

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2024 at 11:38 AM by David Rogers (Principal)

- This 2023 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 30 April 2024 at 11:18 AM by Rob Nash (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

The College's vision statement is "*to inspire passionate, positive and curious learners*" and our values are to *Connect, Explore and Aspire*. 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. Underpinning our learning is the philosophy of Positive Education which we use to ensure our students are resilient, show grit and determination but can also be hopeful and mindful.

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.

Located in the Inner East suburbs of Melbourne within the North Eastern region network of DET, the College enrolls annually 80-100 students into Year 7 and whole school enrolment figures are 526 with an SFOE of 0.33. We have 16 EAL students, 9 Koorie students and 43 ISP students. The College employs FTE staff. Highlights of the school include its skills gaps focus on learning, its approach to ensuring every child preforms at their best and, for those students who are looking for an additional reason to love school, our sports and performing arts academies.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Forest Hill College we have utilised the Tutor Learning Initiative funding to ensure our own teachers have time and flexibility in their day to work in small groups with our current students. Data is analysed and skills gaps are identified. Students are then able to work in small groups for 1 or 2 sessions with a tutor until their individual skills gap has been achieved. It is this initiative that has allowed our Naplan data to continue to improve with our Year 9 Numeracy data to be higher than both like schools and state results. We have refocussed our attention on Teaching and Learning with the introduction of our student learning outcome awards. These are awards recognise the learning taking place in classes. The learning is identified, shared with colleagues and sent home to parents and student via an email. Our continued focus on VCE teaching and learning has seen a rise in ATAR scores with our median study score now at 27. This is greater than the previous 4 years and has shown a steady rise. We attribute this success to revised policies, increased focus on teaching and learning and annual VCE data conversations with VCE teachers. In these meetings staff analyse the data at a question level and use 10 minutes at the outset of each class to pose exam style questions to the cohort in areas that have been identified as in need to improve results. We have undertaken a structure change to the day, resulting in 5x 60 minute periods per day, allowing students extended course choices and enable all students the option to access 4, 5 or 6 subjects in year 12. The school percentage of students to further studies or fulltime employment is 99.1%. Our Dux for 2023 received a score of 97.65. With 6% of our students achieving scores of 90 and above.

Wellbeing

Student connectedness continues to be successful at Forest Hill College with sense of connectedness data rating at above similar schools average and equal to state schools in a four-year trend. Management of bullying data has a 50.3% endorsement above both similar schools and state average. We have 2 full time counsellors, 1 full time chaplain and an adolescent health nurse 2 days per week. We now have a full-time mental health practitioner. Students, staff and parents are encouraged to refer to the wellbeing team as required with close relationships developed between Forest Hill College and external agencies.

Attendance rates have successfully stayed above 85% in all year levels except 1 as we have maintained a focus on knowing when students are away and making contact with the family to ensure they understand the importance of being present at school to educational outcomes. Our Sports and Performing Arts Academies continue to enrol good numbers with students opting to participate in the activities that give a serotonin boost before the teaching day commences.

Engagement

Our Student Voice /Student Parliament is vital and engaging and involves students across at all year levels and now boasts a full complement of ministers and party candidates. Students are working on re-invigorating the Tribes system. Attendance rates have successfully stayed above 85% in all year levels except 1 as we have maintained a focus on knowing when students are away and making contact with the family to ensure they understand the importance of being present at school to educational outcomes. Our Sports and Performing Arts Academies continue to enrol good numbers with students opting to participate in the activities that give a serotonin boost before the teaching day commences.

Other highlights from the school year

Forest Hill College continues to run camps and excursions as they are viewed as important tools in ensuring student connection to the College. In 2023 the following key events took place Aspire day and Elevate sessions for our Year 12 cohort, swimming carnival, Morrisby Testing, Inter- school sports, Year 11 Swinburne Immersion, Year 12 Camp, Whole School Athletics Carnival, City Experience and Future Cities excursions. Year 10 Deakin Study Skills Experience and The Forest Hill College Basketball Marathon. All aspects of our extra-curricular events are designed to enhance the learning taking place in the classroom.

