including formerly: <ul style="list-style-type: none"> – General Counsel and Company Secretary BHP – Senior positions in Department of Prime Minister and Cabinet and Attorney-General’s Department in Canberra – Chief Executive Officer of HIH Royal Commission – Special Counsel Johnson Winter and Slattery, Lawyers – Board member of the Australian Ballet School
Director	Mrs Leanne Connor	<p><i>BBus(Acc)., GradDip(FinPlanning)., CA., CTA., SSA.</i></p> <ul style="list-style-type: none"> • Chair of Finance Committee • Experience: <ul style="list-style-type: none"> – Chartered Accountant, Chartered Tax Advisor and SMSF Specialist – Director of WGC Business Advisors Pty Ltd – Co-Chair of the Taxation Institute’s Victorian Professional Development Committee – State Councilor of the Taxation Institute – Secretary of Newlands Basketball Club
Director	Mr James Gordon	<ul style="list-style-type: none"> • Foundation parent of Hume Anglican Grammar • Community minded resident of Craigieburn of 22 years • Part owner and Director of SG Prettie Precisions Gauges Pty Ltd. • Technical Manager in charge of Sales and Marketing of SG Prettie Precisions Gauges Pty Ltd
Director	Mr Ray Hille OAM	<p><i>DipEd(Syd)., BA(Syd)., Med(Syd)., Med(Admin)(UNE).</i></p> <ul style="list-style-type: none"> • CEO Anglican Diocesan Schools Commission (Diocese of Melbourne) • Experience: <ul style="list-style-type: none"> – Principal of the Peninsula School 1992 – 2010 – Career Educator – Life Member Australian College of Education – Member Australian College of Educational Leaders – Chair The Melburnian Owners Corporation – Formerly, Treasurer Victorian Ecumenical System of Schools
Director	Mr Dwight King	<ul style="list-style-type: none"> • Chair of the Property Committee (1 January 2017 to 30 April 2017) • 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

About Hume Anglican Grammar

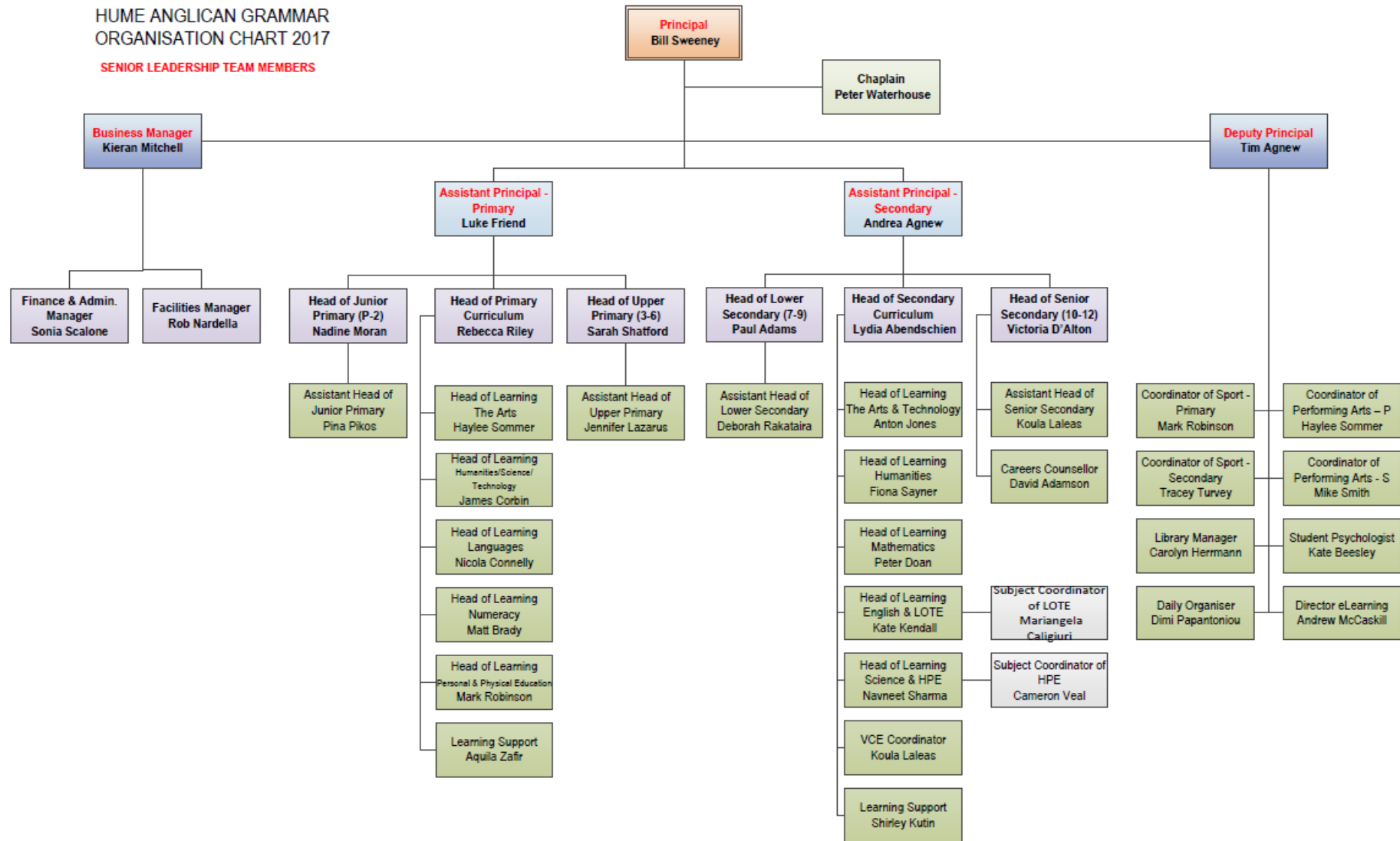
Director	Mr Dwight King, continued.	<ul style="list-style-type: none"> – Senior executive in management / telecommunications business (AT&T, EDS Australia, Telstra) – Retired Managing Director of Electronic Data Systems Australia and New Zealand – Retired Managing Director and Chief Information Officer of Telstra Corporation
Director	Rev Robert Newton	<p><i>CertTheol(Oxford)., GradDipEd., BA(Hons).</i></p> <ul style="list-style-type: none"> • Vicar Holy Trinity, Kew • Teacher and former Board Member of Ballarat Queens Grammar • Teaching and chaplaincy experience: <ul style="list-style-type: none"> – Head of Religious Education Trinity College Gawler – Head of Religious Education Newington College – Ballarat Grammar Board Member – Archdeacon of Ballarat
Director	Mr Klæe Ruse	<p><i>BCom(Monash), AMIIA.</i></p> <ul style="list-style-type: none"> • Chair of the Property Committee (from 1 May 2017) • Current Hume Parent • Group Internal Auditor at Woolworths Group Ltd • Former Head of Audit and Loss Prevention (Retail) at BP Global Business Services, Melbourne. • Member of the Institute of Internal Auditors – Australia • Treasurer of Hume Anglican Grammar Parents and Friends Assoc. Inc. • Former Treasurer and Committee Member of Hume Little Athletics Assoc. Inc.
Director	Dr Philip Williams AM	<p><i>MEc (Monash)., Ph D (Lond).</i></p> <ul style="list-style-type: none"> • Consultant, Frontier Economics • Member of Council, Court Services Victoria • Member of Competition and Consumer Committee, Law Council of Australia • Former Chairman, Epworth HealthCare • Former Professor of Law and Economics, University of Melbourne • Former Chairman, Australian Ballet School

In attendance

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

About Hume Anglican Grammar

Organisation chart



Our staff

All staff, teachers and general, ensure our students achieve their best in an educational setting. One of the goals of the *Hume Anglican Grammar Strategic Plan* is to attract, develop and retain staff of the highest calibre.

Staff workforce composition, attendance, and retention

Hume Anglican Grammar has a diverse of staff, with a rich mixture of younger 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 any staff who identify as having Torres Strait or Aboriginal background.

