THE HESTER HORNBROOK ACADEMY

ANNUAL REPORT 2020

THE HESTER HORNBROOK ACADEMY

mcm. melbourne city mission

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WELCOME

Sally Lasslett
Principal

Julian Connors
Assistant Principal

For me, this year has shown us what an amazing group of staff and students we have. We are all aware that 2020 has been unprecedented, challenging and difficult for us all. As a school we have achieved amazing on-line connections, further built our community, collaborated as a team and been able to continue to support our students to achieve their educational outcomes and work toward improved wellbeing.

Our new West Campus at Sunshine by this time will be completed. Construction has continued uninterrupted even though COVID-19 interrupted the rest of our lives. To the Property Team at MCM (in particular Tim Lainson) and our campus partners Turner and Townsend, Gray Puksand and Built, thank you for working with us in such a collaborative and supportive manner. Your hard work and dedication to our students has been exceptional.

As a staff team we have maintained a clear focus on our growth and strategic intent. We have developed collaborative working teams and have all been able to build our capacities and expertise in the flexible school setting. Most importantly, I thank our staff for their willingness to support each other during really difficult times. Your support of me as your leader and acceptance of change and new ways of doing and thinking has been outstanding.

Our students; your commitment to study, your passion for life and your respect of our school setting has been wonderful for me to experience as the Principal of the Hester Hornbrook Academy for the first time, this year. You give me hope that education can be individualised for all young people and I trust that we have supported you to grow and feel educational success.

Sally Lasslett
Principal
Hester Hornbrook Academy

OUR BOARD

The Hester Hornbrook Academy is on the cusp of an exciting leap forward, as the opportunities provided by consistent Government funding are allowing us to open our doors wider, and hone our work with young people across Melbourne.

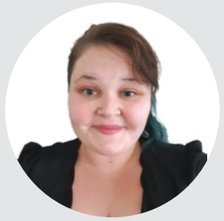
This amazing school can now bring its unique education model to more and more of those who are not engaged with the standard school system. We are creating new communities of learners, and they are achieving!

Dr Ros Otzen (Chair)
BA (Hons), BEd, PhD, ASDA

Ros is a passionate supporter of education for all and has chaired the Hester Hornbrook Academy Board since May 2016. Ros was Principal of Korowa Anglican Girls' School from 1991–2003 and was instrumental in establishing the Alliance of Girls Schools of Australia. 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 (MCM) Board. Ros is also an author and historian and is currently writing a biography of Hester Hornbrook, the remarkable founder of the nine 'ragged schools' in Melbourne between 1859 and 1862.

David Rennick (Deputy Chair)
BEcon, LLB

David brings over 30 years' experience in the professional services and property industries to his role as Deputy Chair of the Hester Hornbrook Academy Board, which he joined in August 2016. David is currently a Senior Advisor to Inspired Companies where he works with companies to unlock potential from becoming purpose led. His responsibilities include leadership development and coaching . Previously he was a Board Member of international law firm Pinsent Masons and CEO of Maddocks. David's legal expertise includes property development, corporate real estate and retail property. David is also a Director of Melbourne Football Club.



Tnaysha Halemba
(Alumni Board Member)

After commencing my VCAL studies in 2016 at the Hester Hornbrook Academy's Young Mums class in Braybrook and graduating in 2017, I began studying a Bachelor Degree of Arts at Deakin University, finding my passion in Sociology and Philosophy. I joined the Hester Hornbrook Academic Board in 2019 under the internship program. I have continued to return to this position with invitation from the board for both 2020 and 2021. After graduating from University studies and utilising the experience gained from the Hester Hornbrook Academic Board Internship, I plan to begin a career in either Social Work or Education.

Paul Scroope
BBus, GradDipBusMgt, MOrgSys, FCPA, FCIMA, MAICD

Paul is a senior executive with over 30 years' experience in finance, governance, compliance and risk across the commercial and not-for-profit sectors. Paul's career has included executive positions with the Australian Red Cross, the CSIRO, Fujitsu Australia and Therapeutic Innovations Australia. Paul joined the Hester Hornbrook Academy Board in 2016 and is a Board Member and Chair of the Finance and Audit committees for both MCM and Cancer Therapeutics CRC.

