

# 2021 Annual Report to The School Community



**School Name: Forest Hill College (8724)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2022 at 12:57 PM by Nicola Buckingham (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 04:20 PM by Rob Nash (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

The College vision statement is "to inspire passionate, positive and curious learners." We have a strong culture based around the principles of Positive Education. We are a progressive learning community committed to achieving excellent outcomes for all students. Our core business is teaching and learning and we aim to provide every student with the best possible opportunities to achieve excellence.

We are a school committed to the development of young adults that can thrive in the 21st Century with a suite of skills that include high levels of literacy and numeracy, curiosity, critical thinking, digital literacy, creativity, resilience, mindfulness and a growth mindset. The College has a reputation for inspiring students to achieve their personal best and generating great pride in their school.

Throughout the 2 years of remote and flexible learning, in 2020 and 2021, the College drew heavily on its values and culture of Positive Education to enable our community to thrive in challenging times.

The College grew through growth in local enrolments, continuing to enroll approximately 100 Year 7 students, replacing an outgoing Year 12 cohort of around 80. The College Sport and Performing Arts Academy continued to expand and attract students, The International Student cohort is significantly down from previous years due to the International borders closure. We anticipate that re building later in 2023. The College employs 76.37 FTE staff. At the point of writing the report the College does not have any Aboriginal and Torres Strait Islander staff employed. The College International Student Program is an important part of the culture. This is beginning to rebuild and as we project towards 2022 and beyond, we see enrolments will increase. To support overseas students, the College has a buddy system, Leos International Club, Homework Club, dedicated MEA's to support them with induction and their studies. The College engages a range of guest speakers, a holiday program and visits to the City to support the use of the public transport network.

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### Framework for Improving Student Outcomes (FISO)

The College had a significant focus on "Curriculum Planning and Assessment, introducing Learning Area Leaders into the Positions of Responsibility for the 2020 year. Building Practice Excellence through Action Research and a strength based approach to the Performance Review Process was the other cornerstone of the focus on FISO. With the move to remote and flexible learning the parameters for the Performance Review Process changed. Action Research was temporarily paused, and it was returned via a PLC structure as the College settled back into onsite learning late in 2021.

The KIS, to document and implement high quality curriculum informed by the Victorian Curriculum and VCE guidelines and student achievement data and to embed consistent instructional practices including evidence based high impact teaching strategies were our major focus areas. Through more targeted leadership of Learning Areas, the College can report that the documentation of the curriculum is nearing completion. We are one year away from being able to report that we have a guaranteed and viable curriculum. The impact of this will be sizeable. In numeracy we can see, as they documented their curriculum several years prior, the data in Year 7 to 9 Naplan places us in the "above" category as compared to State benchmarks. In time we will see this impact our VCE data in a major way. The median VCE study score growth of above 4 points was great reward for the work the staff did.

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### Achievement

2021 VCE data was the best it had been since 2012. The rise of the Median Study Score to above 28 meant we were delighted with growth. This is something the College continues to work on. The diverse cohort, inclusive of the NEVR Deaf facility impacts this data. The College has structures in place to lift performance, that are working and our intention is to continue these strategies into the future.

Overall our Year 9 Naplan data showed growth in all areas when comparing like cohorts year 7 data to their Year 9. Our percentage of high growth continues to grow and our 5 year trend data demonstrates a sustained improvement.

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## Engagement

KIS- Embed a positive climate for learning.

FISO- setting expectations and promoting inclusion

The College continues to build a powerful culture of inclusion. It is a key element of one Assistant Principal's role descriptions. We are fully committed to the NEVR Deaf Facility, promoting inclusion through a robust PSD program and a strong commitment to recognizing the role of first nations people and promoting pathways for them in the College. To foster inclusion, we have generated pathways options. The College understands that it needs to be a school for all students. For example, the introduction of VCAL in 2020 was extremely successful, a partnership with the Richmond Institute of Sports Leadership to enable non ATAR based entries to Bachelor Degrees at Swinburne and continued partnering with the Melbourne Indigenous Transition School cater for the breadth of our cohort. 99.1% of students exited to Tertiary study or full time employment. This is higher than the State average.

Monitoring the engagement of the students through remote and flexible learning proved tricky at first, however the Sub School staff identified a data set administered through a weekly survey of students, and the College stayed connected to those demonstrating the most vulnerability. Attendance data exceeded that of similar schools and the State average. FHC students across year 7-12 recorded an average of 16.7 days absence. This is better data than similar schools and the State average. To engage students who have had attendance issues, the College employs a full time chaplain and social worker, we run a sport and performing arts academy as an engagement tool and IEP's are developed for students with chronic attendance issues.

