

Celebrating Our Success

# 2024

## ANNUAL REPORT



Always was,  
always will be,  
Aboriginal Land.



At Hester Hornbrook Academy we acknowledge the Bunurong and Wurundjeri peoples of the Kulin Nation as the Traditional Custodians of the Land on which we teach, learn and work. We pay our respects to their Elders past and present. We also acknowledge and celebrate the contributions of Aboriginal and/or Torres Strait Islander staff, students, and families within our community.

Our school recognises that the education system in this country is a colonial construct, and we commit to decolonise our teaching, learning and wellbeing practices. Our staff honour the educational customs that have existed as part of the oldest continuous living culture on Earth. We have a deep appreciation for the sacrifices and ongoing resistance of the Wurundjeri and Bunurong peoples. We acknowledge that we all continue to benefit from their protection of culture, land, and waterways.

We live on unceded Land.

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# SUCCESSFUL LEARNING BEGINS IN A SAFE ENVIRONMENT

Welcome to our 2024 annual report. A celebration of our students' growth, resilience and achievements over the last year. At our school, success is personal and unique, it is not defined by one standard or measure, but by the individual journey our students undertake each day to achieve their self-identified goals.

With courage, determination and the support of the Hester Hornbrook community, students overcome personal challenges and continue to thrive. Our school community is built on compassion, understanding and a belief in the potential of every student. We focus not only on academic success, but on preparing our students for life beyond Hester Hornbrook. Through our Graduate Profile, every student is encouraged to consider their future roles as global citizens and are equipped with the crucial skills to pursue their chosen pathways.

This report shares the many ways our students have grown and succeeded over the past year. We are proud of their accomplishments and look forward to another year of learning, growth and empowerment.

## Sally Lasslett

EXECUTIVE PRINCIPAL OF HESTER  
HORN BROOK ACADEMY



This year, the Hester Hornbrook Academy team celebrated the hard work that goes into opening and registering a new healing-oriented learning environment — as the year progressed, our Werribee Campus came to life.

At Hester Hornbrook we know that young people do their best learning when wellbeing and a host of other challenges are addressed. As a senior secondary school, we focus on re-engaging those young people who have not been able to be supported in their previous school setting. I am so proud that Hester Hornbrook offers young people a way to learn, feel safe and supported at school and an opportunity to pursue positive pathways.

We value our students and the contribution that they make to our community. At Hester Hornbrook we educate our students in a holistic way and ensure that every person is safe, respected and productive.

To my amazing staff, every one of them who has worked so hard this year, I am deeply grateful for their dedication and commitment. This year, the Hester Hornbrook team worked tirelessly to establish our new campus in Werribee, which will open in January 2025 full of students.

We are proud of our ability to fill the urgent need for flexible learning options across the state of Victoria. As a leader in the Special Assistance Sector, it is my vision for us to prove the impact that we have not only on the lives of each young person we walk alongside but to the education system – school can be done differently, and Hester Hornbrook is proof of that.

# Introducing the Board

Hester Hornbrook Academy has taken an exciting leap forward this year with the construction of our first stand-alone campus in Werribee and the refurbishment of a new City campus. The opportunities provided by consistent government funding continue to allow us to grow and provide quality education and wellbeing support to more young people in Victoria.



**David Wild**  
Finance, Investment & Audit Committee, Innovation & Research Committee  
MSW, BSW, FGLF, GAICD

Experience and expertise: With a clinical background in mental health, David has made significant contributions across the education, health, and community sectors. His extensive experience includes forging partnerships to enhance health and wellbeing outcomes for vulnerable communities, including refugees, asylum seekers, Indigenous communities, and youth. David is committed to driving positive change and fostering inclusive environments, aiming to inspire and lead the way to a brighter future for our community. David has held the positions of Board Director and Chair for the Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS) and served as CEO of the Specialised Assistance School for Youth (SASY). He currently holds the role of CEO at Sunbury and Cobaw Community Health and serves as a Non-Executive Director on the Adult and Community Further Education Board of Victoria.



**Dr Ros Otzen**  
Quality, Safety & Risk Committee  
BA (Hons), BEd, PhD, ASDA

Ros is a passionate supporter of education for all. She has served on The Hester Hornbrook Academy Board since May 2016 and is a former Chair. Ros was Principal of Korowa Anglican Girls' School from 1991–2003 and was instrumental in establishing the Alliance of Girls Schools of Australia, which has now become a major member of the International Coalition of Girls' Schools. Ros was the inaugural President of the Alumni Council of the University of Melbourne and is the former Deputy Chair of the Melbourne City Mission Board. Ros is also an author and historian.

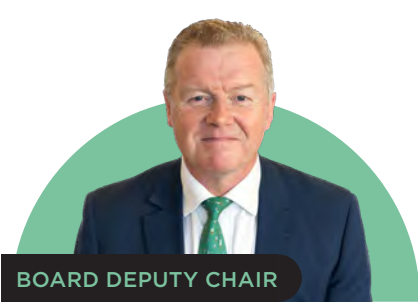


**David Rennick**  
BEc, LLB  
David brings over 30 years' experience in the professional services and property industries to his role as Chair of Hester Hornbrook Academy, which he joined in August 2016. He is a director on the Melbourne City Mission and the Quantum Support Services boards. David is also a director of Melbourne Football Club and the Jim Stynes Foundation, Chair of the Advisory board at Villawood Properties Group, a board adviser to Carr Design and a senior advisor to Inspired Companies. Previously he was a director of an ASX 200 company, director of international law firm Pinsent Masons and CEO of Maddocks. David's legal expertise includes property development, corporate real estate and retail property.



**Sarah Rogers**  
Quality, Safety & Risk Committee  
BA, BAppSc-OT, MPH

Sarah is a passionate public health professional with a strong focus on children and young people's health, wellbeing and development, particularly the intersection of evidence, theory and practice. Sarah is an Occupational Therapist with a Master of Public Health, and has held multiple roles across the education, health, government and not-for-profit sector. Sarah is currently employed as Evidence and Implementation Lead at Orange Compass. Sarah joined the Hester Hornbrook Academy Board in 2020.



**Dr Greg Trainor**  
Finance, Investment & Audit Committee, Innovation & Research Committee  
DBA, MBA, Bachelor of Business Studies, Grad.Dip. Business Studies  
Greg has over 35 years' experience in the private and public sector, having held leadership roles in the areas of strategy, logistics, software development and consulting. He has worked in a number of public utilities before joining organisations like GE, Accenture, Sensis and Engie. Greg has been involved as an Advisory Board member on a number of start-ups and SMEs and has also been on Faculty in MBA programs at Melbourne Business School, RMIT and Latrobe Business School.



**Elida Brereton**  
Nominations & Remuneration Committee, Quality, Safety & Risk Committee  
BA, DipEd, FACE, FACEL  
Elida has extensive experience as a teacher, principal and educational leader. Elida was a principal in government schools for over 17 years and was National President of the Australian College of Education. In addition to her role on the Hester Hornbrook Academy Board from August 2016, Elida is a member of MLC Kew Foundation and is an executive member of various state bodies including the Victorian Secondary Past Principals Association, and the National Council of Women of Victoria (President).



**Di McDonald**  
Nominations & Remuneration Committee  
BAppSc, GradDipEd, GradDipRehab, GradDipBusMgt, MMgt (Organisational Systems), MAICD  
Di has an extensive background in healthcare, disability, management, and occupational health and safety, and has held a wide range of senior leadership roles including at a CEO level. Di is a member of the Australian Institute of Company Directors and has broad experience in executive and non-executive board positions across privately-owned and not-for-profit organisations. Di is Chair of MCM Housing, Non-Executive Director of Hester Hornbrook Academy; Chair of the Law and Advocacy Centre for Women (LACW); a member of the Cabrini Foundation Board; Non-Executive Director of Aged Care Justice; Advisory member of Psychology Melbourne; and past Chair of the Melbourne City Mission Board.



**Garry Wilkes**  
Quality, Safety & Risk Committee, Innovation & Research Committee  
MBBS, FACEM, AFRACMA, GIACD, GCert Hith Prof Ed, PRiMed, CMC  
Garry is an experienced Medical Administrator, Emergency Medicine Specialist and Clinical Associate Professor with more than 30 years' experience at a specialist level in public and private hospitals across Australia. Garry is a keen educator in a variety of areas including the Australasian College for Emergency Medicine (ACEM) and the Royal Australasian College of Surgeons (RACS). Garry's interests include leadership development, clinical governance and redesign, clinical communication skills, conflict management and coaching.



**Nate Keily**  
Finance Investment & Audit Committee  
CPA, CGMA, GAICD, B Int Bus, B Int Std  
Nate is a Certified Practising Accountant (CPA), Chartered Global Management Accountant (CGMA) and is a Graduate of the Australian Institute of Company Directors (GAICD) with over 15 years Senior Finance and Commercial Leadership experience at General Electric (GE) spanning many industries including Software, Energy, Healthcare and Financial Services. With Commercial Leadership responsibility across 19 countries within the Asia Pacific region, as an integral member of the APAC senior executive team, Nate motivates and manages commercially oriented teams to meet organisational goals and objectives with a focus on growth and value creation for customers and shareholders alike. Nate is a company director for GE's Australian software business unit.