Di McDonald
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 range of senior leadership roles. 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 the current Chair of the MCM Board, Chair of the Law and Advocacy Centre for Women (LACW), Member of the Cabrini Foundation Board and a Non-Executive Director of the Hester Hornbrook Academy Board since May 2016.

Elida Brereton
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 Board Member (and Chair) of the Boroondara Cares Foundation, MLC Kew and Korus Connect. Elida conducts reviews of inexperienced principals and is an executive member of various state bodies including the Victorian Secondary Past Principals Association (President), the National Council of Women of Victoria (Vice-President) and the National Centre Against Bullying.

Louisa Ellum
BA (Hons), DipEd, GradDipEdit&Publ, MComm

Louisa is a vocal advocate for educational access and equity in Australia and currently works at Teach For Australia on the Executive team. Louisa has worked in both the education and mental health sectors and was recently working at Beyond Blue and headspace. She has also held the positions of CEO of Bayside Glen Eira Kington Local Learning and Employment Network (BGKLLEN), CEO of the International Specialised Skills Institute, Chair/ Deputy Chair of the Youth Affairs Council Victoria (YACVic) Board and 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.

Dr Greg Trainor
DBA, MBA, BBus, GradDipBus

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 small to medium enterprises and has also been on Faculty in MBA programs at Melbourne Business School, RMIT and Latrobe Business School.

Sarah Rogers
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. Sarah is an Occupational Therapist with extensive experience across the Health, Education and Community sectors. After completing a Masters of Public Health, Sarah has led multiple health projects and is currently working in Government. Sarah is a member of Safer Care Victoria's Paediatric Insight Subcommittee and joined the Hester Hornbrook Academy Board in 2020.

WHAT WE DO

We focus on learning and wellbeing

At the Hester Hornbrook Academy, we combine education and wellbeing support with a teacher and youth worker in every classroom.

Our experienced, passionate team sees potential – not problems. We're here to support students in every aspect of life and to learn at their pace, their way.

Our innovative healing oriented model enables students to pursue their learning journey and access a range of choices and opportunities. We offer a range of learning options that support young people to gain practical skills, work towards their goals, and take charge of their future.

- Victorian Certificate of Applied Learning: Foundation, Intermediate and Senior
- Vocational Education and Training in Schools (VETiS), enabling students to gain hands-on skills in visual arts, business, community services, music and front and back of house hospitality
- Young Parents classrooms where students can be pregnant and can bring their baby in to class when they are ready to return to learning
- Connect Youth program, providing outreach education, small group-based workshops and case management support
- Assistance to access external training providers including TAFEs and private providers

We give students a voice

Through our Leadership team, we provide avenues for all students to share their ideas, make changes and support our growing school community. SRC Executive Member Aura represented the Hester Hornbrook Academy at the VicSRC Congress, a three-day event where delegates from schools across Victoria came together to discuss challenges, ideas and actions.

We provide ongoing support

Our Alumni Program provides students with ongoing support and a continuous connection to the school community after leaving the Hester Hornbrook Academy. Led by a youth worker, the program works with students through their transition from the classroom to further education and employment options.

We see the big picture

As part of MCM, and with partner organisations, we provide young people with access to:

- support through the L2P Learner Driver Mentor program
- support to re-engage with school via the School Focussed Youth Service
- education, training and employment support for young people currently in or leaving out-of-home care
- specialist homelessness support through Frontyard Youth Services, a support hub in Melbourne's CBD providing a range of co-located services for young people

WHERE WE ARE

We're in the community

Our campuses are located in the heart of vibrant communities across Melbourne, co-located with other youth services and close to public transport.

Our small class sizes provide a safe, welcoming space for students to grow their skills and confidence.