The school had a retention rate from 2016 to 2017 of 6.1%

Teaching staff

ABENDSHEIN, Lydia	BMathSc(Comp). GradDipEd.
ADAMS, Paul	BA., BEd., MEd.
ADAMSON, David	BSc., GradDipPsych, GradDipDiv
AGNEW, Andrea	BA., DipEd, MEd.St
AGNEW, Tim	BA(Hons)., GradDipEd., MEd.St
ATTARD, Shannon	BEd.
BIVIANO, Amanda	BA, BTeach
BOYCE, Adriana	BEd(Pri), GradCert(TESOL)
BRADY, MATTHEW	BEd
BUCKLEY, Haley	BEd, DipGraphDes
BUTCHER, Aaron	BBus., BTeach(Prim), DipBus
CALIGIURI, Mariangela	BEnglish, GradDipEd
CONNELLY, Nicola	BBus., GradDipEd.
CORBIN, James	BEcon., MBA, GradDipEd.
D'ALTON, Victoria	BEd, MHist, GradDipSpEd
DOAN, Peter	BSc., DipEd., GradDipBus.
DODD, Alicia	BA., BTeach.
FINN, Stephanie	BEd, DipTeach
FRIEND, Luke	BEd, DipEd
FRY, Rebecca	B., BEd., MEd.
GOMES, Pamela	BEd., BAEng(Hons).
GOURGES, Anit	BEd, DipCat
HARTIN, Nigel	BA, GradDipEd, GradDipPsych
JARVIS, Marisa	BEng, GradDipEd
JOHNSTON, Trischa	BA(English, History)., DipEd(Mid)
JONES, Anton	DipEd&Training, DipTechTeaching, Cert Toolmaking, Cert Technology
KUTIN, Shirley	BA., BTeach.
LALEAS, Koula	DipGraphDes., GradDipEd.
LANG, Sarah	BA, DipEd.

Staff

LAZARUS, Jennifer	BEd., BA(EdHons).
LEE, Mitchell	BAppSci (Hons)
MACPHERSON, Amy	BA, GradDipEd,
MARCUCCI, Gracie	DipEd, GradDipLang
MATHEW, Jisha	BSc., BEd., MSc., MEd.
MCCASKILL, Andrew	BTech, DipTechEd
McKENZIE, Emma	BEd.
McMORROW, James	BEd
MITCHELL, Keshia	BEd. MEd
MORAN, Nadine	BA Early Childhood Studies, BA Teaching (Hons)
MOYLE, James	BComm., BLaw., GradDipEd (Primary)
NDEGWA, Kate	BA, BEd.
NEWTON, Jane	BEd(EarlyChldhd) DipEd(EarlyChldhd)
O'CONNELL, Gesualda	BSc, GradDipEd
OVERTON, Daniela	BEd, GradCertRE, Cert Liberal Arts
PIKOS, Pina	BEd., BTeach.
PILAPIL, Catherine	BSc., PGradBioSc., GradDipEd (Secondary)
RAKATAIRI, Deborah	BAppSc, CertAppSc., GradDipEd
RHODES, Jade	BEd, CertCS
RIVETTE, Emma	BAppSc, GradDipEd.
ROBINSON, Mark	MEd, MAppSci, BAEd
SALVATORE, Olmo	BPol, MTeach
SALVATORE, Pia	BJournalism, MEd
SAM, Tania	BEd
SAYNER, Fiona	BEd
SHARMA, Navneet	BSci, MEd, GradDipEd,
SHATFORD, Sarah	BEd JuniorPrimary/Primary
SHERWOOD, Robert	BEd, DipPrimTeach
SMITH, Michael	BMus, DipPerf
SOMMER, Haylee	BMus
STAFFORD, Alan L	BEd, BSci, MEd, GradDipCompSci
STANLEY, Will	BEnglish, GradDipEd,
SWEENEY, Bill	BEd., MEd(Leadership&Mgt), MBA, DipTeach
TICKNER, Jonathan	BEd, DipTeach
TURVEY, Tracy	BEd.
VEAL, Cameron	BEd.
VENARD, Haley	BSci
WARING, Chantelle	BA(EngHons.), BEd.
WATERHOUSE, Peter	BEd(PDHPE)., GradDipDiv., MDiv.
WILLIAMS, Nicole	BAScEd.
ZAFIR, Aquila	BSci (India), BEd (India), MSpecEd (Melbourne)

General staff

ALIAS, Femin	DipComp., BEd., BSc.
ANASTASIOU, Mary	Industry based training
BARTLETT, Dianne	CertBus
BEESEY, Kate	BA (Crim) BAppSci, MPsych
DAVIS, Jason	DipEngWeld, CertLandscape Design/Construction
DRAPER, Gayle	VCE
GANDHI, Reema	BA (India), LLB (India) CertAssessTrain, DipEd(Support), GradDiplnfSysMgt.
GORDON, Dawn	CertBusAdmin.
GREGG, Rachel	CertEd., DipEd(Support).
HARROP, Leanne	VCE
HERRMANN, Carolyn	CertLibrary
LOVERSO, Patrick	BFineArt, MArt in Public Places
MARTIN, Melissa	BNurse
MCKAY, Lisa	VCE, CertBusAdmin., CertPublicAdmin
MITCHELL, Jemmah	BHSc, CertEdSupp.
MITCHELL, Kieran	BBus (ACC) CA
NARDELLA, Robert	VCE
NATARELLI, Gianna	Cert Training and Assessment, DipEvent
NICHOLS, Beverley	VCE
NICKSON, Michelle	VCE
NOVAK, Mark	BSci, DipLand
PAPANTONIOU, Dimitria	CertTrain
PATERNO, Engelina	VCE
PEARSE, Heather	Dip Travel and Tourism
SAMARAWICKREMA, Thanuja	CertBusMgt., DipBusMgt., DipMgt.
SCALONE, Sonia	VCE
THEUMA, Dianne	CertEd., DipEd., AdvCertSecStudy
TRAPANI, Angela	DipArts
WEAVER, Pauline	Secretarial Certificate
WRIGHT, Lina	VCE
YOUNG, Nicole	CertBusAdmin.

Staff Professional Learning

Staff professional development at Hume Anglican Grammar continues to be aligned to the School's Strategic Plan. Therefore, our professional learning initiatives "provide a structured and targeted approach to professional development that enhances personal and organisational performance".

During 2017, in addition to ensuring that all staff were given opportunities to participate in first aid, asthma awareness, anaphylaxis management, and mandatory reporting updates, various verbal and written reminders were provided with respect to our policies and procedures related to working in a Child Safe-focused school. Excluding the health and mandatory reporting training, 105 professional development activities were undertaken. In total, there were approximately 2650 hours of professional learning undertaken at an average of 25 hours of development per staff member (please note this figure includes the 7 staff PD days during the year). The key areas of focus included implementing the Australian curriculum and/or new VCE Study Designs, improving pedagogy, student wellbeing and developing leadership capacity.

The VIT requires teachers to annually undertake 20 hours of professional development activities in order to maintain their teaching registration. Two hours of which are mandated as professional learning related to working to support students with Special Needs (Disabilities). With this in mind we not only provided our teachers with ample opportunities to meet this requirement, we also assisted them through reminders to update their MyVIT profile by the 30 September deadline. Approximately 95% of the School's allocated professional development budget was spent on professional learning, with the remainder spent on membership of professional associations.

It is important to acknowledge that a number of members of the teaching staff undertook professional development outside of school hours to lessen the impact on teaching and learning days for their students. In addition to external training undertaken by staff, Hume Anglican Grammar dedicated the first day of Terms 3 and 4 as a student free day specifically for professional learning, in addition to half a day in mid-December for this



purpose. Meanwhile at the beginning of Term 2, we again allocated a ten-hour block to facilitate Parent-Teacher interviews; this initiative has proved to be very successful and popular with both staff and parents over the past two years.

In order to ensure our ongoing compliance with *Ministerial Order No. 870 (Child Safe Standards – Managing the Risk of Child Abuse in Schools)* and the 2017 amendments to the original six pieces of legislation that came into effect during 2016, several staff briefings and meetings took place to update all staff about this area. Similar meetings will be an ongoing requirement in future years, as we continue to ensure that our actions and responses related to the safety of the children in our care is embedded within the culture of the school.

Finally, two important initiatives associated with Staff Professional Learning were implemented in 2017, which we have begun to see some benefits from and which we anticipate will prove to be invaluable in 2018 and beyond. These related to newly created positions – the Director of eLearning commenced at the beginning of 2017 and made a number of important contributions to the development of eLearning within the school. The decision to appoint a Director of Teaching and Learning P-12 from the beginning of 2018 is one that will help the school to have a stronger direction and focus in this very important area for student learning.



Student Attendance

At the end of 2017, the total number of students was 1,013.