**Louisa Ellum**  
Resigned December 2024  
BA (Hons), DipEd, GradDipEdit&Publ, MComm  
Louisa is a vocal advocate in the youth education arena and currently works at Beyond Blue as Head of Development and Implementation, Education. Louisa was previously the CEO of Bayside Glen Eira Kingston Local Learning and Employment Network (BGKLEN), CEO of the International Specialised Skills Institute and Chair/ Deputy Chair of the YACVic Board. She is currently the Chair of the Southern Metropolitan Regional Council of Adult Community and Further Education. Louisa is currently undertaking a PhD in Education at the University of Tasmania under Associate Professor Kitty te Riele in flexible learning and partnerships. Louisa joined the Hester Hornbrook Academy Board in June 2017. This year we thank Louisa for her long support of Hester Hornbrook Academy.

# Our People The Foundation of Our Impact

At Hester Hornbrook Academy, the calibre and character of our staff are central to the success of our educational model. We seek professionals who bring more than qualifications, individuals who show compassion, adaptability, and a deep commitment to working with young people in a flexible, safe, respectful and productive manner.

The young people who come to Hester Hornbrook Academy have often experienced exclusion, instability and trauma. For these students, the relationships they form with staff are often the first step toward re-engagement with education. These relationships are built on consistency, care and high expectations delivered without judgment.

To “do school differently” means meeting students where they are and walking alongside them as they define their own vision of success. It is the professionalism, presence and passion of our staff that makes this possible. They create environments where young people feel safe, valued and supported and from that foundation, education of the whole person can take place.



**Amanda Amato**  
Assistant Principal, Wellbeing & Inclusion

Amanda has experience in supporting young people disengaged from education across several different settings. Amanda recognises that education can have a lasting positive impact on young people as education increases access to future pathways and overall strengthens one’s wellbeing. Amanda believes a school environment needs to be safe and inclusive with a strong relational focus that also prioritises student agency.



**Cameron Rowe**  
Assistant Principal, Operations

Cameron has been an educator and leader in several different educational settings and context both in Australia and the UK. He is the Assistant Principal: School Operations at Hester Hornbrook Academy and brings a wealth of experience in Teaching and Wellbeing, combined with passion and drive towards building culture and a positive learning environment with both students and staff. Cameron entered education as a physical education teacher but quickly found a joy and a strength in working with students who had struggled to find success or enjoyment in the traditional education settings. This led him into vocational teaching and helping students succeed in finding positive pathways that may not come from receiving an ATAR. Cameron strongly believes that a strong foundation of student wellbeing is what meaningful learning can be built on.



**Elise Leadbetter**  
Head of Engagement

Elise brings a wealth of knowledge in youth services and the wellbeing of disengaged youth. She believes engagement increases when we create a safe and respectable space for young people to be productive.

*“Consistency and unconditional positive regard always bring out the best in young people, allowing them to become active participants in their own journeys.”*



**Sally Lasslett**  
Executive Principal

Sally has been an educational leader in a variety of school settings for over 25 years. Sally has led school turnaround initiatives and significant educational improvements, often advocating to government for improvement opportunities for re-engagement and wellbeing resources for schools. An active home economics professional with a passion for developing real-life skills, Sally is on the board for Home Economics Victoria and is an accomplished secondary textbook author. Sally is an advocate for successful pathways and transitions for disengaged young people and is truly passionate about the flexible school setting which incorporates essential wellbeing supports.



**Cengiz Hulusi**  
Acting Business Manager

Cengiz brings over 30 years of experience as a CPA, with a career spanning both the education and private sectors. He is passionate about aligning strategic and operational planning to ensure resources are used effectively in support of the school’s mission. With a strong belief in the power of education to change lives, Cengiz values the opportunity to contribute to the growth and development of young people. His work is grounded in a commitment to inclusion, sustainability, and creating environments where every student has the opportunity to thrive.



**Michael Freedman**  
Assistant Principal Teaching & Learning

As an experienced educational leader with over 27 years of experience, I am proud of my current position as an Assistant Principal of Hester Hornbrook Academy, leading the teaching and learning in this special assistance school. The team I lead have built a strong, healing-oriented pedagogy to support the educational development of a diverse range of young people. I am proud of our achievements and strive to continue developing and advocating for the special assistance school sector. Each young person is unique and authentic. I am grateful and honoured to be able to play a role in their journey.



**Linus Lane**  
Head of Student Services

Linus comes with over a decade of experience as a VCAL educator.

*“Seeing students reclaim agency in their lives and go on to contribute positively to their communities is deeply rewarding. If I can help students feel connected to and valued by their communities, I feel like I have made an important contribution.”*



**Alyssa McNeilly**  
Head of Research and Innovation

Alyssa has worked in Education since 2008, with roles including classroom teacher, Equity Leader, Lookout Learning Advisor, and Project Officer for the Disability Inclusion Reform. She has completed a Masters of Inclusive (Specialist) Education and is passionate about ensuring all young people have equal access to education. She is grateful to be working towards sharing the transformative power of HOPE (Healing Oriented Program of Education).



**Jenny Clarke**  
Business Executive Leader

Jenny Clark is an accomplished Business Administration Leader with extensive experience in the education sector, spanning both primary and secondary settings. Currently serving on the Senior Leadership Team at Hester Hornbrook Academy, she plays a pivotal role in overseeing HR operations for over 200 staff, and leading a dynamic team of administration professionals. With a strong background in organisational development, project management, systems and process implementation, Jenny has been instrumental in supporting Hester Hornbrook Academy’s expansion across Melbourne. Her leadership is marked by a commitment to continuous improvement, professional development, and fostering collaborative teams. She holds a Mini MBA from AIMS Institute of Management and is actively engaged in Leading Professional Learning with the Hester Hornbrook Administration.



# Our People Heads of Campus



**Patrick Nicholls**  
Head of Campus, Sunshine

Paddy is a passionate leader who has valuable experience in mainstream and special assistance education. He believes that all people should have the opportunity to develop a lifelong love of learning.



**Andy Cowper**  
Head of Campus, South Melbourne

Andy is an empathetic and fun-loving leader who firmly believes in building a safe and inclusive community. 30 years' experience working with and walking alongside youth, has created a strong passion for building on the best practice to engage and support our students on their wellbeing for learning and learning for wellbeing pathway.



**Jo Lehmann**  
Head of Campus, Prahran

Having worked at the school since its inception, Jo brings a diverse breadth of knowledge and experience in trauma informed education and wellbeing. Jo has a strong passion for working to overcome student adversity and barriers to meet their education and wellbeing goals. Jo has worked at both the classroom level and leadership level, ensuring a strong understanding of student needs and how to best meet them.



**Sacha Sammut**  
Head of Campus, City

Sacha comes with over a decade's worth of experience and knowledge working in the flexible education system and supporting young people who have been disengaged from education and training. Sacha's career started in the homelessness and justice division of community services where she recognised the hope and strength that education can provide for young people. Sacha is incredibly proud of the growth at Hester Hornbrook Academy and looks forward to being a part of its future.

# Healing Oriented Program of Education Supporting the Whole Student

In 2024, one of Hester Hornbrook Academy's most significant strengths was the effectiveness of its multi-disciplinary team model.

Teachers, Education Support Staff (ESs), Youth Workers, Allied and Auxiliary Professionals and those behind the scenes in non-student facing roles worked in close collaboration to provide comprehensive, wraparound support tailored to the individual needs of each student.

This integrated approach is grounded in a foundational belief: **wellbeing and learning are intrinsically linked**. Academic progress cannot be achieved in isolation. Emotional and social wellbeing, and meaningful learning can serve as a catalyst for personal growth and resilience.

By sharing professional insights, responding to emerging needs in real time, and fostering strong, trusting relationships, staff created safe and predictable environments where students felt recognised, respected, and supported. The HOPE model ensured that academic, social, and emotional needs were addressed holistically, embodying wellbeing for learning and learning for wellbeing.

Throughout the year, this approach enabled students to achieve goals beyond academic achievements. The HOPE framework, a defining feature of Hester Hornbrook, fosters healing, reconnection with education, and the development of self-worth and agency, proving that when the whole person is supported, sustainable success becomes possible.



“BEING A TEACHER AND WELLBEING TEAM LEADER AT HESTER HORNBOOK HAS REINVIGORATED MY PASSION TO ASSIST YOUNG PEOPLE AND CONTINUE TO WORK IN THE EDUCATION SECTOR AS IT HAS SHOWN ME THAT THERE ARE EDUCATIONAL SECTORS THAT REALLY DO CARE ABOUT AND SUPPORT INDIVIDUAL YOUNG PEOPLE AND STAFF. “

– Miranda, Teacher & Wellbeing Team Leader





# Professional Learning

At Hester Hornbrook Academy, professional learning is not a tick box exercise — it is a bold, strategic investment in people.

Our 2024 whole-school Professional Learning Plan reflected our deep commitment to every young person we serve, by ensuring every staff member is equipped to show up, step up and deliver on the promise of flexible, inclusive, and Healing Oriented education.

The centrepiece of this year’s plan was the Trauma Aware Education Conference in Brisbane, which was attended by a great many of our staff. This was not just professional development — it was a full-system learning moment. Bringing everyone along created shared understanding, amplified our collective impact, and strengthened our practice across every campus and team. It was a clear expression of our values in action and a powerful example of sector leadership.