Hester Hornbrook Academy campuses

- Melbourne CBD
- Sunshine
- Prahran

OUR STUDENTS

We work with young people who have experienced a range of life experiences and complex barriers to engaging in traditional education, which is why our focus on wellbeing support is so critical.

Our students have overcome and continue to conquer significant challenges to their participation in education, including homelessness, bullying, family breakdown, mental or physical health issues, financial challenges, trauma, drug and alcohol use, cultural or language barriers, or negative education experiences.

The students we support often have significant gaps in their education of up to 3–5 years. We welcome enrolments any time throughout the year to ensure we can engage young people in meaningful learning opportunities as and when they are ready.

The students of the Hester Hornbrook Academy complete a senior school certificate as part of educational programs that are all individually developed. Those who are ready and able, complete VCE through Virtual School Victoria. All of our students participate in VET and some students are involved in work experience, Structured Workplace Learning (SWL) and School Based Apprenticeship and Traineeship (SBAT).

Re-engaging students in learning after an extended absence is a long and challenging journey. Our policies on supporting attendance reflect that for some of our students, re-engagement is a slow and iterative process. Our youth workers follow up all absences and work through the reasons for the absence with a continuous and individualised improvement approach for each young person.

While attendance rates are below that of a mainstream school context across all year levels, despite the complexities of our students' lives, attendance rates have improved significantly over the past year. For a more nuanced understanding of school attendance and our approach we welcome contact via email to admin@hhacademy.vic.edu.au.

Many of our students continue their learning at the Hester Hornbrook Academy for a number of years as they pursue their learning aspirations. On average, students spend 1–3 years engaged with the Hester Hornbrook Academy and 89% of 2020 students have re-engaged for 2021 to date.

Our exiting students are pursuing a range of pathways including further studies in community services, IT, digital design, nursing and liberal arts, as well as other employment opportunities.

We are looking at improving our connections with employers throughout 2021 to improve employment outcomes for our graduates.

In our fifth year of being an independent school, our students achieved a total of 22 certificate graduates across foundation, intermediate and senior grades.

2020 STUDENT SNAPSHOT

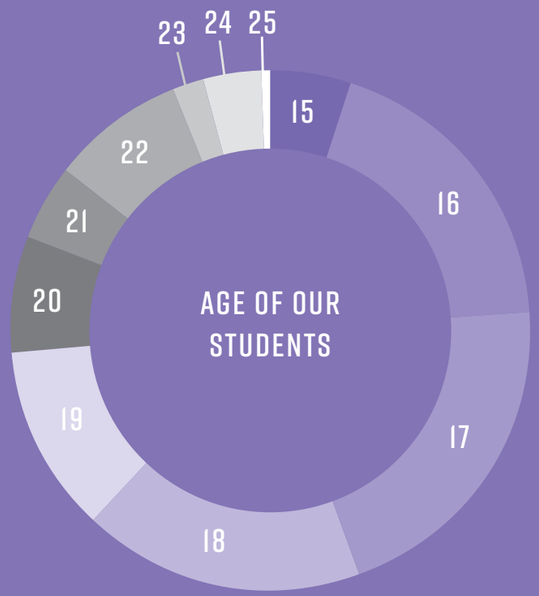
217 STUDENTS ENROLLED IN 2019

CHARACTERISTICS OF OUR STUDENTS

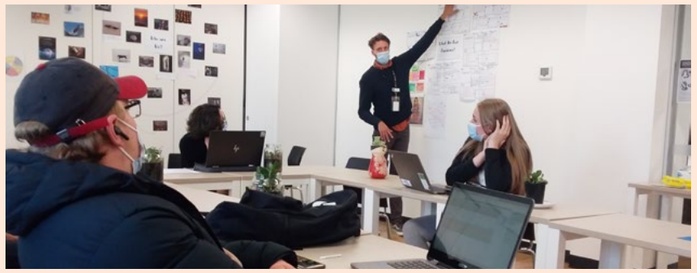
♀ 116 ♂ 94

✕ 07 18

AGE OF OUR STUDENTS



OUR CAMPUSES



City Campus

The City Campus started 2020 with high spirits and energy from staff and students, including many great activities to establish a beautiful site culture and community. These activities included weekly class cooking and communal lunches, Wacky Wednesday where we would engage our students in physical activity at Flagstaff Gardens, the "walking group" appeared to be the most popular or we would have our board game Olympics when the weather didn't permit. We would also have our weekly whole campus school meetings and even awards for students who have emulated our values of SAFE, RESPECTFUL and PRODUCTIVE.