Year Level	Student Count	School Attendance Percentage
Prep	84	92.06
Grade 1	84	92.15
Grade 2	84	91.16
Grade 3	84	93.17
Grade 4	84	94.17
Grade 5	83	93.65
Grade 6	85	93.05
Year 7	112	95.34
Year 8	70	93.05
Year 9	80	91.48
Year 10	60	92.28
Year 11	62	93.07
Year 12	41	90.69

Hume Anglican Grammar makes every effort to ensure students' safety. Attendance records are kept for all students and the roll is marked consistently. Parents are informed that if their child will be late or absent, it is essential they notify the School through the relevant telephone absentee line or email address. When arriving late to school or leaving early, students must sign-in/sign-out at their school section's office. This information and additional guidelines are relayed to parents through various modes of communication such as the newsletter and school website.

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 students is recorded and parents can access the Parent Access Module to monitor their child's attendance and punctuality.



2017 NAPLAN Report

As year levels at Hume Anglican Grammar are continuing to grow and reach capacity and student movement is less frequent, NAPLAN results and their analysis are gaining greater importance each year. This consistency in group size and the continuation of students through the year levels will be vital to allow conclusions to be drawn about the changes in performance and to be able to identify focus areas for the teaching and learning program.

At Year 3, the national minimum standard is defined to be at Band 2. In Writing, 100% of the Year 3 students performed above the National Minimum Standard and 99% in Reading, an excellent result. 94% of our Year 3 students who sat the NAPLAN scored above the National Minimum Standard in the areas of Spelling, Grammar and Punctuation and Numeracy. 0% of students scored below the National Minimum Standard in any of the assessed areas.

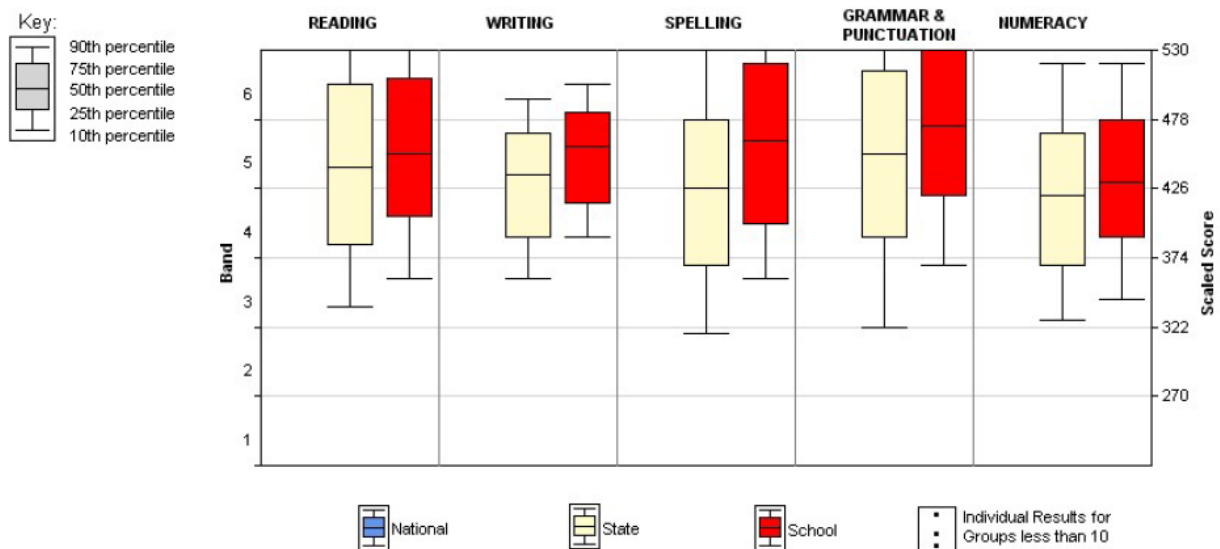


Figure 1: School Summary Reports for Year 3 2017 (Prepared by VCAA)

Based on the boxplots above, which show the performance of the middle 80% of the student cohort at national, state and school level, it is pleasing to see that our lower performing students in the 10th percentile have scored higher than the state in all five categories. The top students in the 90th percentile are consistently well above state results. Reading and Numeracy, whilst performing higher than the State, will continue to be a focus in our 2017/2018 NAPLAN Action Plan. Based on the Item Analysis Report, students found questions relating to Fractions, 3D Shapes and Graphing challenging.

At Year 5, the national minimum standard is defined to be at Band 4. It was pleasing that in Reading and Writing, 91% of students scored above the National Minimum Standard and 93% in Spelling, 94% in Numeracy. 89% of students scored above the National Minimum Standard in Numeracy. In Reading and Writing, only 2% of the students scored below the National Minimum Standard and only 1% in Spelling, Grammar and Punctuation and Numeracy.

Results

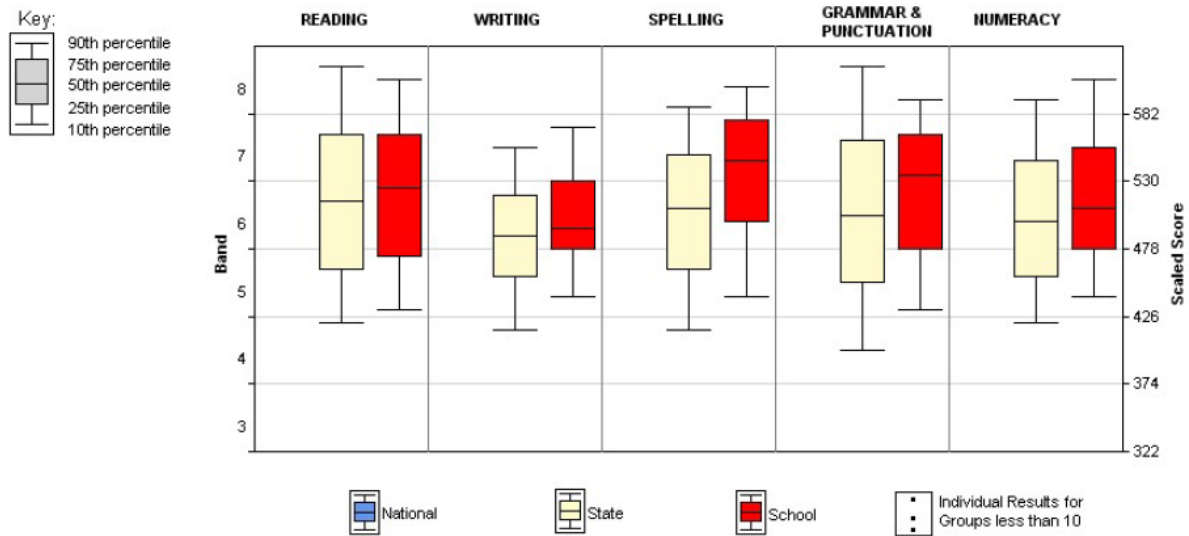


Figure 2: School Summary Reports for Year 5 2017 (Prepared by VCAA)

Based on the School Summary Report and the boxplots above, the Median was above state and national for all areas. The 90th percentile was above the State in Numeracy, Spelling and Writing. It was very pleasing to see that our lower performing students at the 10th percentile was above state in all areas. Based on the Item Analysis Report, students found questions relating to locating and interpreting information and Statistics and Probability were a challenge. Numeracy will continue to be a focus over the coming school year; it was very pleasing to see the improved results in this area from the 2016 results.

At Year 7, the true school mean shows that students at Hume Anglican Grammar scored above the state mean in all of the five (5) dimensions (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy) except for Reading where the mean was equal to the state.

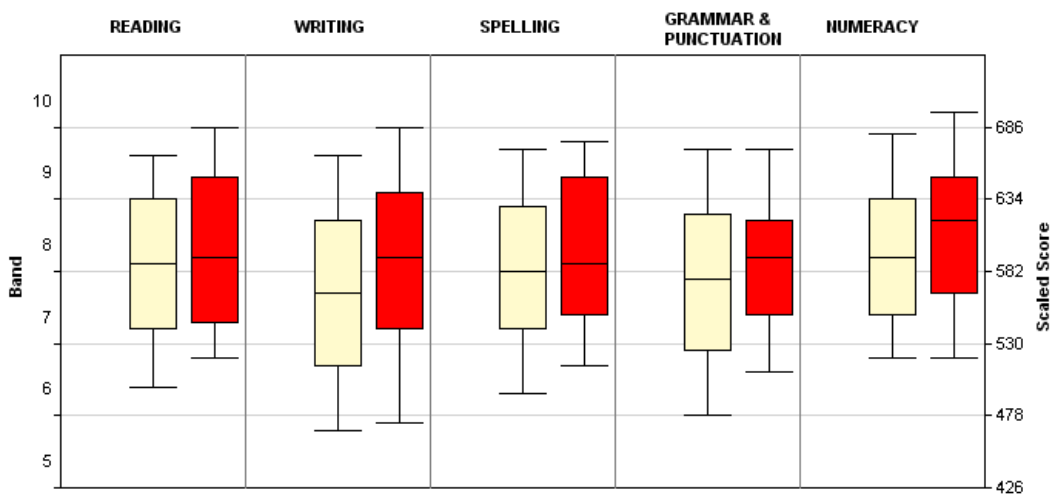


Figure 3: School Summary Reports for Year 7 2017 (Prepared by VCAA)

At Year 9, the true school mean shows that students at Hume Anglican Grammar scored above the state mean in all of the five (5) dimensions except for Reading where the mean was equal to the state.

