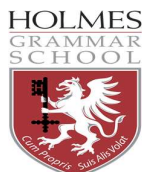




Annual Report

Holmes Grammar School

2022



MESSAGE FROM THE PRINCIPAL

The Holmes Grammar School Council is pleased to present this report on the operation of the school in 2022, in accordance with the requirements of the relevant legislation. The school continued to sustain its senior secondary programmes through VCE and VCAL courses providing significant pathways for all of its students. .

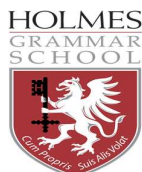
The school through 2022 still suffered somewhat from the lingering effects of COVID, with its lockdowns and border restrictions. With the Australian Government lifting these restrictions in December of 2021, we remained hopeful of a quick return of international students seeking education in Australia and more specifically to our specialised international student programme. Such a return did eventuate, but it did not gather momentum until the second half of the year. This was reflected in the school numbers specifically for Year 11 VCE Unit Two. The first half of the year saw a great deal of activity in our offshore markets with Education Agents beginning again to work with families looking for schooling opportunities within our sector. So effectively, the first half of 2022 was focussed on an application process for both the school and the Department of Home Affairs in an attempt to gain a Student Visa. Consequently, this dual process of application and Visa assessment occupied the first half of the academic year.

The sustained presence of COVID-19 and its ramifications on the operation of the school continued to be felt. Firstly, the direct effect on school numbers where there was a further decline from the numbers recorded in 2021, despite a growing increase in applications and entry into Year 11 VCE Unit 2. The school was in fact at its lowest point in Semester One of 2022 but remained hopeful of a re-build given the number of applications through the first half of that year, that ultimately translated into Visa grants and course commencement.

As reported in 2021 a sizeable number of its Year 11 VCE cohort received their course via remote delivery. This included students specifically from China and Cambodia. With the lifting of restrictions in December 2021, we were hopeful that this group, who were focussed on Year 12 VCE would arrive and begin their study into Year 12 Unit 3 without complication. The rules as imposed by the Australian Government surrounding vaccinations however meant that for many of our Chinese students, their arrival into Australia would be delayed whilst needing to receive further doses or vaccines that were listed by the TGA. As a result, it was a staggered arrival through the course of Unit 3 and for some even Unit 4, and so once again, as in 2021, the school timetable was adjusted to some extent where classes would be delivered as live through the school's Learning Management System – Blackboard. Through this blended model, teachers were adept at teaching to those students within the immediate classroom to those undertaking classes remotely. However, this delivery was somewhat divisive.

Ultimately, through the impact of border closures and vaccine requirements, the degree of difficulty had been heightened for this group, with their final results affected. Unlike previous cohorts, Consideration of Educational Disadvantage was not extended to them, despite the fact that Year 11 was completely taken online and their entry into Australia for Year 12 hampered. However, despite the trials and tribulations the school remained proud of their success with their VCE completion and their pathways beyond Year 12. A detailed summary is provided further in this report.

In 2022, Holmes Grammar School and its community remained committed to its mission statement, whereby each student will be valued equally and given every opportunity and assistance possible in order to obtain entry to his/her desired pathway in achieving their goals. Whilst the delivery model fluctuated to some extent with the circumstances, the school continued to offer educational variety



with a number of entry points for VCE study and a Year 12 VCAL course that afforded even more flexibility, welcoming students who were looking for an alternative after Year 11.

The successful blend of the two Year 12 courses remained a strong feature, with the school continuing to maintain a high level of teaching in order to deliver these academic programmes. The teaching staff response to continue to deliver an online model is to be commended and their tireless, inventive and strategic approach minimised the impact felt by our Year 12 cohort, who because of circumstances continued to receive classes remotely. The cohesive and collegial way and the single purpose that all staff shared, enabled the school to maintain the quality of its teaching and learning programme through difficult and altered settings. With such emphasis on the quality of its teaching, this aspect, more than ever, remained the cornerstone of our success as an educational institution. The process of Performance Reviews and ongoing exposure to Professional Development ensured that this quality remained intact.