We also leaned into professional learning opportunities that extended beyond traditional methods. A highlight was our mainstream school shadowing review, where Hester staff spent time embedded in local mainstream schools. This experience provided valuable insight into systemic differences — from larger class sizes and stricter discipline models to the gaps in wellbeing support and limited trauma-informed practice. These real-world observations did not just validate our approach — they sharpened it. Staff returned with renewed clarity on the importance of our model and with practical ideas to advocate for better outcomes system wide.

Throughout the year, all learning was intentional, data-driven, and tightly aligned to our 2023-2025 strategic goals. Every session was designed to lift the outcomes that matter most: student engagement, attendance, academic growth, wellbeing, and life beyond school.

Teachers focused on literacy, numeracy, differentiated instruction and explicit teaching via our 4Es model. Wellbeing and Education Support staff collaborated on practical campus-based strategies to deepen

engagement. Our Leadership and Administrative teams- built strength in areas like communication, enrolment transitions and authentic family partnerships.

We embedded this with Professional Learning Communities (PLCs) — regular opportunities to collaborate, experiment, reflect and improve. The result was a staff team that was not only equipped for today but actively shaping the future of flexible education.

**In 2024, staff attended the following:**

- TRAUMA AWARE EDUCATION CONFERENCE, BRISBANE
- STUDY TOURS TO SOUTH AUSTRALIA, NEW SOUTH WALES AND QUEENSLAND
- COGNITIVE COACHING - GRIFT EDUCATION - EMPOWERING OTHER EDUCATORS TO ACHIEVE STUDENT OUTCOMES
- CROSS LEADERSHIP SHADOWING FOR SUCCESSION PLANNING
- ISV EDUCATIONAL LEADERSHIP DEVELOPMENT
- FUTURE SCHOOLS PD OPPORTUNITIES AND SCHOOL VISIT PROGRAMS
- EXPLORING INNOVATION FUTURE SCHOOLS’ TOUR
- LITERACY AND NUMERACY INTERVENTION TRAINING
- MARAM TRAINING
- UNDERSTANDING SELF HARM - FRONTLINE STAFF / FIRST AID
- MENTAL HEALTH FIRST AID
- EDUTECH EXPO
- BANKSIA EDUCATION OPEN CLASSROOM
- AUTISM IN SCHOOLS CONFERENCE
- DOING SCHOOLS DIFFERENTLY CONFERENCE





# SUCCESS IS BUILT ON STUDENT AGENCY

## OUR VISION

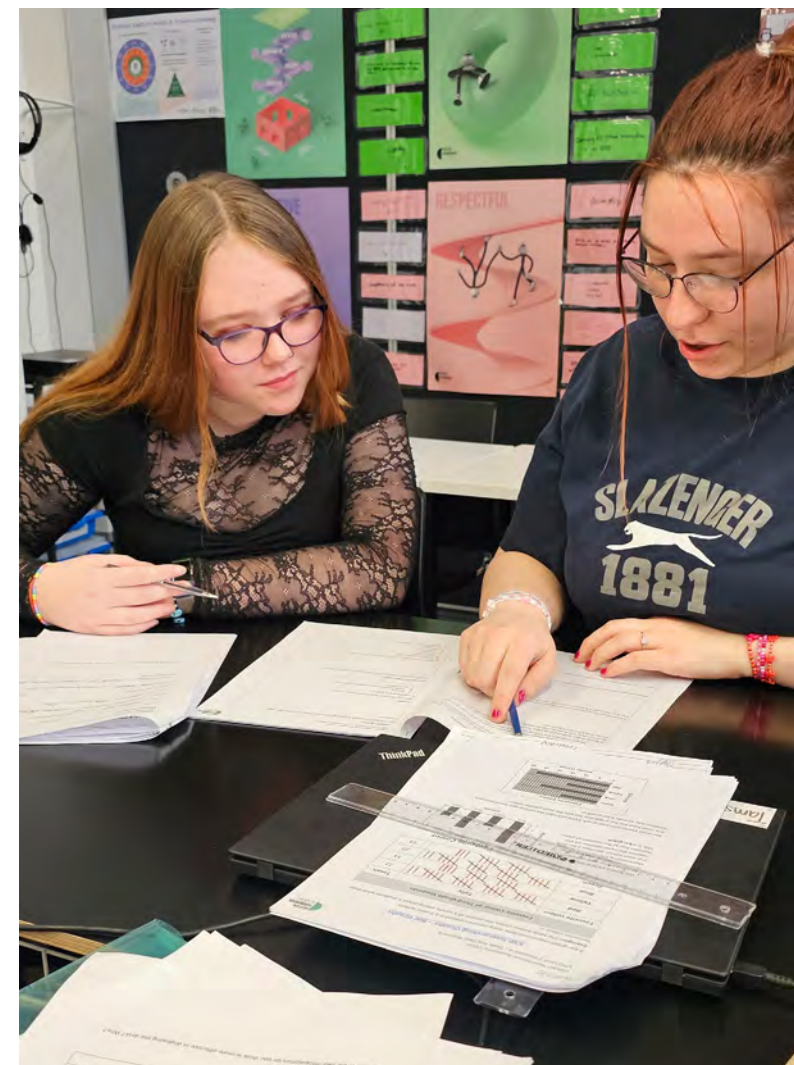
At Hester Hornbrook Academy we envision an inclusive and just community where all young people have equal access to education and the opportunity to create their own future.

We are committed to creating an inclusive and just community that recognises education as a fundamental human right. Our vision is rooted in the belief that education should be holistic, addressing not only academic outcomes but also the broader wellbeing needs of each individual. We strive to provide a wellbeing and learning environment where young people feel safe, valued and heard, enabling them to thrive and contribute meaningfully to their communities.

By embracing the principles of inclusiveness, we aim to empower young people to overcome barriers and realise their full potential. Our vision is to be a leading example of how education can transform lives, fostering resilience and lifelong personal growth.

**"I CAME HERE AT THE START OF THE YEAR BECAUSE I WAS LOOKING FOR A CHANGE OF PACE. WE'VE ALL HAD SOMETHING. YOU CAN LOOK AT SOMEONE HERE AND KNOW THAT THEY'VE BEEN THROUGH ENOUGH. IT SPEAKS A STORY FOR ITSELF."**

*- Charles, Student*







## Our Mission

Our mission is to provide an innovative, inclusive and engaging educational experience that will:

- **Engage** young people by welcoming them into a community where they are safe, valued and heard.
- **Equip** young people with the skills, knowledge, resilience and values they need to build their vision of a positive future.
- **Empower** young people to lead a purposeful life and be a positive contributor to the community in which they belong.
- **Extend** young people to reach further, broaden their educational opportunities and effectively use wellbeing strategies to achieve positive future pathways and transitions.

Our mission is underpinned by the belief that every young person's journey is unique, and success should be measured individually. We are committed to addressing barriers to education and providing flexible, student-centred learning that recognises and nurtures each individual's talents and passions.

Through our Healing Oriented Program of Education (HOPE), we foster a culture of care and development, guiding young people to re-engage with education and embrace the future with optimism and confidence.

“WHAT’S DIFFERENT AT HESTER HORNBOOK ACADEMY COMPARED TO MY OLD SCHOOL, IS THAT I WANT TO COME TO SCHOOL NOW, BECAUSE I LIKE SCHOOL.”



## Bella

STUDENT FROM HESTER HORNBOOK ACADEMY

In 2024, my goals for school were: increasing my attendance, and working through the barriers to me attending. At my old school, I struggled with subjects because of my attendance, and I didn't want to repeat this. I like maths, and in my previous school I celebrated getting a low mark, because this meant I was at least attending sometimes.

What really helped me achieve my goal was setting strategies at the beginning of each term that made me accountable. I also had my youth worker send me a text every morning reminding me of class.

Since year 6, I have always had low motivation to get up and go to school, and I was very independent and relied on myself for this. My attendance is still not perfect, but my motivation is higher, and I know I need to get an education, and I want to get stuff done. I tell my friends this all the time.

What's different at Hester Hornbrook Academy compared to my old school is that I want to come to school now, because I like school. The things I like about school now are that there are more supports and I feel like if I ever have an average day, there is always someone to listen to me. At my old school, if I was having a really bad day with anxiety, I would not have anyone to talk to, and sometimes I would not go to school at all.

Having a youth worker and an education support officer has really helped me, and this is good. They have helped me with my schoolwork and improving my mental health.

OUR STUDENTS

Hester Hornbrook caters specifically for students disengaged from traditional schooling. Our thriving and diverse community, encompassing students from varied cultural backgrounds, the LGBTQIA+ community, neurodiverse learners and First Nations students, is a source of immense pride.

In 2024 Hester Hornbrook Academy saw a significant surge in new enrolments, affirming our commitment to engaging this student cohort. The foundation of our success lies in building educational standards underpinned by wraparound supports, all guided by our comprehensive approach, wellbeing for learning and learning for wellbeing, and our core values of Safe, Respectful, and Productive.

This intentional environment translates directly into the classroom, fostering an atmosphere where students feel secure enough to engage in learning. Furthermore, the ability of our staff to consistently build strong, authentic rapport with students shows our dedication to relational pedagogy, which is pivotal in boosting student confidence, resilience, and academic achievement.

Graduation data provides robust evidence of the efficacy of our Healing Orientated Program of Education (HOPE), highlighting its profound impact on student achievement. We are incredibly proud of our students and their learning and wellbeing success in 2024 and look forward to seeing more.