Results

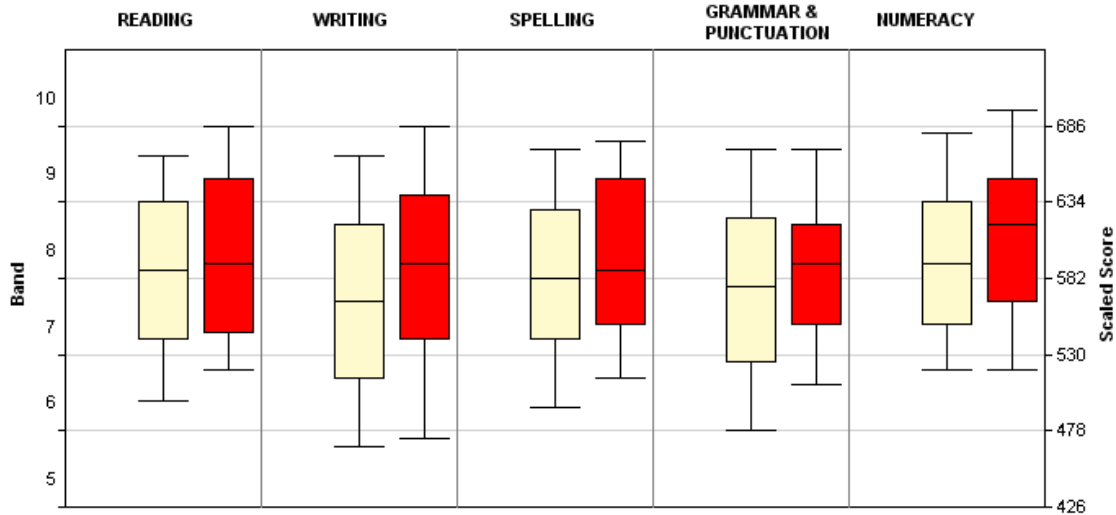


Figure 4: School Summary Reports for Year 9 2017 (Prepared by VCAA)

The School Summary Report shows the spread of students compared to the spread of all students in Victoria and all students in Australia. It also shows the school mean compared to the Victorian and National mean. In order to more accurately compare the school's mean with that of the state the 'Standard Error of the Mean' (se) should be considered and the mean recalculated before comparing to the state. According to the Victorian Curriculum and Assessment Authority (VCAA) recalculation using the 'se' yields a 95% accurate school mean. The true school mean = dimension mean - 2(se).

The School Comparison Report is a useful report as it identifies 'matched student group' students to expose trends relevant to the school by showing the added growth over a two year period. 'Matched' students are those which sat the test on both occasions at Hume Anglican Grammar and a comparison of the difference in the mean results to the state mean can show the added growth made by the student and/or school.

Of the 40% of students who were 'matched' at Hume Anglican Grammar, the school added more growth than the average growth for the state across all five (5) dimensions.

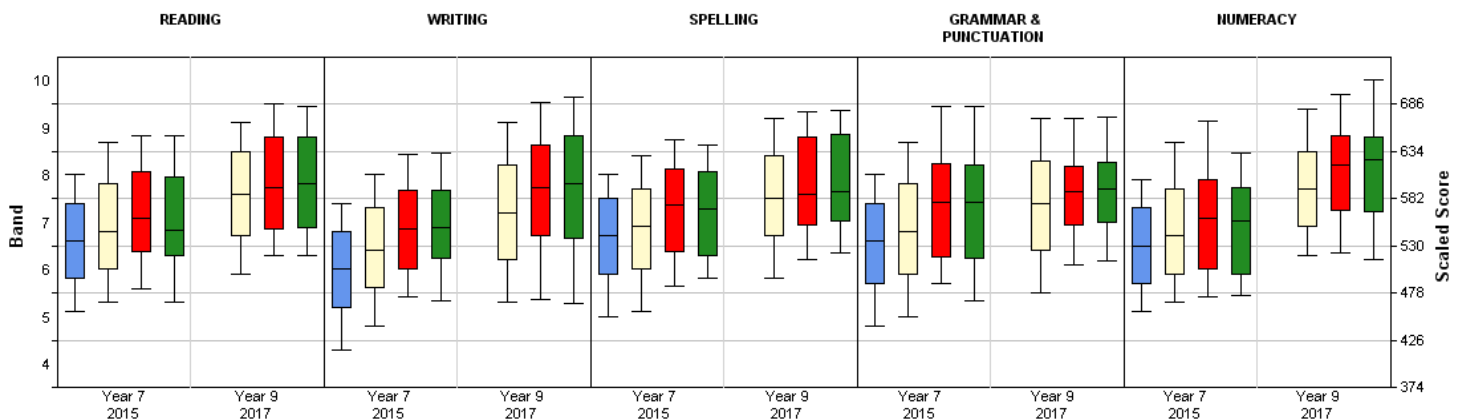


Figure 5: School Comparison Report Year 7 2015 to Year 9 2017 (Prepared by VCAA)

VCE Results Analysis 2017

Overview of Hume Anglican Grammar Year 12 achievement

VCE report

2017 was Hume Anglican Grammar's sixth year in which it had students complete the final year of the Victorian Certificate of Education (VCE). The Year 12 cohort commenced the year with 42 students, with one student withdrawing during the year. 40 students successfully completed all requirements to receive their VCE and one student will continue to complete it over three years.

For this cohort, student enrolment ranged across 21 different Unit 3&4 sequences, including 1 subject (Literature) studied via Distance Education and two languages (Spanish and Turkish) via Victorian School of Languages.

VCE enrolment overview

Number of students in a Unit 3&4 sequence	42
Number of students applying for the VCE certificate	41
Number of students applying for an ATAR	39
Number of students enrolled in a VCE subject across all units	104
Percentage of students satisfactorily completing the VCE	98%

It was pleasing to see that all students who were eligible, successfully completed their VCE. Students continued to undertake accelerated studies, with 16 out of 65 Year 11 students studying a Unit 3&4 sequence in Business Management, Further Mathematics, Physical Education, and Computing. One Year 11 student studied two Unit 3 and 4 sequences. Out of the 104 students enrolled in a VCE subject, 65 studied a Unit 1&2 sequence, but 7 students left by the end of the year. There were no Year 10 students who undertook an accelerated study in 2017. In total, 15% of students in Year 11 undertook a subject at an accelerated level compared to 29% in 2016 and 55% in 2015 (which included Year 9 students). This reflects the effectiveness of the introduction of more stringent processes related to accelerated studies. Overall, 98% of students studying a VCE sequence in 2017 (Units 1&2 and Units 3&4) completed all of their units to a satisfactory standard and gained an 'S' result.