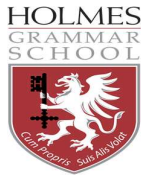
Every year I refer to the partnership programme that the school has had in place with the No. 16 School Qingdao from China, an initiative first undertaken in 2014. This partnership enables students who have completed Year 11 in China to join Holmes Grammar School part way through Year 11 VCE and then on to Year 12 completion. As described above, given the restrictions of entry in Australia, the school has continued to deliver VCE online to a small group of students into Year 12, and had received further students into Year 11 VCE Unit 2. Beyond this in 2023, we will receive the last of these students as part of a programme that will for the time being, be suspended. The school remains justly proud of what it has been able to do for these students and of course, proud of the students themselves who have remained both loyal and committed to their senior secondary course through their unwavering trust in Holmes Grammar School.

The academic achievement of the class of 2022 was satisfying, despite the challenges that many of these students faced through remote learning and restrictions in coming into Australia through Units 3 & 4. Whilst the median study score dropped from that of 2021, there was impressive range of University offers, with all students receiving first round offers to a range of major public universities. This will be detailed at a later point in this report.

There is significance also in relation to our Victorian Certificate of Applied Learning programme, which will end given the introduction of the VCE Vocational Major into 2023. Given this demise, the school ensured that it taught this cohort out through to completion. Holmes Grammar School has had a proud history of the number of students it has graduated through this course and it has been an integral part of the school's dual offering for its students, with many seeking vocational pathways after senior high school completion. It is this school's intention to maintain this option with the introduction of VCE Vocational Major into 2024.

The school has also continued to maintain its strong attendance percentages. It has worked very hard to find improvement in this area and the implementation of further strategies has had a significant impact on this aspect of the school. Both our Year 11 & Year 12 VCE percentages remain consistently high, and are now at a point where the school can be very pleased, but not complacent. Please refer to the relevant section under Attendance.

Whilst other schools, including those that many of our students come from, seek advantage in their sheer size, Holmes specialises in an educational experience for students where teacher to student ratios allow for a personalised approach, where time can be spent on each individual in meeting their needs and goals. In an environment where teachers are trained specifically in education for English as a Second Language, our small school approach is one that is supportive, caring and focused,



giving every student the opportunity to achieve their best. Though small in size, the school remained resourceful in its staffing, curriculum and student opportunities, making it a meaningful and preferred option for students. As an organisation, it has remained robust and reliable in ensuring that all students receive the programme they enrol for, further enhancing our reputation within a school sector that makes its focus senior international students.

OUR PHILOSOPHY

The school exists to provide international and local students with a quality preparation for the tertiary studies of their choice. In providing its educational programs, Holmes Grammar School is conscious of the importance of its role in shaping the minds and hearts of students who, for the most part, will be involved in international organisations and global businesses for many years in the future. It is a magnificent opportunity to contribute in a small way to the development of the world and to peaceful cooperation between people of different nationalities.

Put simply, the philosophy underlying our educational programs is that a senior secondary school has an important role to play in the harmonious development of the world. Therefore, in attempting to meet the principles of our philosophy we place high value on:

- *establishing a learning partnership between staff and students;*
- *respecting individuals and their cultural differences;*
- *encouraging a strong desire to succeed;*
- *ensuring equality of opportunity for all;*
- *promoting academic leadership; and*
- *the pursuit of continuous improvement in all we do.*

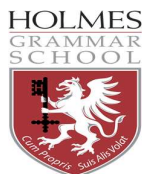
For each student, this means that the school will value each person equally. Students will be given every opportunity and assistance possible in order to obtain entry to his/her desired further study and their progress is monitored closely as staff work with students to ensure that they achieve their goals. All staff are involved in the planning of strategies to ensure the continuous improvement of all activities undertaken at the school.

Further to this, the school's philosophy and program delivery is underpinned by important democratic principles that support and promote the principles and practices of Australian democracy, including a commitment to:

- *elected government*
- *the rule of law*
- *equal rights for all before the law*
- *freedom of religion*
- *freedom of speech and association*
- *the values of openness and tolerance*

The senior years of our secondary school programme represents the critical end of compulsory school. We aim to lay the foundation and create meaningful pathways to further study beyond Year 12 as students seek entry into Diploma and Degree courses or alternatively into the wider world of employment.

At Holmes Grammar School we understand the needs of our students. In an environment that is energetic, vibrant and supported by a caring and friendly staff, we look to engage all students in promoting a love of learning. With a curriculum underpinned by the study of English Language,



students join a school that values community, placing the needs of all its students at the very heart of its mission.