429

ENROLMENTS  
IN 2023

475

ENROLMENTS  
IN 2024

11%

ENROLMENT  
INCREASE



FEMALE IDENTIFYING STUDENTS

236

MALE IDENTIFYING STUDENTS

191

OTHER OR NON-BINARY STUDENTS

48

ABORIGINAL TORRES STRAIT ISLANDER STUDENTS

36

YEAR LEVEL SPLIT



10 Victorian  
Pathways Certificate

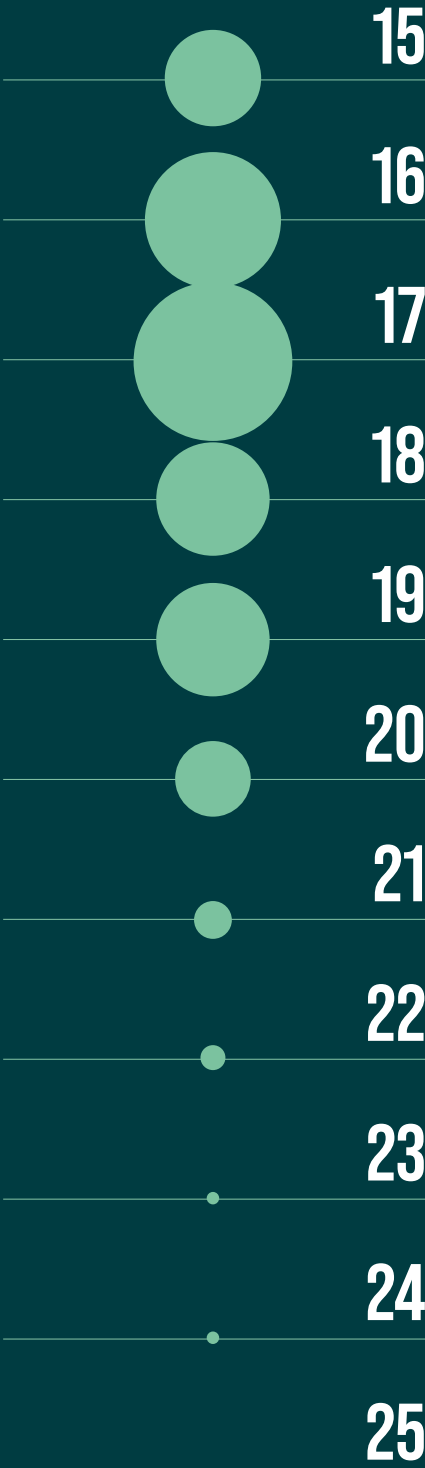


11 Vocational  
Major 1 & 2



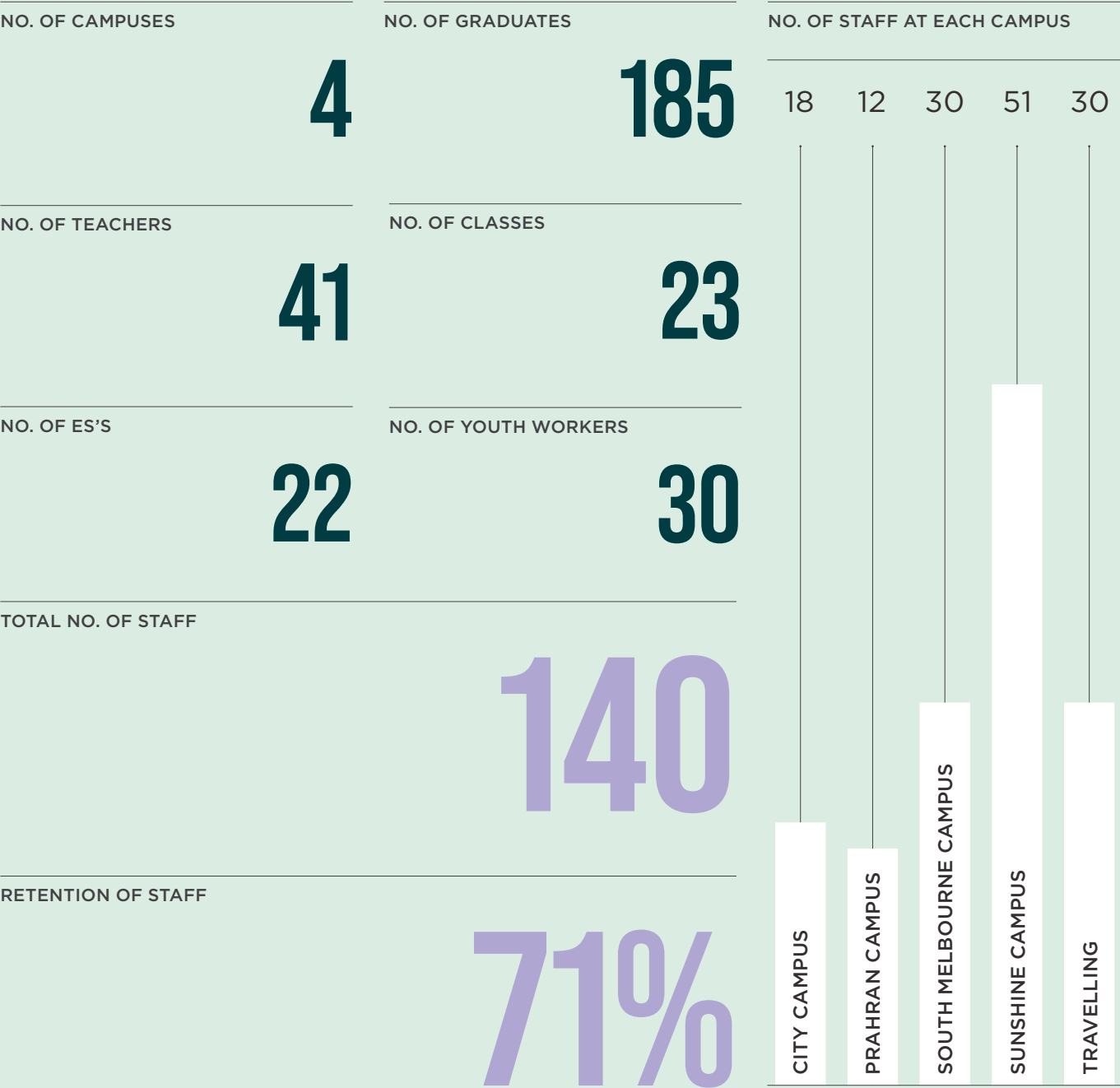
12 Vocational  
Major 3 & 4

STUDENT AGE





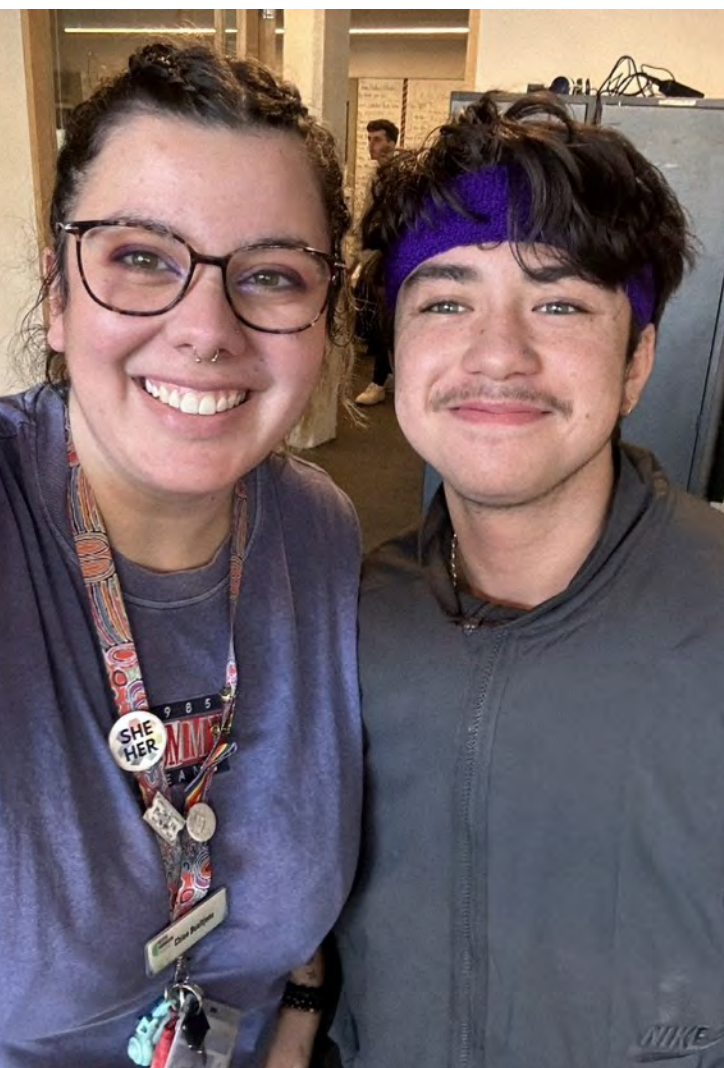
Our year in numbers





## Diversity and Inclusion

Celebrating diversity and building an inclusive community is key to Hester Hornbrook Academy's HOPE model. In 2023 Hester Hornbrook developed a Diversity and Inclusion Workforce Action Plan, the implementation of the plan continued throughout 2024.