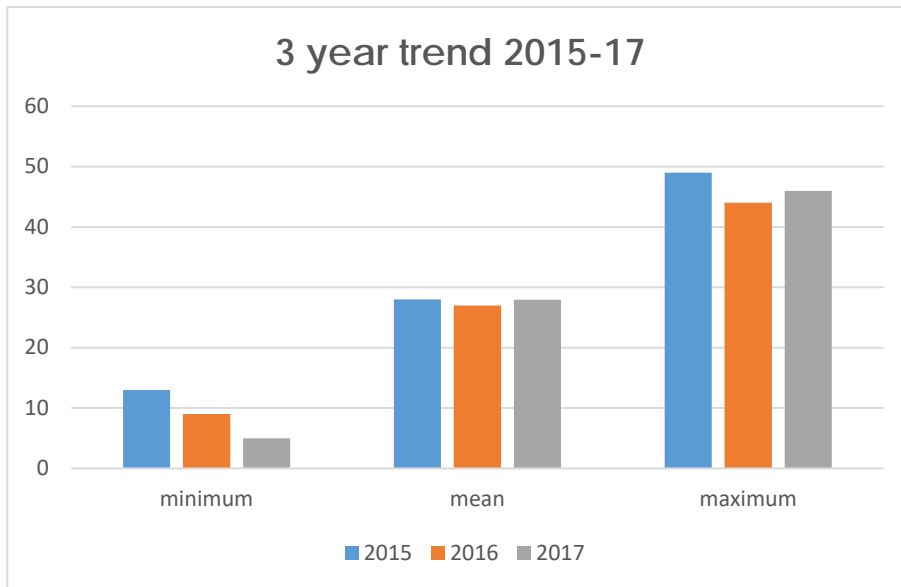
Student achievement

Study scores

A study score is determined by a candidates achievement compared to the rest of the students undertaking the subject across the State of Victoria. The maximum study score is 50 and the mean study score is set at 30 each year by the VCAA. An overview of the results for 2015 and 2016 and 2017 are listed below:

	2016	2017
Minimum Study Score	9	5
25th Percentile	23	25
Median Study Score	27	28
75th Percentile	30	33
Maximum Study Score	44	46

Three-year trend



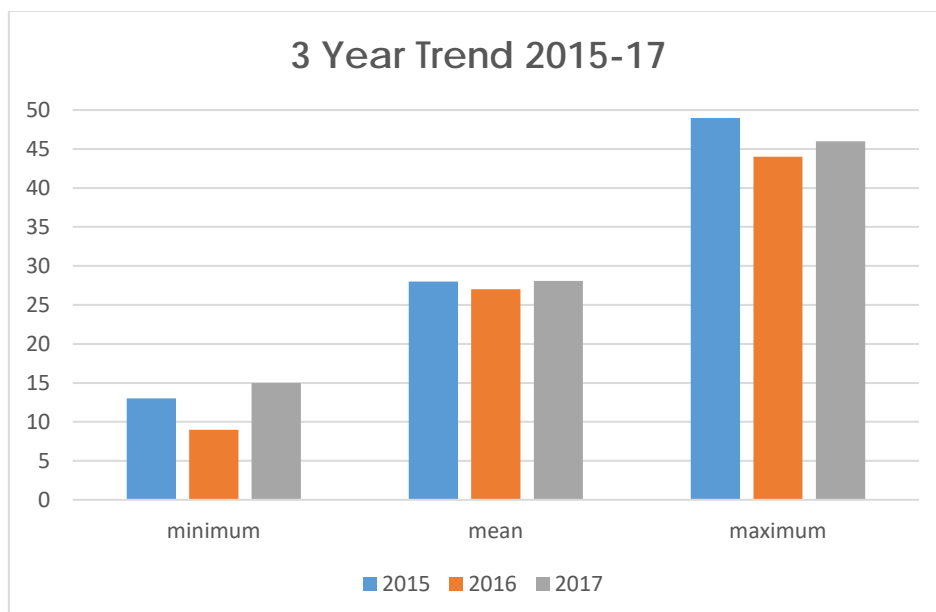
The graph above shows:

1. The minimum study score has seen a downward trend
2. The mean study score has remained static
3. The maximum study score whilst lower than 2015 still indicates an upward trend

Through further analysis it appears that whilst the minimum study score suggests a downward trend this is attributed to one student in particular who had already made the decision to prioritise subjects that clearly related to their future studies. This student was accepted into their course early in Term 3 and therefore did not make any reasonable attempt in the examination despite recommendation from the School.

If this outlier is removed, the minimum score would have been 15. This indicates an upward trend in not only the minimum study score indicator but also the mean study score. Without this student 2017, indicated the best results in 3 years.

Please see graph below, with the outlier removed:

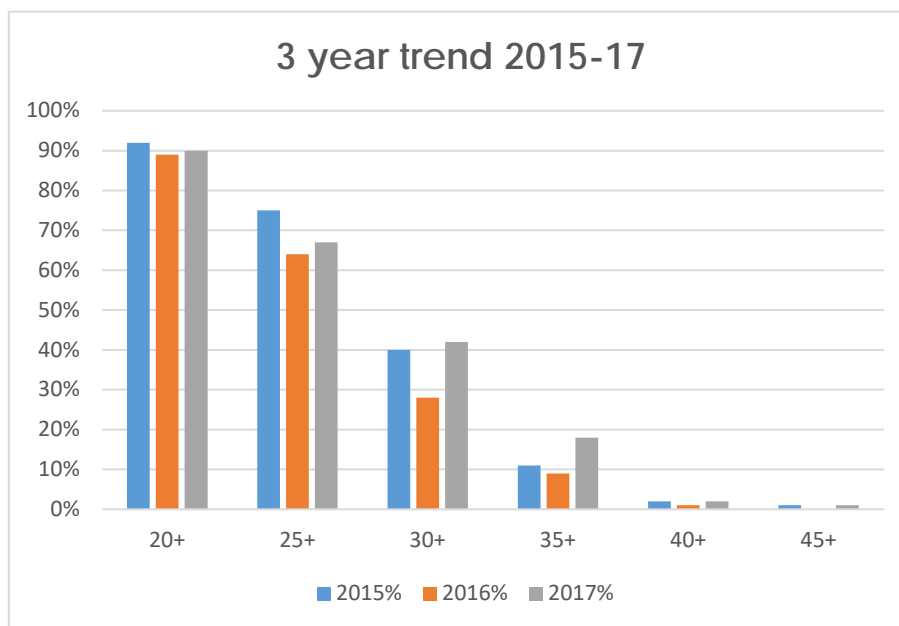


Analysis:

1. Due to the manner in which the VCE is used to calculate the ATAR, the subject in which the student gains the lowest study score only plays a very small part in the final score. The ATAR is calculated using an aggregate of the study scores in English (or similar), the next best three study scores, and 10% of the fifth score. It is not uncommon for a student to give up on the fifth subject or if they have already a 6th subject, to forsake it completely. Measures required to prevent students abandoning subjects due to their subject selection pattern need to be explored. Ongoing monitoring, support and intervention is required.
2. This will raise the minimum study score, and the average will be improved on the middle band students achieving 35 plus as oppose to 25 plus in 2017, ultimately raising the overall standard.

	Base % for all students	2016 %	2017 %
20 and above	93	89	90
25 and above	78	64	67
30 and above	53	28	42
35 and above	26	9	18
40 and above	9	1	2
45 and above	2	0	1

Figure 1: Study Score Comparison showing percentages above given scores



Summary:

In 2017, an upward trend was evident in almost all brackets. The largest increase was in in 30+ and 35+. It is acknowledged a similar shift needs to occur in the 40+ and 45+ range.

The Year 12 2018 cohort has 94% of the students who in Year 11 completed a Unit 3/4 subject in 2017 with a study score of 32+, and 25% achieving a score of 40+. See below:

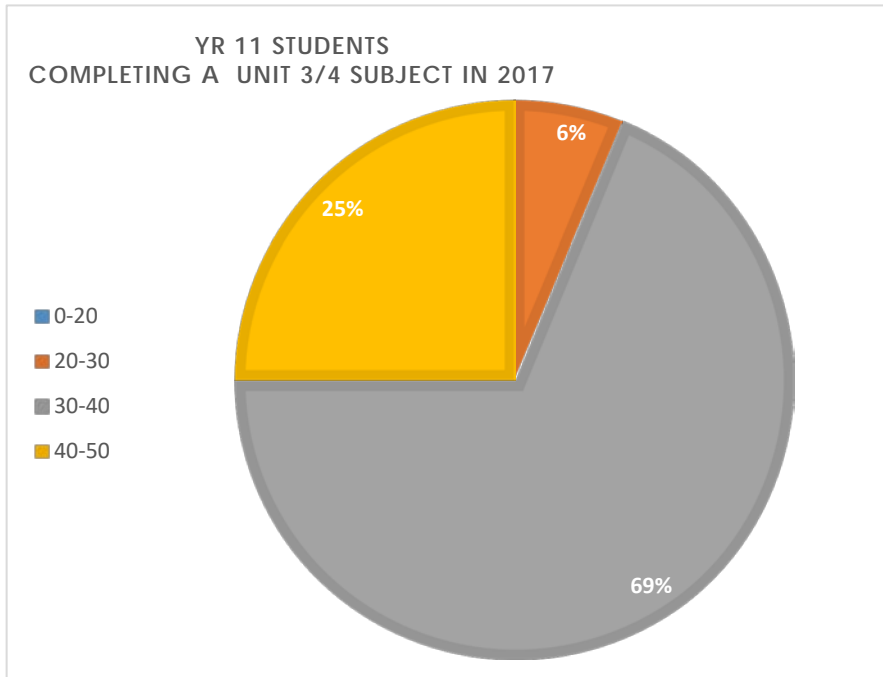


Figure 2: Study scores – Year 11 students completing a Unit 3/4 subject in 2017

ATAR results

An ATAR rank compares all students completing the Victoria Certificate of Education for a particular year. The maximum ATAR achievable is set at 99.95 which would describe a student who has achieved at a level better than 99.95% of student studying the VCE.