Terms 2 and 3 brought us some challenges due to COVID-19 but our City Campus remained open for all vulnerable students across the school. Although there were not as many students during lockdown attending the City Campus it was great to see students' faces in the classrooms wanting to learn and be a part of our City Campus community. During lockdown we had many great remote learning opportunities and activities that were planned by the staff. The biggest highlight was the Go Playerz tournament organised by the amazing City Senior class which incorporated all other campus classes in a video games competition. This made remote learning much more interactive and engaging for our students.

City Campus during Term 4 was about slowly finding its "new normal" and we have found that our students were very keen and excited to come back and engage in the final Term of 2020. It's so great to see the high attendance and engagement levels across the campus.

Prahran Campus

What a school year. Unlike any we've seen before. We say it's the most uneventful, eventful year on record! Here's a summary of our year at Prahran. We had our first term face-to-face and how amazing it was to have all our staff and students together. We even were able to have our very first school camp. The students LOVED their experience on camp, however it does seem like a lifetime ago. From there, COVID-19 required all staff and students to undertake remote learning for two terms. This was an enormous effort, and we are more than pleased to say our students were able to adapt to the online life with great resilience, something they should all be proud of. A quick wrap up of the classroom's spaces; LOTS of teams and Zoom calls, with the online world really helping students stay connected to school. But we missed the students, fun and food that Prahran is renowned for!

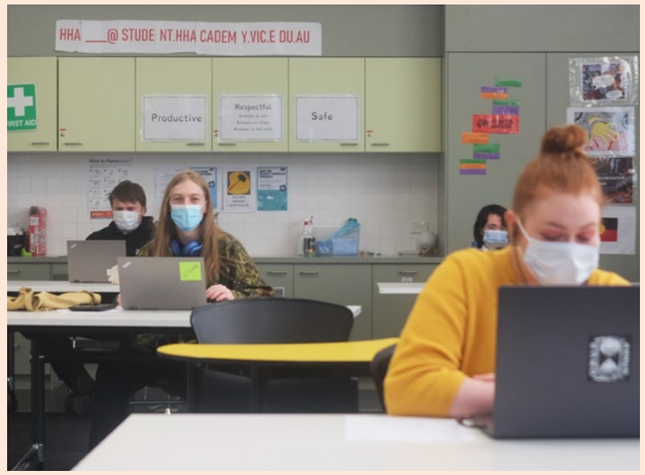
Foundation/Intermediate classroom have been engaging amazingly with art therapy in Term 4, working with clay to make interesting sculptures and mask decorations, which has really showcased our students creative talents.

Young Mums welcomed a young dad to our program, making this our new Young Parents Program, which has been an absolute delight getting to have a father in the space with his gorgeous son.

The Hospitality, Education and Training (HEAT) program did a LOT of cooking online; which was very new to this program. HEAT staff put on whole school cook-alongs with students and their families, which was a great success. We also made some interesting creations up in the HEAT kitchen space when we came back face-to-face, including some 'cricket' cookies, which the students were game enough to try (though, not all staff were).

Senior classroom students were amazing in the remote learning space, showing what autonomous workers they can be. Whilst online, the classroom cohort was able to secure the best student survey engagement, winning them a pizza party and movie tickets! And they were victorious in the all school Go Playerz! Competition.

We are very proud of our students this year, given how turbulent and difficult this year has been. We are grateful we could safely welcome all our students back for our last term.