There are several ways we build an inclusive community as part of Hester Hornbrook's HOPE model. Firstly, we acknowledge key dates across all our campuses in a meaningful way. In 2024 our days of acknowledgement included Harmony Day, IDAHOBIT Day, National Sorry Day, National Reconciliation Week, Wear it Purple Day, Matariki and Lunar New Year.

Staff knowledge base and capacity is also essential in building an inclusive community at Hester Hornbrook. Throughout 2024, staff across the school engaged in three separate professional learning sessions that unpacked what diversity, inclusion and intersectionality mean. The professional learning sessions provided staff with an important opportunity to discuss identified gaps and enhance their knowledge around these issues. These sessions covered essential elements of inclusion, understanding the importance of cultural acknowledgements, understanding unconscious bias and its impacts, equity of access, becoming anti-racist and LGBTQIA+ inclusion.

**“YOUNG PEOPLE VIEW THIS AS A PLACE WHERE THEY CAN BE THEMSELVES AND NOT WORRY ABOUT BEING PENALISED FOR BEING A FEW MINUTES LATE, FOR HAVING THE WRONG SOCKS, OR FOR FORGETTING TO BRING A PEN. I HAVE SEEN YOUNG PEOPLE HERE FEEL A SENSE OF FREEDOM AFTER PREVIOUSLY BEING IN STRINGENT AND RIGID SYSTEMS: HESTER HAS ENABLED THEM TO EXPRESS THEMSELVES IN AN AUTHENTIC WAY WITHIN AN INCLUSIVE, SUPPORTIVE ENVIRONMENT.”**

– Miranda, Teacher & Wellbeing Team Leader



## Supporting our First Nation Students

In 2024 a Reconciliation Action Plan (RAP) working group made up of fifteen staff was developed. Throughout 2024 this group, whilst also including student voice, decided on key actions and deliverables that formed a draft RAP.

This was submitted to Narragunnawali Program for approval at the end of the 2024 school year. The RAP framework through Narragunnawali Program is a sustainable, holistic approach driving reconciliation in education by building relationships, respect, and providing opportunities for cultural connection both within the school and the wider community.

The vision of our school RAP is to create a nurturing environment that allows Aboriginal and Torres Strait Islander students to thrive. We are committed to strengthening and uplifting student identity and we understand that cultural safety requires a collective effort and accountability.

We commit to reflecting on our practices, engaging in ongoing professional development and ensuring that staff have the knowledge and skills to effectively support Aboriginal and Torres Strait Islander students and our wider student cohort.

**“THE SCHOOL IS DEFINITELY A SCHOOL FOR EVERYONE. YOU’LL DEFINITELY BE INCLUDED.”**

– Nick, Student





# SOUTH MELBOURNE CAMPUS

## Class types offered

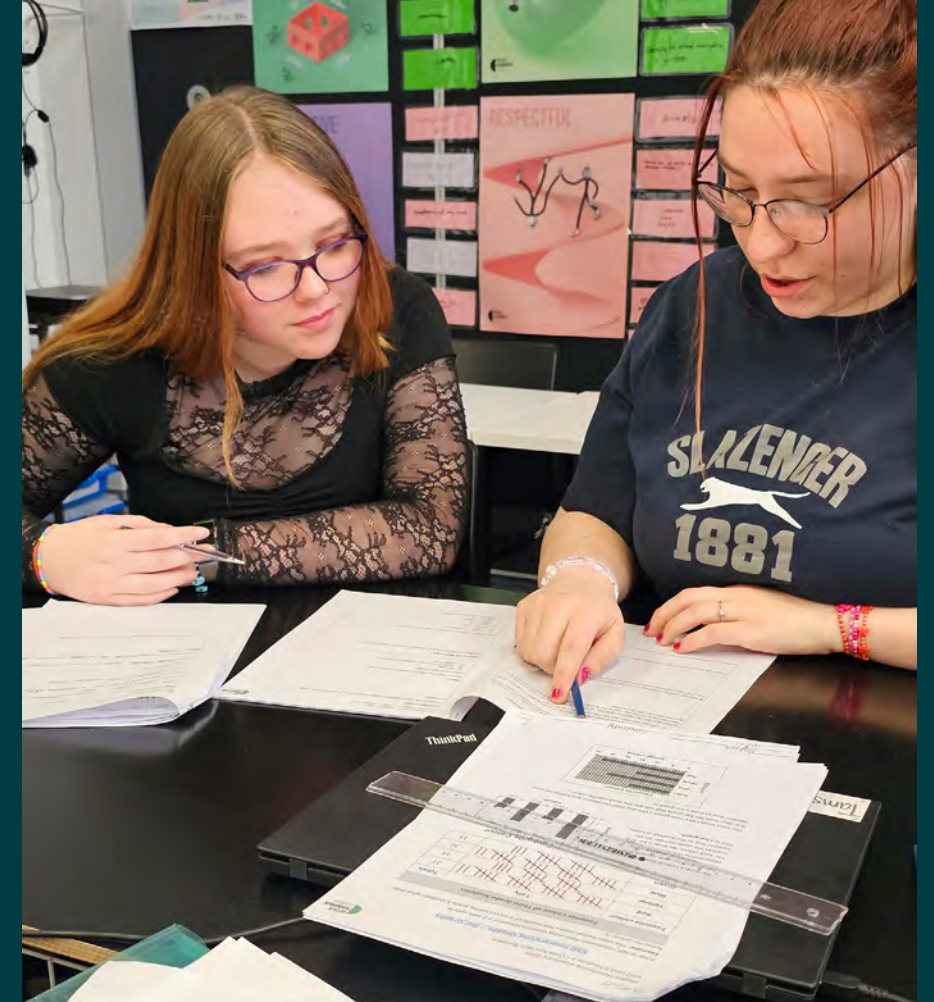
Vocational Major 1/2	✓
Victorian Pathways Certificate	✓

## Rate of Attendance

41%

## Class types offered

Vocational Major 1/2	✓
Vocational Major 3/4	✓
Victorian Pathways Certificate	✓



2024 saw new and existing students and staff coming together to create a vibrant and inclusive community.

Attendance and engagement were high on the agenda, leading to students participating in events like Matariki, Pride and Chinese New Year as well as wider community excursions at ACMI, Shrine of Remembrance and art exhibitions.

With the ethos of wellbeing for learning, learning for wellbeing, South Melbourne saw its highest number of graduate students to date. Graduate pathways included apprenticeships and further education into Tafe and University. The staff feel extremely privileged to walk beside our students on their journey and will continue to do so in to the future by creating a safe, respectful, and inclusive environment.

## Rate of Attendance

38%



# SUNSHINE CAMPUS

2024 was a fantastic year of growth and celebration at the Sunshine Campus! Highlights included our first-ever Sunshine Community Night, where students proudly welcomed family and friends to share in their learning journey.

This event was an enormous success, building strong connections between school and home. Another favourite was our festive Christmas Dinner, for which students decorated internal windows within the school for a judged competition— this creative and communal event, sparked joy, pride, and excitement across the campus.

These moments brought our community closer together and encouraged positive participation from students in ways that were enjoyable and meaningful.



## Rate of Attendance

42%

## Class types offered

Vocational Major 1/2	✓
Vocational Major 3/4	✓
Victorian Pathways Certificate	✓



# PRAHRAN CAMPUS

## Class types offered

Vocational Major 1/2	✓
Victorian Pathways Certificate	✓

## Rate of Attendance

41%

# CITY CAMPUS

The City Campus experienced a truly remarkable 2024, marked by significant student achievements and a thriving community.

Our new campus leadership team, consisting of Sacha and Olivia, successfully cultivated a safe, respectful and productive culture for students and staff. A highlight was the graduation of nine VCM VM students, a testament to their dedication.

In January, we proudly launched a Hybrid Pilot Program, enhancing learning flexibility. A major accomplishment saw eight students successfully transition from VCE VM Units 1&2 to Units 3&4, demonstrating strong academic progression. Student participation flourished, epitomised by a competitive, student-led Staff vs. Student basketball game, fostering engagement and solidarity.



2024 brought about growth and change for staff and students. The Prahran Campus experienced an increase in student participation and academic engagement.

Students spent the year embracing their time with Stonnington Youth Services, Headspace, Delta Therapy Dogs, and started getting ready to transition to the bright and vibrant new Exhibition Street Campus.

Prahran Campus saw increased engagement with our Careers Alumni Pathways and Employment team (CAPE) to achieve positive pathways. A huge desire and development in students gaining casual employment occurred. We enjoyed BBQs in the park during Summer and the surroundings of the large trees that watch over the campus building during the Autumn. We will miss our beloved Prahran Campus but cannot wait for new chapters.