	Hume Anglican Grammar	Base Score
Minimum ATAR	16.70	0
25th Percentile	39.55	25
Median ATAR	53.88	50
75th Percentile	71.85	75
Maximum ATAR	88.35	99.95

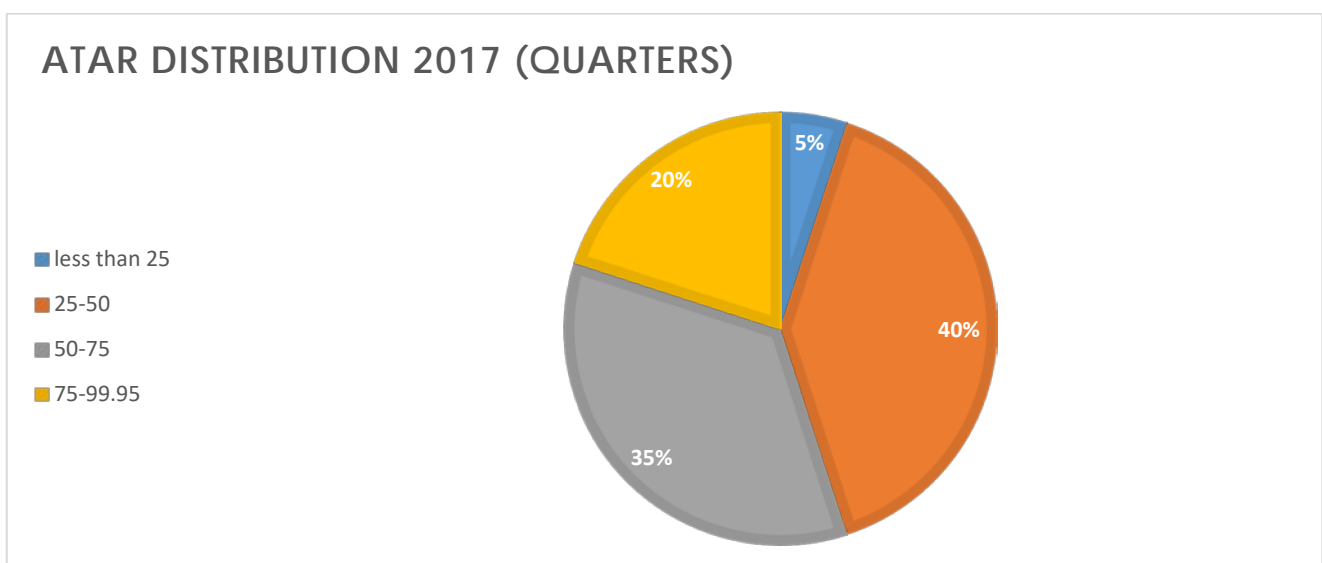


Figure 1: ATAR results 2017 by quarters

Below is a comparison of ATAR results to previous years leading to the following results:

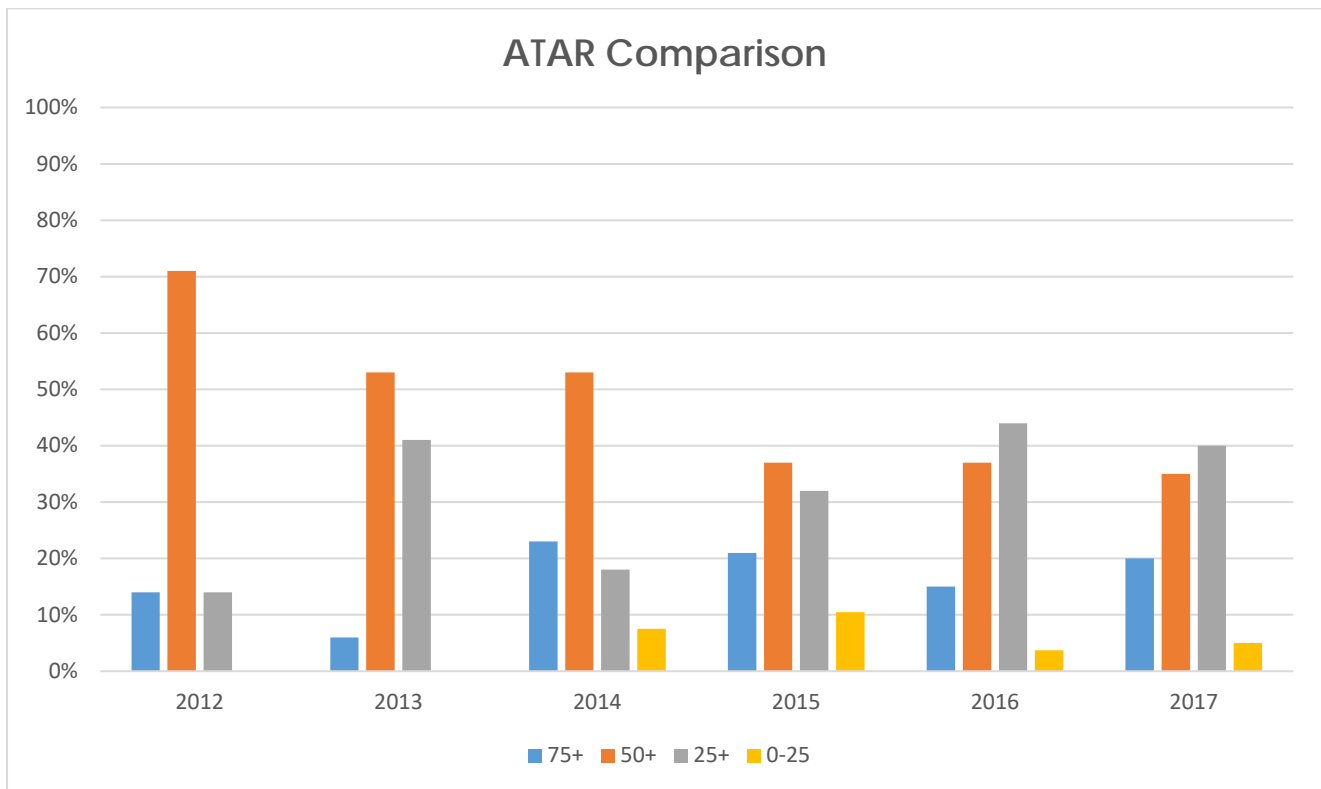


Figure 2: ATAR Results for 2012 – 2017

The distribution of student ATAR scores was generally similar to that of the prior years.

There is a slight decrease in the percentage of students who achieved an ATAR between 0 and 50, and a slight increase in that more than half of the students (55%) scored above 50.

There is a slight increase in the number of students achieving an ATAR of 75 plus or more; however, there is a large number of students achieving below 40.

Although all 40 students received an ATAR, there were a few students in 2017 who were considering a different pathway/career choice than University who therefore might have underperformed in the examinations and as a result could be a contributing factor to them achieving a lower ATAR.

	2013	2014	2015	2016	2017
Minimum	34.8	15.6	11.3	11.85	16.70
25th Percentile	42.55	47.35	36.6375	35.4	39.55
Median	54.65	56.975	58.25	51.65	53.88
75th Percentile	76.325	73.975	72.725	72.4	71.85
Maximum	86.3	85.7	98.8	88.55	88.35

Figure 3: Cumulative ATAR result comparison

Pathways

Overview

Tertiary study

Of the 40 graduates, 38 (95%) applied for a study course through the Victorian Tertiary Admissions Centre (VTAC). Of this number, 36 (95%) received an offer. The two students who did not get an offer applied directly to ACU.