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## Wellbeing

In the 2020 school year the KIS was to further embed a whole school approach to student wellbeing supported by explicit teaching of Positive Education elements in curriculum and the program has progressed well. The use of character strengths, growth mindset behaviors and ability to express gratitude has progressed well, particularly in the explicit teaching of Positive Education at both Year 7 and 8. The addition of a Learning Specialist in the 2020 Workforce Plan to drive this culture was very successful in a challenging year.

The management of bullying is at a similar level to similar schools and the State average. The percentage school endorsement is at 55.5%, which is superior to both similar schools and the State average.

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## Finance performance and position

The College continues to manage a planned and budgeted for deficit. Deficit reduction strategies were implemented for the 2020, 2021 and 2022 Workforce Plan. The NEVR Deaf Facility and Instrumental Music in particular require significant injections of locally raised funds to support them. Positions of Responsibility Time Allowances, small class sizes across many electives, VCE subjects and Year 7 are areas to focus on where savings could be made.

Forest Hill College still manages a debt from the 2009/ 2010 school year, and negotiations around the repayment of this are ongoing. Eliminating this debt would be more than useful and allow for further spending on our current cohorts and their resources.

From a revenue perspective, the College continues to secure locally raised funds from facility hire. These were diminished and the cash budget required major amendments to cope with this unexpected pandemic. Covid has significantly reduced the revenue from International Students. It will take several years to rebound from this. The Beth Smallwood Foundation supports the Deaf Facility each year with targeted funds, that are prescribed to be used on speech pathology and captioning. These locally raised funds are the foundation upon which the planned and budgeted for deficit is managed.

**For more detailed information regarding our school please visit our website at**  
<http://www.fhc.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 577 students were enrolled at this school in 2021, 238 female and 339 male.

13 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

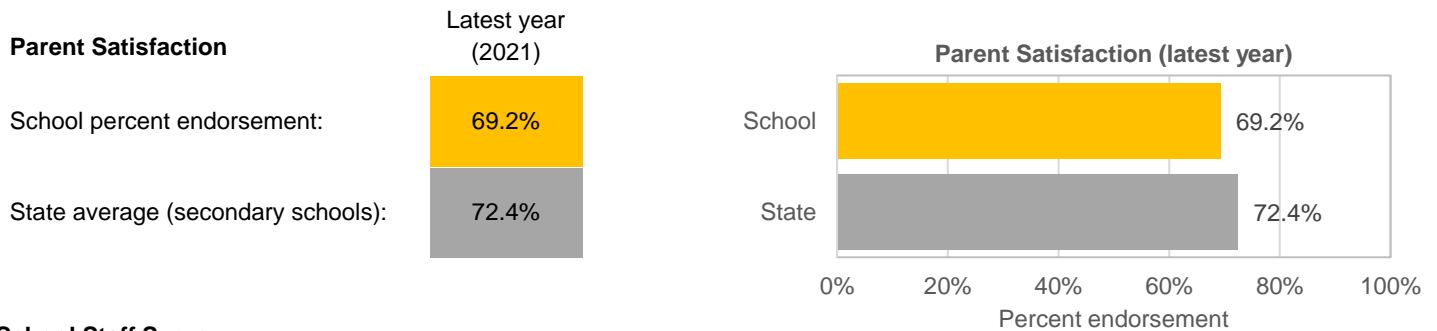
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