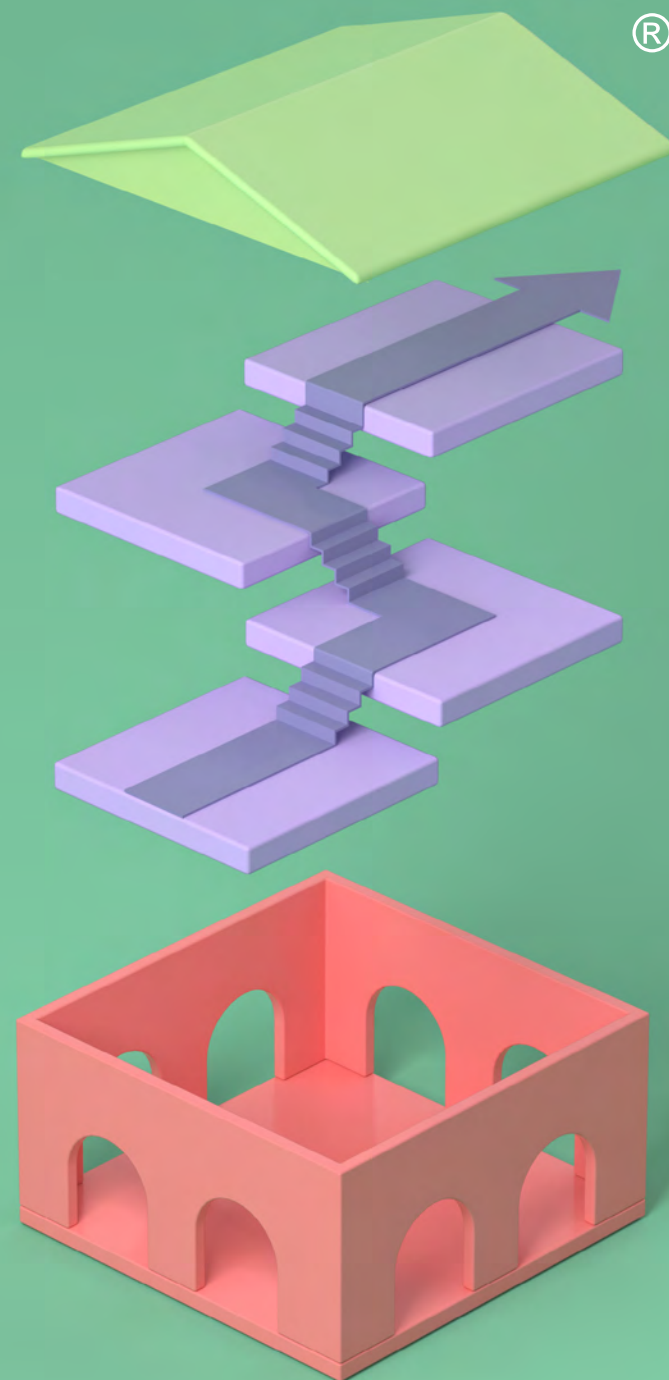
# Reflections of HOPE

## Healing Oriented Program of Education

Hester Hornbrook has been developing our Healing Oriented Program of Education (HOPE) pedagogy since the time we registered as a Special Assistance School (SAS) in 2017.

Our holistic focus on “wellbeing for learning and learning for wellbeing” within HOPE is delivering positive outcomes and providing us with reassurance of creating positive pathways for young people attending Hester Hornbrook.

Strong enrolments are ensuring that each campus is at full capacity and engagement is increasing year by year via attendance and participation. On the following page are some perspectives on our HOPE mode from our students and a parent.



### What do you enjoy about attending school?

Staff make people feel more comfortable when entering the classroom, for example they always say hello and ask how I am.

I really like that I am not forced to be involved in discussion, if this is not something I feel comfortable with.

Compared to other schools, the pace is more relaxed. It is very rare that staff will not stop by and say hello and it makes me feel seen and I appreciate coming to school a lot more. This makes it like being around people and not staff members. Everyone is welcoming and inclusive. The staff are a lot more ‘human.’ It is hard here not to feel safe.

### What does learning look like for you here?

My classroom team has a really good way of ‘keeping things in my head.’ The learning here is more personalised and linked to your interests.

You are in a comfortable environment, but also in a safe community, where you can get your learning done. It is well integrated.

### Feedback received from a parent

Since coming to Hester Hornbrook Academy, my child’s engagement towards learning has gone up 100% - they are feeling super supported and they do not shy away from attempting and completing learning tasks.

They are giving things a go, and reports to us that their teachers are good, which is something we have not heard in many years.

We were not sure if our child would return to education in person, but this has now changed. They are attending excursions and is positive about these. Even though some of the excursions can be in very crowded places, this is ok, as support is provided.

Our child talks about this Education Support Officer being ‘super helpful’ and knows how to access supports if needed.

## Diverse and Individualised Learning

In 2024, the Diverse and Individualised Learning team continued to lead the implementation of the Hester Hornbrook Academy Educational Support Framework, ensuring that students received targeted, inclusive, and needs-based support.

This framework encompasses a range of programs and initiatives designed to support both classroom learning and individual student needs.

Key achievements included the delivery of Tier 3 intervention programs in literacy and numeracy, with Math-U-See and MultiLit supporting students with significant learning needs. ES staff also played a crucial role in administering literacy and numeracy screeners during the pre-enrolment process, ensuring accurate placement into certificate levels, and providing a strong foundation for personalised learning plans.

These screeners were also used to inform classroom instruction, determine tiered intervention strategies, and provide evidence for NCCD funding. A notable enhancement in 2024 was the introduction of the PROBE literacy screener, offering more comprehensive insights into students' comprehension, decoding, encoding, and reading fluency.

The BKSb platform remained a key adaptive tool for assessing and supporting literacy and numeracy development. It was used to guide classroom teaching, identify intervention needs, and support student transitions to further education, including TAFE and apprenticeships.

The team also advanced the Positive Behaviour Support framework, supporting staff to better understand behaviour as communication and to implement strategies that improve student engagement and attendance.

Collaboration with internal and external allied health professionals remained a strong focus, enabling the development of trauma-informed, individualised

learning profiles and classroom supports for young people with complex needs.

Overall, 2024 was a successful year for the Diverse and Individualised Learning team, marked by strengthened practices, deeper collaboration, and improved outcomes for students.

Our continued commitment to

personalised support ensured that every young person was given the opportunity to thrive in a learning environment that recognises and responds to their individual needs.

**“THIS SCHOOL HAS REALLY CHANGED EVERYTHING FOR ME (AND) I’M JUST REALLY EXCITED THAT OTHER PEOPLE FROM DIFFERENT AREAS OF MELBOURNE GET TO HAVE THE SAME EXPERIENCE I HAVE.”**

– Alicia, Student

## Learning for Wellbeing

At Hester Hornbrook Academy, teaching and learning is grounded in an applied, student-centred approach that supports diverse learners through personalised education pathways.

Our flexible model offers tailored programs including the VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC), with Units 1 & 2 and 3 & 4 delivered to meet students at their point of need.

Curriculum is designed collaboratively by teachers who work together to ensure units are relevant, rigorous, and aligned to student goals. Teachers draw on student voice, real-world contexts, and each other's expertise to co-develop projects that prioritise literacy, numeracy, personal development skills and work-related skills. This collaborative approach ensures consistent, high-quality delivery across all campuses.

Teachers work closely with students to develop learning plans that reflect their interests, strengths,

and future pathways.

Prior learning and existing competencies are recognised, allowing students to accelerate progress where appropriate.

Our model supports individualised learning, project-based assessment, and strong wellbeing integration. Through purposeful collaboration and

**“IT’S REALLY EMPOWERING TO BE PART OF CHANGING THE WAY THAT WE DO THINGS IN EDUCATION AND IT’S ALSO MEETING WHAT YOUNG PEOPLE NEED, TODAY.”**

– Amy, Family Therapeutic Engagement Worker

responsive curriculum development, students are empowered to thrive in an inclusive environment that values progress, engagement, and growth.





# STUDENT SUCCESS THRIVES IN A CULTURE OF ENGAGEMENT AND ENJOYMENT

## Key Achievements

In 2024, Hester Hornbrook Academy experienced significant growth and achievement, marked by strategic expansion, program innovation, and student success.

The early completion of the new Werribee campus will enable Hester Hornbrook to extend its reach and will provide access to education to 220 young people in Melbourne's West in 2025. Concurrently, preparations commenced for the Exhibition Street campus, which will consolidate Bourke Street and Prahran

campuses in 2025, further enhancing Hester Hornbrook's place-based learning model.

Programmatic innovation was a key focus. The introduction of the Outdoor Sport Community Arts and Recreation (OSCAR) initiative and the launch of Hester Hornbrook's first Hybrid class reflected a commitment to flexible, student-centred learning.

These initiatives were designed to meet the diverse needs of students through innovative, healing oriented approaches.

**"ALL THE FUTURE STUDENTS OF HESTER HORNBOOK, THIS PLACE WILL CHANGE YOU FOR THE BETTER. YOU SHOULD BE SO EXCITED, AND I AM SO EXCITED FOR YOU TO GET TO BE IN THIS EXPERIENCE."**

*- Alicia, Student*

The Career, Alumni, Pathways, and Employment (CAPE) team, in collaboration with industry partners, facilitated access to applied learning opportunities, including work placements and enterprise-based projects. These partnerships supported students in developing real-world skills and preparing for life beyond school.

Student outcomes in 2024 were exceptional with Hester Hornbrook recording its highest number of graduates to date. Students achieved a range of academic and wellbeing goals, participated in media and advocacy projects, and represented the school internationally in Singapore and Vietnam.

These achievements were possible due to the dedication of Hester staff, whose commitment to relational practice and educational excellence remains central to Hester Hornbrook's mission. Their work continues to redefine success for young people who have not thrived in traditional education systems.