Financial performance

The College continues to manage a planned and budgeted for deficit. Deficit reduction strategies were implemented for the 2022 and 2023 Workforce Plan. The NEVR Deaf Facility and Instrumental Music in particular require significant injections of locally raised funds to support them. Generous 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 made restitution on a debt that had been outstanding since 2009/10 and is now seeking to build capacity to ensure the school can thrive financially moving forward.

From a revenue perspective, the College continues to secure locally raised funds from facility hire. International Students numbers are beginning to rise and the College has reconsidered structure and size to ensure the ISP program is viable and profitable.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 557 students were enrolled at this school in 2023, 227 female and 330 male.

14 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).

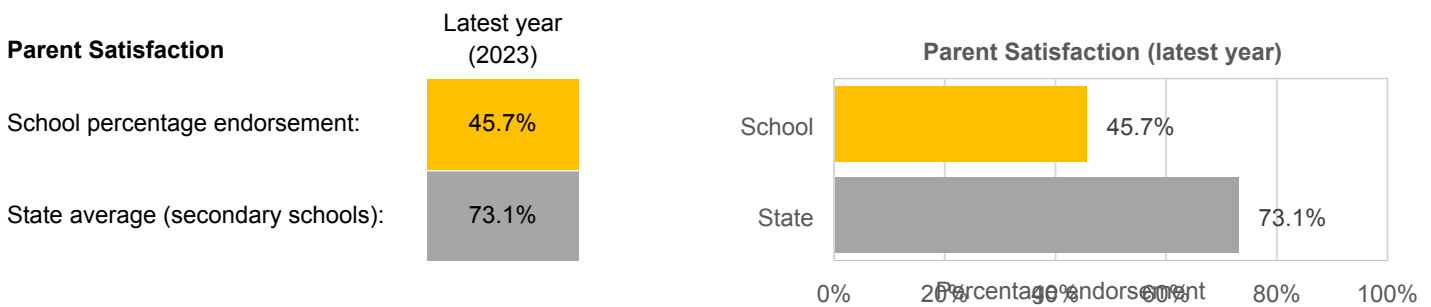
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

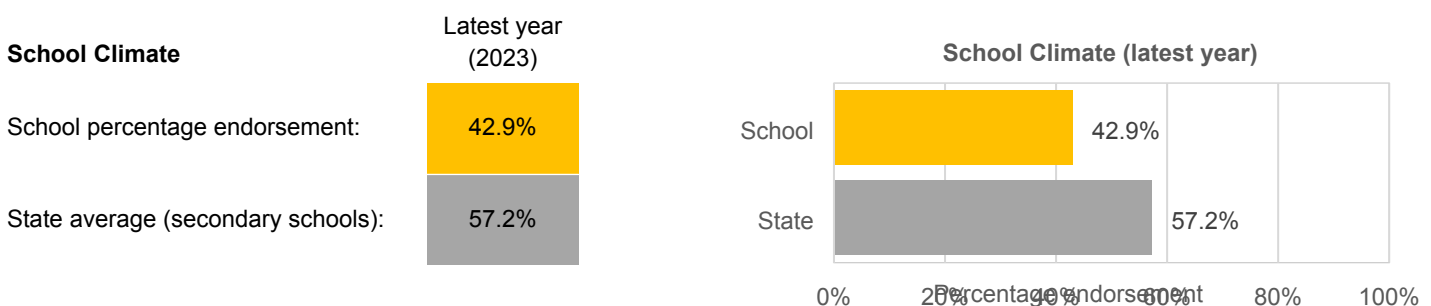


School Staff Survey

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

Percentage 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.