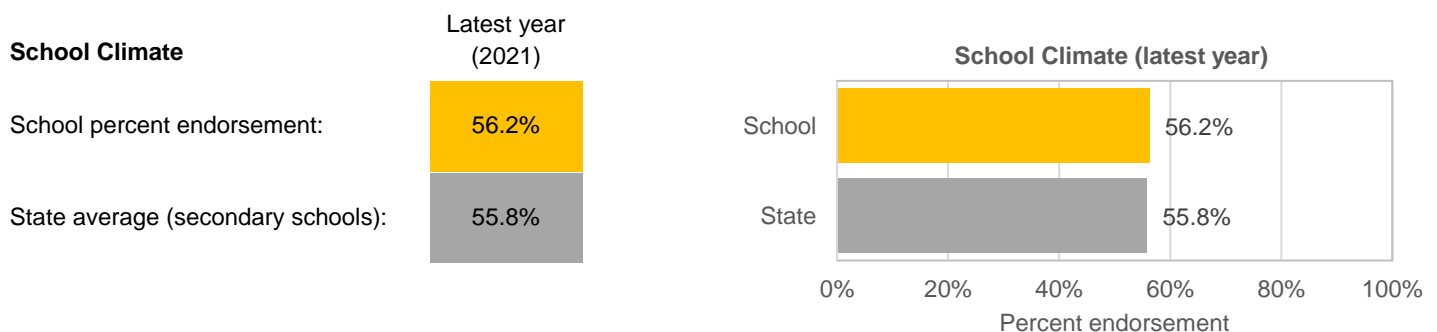


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

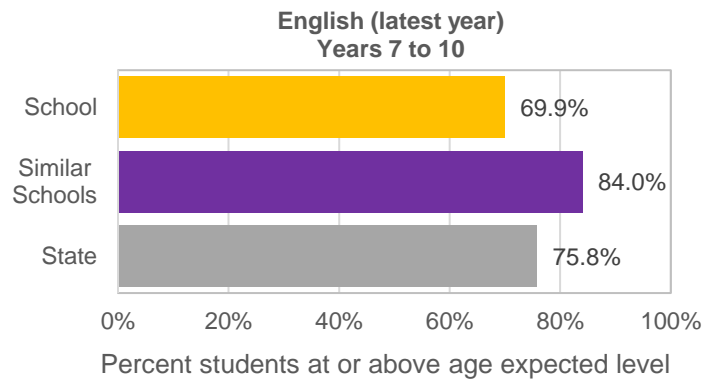
69.9%

Similar Schools average:

84.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

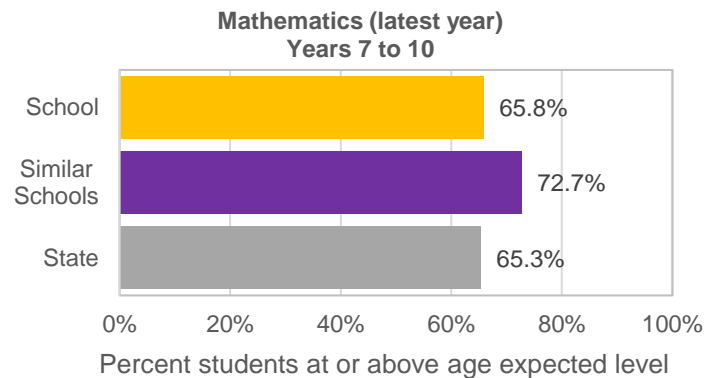
65.8%

Similar Schools average:

72.7%

State average:

65.3%





**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

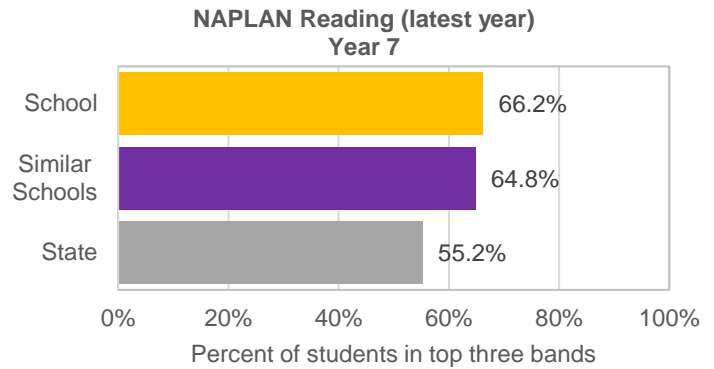
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

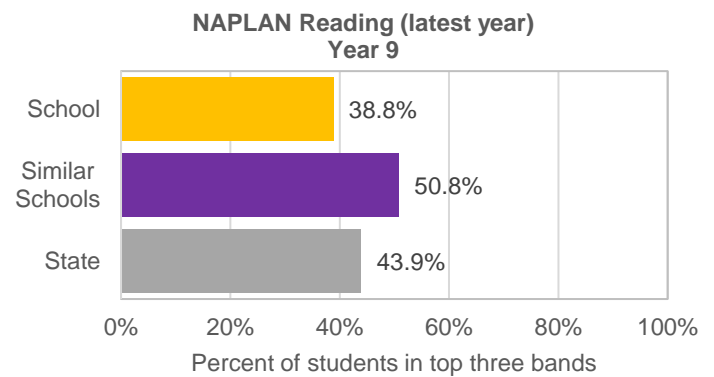
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	57.8%
Similar Schools average:	64.8%	63.3%
State average:	55.2%	54.8%