2024 was a year of meaningful progress, demonstrating the transformative impact of a model that balances safety, respect and productivity.

# CAPE

## Careers, Alumni, Pathways and Employment

At Hester Hornbrook Academy, we understand that for young people, education is not just about the classroom—it is a vital platform for building independence, resilience, and future opportunity. Our role does not end at graduation. Through the Careers, Alumni, Pathways, and Employment (CAPE) team, we continue walking alongside our students, offering tailored support as they navigate life beyond school.

Our qualified career counsellors work closely with students throughout their journey, supporting them with pathway planning and career exploration. When it is time to transition out of school, the Alumni Program steps in—providing continuity, connection, and

guidance from trained youth workers who understand the unique challenges our graduates may face.

Every young person who exits Hester Hornbrook is invited to stay involved in a way that reflects their goals and needs. Whether seeking advice, mentorship, or

Beyond their departure, students maintain a meaningful connection to Hester Hornbrook Academy through our Alumni program. All students who have exited from Hester Hornbrook Academy are welcomed to join the Alumni Program.

### The Alumni team work with Alumni on:

ASSISTANCE WITH ENROLLING INTO FURTHER EDUCATION AND TRAINING

RE-ENGAGEMENT IN THE TERTIARY SETTING

JOB SEARCH AND PLANNING

FURTHER PATHWAY PLANNING

SCHOLARSHIPS APPLICATIONS

REFERRALS TO ADDITIONAL WELLBEING AND FINANCIAL SUPPORTS WHERE REQUIRED.

The results speak for themselves. In 2024, 79% of our graduates secured positive pathways, including apprenticeships, full-time employment, and TAFE programs. But the true reward lies in witnessing our students transformed lives - their newfound confidence and hope for a brighter future.

“WE SEE THAT STUDENTS WHO HAVEN’T BEEN ATTENDING THEIR MAINSTREAM SCHOOLS THEIR ATTENDANCE GOES UP PRETTY SIGNIFICANTLY. THAT’S DOWN TO, I GUESS, THE RELATIONSHIPS THEY FORGE WITH THE EDUCATORS, THE EDUCATION SUPPORT, THE YOUTH WORKERS, THE OTHER STUDENTS THAT ARE IN THE SPACE.”

- Milton, Teacher

simply a sense of community, our Alumni Program, funded through philanthropic means, ensures that students remain part of the Hester Hornbrook story long after they leave.

79%

GRADUATES SECURED POSITIVE PATHWAYS

### STUDENTS EXITED

127

### ALUMNI SERVICED

176

### TOTAL ENGAGEMENT

1,955

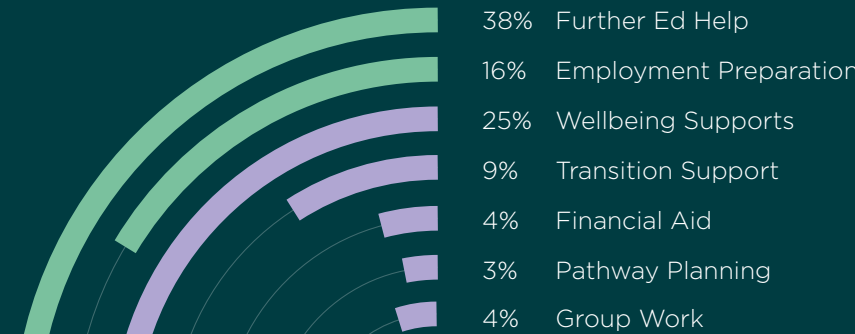
### SCHOLARSHIPS RECEIVED

9

### EMPLOYMENT

22

### ASSISTANCE TYPES DELIVERED BY THE ALUMNI TEAM



● PATHWAYS  
● WELLBEING

### FURTHER EDUCATION

32



## Propel



Launched in 2024, Propel is a unique and dynamic two-year initiative at Hester Hornbrook Academy, designed to support VPC students not enrolled in VETDSS. Propel serves as a launchpad for building confidence, life skills, and positive pathways towards future study, training or work.

Propel is more than just academics—it is about helping students discover their strengths, pursue their interests, and develop the tools to thrive. Completion of the program opens the opportunity to enrol in a campus-based VET program the following year.

Propel is a journey of growth, engagement, and achievement—helping students take confident steps toward a successful and fulfilling future.

**“THIS SCHOOL HAS GOT ME BACK INTO THE ROUTINE OF GOING TO SCHOOL AND I LOVE THAT ABOUT IT. BEING ABLE TO BE COMFORTABLE AND ACTUALLY ENJOY SCHOOL FOR ONCE AND NOT FEEL LIKE IT’S A CHORE THAT YOU HAVE TO DO, HAS BEEN AMAZING.”**

– Emily, Student

### EACH TERM OFFERS HANDS-ON, REAL-WORLD LEARNING EXPERIENCES:

#### Term 1

**Life skills and short courses**  
e.g. food handling, first aid

#### Term 2

**Creative TEAM-based projects**

#### Term 3

**Job readiness and work exploration**

#### Term 4

**Community connection and work immersion**

**“THE LONGER I ATTENDED HESTER HORN BROOK, THE MORE I REALISED MY POTENTIAL AND WHAT I CAN DO”**

## Kaylee

### STUDENT FROM HESTER HORN BROOK ACADEMY



When I attended public school in year 10, I failed all my exams and felt like an outcast. It was not because I wasn't capable; it was because I was struggling mentally. Hester Hornbrook Academy helped me realise my potential. For most of my 2 years at Hester Hornbrook, Leah was my teacher. She taught me so much and she was so caring and understanding. She pushed me to do my best, and I did, all thanks to her.

My VET teacher was Laura. She taught hospitality, and she taught it well. She was absolutely hilarious, and she became one of the first people I would go to if something was wrong. She always had something to say, and she always managed to make me feel a bit better. I have fond memories of peeling potatoes, angrily, while Laura listened to me whine and moan about my teenage problems.

I often visited Graham, our campus Careers Coordinator at the Sunshine campus. I asked him about TAFE, University, employment, the works. He had answers for every single one of my questions, and it helped me realise what I want to do with my future.

The longer I attended Hester Hornbrook, the more I realised my potential and what I can do. I have now left. I am working a part-time job as a receptionist at an Allied Health clinic, which has given me the experience I need to continue my career pathway.

This is where the Alumni program comes in; after leaving, Deb, my Alumni Youth Worker, contacted me. Deb helped me find a TAFE course that suited me, my needs, and my learning habits. It is nice to still have a connection to the school.

This course and career pathway has been something I have thought about for years. Hester Hornbrook, the Alumni program, and everything in between has been a massive help to me. I am on my way, and I am not even 19 yet. So, if someone told me they were struggling with school and they felt the way I did, yeah, I would tell them to enrol at Hester Hornbrook. Hester Hornbrook will care for you, your needs, and your mental health way more than any public school I have ever been to.





# VETDSS

## Vocational Education and Training Delivered to Secondary Students

At Hester Hornbrook Academy, our VETDSS (Vocational Education and Training Delivered to Secondary Students) program plays a key role in equipping VCE VM students with real-world skills, industry knowledge, and confidence to thrive beyond school.

Through tailored Certificate II courses, students gain hands-on experience across a range of fields including creative and visual arts, information technology, music, hospitality, community services, business and more.

The program is designed to engage, equip, empower, and extend learners by connecting classroom learning with practical, industry-aligned outcomes. Students develop essential employability skills while working toward units of competency that contribute directly to their VCE VM certificate. VET also opens up part-time work, traineeships, or further study opportunities.

Our strong focus on student support ensures learners are guided through course selection, enrolment, and ongoing participation. VETDSS also helps students build networks with industry professionals, fostering confidence and connections that support positive post-school pathways.

This year, we have seen increasing interest in hospitality and trades, with several students securing work experience placements. We continue to strengthen industry partnerships and ensure each student is positioned to succeed in their chosen pathway.

One highlight has been with our Trade Ready short course. Designed to introduce learners to the construction and trades – students had the opportunity to explore the roles and pathways available through visiting rail crossing removals works with our industry partner Southern Cross Alliance.

Learning about the safety team, working as a labourer or traffic controller, our young people heard from employees about their own career journeys and the opportunity in this trade. This partnership then led to a graphic design student securing work experience within the marketing department.

### Certificate II

COURSE NAME	CLASS NAME
COMMUNITY SERVICES	EARLY CHILDHOOD
WORKPLACE SKILLS	BUSINESS
CREATIVE INDUSTRIES	GRAPHIC DESIGN
HOSPITALITY	HOSPITALITY
MUSIC INDUSTRIES	MUSIC
ACTIVE VOLUNTEERING	PROJECT READY
COMMUNITY SERVICES	COMMUNITY SERVICES
APPLIED DIGITAL TECHNOLOGY	DIGITAL TECHNOLOGY

### Certificate I

COURSE NAME	CLASS NAME
SPORT COACHING	SPORT AND REC

### Trade Ready

### Café Ready



## OSCAR

### Outdoor, Sports, Community, Art and Recreation Program

At Hester Hornbrook Academy, we believe that learning extends far beyond the classroom. The Outdoor Sports, Community, Arts and Recreation (OSCAR) program, is a unique, school-based excursion initiative designed to engage students in meaningful, real-world experiences.

By connecting students with their community and each other through diverse activities, OSCAR fosters personal and social growth, strengthens school connectedness, and supports individual success.