LEARNING

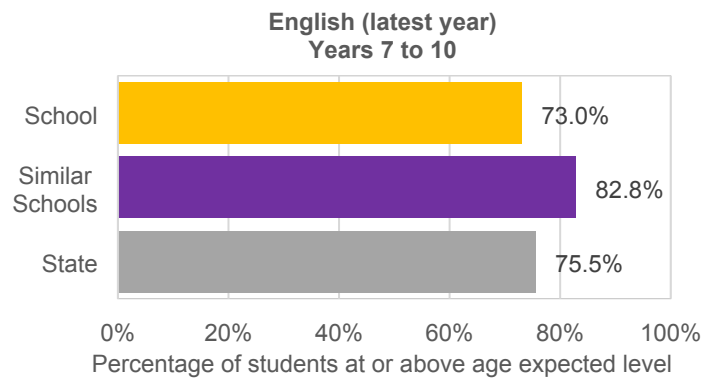
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

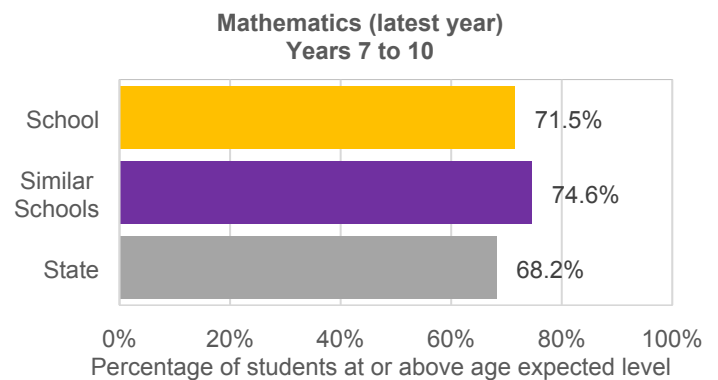
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	73.0%
Similar Schools average:	82.8%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	71.5%
Similar Schools average:	74.6%
State average:	68.2%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

62.7%

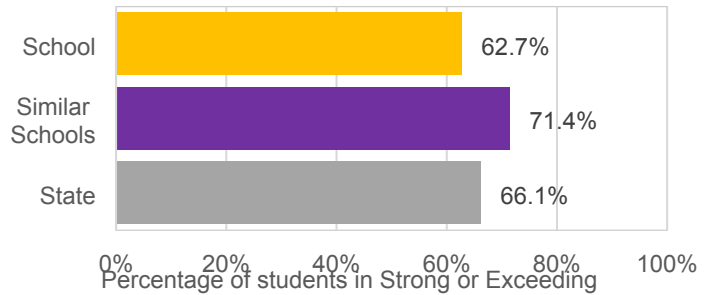
Similar Schools average:

71.4%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

55.3%

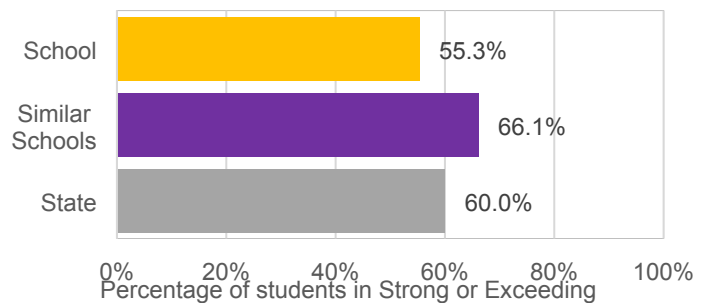
Similar Schools average:

66.1%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

60.0%

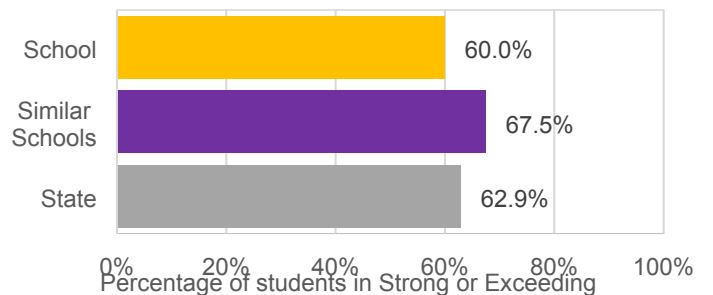
Similar Schools average:

67.5%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

71.2%

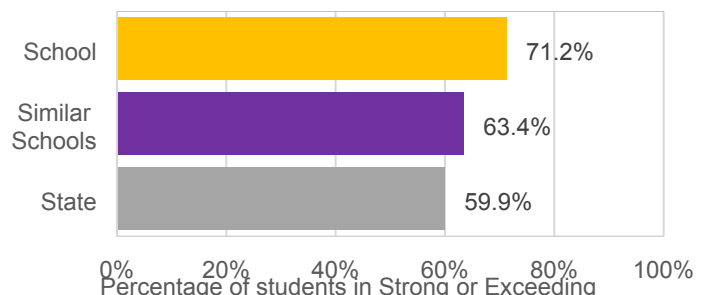
Similar Schools average:

63.4%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

67.2%

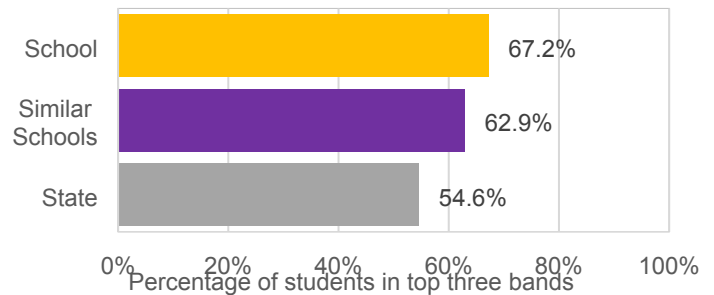
Similar Schools average:

62.9%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

52.5%

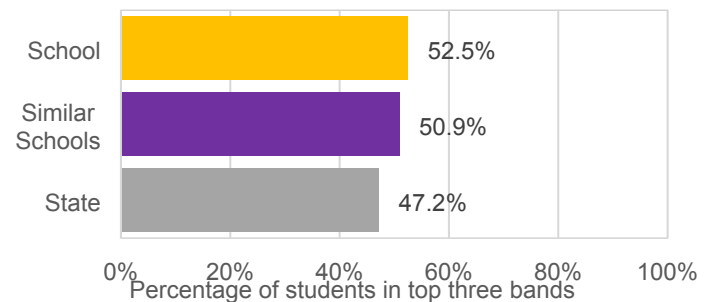
Similar Schools average:

50.9%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

62.5%

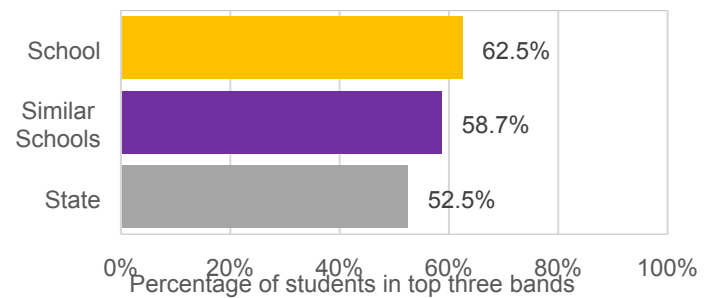
Similar Schools average:

58.7%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

52.5%

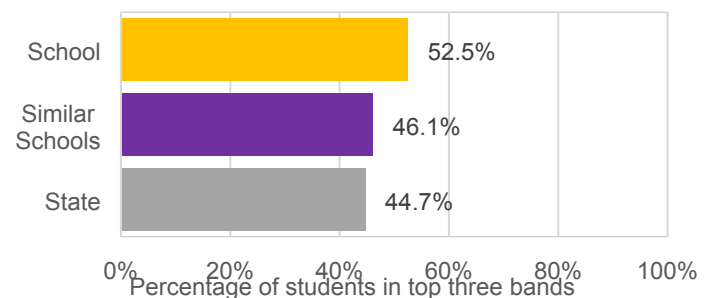
Similar Schools average:

46.1%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (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.*

Victorian Senior Secondary Certificate

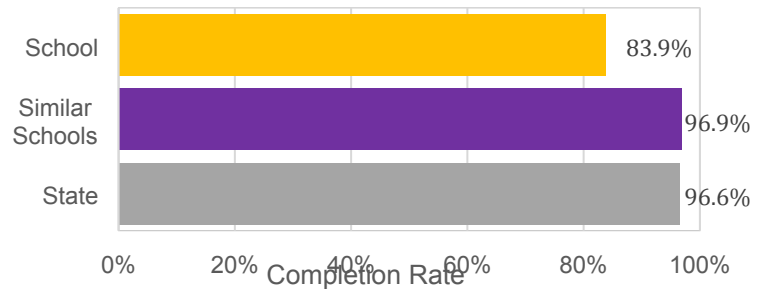
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	83.9%	94.2%
Similar Schools completion rate:	96.9%	97.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.0

Number of students awarded the VCE Vocational Major

8

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

Percentage VET units of competence satisfactorily completed in 2023:

77%

WELLBEING

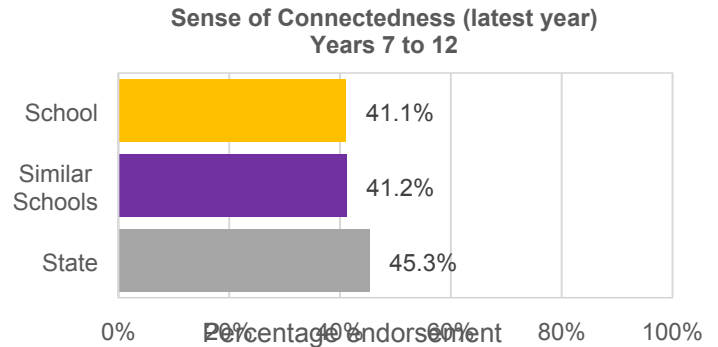
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	41.1%	49.9%
Similar Schools average:	41.2%	46.5%
State average:	45.3%	49.9%

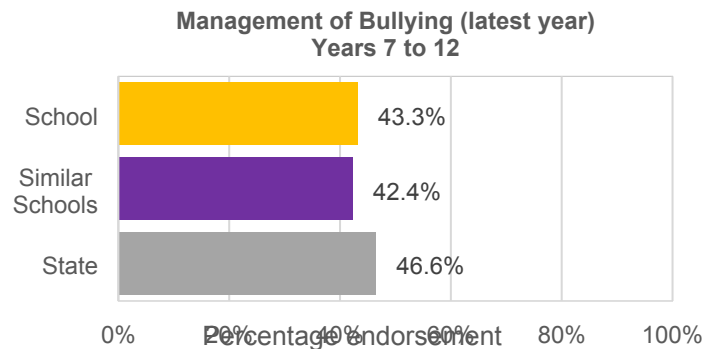


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	43.3%	50.3%
Similar Schools average:	42.4%	47.8%
State average:	46.6%	51.0%



ENGAGEMENT

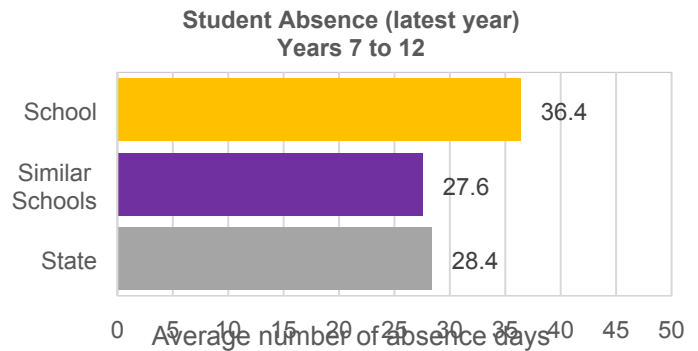
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	36.4	23.0
Similar Schools average:	27.6	22.7
State average:	28.4	23.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