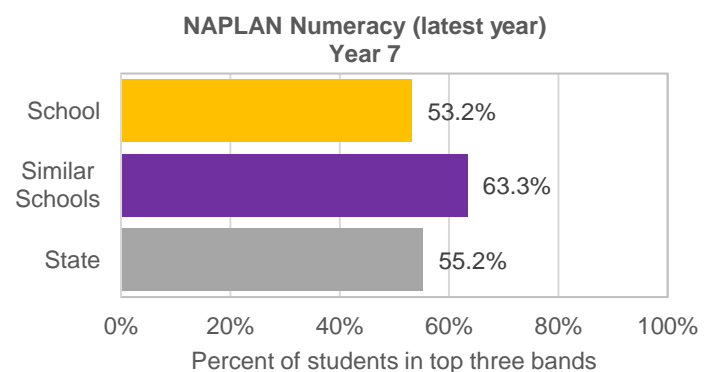
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.8%	42.7%
Similar Schools average:	50.8%	51.4%
State average:	43.9%	45.9%



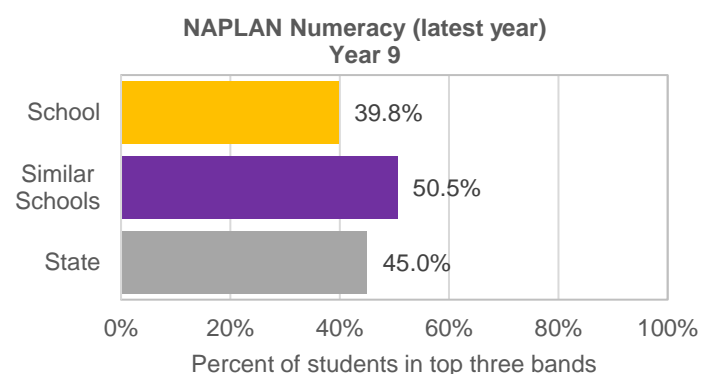
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.2%	56.4%
Similar Schools average:	63.3%	62.6%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.8%	49.4%
Similar Schools average:	50.5%	51.2%
State average:	45.0%	46.8%



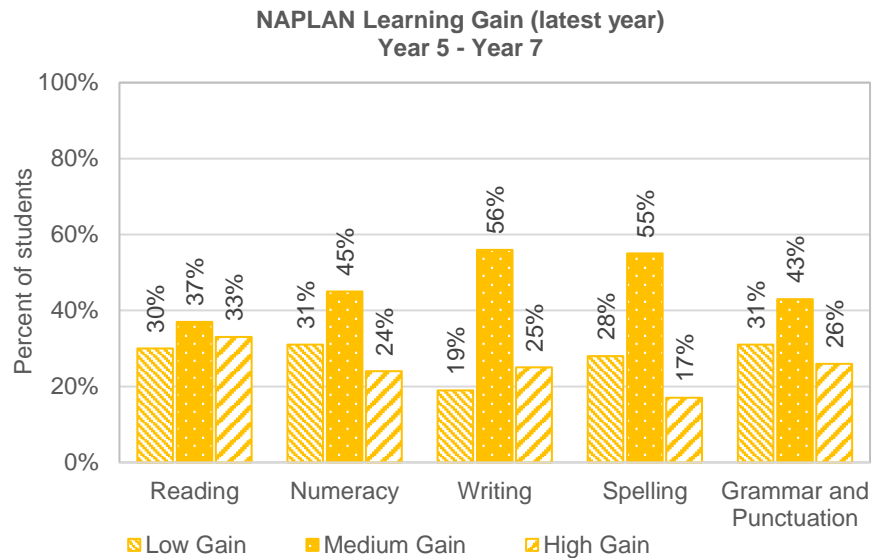
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