Sunshine Campus

Our days are filled with music, laughter, riddles, trivia, daily gratitudes, coffee and passionate discussions debating current issues and events. We are very competitive and have spent many afternoons engaging in whole class game tournaments which included hours of monopoly, deal card game, spoons, chess and scattergories.

Our community vibe has created a strong sense of belonging at Sunshine campus.

PDS Projects

The Personal Development Skills projects that our class worked on this year are: Community Garden in Sunshine, ANZAC Day, Practical Life Skills, RSPCA, National Reconciliation Week, making Face Masks, Raise the Age and School Photo Day.

WRS Projects

The Work Related Skills projects that our class worked on this year are: OH&S Audits, and individualised remote projects which included overhauling car engines, changing car brakes, landscaping, installing backyard ponds, painting and reorganising bedrooms.

Outings

Although much of our year was spent learning from home, we were able go on a few outings. The highlight for our class was a camp with activities including high ropes courses, archery and a giant swing. Other outings included an excursion to the Melbourne Zoo, a series of personal training sessions, arts and crafts, physical activity at the Sunshine Youth Space, a movie day at the local cinema, a whole campus BBQ and soccer and basketball games at a local park.

In addition to this we were lucky enough to engage in a number of short courses which included - barista, first aid, disability and RSA courses.

Remote Learning

Our class adapted to remote learning really quickly. Attendance on Zoom and Teams sessions enabled us to frequently run fun activities such as Kahoot trivia, Skribbl.io drawing competitions, M&M game time and online themed outfit competitions. It has been a unique year which has challenged us all at times, but we have all been able to complete our goals, further develop ourselves and create memories that will continue to bring smiles to our faces for many years to come.

"This school is the best thing that ever happened to me and I will be forever grateful that this became an option of education for me."

– City Intermediate Student

"We went online which was a struggle as everyone had a lot going on. But with perseverance and resilience we were able to push through and stay connected with school. We got a lot better at using technology!"

– City Foundation Student

CAREERS & PATHWAYS

At the Hester Hornbrook Academy, we are passionate about giving each and every student the support they need to thrive. We understand that every person and every pathway is different, and the type of support that is needed will vary from student to student. The careers and pathway team is available for all students at the Hester Hornbrook Academy at any stage of their education to explore further opportunities.

Our Careers Practitioners work with students to achieve their academic goals and transition into their chosen field. Our Careers Practitioner also coordinates our Structured Workplace Learning (SWL) program, connecting students to real-world placements to achieve VCAL outcomes as well as gain valuable skills outside of the classroom.

Students also have the opportunity to work with our Pathway and Transitions Coordinator to develop a strong plan to leave the school with the support in place required to undertake the next steps, whether that be employment, education or further training. One of the pathways that our students have found beneficial is a School Based Apprenticeship and Traineeships (SBAT). This gives our students the opportunity to finalise their VCAL with a day of paid work and a day of vocational training each week. This suits our students who learn better through hands on experiences and those who are ready to get out into the workforce.

2020 was the first year that HHA students took the opportunity to undertake an SBAT, and we had 15 give it a go. We were all very proud of Storm Taylor from Prahran receiving the Inner Eastern LLEN SBAT Student of the Year Award.

The Careers and Pathways Team worked hard this year to adapt to COVID-19, offering events online and developing resources for students such as our Careers website. For more information, please contact careers@hhacademy.vic.edu.au

Sarah Keogh
Alumni and Transition Coordinator

ALUMNI

Students remain a part of the Hester Hornbrook Academy family even once classes are complete. Our Alumni program supports past students as they continue their journey into further education and employment. Not only does it keep students connected to the school, it eases young people into the transition from study to further education or the workforce.

Some things that Alumni may work on with students can include:

- Enrolling into further education and training
- Re-engaging in a course
- Job searching
- Transition planning
- Referrals to further wellbeing supports if required

A lot of our Alumni are involved in making transitions easier for future students by contributing to regular surveys to let us know what they're up to and what supports have helped. They often contribute to reports to donors and have come back to tell their stories at functions, presentations and meetings. Some of our Alumni assist with developing programs such as job search drop ins, materials and events. We even have an Alumni interning on our Board.