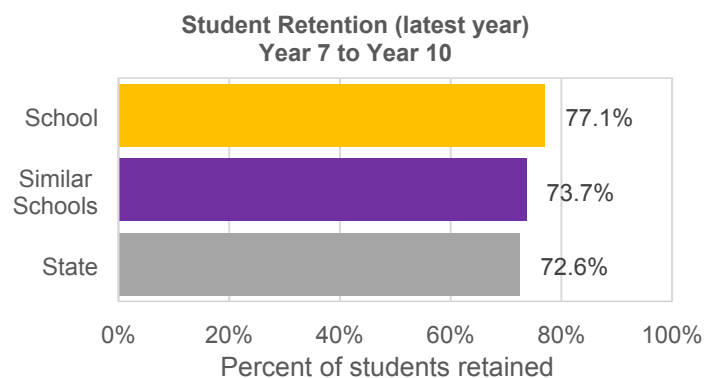
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	83%	80%	80%	82%	79%

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 (2023)	4-year average
School percent of students retained:	77.1%	69.5%
Similar Schools average:	73.7%	74.3%
State average:	72.6%	73.8%



ENGAGEMENT (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.

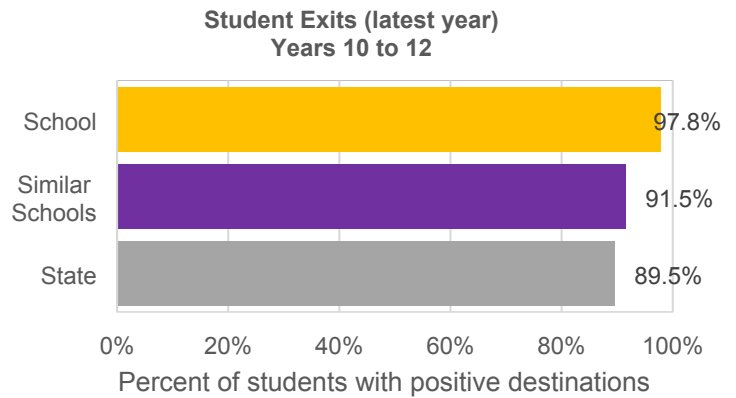
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	97.8%	99.1%
Similar Schools average:	91.5%	92.3%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$6,378,800
Government Provided DET Grants	\$1,455,736
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$74,171
Locally Raised Funds	\$672,193
Capital Grants	\$0
Total Operating Revenue	\$8,580,899

Equity ¹	Actual
Equity (Social Disadvantage)	\$86,999
Equity (Catch Up)	\$22,311
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$109,310

Expenditure	Actual
Student Resource Package ²	\$6,393,506
Adjustments	\$0
Books & Publications	\$4,467
Camps/Excursions/Activities	\$198,713
Communication Costs	\$17,578
Consumables	\$77,829
Miscellaneous Expense ³	\$590,449
Professional Development	\$21,252
Equipment/Maintenance/Hire	\$47,943
Property Services	\$201,204
Salaries & Allowances ⁴	\$91,607
Support Services	\$507,316
Trading & Fundraising	\$58,081
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$9,721
Utilities	\$129,849
Total Operating Expenditure	\$8,349,513
Net Operating Surplus/-Deficit	\$231,386
Asset Acquisitions	\$62,227

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,585,373
Official Account	\$101,519
Other Accounts	\$45,691
Total Funds Available	\$1,732,584

Financial Commitments	Actual
Operating Reserve	\$299,521
Other Recurrent Expenditure	\$36,525
Provision Accounts	\$0
Funds Received in Advance	\$104,042
School Based Programs	\$102,111
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,575
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$84,448
Capital - Buildings/Grounds < 12 months	\$55,000
Maintenance - Buildings/Grounds < 12 months	\$114,580
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$846,801

All funds received from the Department of Education, 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.