In terms of their preference, the breakdown is as follows:

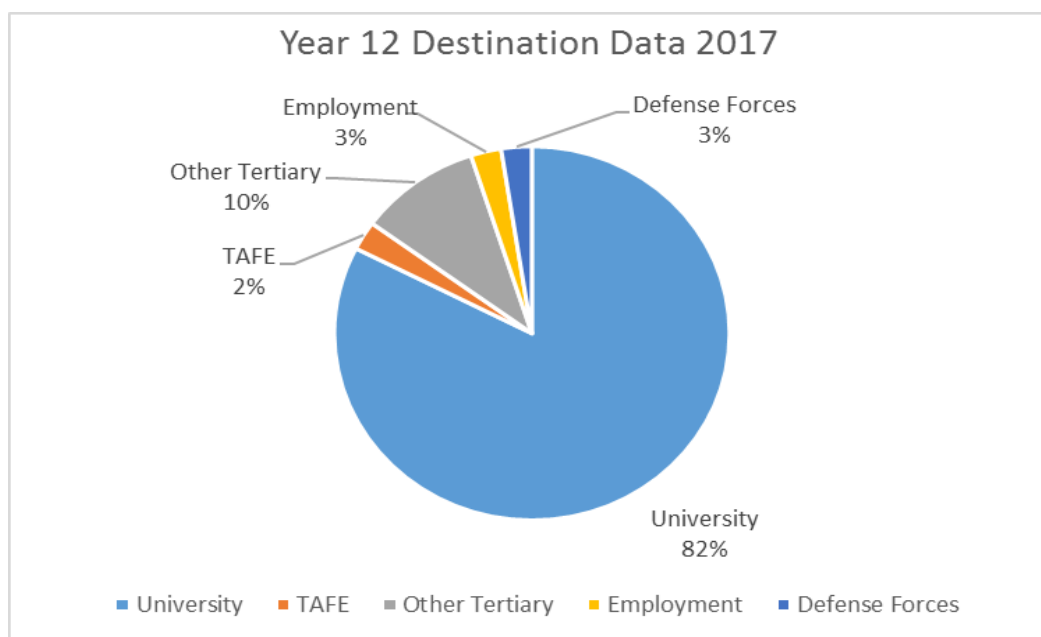
Preference:	Number:	Percentage:	Cumulative:
1st	18	50	47
2nd	7	19	66
3rd	4	11	80
4th	5	14	94
5th	0	0	94
6th	1	3	97
7th	0	0	97
8th	1	3	100

Other directions

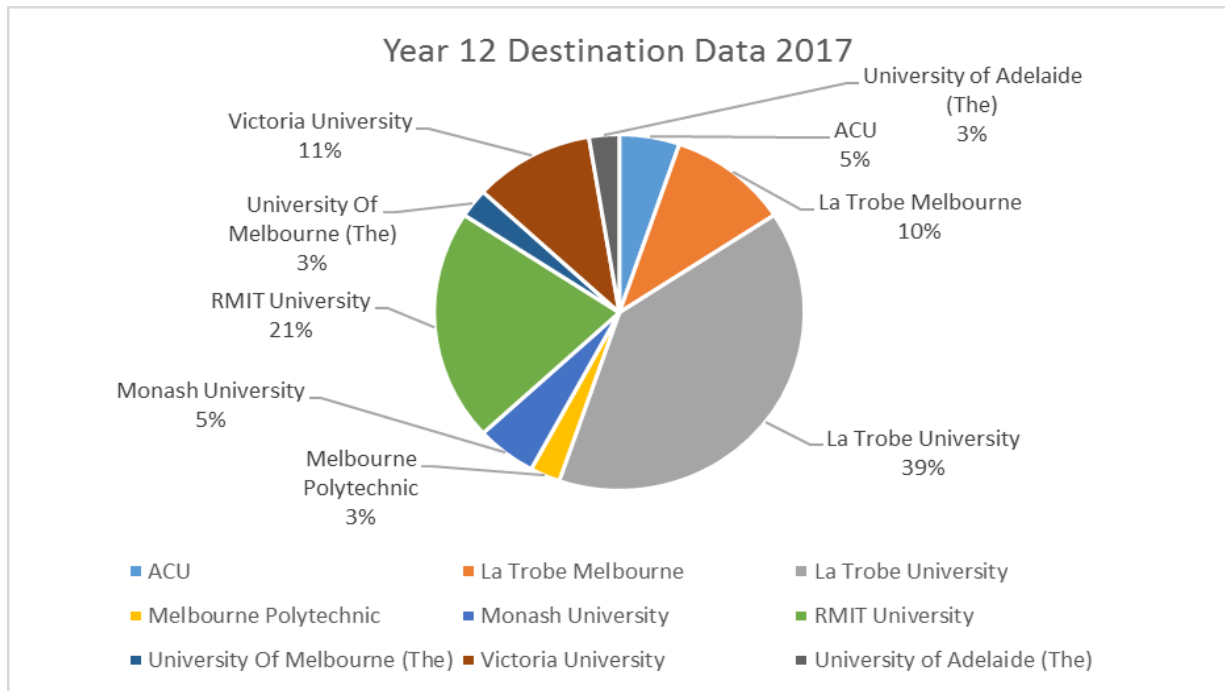
Of the 2 graduates who chose not to pursue further tertiary study, their pathways were:

- Employment/Traineeship
- Defence Forces (Australian Defence Force Academy)

Destination data



Results



Institution	Area of Study	Number of Students	Total Number of Students
ACU	Nursing	2	2
La Trobe University	Business/Commerce	4	15
	Criminology	2	
	Engineering	2	
	Science	1	
	Biomedicine/Bioscience	3	
	Nursing	2	
	Arts	1	
La Trobe Melbourne	Engineering	3	4
	Health Science	1	
Melbourne Polytechnic	Building Design	1	1
Monash University	Business/Accounting	1	2
	Pharmacy (Honours) Master of Pharmacy	1	
RMIT University	Criminal Justice	2	8
	Legal Practice	1	
	Health Sciences	1	
	Management	1	
	Building and Construction	1	
	Psychology	1	
	Engineering-Aerospace (Honours)	1	
University of Adelaide (The)	Animal Science	1	1
University of Melbourne (The)	Fine Arts (Animation)	1	1
Victoria University	Business	1	4
	Exercise Science-Clinical Practice	1	
	Biomedical Science	1	
	Early Childhood education	1	
Other	Defence Forces	1	1
	Employment/Traineeship	1	1

Results

Summary

- 40 Students successfully completed Year 12, attaining their VCE.
- 38 out of the 40 students applied for courses through VTAC.
- 36 out of the 38 students that applied through VTAC received an offer.
- The two student who did not receive an offer through VTAC, applied for the Diploma of Nursing through ACU.
- 35 students received an offer through VTAC in the first round and 4 students received an offer in the second round, one of which did not receive an offer in the first round.
- 47% percent of students received an offer for their first preference.
- 80% of students received an offer for one of their top 3 preferences.
- 8% of students received more than one offer.
- Range of offers from La Trobe University, La Trobe Melbourne, Melbourne Polytechnic, Monash University, RMIT, Victoria University, The University of Adelaide and The University of Melbourne.
- There are a larger variety of interests, which students wish to pursue in their tertiary studies, than in previous years; Business/Commerce, Criminology/Law and Health/Biomedical stand out as popular choices.
- La Trobe University remains the University of choice, with some students choosing La Trobe Melbourne as a pathway into La Trobe University.
- Some students took up the opportunity to enter early entry programs such as The Aspire Program at La Trobe University where they gained recognition for volunteering, leadership or community engagement. Students received:
 - an early conditional offer into their chosen course
 - reduced minimum entry conditions
 - access to Enrichment Program
- All students were encouraged to submit Special Entry Access Scheme (SEAS) applications as rural and first generation students to attend University to boost their ATAR. This scheme also takes hardship and disadvantage into consideration when considering university applications, particularly when the student does not meet the course entry requirements, such as study scores and ATAR rankings.
- 2017 saw Hume Anglican Grammar's application for Priority Campus and School Bonus accepted. Priority School Bonus is for schools with a strong relationship with La Trobe University and the Campus bonus is for schools in geographical areas close to each La Trobe Campus. All students received 10 VCE ATAR Aggregate Bonus points (3-8 ATAR points) when they apply for Latrobe courses.
- Students were encouraged to make an appointment for guidance from the Careers Counsellor. Many students took advantage of this opportunity.
- Whilst the ATAR ranking determines university entry success, students who did not achieve their desired ATAR still managed to secure a placement. Applying for universities that are located outside Melbourne can assist with this, pathway degree courses, or foundation, diploma and Unilink courses that can lead to entry into 2nd year university degrees after completion (e.g. La Trobe Melbourne), also achieve this.