This year we've had some sensational highlights with the Alumni group. Jacquie (Sunshine graduate 2018) was offered a place in Bachelor of Health Science majoring in Biomedical Science after working so hard throughout her Diploma. Alexi (City graduate 2019) started her Diploma of Fine Arts. Charne (North Fitzroy graduate 2018) secured employment of her choice.

Darcy was a big contributor to our City Campus and a Student Voice Executive member in 2019. She was assisted to enrol into a Certificate III Non-emergency Transport and received a scholarship to get her started. "Doing my course in Non-emergency Transport is a great first stepping stone towards my lifelong goal of being a Paramedic and continuing to help others.

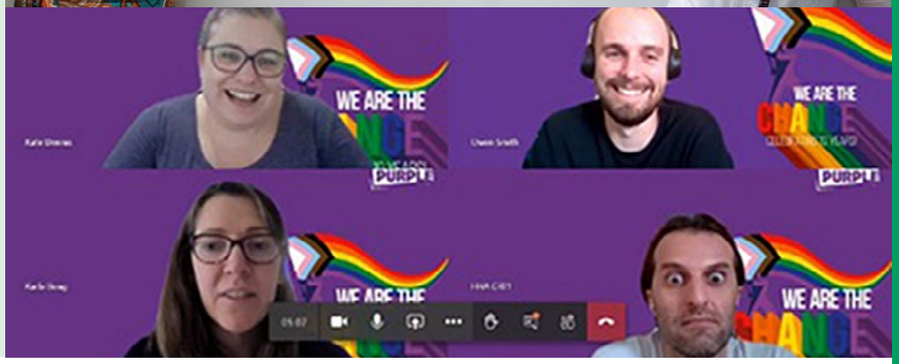
I think that I would make a great paramedic as even through my own tough times I have always gone out of my way to help others and I've always been a leader through everything I've done. Getting into uni for me is a huge deal and something I never thought would be able to happen, but thanks to scholarships like this, kids like me who have done nothing but struggle our whole life have an opportunity to make something better for ourselves."

Darcy has finished all units in her Certificate III, and was successful in obtaining a place in the Diploma of Paramedicine.

OUR TEAM

The 2020 was a particularly challenging year for us all at the Hester Hornbrook Academy. COVID-19 placed additional barriers to accessing education for some of our students, whilst others excelled in a remote learning environment.

This year we focused heavily on collaboration and the importance of sharing and learning from each other as a staff team. The end of year celebration, held as a COVIDsafe event, was the highlight of the year for many. We had more graduates from every education level than ever before, which is testimony to the amazing work of our staff, even under unprecedented conditions.



City

The staff and students at the City Campus have well and truly settled in to the new site and made it their own. The campus was a hive of activity in early 2020, with great attendance in all classrooms as well as many roving administration and leadership staff all based at the City regularly. Due to its central location and size, the City Campus remained open during lockdown for vulnerable students to attend and receive support and assistance. Staff rotated during this time to ensure that all students were supported to complete their work whilst on campus. This provided a great opportunity for staff and student collaboration in a time where most of Victoria were stuck at home.

12 full time staff:
2 Education Support Staff, 1 Wellbeing Team Leader, 1 Head of Campus
1 Part Time Educator in Connect Youth

Classrooms:
3 Full time VCAL classes: 1 Intermediate Senior, 1 full time Foundation, 1 full time Foundation / Intermediate,
1 Connect Youth (2 days / week)

"*I always feel welcome at the City Campus, we have a great community here.*"
– Intermediate Student City Campus

"*I really enjoy working at the City Campus. It is always a hive of activity with lots of collaboration between staff and students*"
– Jo, Head of Wellbeing

Prahran

A very different year, filled with remote learning, zoom sessions and COVID safety measures when we were onsite learning.

We welcomed a young dad into our community, resulting in a name change from Young Mums Classroom to Young Parents. Tess, our HEAT teacher maintained the food focus during lockdowns with Zoom cooking classes.