ABOUT THE SCHOOL

In a school made up largely of international students, Holmes Grammar School's core values are directly connected to its multicultural population, where respect for others is a key value in ensuring that students work together accepting their responsibility in creating a harmonious learning environment.

Founded in 2005, Holmes Grammar School is a senior secondary school providing quality education for students at both the Year 11 & 12 level. In 2022, Holmes Grammar School boasted a diverse range of nationalities with nearly all enrolled students on International Student Visas. The majority of students were from Non- English-Speaking Backgrounds (NESB) and central to their study was English as an Additional Language (EAL). A group of the students joined our senior secondary programme from an intensive English language course, which for many was provided to them by the school prior to them joining either VCE or VCAL. Others come with the required English level or as transfer students from other providers.

The school has added responsibility for students who were under the age of eighteen in providing Homestay families and care assist in support of their welfare whilst studying at Holmes. This was very much the case with the influx of students in the second half of 2022, coming directly from offshore, requiring our welfare support and guardianship. The remainder however, are over 18 years of age, and chose to live independently or with other students. Whatever their living circumstances these students faced many challenges that included adjusting to a new living environment, culture, education system and separation from family. All these factors can impinge directly on a student's focus and the school worked very hard to assist them in meeting these challenges. Relationships were formed between the school and care assist, Homestay families, Education Agents, and this together with ongoing communication to parents, was critical to this assistance.

The school seeks to prepare its students for the changing world of employment through further educational opportunities in Australia. It achieves this mission by imparting knowledge across a dynamic curriculum, underpinned by the foundations of English language. Holmes provides a highly specialised program with a focus on business related subjects in its VCAL programme, with the core content of Mathematics, LOTE, Business, Accounting, History, Physics, Foundation English and Mathematics through VCE. This curriculum strength provides both vocational and academic pathways to Diploma and Degree programs within the Holmes Education group or with other tertiary providers.

Further consideration is given to its curriculum offering by tailoring a programme in direct connection to the partnership programme from Qingdao, where a predominance of Maths, Science and Languages maximise each student's potential to achieve above average study scores and ATAR's. A review of the school's curriculum annually is driven by our experience in providing a programme that suits its international cohort and ESL learners best. An understanding of their prior learning in schools from their own country is imperative in the development of the school's curriculum and the subject choices made available to them. This diversification has ultimately translated into students choosing tertiary education across a greater scope and range of studies, through either Diploma or Higher Education courses and an analysis of the school's alumni reflects this spread.



STAFF RECRUITMENT AND COMPOSITION

Staff employed at Holmes Grammar School represents a multicultural mix. Academic staff is selected on the basis of qualification and experience; however, consideration is given to prior experience in working with ESL students. Consequently, some of our staff come from ESL backgrounds themselves and countries that reflect our student body, particularly those of Asian descent.

The school welcomed a number of new staff, under the direction of our Head of School. One strength of the school has been the ongoing collegiality of this group and the professional and collaborative nature of the staffroom. This is highly valued within the school, where there is an opportunity to share, discuss and reflect on the individual needs of our international students, particularly with the lingering effects of COVID and the duality of the delivery mode. The integration of the new staff proved to be most successful, and one of our Provisional Registered Teachers was mentored through the process of Full Registration which was finalised by the end of 2022.

The school's administrative staff also reflects this cultural mix and Holmes Grammar School has appointed a number of these staff to provide translation for all of its students. In this way the school can openly communicate with students, and more particularly with families in assisting them through their study as well as sharing an understanding of their cultural background.

TEACHING STAFF & PROFESSIONAL LEARNING

All teachers in 2022 were, as required, registered with the Victorian Institute of Teachers and actively engaged in professional development activities through internal sessions, their own private reading and research, and/or through attendance at subject specific or more general seminars and conferences. Firstly, this satisfies the requirement of their registration with the VIT as well as being an important aspect of their development as a teacher. All teachers were required to complete a Professional Development Report as a means of evaluating their learning through these activities as well as communicating the nature of the activity to other staff, where relevant.