Parent, student, and staff satisfaction with the School

- (Staff) This is a good school and just in its tenth year but it has some way to go to become an excellent school; the rapid growth in student numbers is both a positive and a genuine challenge.
- (Staff) I believe the school is heading in the right direction and is becoming more strategic and proactive in its planning. Positive signs for the future.
- (Parent) I am happy with the way my child has been helped this year as he had a hard time transitioning into prep. His teacher went out of her way to make sure he was comfortable and felt safe at school.
- (Parent) My child's Year 11 teachers are doing a fantastic job. Thank you very much.
- (Student) A sensational school. An interesting, creative learning environment is present throughout every class. Teachers are very caring and enthusiastic about their subjects. There is no place I'd rather be!
- (Student) Hume Anglican Grammar is an extremely good school that is well organised and funded. The school provides me and my peers with all the possible resources for to learn and grow. Any pupil that attends this school will have the opportunity to thrive and grow in the spirit of Hume Anglican Grammar. The school has a saying that they tell the students each week and that is "Aim High and Be Proud", and at Hume Anglican Grammar I feel that I can do that. I started at Hume Anglican Grammar in year three in 2010 and for a low cost grammar school I am extremely satisfied with the quality of education that I a provided with. I have seen this school grow from less than 200 students to over 800 students, I am now in year 10 and it is now 2017 and I am extremely proud to voice that I attend Hume Anglican Grammar.



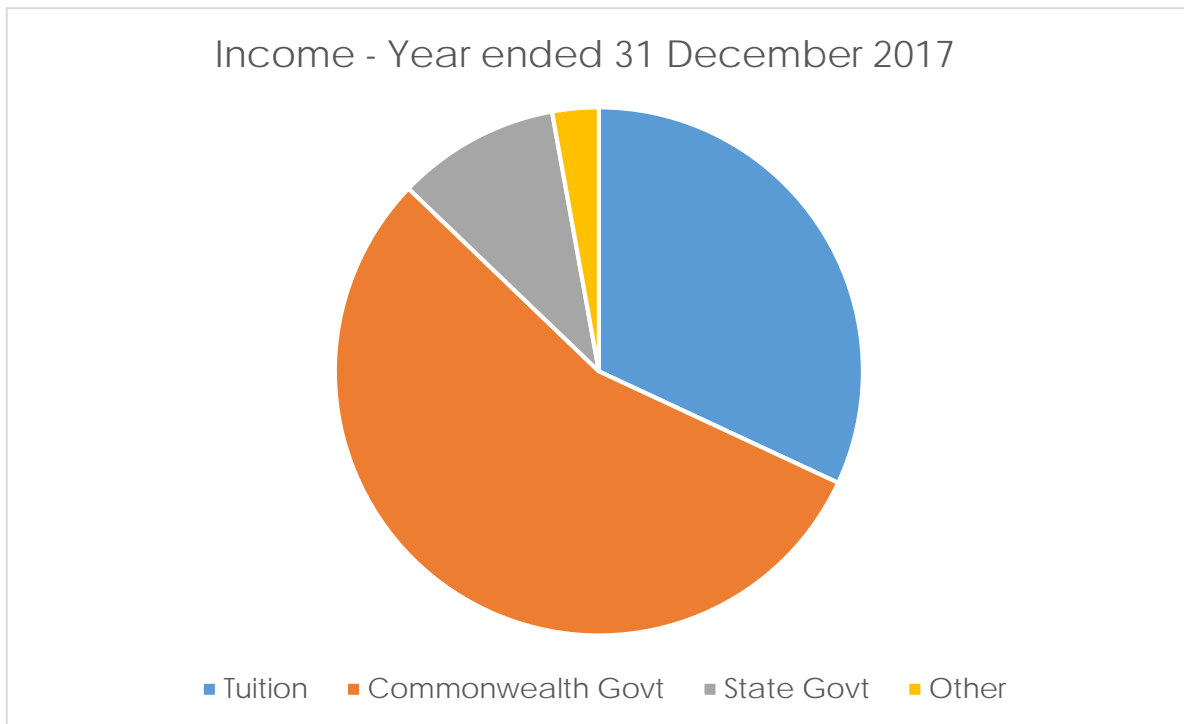
Financial reporting

The School achieved a comprehensive income (net operating surplus) result of \$998,240 for the financial year ended 31 December 2017.

Income and expenditure is summarised below.

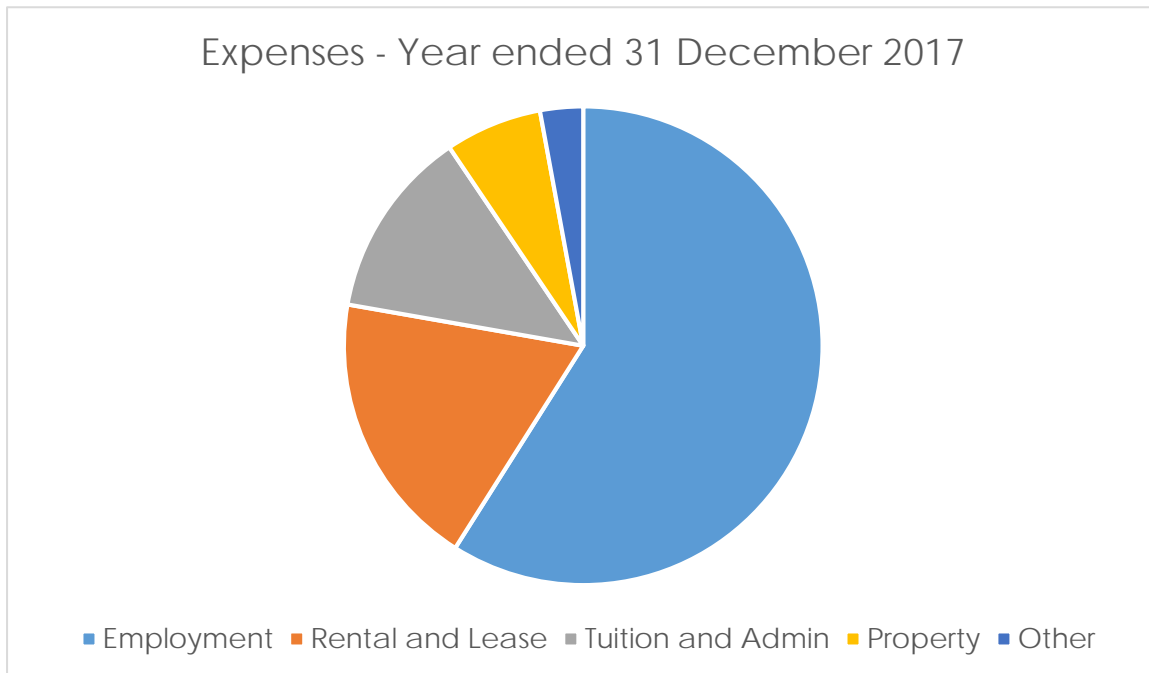
Income

Income Category	\$'000	%
Tuition related income	5,469	32
Commonwealth general recurrent grants	9,459	55
State general recurrent grants	1,709	10
Other income	487	3
Total Income	17,124	100



Expenses

Expense Category	\$'000	%
Employment expenses	9,896	58
Rental and lease expenses	3,151	19
Tuition and administration expenses	2,146	13
Property expenses	1,098	7
Other expenses	487	3
Total Income	16,778	100



Capital works projects and property management report

The School received \$26,900 in Building Fund donations in 2017, which are gratefully acknowledged and will be applied towards acquisition, construction, and maintenance of school buildings.

Work on Building 12 was completed in readiness for the commencement of the 2017 school year. Building 12 comprises six classrooms, an extensive communal gathering space including an internal amphitheatre seating area, four people study settings, kitchenette, staff office, meeting room and two offices.



A significant amount, approximately \$180,000 was spent on capital projects and improvements around the School. Projects included the Coachhouse redevelopment, additional car park spaces, improvements to the Upper Primary playground, improved signage, and other minor improvements.

A considerable investment of approximately \$375,000 was also made into upgrading the School's IT infrastructure and equipment, and approximately \$225,000 on general buildings and grounds maintenance.

Appreciation is expressed to Maintenance Services for their care of facilities and the provision of a safe working and learning environment for staff, students, and families.