15 full time staff:
5 Educators, Education Support Officer, 5 Youth Workers, 2 VET Trainers, 1 L2P Program Co-ordinator, Wellbeing Team Leader and Head of Campus

Classrooms:
2 full time VCAL, 1 part time Young Parents classroom, 1 Hospitality, Education And Training (HEAT)

"*They have helped me so much, made me feel warm and welcome. I never thought I would be where I am today, thanks to HHA*"
Prahran student

Sunshine

During our final year at the VISY Cares Hub on Harvester Road, we operated in both the Youth Junction and Brimbank Leaning Futures areas.

A year of upheaval for all, we utilised our digital systems and kept the learning going in new and interesting ways.

12 full time staff:
1 Head of Campus, 1 Wellbeing Team Leader, 4 Educators, 4 Youth Workers, 1 ESO/Learning Specialist, 1 School Focused Youth Services

Classrooms:
4 operating classrooms: Foundation, Foundation/Intermediate, Connect Youth, Young Parents

"*We are proud of seeing our students get out of their comfort zones and growing into confident young adults.*"
– Sunshine Intermediate/ Senior classroom team

Our Approach to Wellbeing

The Hester Hornbrook Academy has made a commitment to recognising and responding to the impacts of trauma and traumatic stress on health and wellbeing across the lifespan. We recognise the prevalence and impact of trauma and traumatic stress across the community.

As part of One MCM, we have an organisation-wide Healing Oriented Framework; a holistic, person centred approach, recognising the impacts of context and experiences in people's lives. We prioritise collaboration and mutuality, dignity and choice, and meaningful participation in community life.

Our Framework centres on lived experience and a commitment to prioritising transparency, predictability and consistency across services and programs, recognising safe and supportive relationships as a source of healing.

We recognise that repair and recovery are possible, building on the strength and determination of individuals and communities and our innate capacity to heal. All of our staff understand that healing occurs in the context of safe, supportive relationships and in environments of predictability, transparency and trust; working to prioritise these every day in our Senior School setting.

THE HESTER HORNBROOK ACADEMY TEAM

47.6
EQUIVALENT FULL TIME (EFT) THE HESTER HORNBROOK ACADEMY STAFF

15.2
FULLY QUALIFIED EDUCATION STAFF

20
EDUCATIONAL SUPPORT STAFF

OUR PARTNERS AND SUPPORTERS

The generosity of our partners and donors makes it possible for the Hester Hornbrook Academy to offer students the extra support they need to achieve their goals.

One of the ways we do this is via the Hester Hornbrook Academy Alumni Program. Since 2016, the Alumni Program, supported by the Shine On Foundation, has been helping those who have completed their education with us, to take their next steps into further education and the workforce. The Alumni Program provides students with ongoing education and employment support, as well as access to a donor-funded scholarship program.

Georgia, who attended our Prahran Campus in 2020, worked with our Alumni throughout the year. As Georgia carried out her Senior VCAL studies whilst also completing her Cert III in Dental Assisting, the Alumni supported her with her planning and applying for a scholarship. Alumni also helped Georgia with one-on-one coaching when she was looking for a work placement. Her tenacity and persistence paid off, and she is now employed in a dental surgery two days per week.

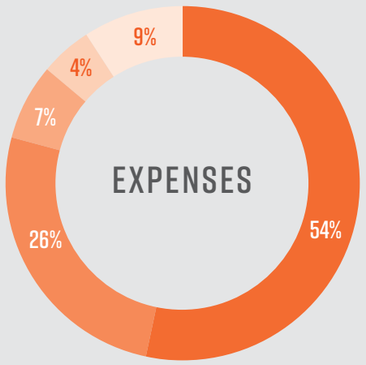
Even though face-to-face contact wasn't possible for much of 2020 due to the COVID-19 restrictions, The Alumni Program continued to offer its full support to students throughout the year. The program saw an increase in enquiries from past students as COVID-19 brought with it job losses, isolation and anxiety. Thanks to the ongoing generosity of our supporters, we were able to lend a hand to past students like Charne, a 2018 graduate who lost her job during the pandemic. Alumni helped Charne with careers counselling and job search support, and she's now completing an online course whilst holding down two part-time retail jobs.