Specifically, this included some of the following:

- *VCE Study Design Audits – Business Management*
- *VCAL Quality Assurance Audit – Personal Development Skills*
- *Professional Course Subject Development including: VATE Meet the Assessors/Vic TESOL - towards a model for hybrid learning/VATE EAL*
- *VIT Effective Mentoring Programme*
- *VCE Chinese FL – Oral Assessor – October Oral Examinations*
- *Strategies for Remote Learning Delivery including the development and implementation of software technology*
- *Understanding Blackboard – Online Learning Platform*
- *VCAA Webinar – the introduction of VCE Vocational Major*
- *No.16 School Qingdao partnership programme*
- *No.16 School Qingdao Teacher Training – EAL, Mathematics, Chinese & Physics*



- *Weekly Staff Meetings: incorporating school administrative matters, student issues (academic & welfare)*
- *Fortnightly VCAL Staff Meetings – curriculum, assessment and student discussion*
- *Fortnightly Year 12 VCE Staff Meetings – curriculum, assessment and student discussion*
- *Child Safe review - Updated Policy and Procedures in line with the new Child Safe Standards – Ministerial Order 1359*
- *Anaphylaxis Staff Briefings*
- *Performance Reviews with Principal – staff meet formally with Principal at least three times a year*
- *Professional Development file: all staff completes an appraisal of their PD activity and comment on how it may have informed their practice.*

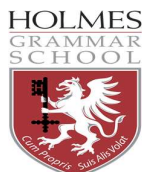
PROGRAM MANAGEMENT

The Principal was directly responsible for the administration of the school. Further responsibility was given to the Head of School who oversaw the delivery of both the VCE and VCAL programs through Year 11 & 12. This responsibility was created to ensure compliance with the principles and regulations as expressed by the Victorian Curriculum Assessment Authority.

The administration for VASS (Victorian Assessment Student System) entries was coordinated by both the Principal and Head of School who were jointly responsible for the entering of enrolment, examination and assessment data as required.

The Management Structure and Staffing in 2022 can be best described by the following:

- *The Principal was responsible for the overall operation of the school.*
- *The Head of School was responsible for*
 - *the day to day operation of the program ensuring efficiency and effectiveness*
 - *monitoring and attending to the welfare (including academic progress and attendance) of students in that program*
 - *leading and coordinating teachers in the carrying out of their prescribed duties*
 - *reporting directly to Principal*
- *Administrative support was provided by the School Administration Officer whose role included the following:*
 - *Admissions*
 - *Registration of student enrolment, transition and exit*
 - *Coordinating student enrolment & academic fees*
 - *Maintenance and storage of student records (databases and hard files)*
 - *Monitoring student attendance and issuing attendance reports*
 - *Production of Academic Reports*
 - *Responding to enrolment enquiries*
 - *Reporting directly to Principal/Head of School*



Curriculum development was led by the Principal.

CURRICULUM

Victorian Certificate of Education – Year 11 & 12

- A Victorian Certificate of Education is obtained through satisfactory completion of a minimum of 16 units from VCE Year 11 and Year 12 study. The aim of the qualification is a direct pathway to tertiary study through the process of university application on the basis of ATAR results.
- The curriculum for Year 11 & 12 VCE Units is prescribed by the Victorian Curriculum Assessment Authority. Outline of courses offered by this school can be obtained from the VCE Course Overview Booklet 2022 and the various Scope & Sequences specific to each study design.
- The academic programme in 2022 saw the school maintain subject choices through diversification of Mathematics and LOTE at Year 12 and foundation subjects in English and Mathematics at Year 11. Where a student wishes to undertake a study outside of the school's offering, considered to be beneficial, the school will facilitate a process of enrolment through Virtual Schools Victoria and the Victorian School of Languages. As previously expressed, an understanding of their prior learning in schools from their own country is imperative in the development of the school's curriculum and the subject choices made available to them. This consideration was also extended to those students who the school received from its partnership programme.
- The Year 11 VCE Course in 2022 was offered to students in order to provide a foundation and pathway to Year 12 VCE. For other students it provided a vocational option towards the study of Senior VCAL.

Victorian Certificate of Applied Learning – Senior Level (Year 12)

- A VCAL Senior Certificate is obtained through satisfactory completion of a combination of 10 units from VCE Year 11, Year 12 VCAL and VET study. The aim of the qualification is to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to further vocational education. It has at its centre a vocational business study that contribute to Certificate II Workplace Skills.
- At Holmes Grammar School we have designed a VCAL Senior curriculum that prepares students for further study into certificate and diploma courses, yet strongly underpinned by English Language.
- Entry into VCAL Year 12 requires students to have satisfactorily completed at least four (4) Year 11 VCE semester units (or equivalent), including one Mathematics and English unit.
- Our VCAL Year 12 Units are (details are contained in the Holmes VCAL Curriculum Booklet):
 - Five VET Units of Competency (Certificate II Workplace Skills) that have been packaged into two units called Business Communications & Technology which cover the VCAL strands of Work- Related Skills and Industry Specific Skills.
 - Integrated Studies including:
 - Two Literacy Units – Reading & Writing and Oral Communication
 - One Personal Development Skills Unit
 - One Skills for Further Study Unit
 - One Unit for Numeracy



The VET component of VCAL was provided under the auspices of the Holmes Institute as a Registered Training Organisation.