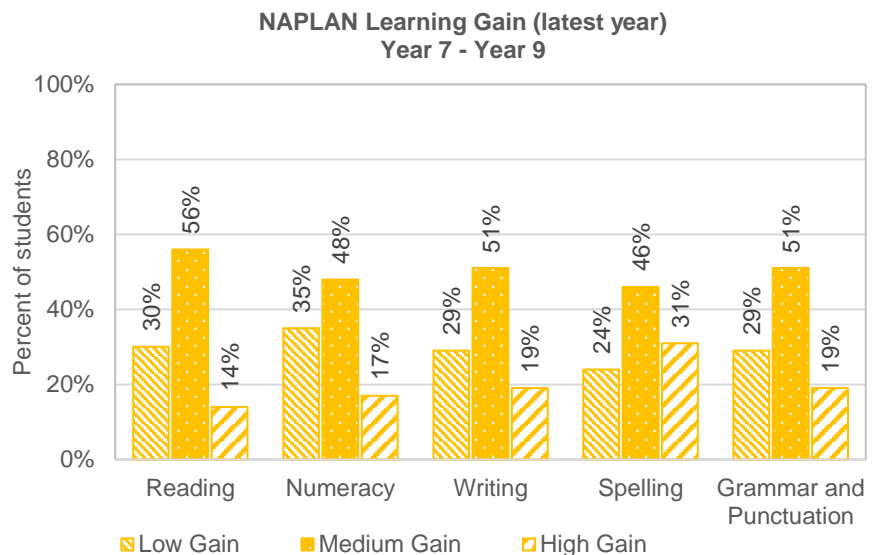
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	37%	33%	24%
Numeracy:	31%	45%	24%	24%
Writing:	19%	56%	25%	25%
Spelling:	28%	55%	17%	24%
Grammar and Punctuation:	31%	43%	26%	23%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	56%	14%	24%
Numeracy:	35%	48%	17%	24%
Writing:	29%	51%	19%	24%
Spelling:	24%	46%	31%	26%
Grammar and Punctuation:	29%	51%	19%	24%



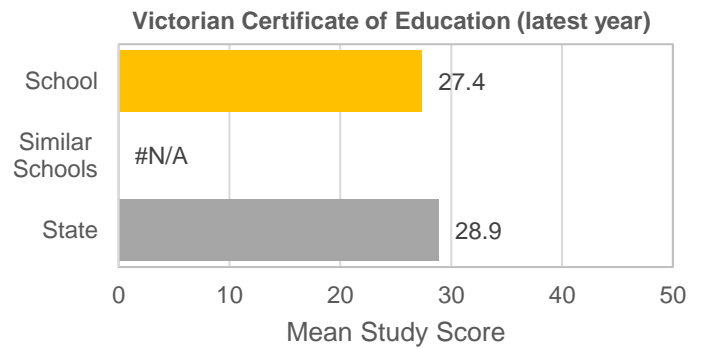
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	27.4	26.1
Similar Schools average:	28.8	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

98%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

28%

VET units of competence satisfactorily completed in 2021\*:

78%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

78%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

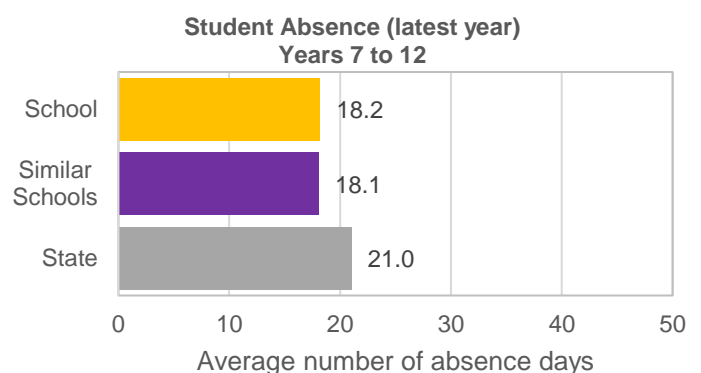
## ENGAGEMENT

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	18.2	16.7
Similar Schools average:	18.1	17.2
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

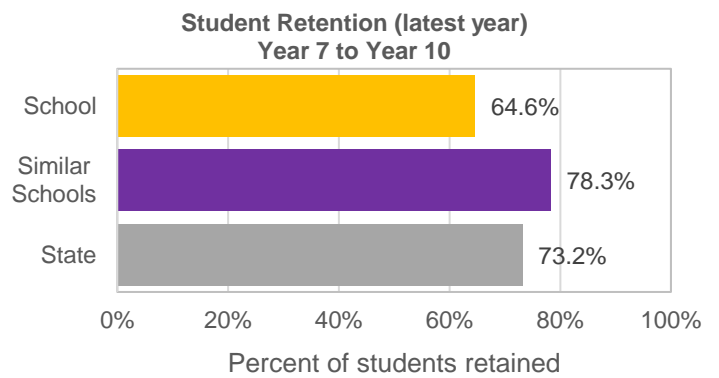
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	92%	87%	89%	92%	94%

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	64.6%	70.2%
Similar Schools average:	78.3%	77.0%
State average:	73.2%	72.9%