In 2021, the Alumni Program is focussing on finding more work placement opportunities for our young people, as well as continuing to develop the mentoring program, work that was unfortunately put on hold in 2020.

THE HESTER HORNBROOK ACADEMY MAJOR SUPPORTERS

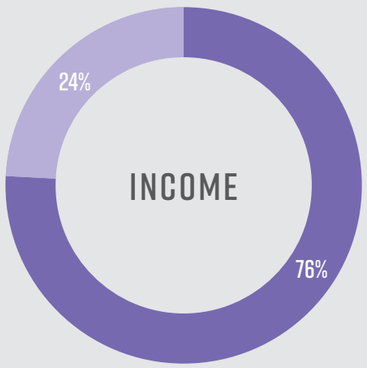
- Ann Smith
- Chris Flipo
- Drs Tony Weeks and Fiona Johnson
- Eleanor Bastow
- Ian Jamieson
- Jennifer Labrum
- Jill and Nick Gough
- John Green
- Malcolm Anto
- Mark Collette
- Northcote Trust Fund
- Peter and Meredith Opie
- Roy Douglas
- Sonic Human Resourcing P/L

FINANCIALS



Expenses Breakdown

Staff	54%
Infrastructure	26%
Wellbeing & Curriculum	7%
Other	4%
Administration	9%



Income Breakdown

Federal Government grants	76%
State Government grants	24%

Expenditure from Operating Activities

Staffing	$4,214,336
Student Wellbeing and Curriculum	$548,599
Infrastructure	$2,030,103
Administration	$702,728
Other	$312,324

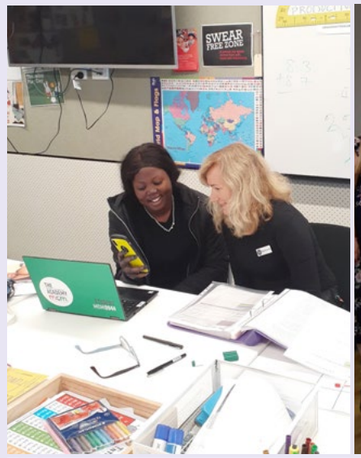
Revenue from Operating Activities

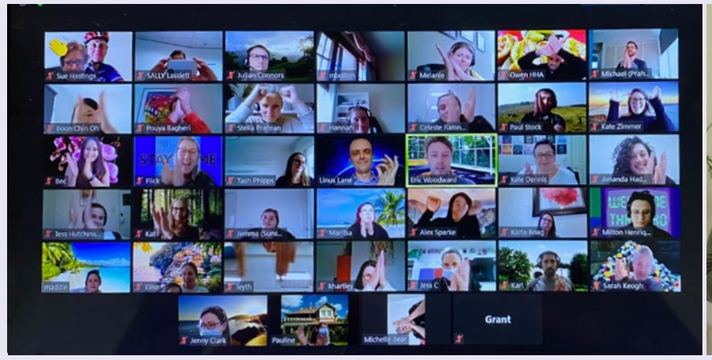
Federal Government Grants (recurrent)	$6,525,953
State Government grants (recurrent)	$1,804,408

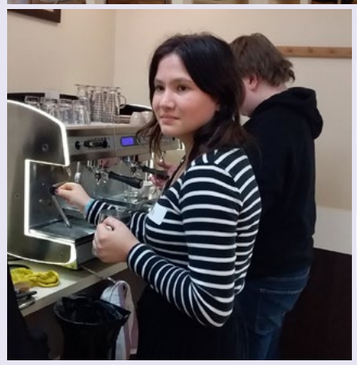
Total Operating Profit **$781,717**

NB. Donations for the Hester Hornbrook Academy are distributed through MCM.

2020 YEAR IN PICTURES







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