- A strong emphasis was placed on ICT applications as part of the delivery of all units.

This academic year saw further development and refinement of the VCAL course for students of Holmes Grammar School. Full integration of VCAL is now well established where units of Literacy, Personal Development and Skills for Study focused on the workplace as a link between school-assessed tasks. These tasks were designed with greater complexity in mind, encouraging higher levels of independent thinking and autonomous learning.

Delivery and Reporting

The delivery of the VCAL programme required units of 100 hours of teaching and independent study. This was delivered via five 50-minute classes per week in which the teacher presented key pieces of information with a strong focus on facilitating the learning for students. Students were encouraged to make a weekly appointment with a teacher to assess their progress through the assessment schedule of a number of tasks, both within and outside of class time. For the first time, students were required to undertake the General Achievement Test – Part A, to determine their level of Literacy & Numeracy.

The delivery of the VCE program required semester units of 100 hours of teaching. Each unit is delivered via five 50-minute classes per week. Each study has a series of School Assessed Tasks/School Assessed Coursework. There was an internal examination programme at the end of each semester for students studying at the Year 11 VCE level. Students at the Year 12 VCE level followed the 2022 Written Examination and GAT programme.

Reporting at both Year 11 & 12, saw students receive a school report for each term through either a Progress or Semester Report identifying satisfactory or non-satisfactory completion as well indicators relating to attitude and work ethic. Each Semester Report was an opportunity to assess a student's pastoral development, a report that provides a more holistic view of their connectedness and engagement with all aspects of their school life. The generation of reports for assessment is produced electronically through the school's student data base (eBECAS).

SENIOR SECONDARY OUTCOMES

Year 12 Victorian Certificate of Education

7 students were enrolled for Year 12 VCE in 2022.

7 students were awarded their Victorian Certificate of Education in 2022.

Consequently, 100% of the total enrolment gained satisfactory completion of the Victorian Certificate of Education.

Year 12 Victorian Certificate of Applied Learning

A total of 15 students were enrolled for the Year 12 VCAL in 2022. 87% of students who enrolled, completed their course, receiving their Victorian Certificate of Applied Learning. 13% withdrew before completion.

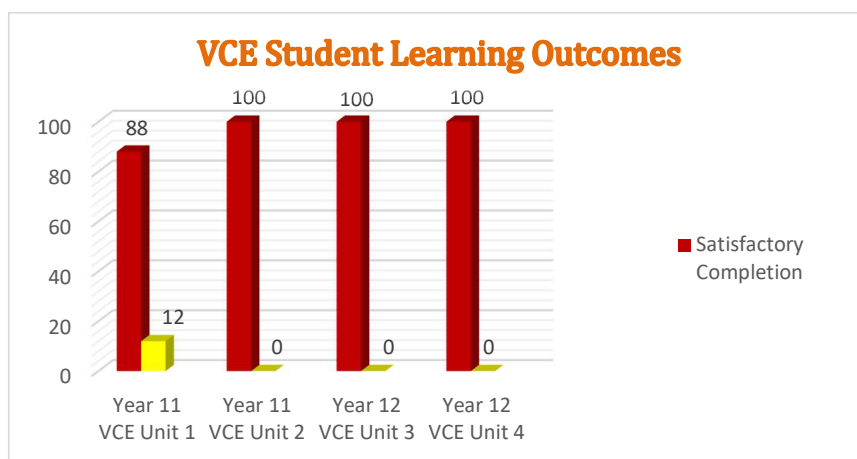
The flexible nature of VCAL allows students to enrol at any point during the course of the academic year, with study and enrolments carried over into the next academic year. VCAL is designed to be a 40-week course, but the starting and finishing date will vary depending on their original intake. This is



somewhat unique to international students who can join the programme outside the beginning of the academic year. The total figure reflects those students who were enrolled at some point in 2022.