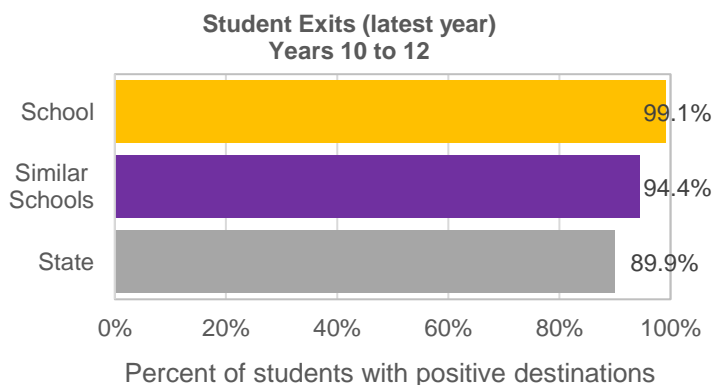
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	99.1%	99.1%
Similar Schools average:	94.4%	92.6%
State average:	89.9%	89.2%



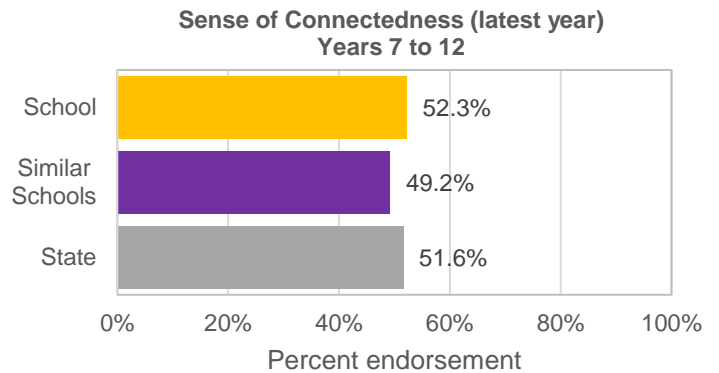
## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	52.3%	55.5%
Similar Schools average:	49.2%	53.1%
State average:	51.6%	54.5%

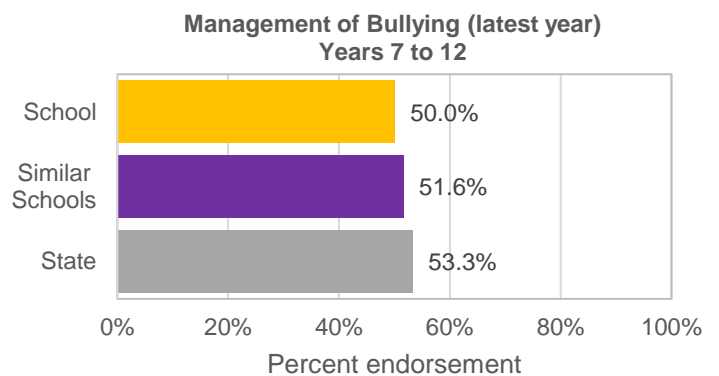


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.0%	56.5%
Similar Schools average:	51.6%	56.3%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,905,387
Government Provided DET Grants	\$1,521,893
Government Grants Commonwealth	\$0
Government Grants State	\$7,000
Revenue Other	\$14,891
Locally Raised Funds	\$660,451
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,109,621</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$75,135
Equity (Catch Up)	\$25,843
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$100,978</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,663,800
Adjustments	\$0
Books & Publications	\$1,874
Camps/Excursions/Activities	\$248,881
Communication Costs	\$14,401
Consumables	\$55,660
Miscellaneous Expense <sup>3</sup>	\$2,102,917
Professional Development	\$11,740
Equipment/Maintenance/Hire	\$53,735
Property Services	\$148,327
Salaries & Allowances <sup>4</sup>	\$88,441
Support Services	\$422,774
Trading & Fundraising	\$50,548
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$104,567
<b>Total Operating Expenditure</b>	<b>\$10,967,666</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,858,045)</b>
<b>Asset Acquisitions</b>	<b>\$43,779</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,988,463
Official Account	\$84,631
Other Accounts	\$38,511
<b>Total Funds Available</b>	<b>\$2,111,605</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$530,038
Other Recurrent Expenditure	\$17,822
Provision Accounts	\$0
Funds Received in Advance	\$119,482
School Based Programs	\$233,596
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$148,314
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$42,812
Capital - Buildings/Grounds < 12 months	\$61,160
Maintenance - Buildings/Grounds < 12 months	\$71,458
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,224,683</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*