Each week, students participate in carefully curated excursions that range from rock climbing and bushwalking to community arts workshops and cultural experiences. These activities are more than just fun—they are powerful opportunities for students to develop teamwork, resilience, communication, and confidence. For young people at Hester Hornbrook, traditional classroom settings can present barriers to

engagement. OSCAR breaks down those barriers, creating alternative pathways for participation, achievement, and belonging.

Student voice and choice are central to the program's design. Activities are shaped by

student interest and feedback, ensuring relevance and increasing motivation. The result is a growing sense of ownership over their learning journey, which translates into improved attendance, wellbeing and academic confidence.

By prioritising connection, engagement, and holistic development, OSCAR helps students build the capabilities they need to thrive both at school and beyond. It contributes directly to their capacity for learning by creating safe spaces where they feel valued, supported, and inspired to grow.

In a school environment that embraces flexibility and individuality, OSCAR is a vital part of what makes learning at Hester Hornbrook empowering and transformative.



**“ANY STUDENTS NOW AND IN THE FUTURE, THEY WILL REALLY THRIVE AT THIS SCHOOL. LIKE, IT’S SUCH A GREAT SCHOOL. I LOVE GOING HERE.”**

– Tammy, Student

**“ONE OF THE MOST REWARDING PARTS OF THIS WORK IS SEEING YOUNG PEOPLE WHO ONCE REFUSED SCHOOL ARE NOW ENGAGING IN EDUCATION, FORMING FRIENDSHIPS, SETTING GOALS, AND GROWING IN CONFIDENCE”**

## Yani

SENIOR YOUTH WORKER AT HESTER HORN BROOK ACADEMY



I have been working at Hester Hornbrook Academy for 3 years and it has been a rewarding and transformative experience. As a youth worker in the Engage Youth Program, I have had the privilege of supporting young people on their unique journeys back into education. Hester Hornbrook's model is built on trauma-informed practice and prioritises wellbeing alongside learning. This approach recognises the complex challenges our students face and meets them with compassion, flexibility, and support.

The school's values of being safe, respectful, and productive shape every interaction and help create a space where students feel seen, heard, and supported. I have witnessed firsthand how important consistent relationships are—especially for students who have experienced trauma or prolonged school disengagement. Through outreach and one-on-one support, I have seen students go from being silent or withdrawn, to speaking, engaging, and attending regularly. Over time, these small steps lead to major progress.

The HOPE model works because it is not one-size-fits-all. It focuses on meeting students where they are at and walking alongside them at their own pace. One of the most rewarding parts of this work is seeing young people who once refused school are now engaging in education, forming friendships, setting goals, and growing in confidence. I have supported students who began in the Engage Youth classroom, slowly opening up through gentle encouragement and relationship-building. Eventually, they have progressed into full-time classrooms, connected with peers, and developed a sense of belonging and purpose.

Being part of a team that genuinely believes in every student's potential, no matter their background, is incredibly fulfilling. I have really enjoyed my time here.



## Extend Tours to Vietnam and Singapore

Our international tours to Vietnam and Singapore were nothing short of transformative for our students. These experiences provided not only cultural insight and global awareness, but also personal growth and strengthened connections across campuses.



In Vietnam, students immersed themselves in rich traditions, cuisine, and history. From exploring the French architecture of Ho Chi Minh City to crawling through the Cu Chi Tunnels and taking part in a cooking class in the Mekong Delta, every moment was an opportunity for hands-on learning. One student reflected, "It has genuinely changed my perspective on life and shown me how beautiful the world is." Students also learned about community life, resilience, and sustainability through activities such as planting mangroves and visiting local villages.

In Singapore, students were struck by the city's innovation, cultural diversity, and environmental design. Visiting landmarks like Gardens by the Bay, Chinatown and Little India highlighted how tradition and progress can coexist. Students admired the order and cleanliness of the city and reflected on the contrasts between both international destinations and their lives in Australia. Beyond the itinerary, the trip sparked unexpected personal discoveries. Students developed independence, forged new friendships, and reassessed old ones. As one student put it, "I didn't expect to learn about friendship or realise how much I love travelling."

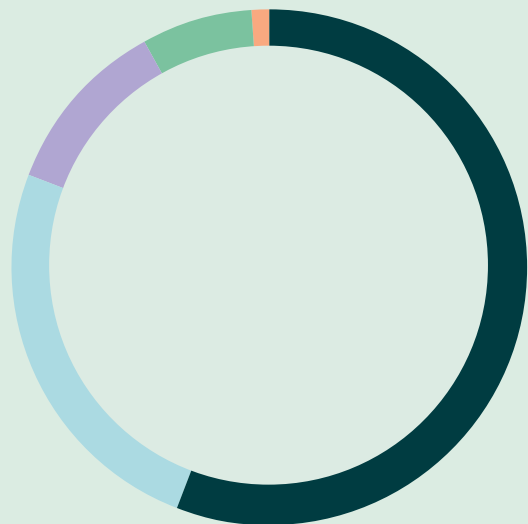
Others reflected on how the experience gave them a new appreciation for Melbourne and life at home, while also igniting a passion to explore the world further.

Across both trips, a strong sense of community emerged. As one student shared, "It was great to get to know fellow students from other campuses". These international experiences not only broadened our students' horizons but also brought them closer together. We are immensely proud of our students and grateful to staff who made these journeys possible.



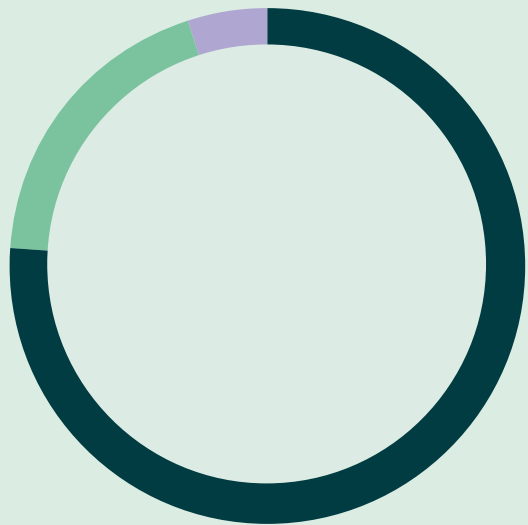


# 2024 Financial Report



Expenditure Breakdown	%
STAFF	56.3
INFRASTRUCTURE	25.0
ADMINISTRATION	11.0
STUDENT WELLBEING AND CURRICULUM	7.2
OTHER	0.5

Expenditure from Operating Activities	\$
STAFF	13,980,542
INFRASTRUCTURE	6,206,858
ADMINISTRATION	2,735,621
STUDENT WELLBEING AND CURRICULUM	1,795,799
OTHER	112,056



Income Breakdown	%
COMMONWEALTH FEDERAL GOVERNMENT RECURRING FUNDING	77
STATE GOVERNMENT RECURRING FUNDING	19
OTHER INCOME	5

Income Breakdown	\$
FEDERAL GOVERNMENT FUNDING	24,068,943
STATE GOVERNMENT FUNDING	5,919,940
OTHER INCOME	1,425,186

SURPLUS FOR REINVESTMENT	\$ 6,583,194
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# Into the Future Where to from here?

We are proud to share the exciting growth ahead for the Hester Hornbrook Academy community. In January 2025, we will open a new campus in Werribee with 220 students and 50 staff.

This milestone reflects the increasing demand for our unique education model and our commitment to expanding access for young people who need it most.

Mid-2025, our City campus will relocate to a new, purpose-fitted facility at Level 4 333 Exhibition Street Melbourne, providing an enhanced learning environment for our students and staff. Simultaneously, we are preparing to open our new Hybrid Campus at Level 3 333 Exhibition Street Melbourne in Term 3, 2025.

Looking further ahead, we are in advanced stages of planning for additional campuses in Local Government Areas of need. These future developments are crucial to our long-term strategy to support more young people across Victoria. Each new site is being carefully designed

“THE SCHOOL BEGAN AS AN INDEPENDENTLY REGISTERED SENIOR SECONDARY SCHOOL IN 2017. WE’VE GROWN FROM A LITTLE UNDER 100 STUDENTS TO 484 STUDENTS. WE NOW HAVE 4 CAMPUSES AND WE’VE GOT FURTHER CAMPUSES COMING.”

– Sally, Executive Principal

to reflect our Healing Oriented approach to education and commitment to high quality, inclusive education.

We are excited about the journey ahead and deeply grateful for the continued support of our Board, staff, students, families and partners as we grow together.





# POSITIVE RELATIONSHIPS ARE AT THE HEART OF EVERY SUCCESS STORY



## Our Supporters

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RACV

---

MR JOHN BURDEKIN

---

THE SHINE FOUNDATION

---

THE EDWARDS FOUNDATION

---

ANONYMOUS DONORS

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#### CITY CAMPUS

PH 1800 517 218  
Level 8, 601 Bourke St,  
Melbourne VIC 3000

#### PRAHRAN CAMPUS

PH 1800 517 218  
160 High St,  
Windsor VIC 3181

#### SUNSHINE CAMPUS

PH 1800 517 218  
131 Harvester Rd,  
Sunshine VIC 3020

#### SOUTH MELBOURNE CAMPUS

PH 1800 517 218  
24 Tope St,  
South Melbourne VIC 3205