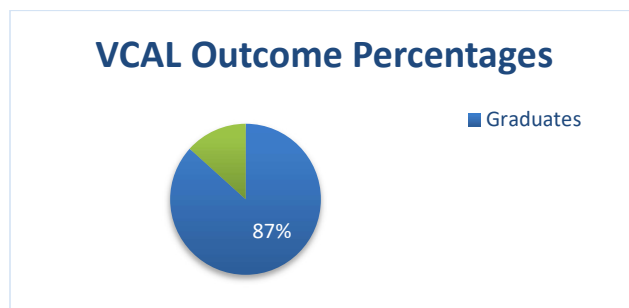
ANALYSIS OF STUDENT LEARNING OUTCOMES

The table below indicates both Year 11 & 12 VCE Unit enrolments with percentages given for satisfactory completion. 2023 represents further improvement in the recording of satisfactory completion of units to that of the previous year. The Year 12 level, saw a 100% success rate recorded at both Units 3 & 4. and major improvement across Units 1 & 2, with very low numbers reported as unsatisfactory. The school will continue to work hard in a targeted progression in laying strong foundations of learning for students at Units 1 & 2, which ultimately correlates to high completion rates at Year 12.



Year 12 VCAL Outcome Analysis

The table below indicates the number students that successfully completed VCAL and those who have withdrawn. Whilst VCAL is a twelve-month course, a significant number of our international students have the flexibility to join this group at any point in the year. Unlike previous years, given the demise of VCAL and its replacement to VCE Vocational Major, it was incumbent on the school to ensure that students who enrolled into this course, complete the course requirements by the end of the academic year. We have been successful in doing this.





Comparative Statistics of VCE Scored Results

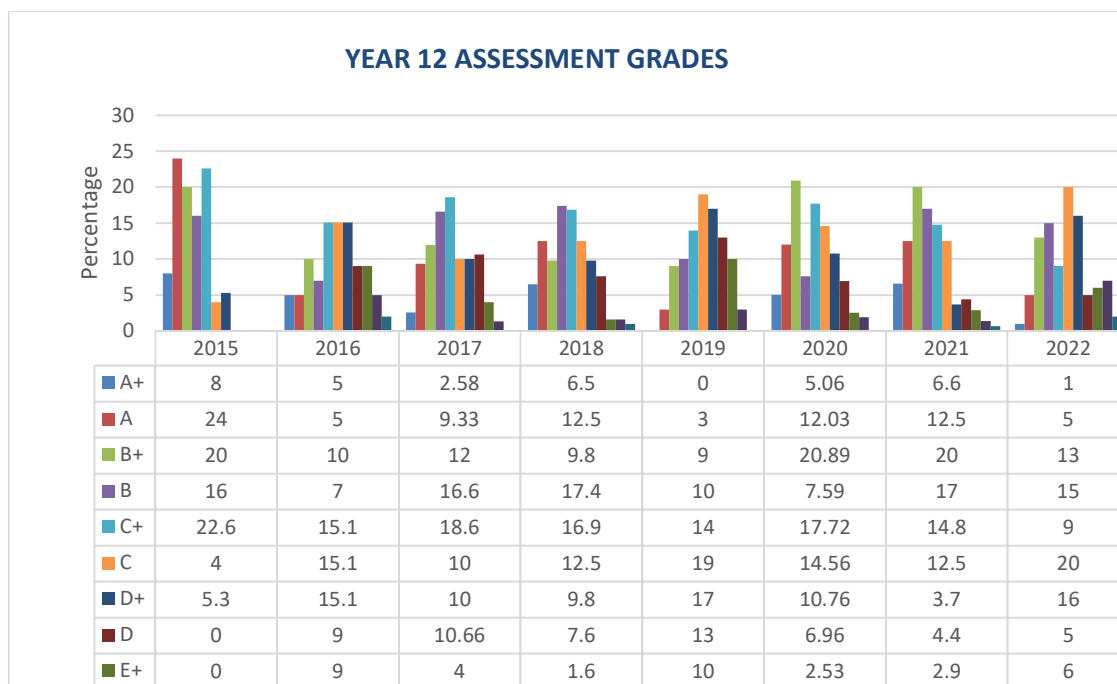
With each passing year, and given the school's relatively short history at Year 12 VCE, we are in an improved position to make meaningful comparisons on the basis of VCE Scored Results. The cohort of 2022 were the thirteenth group to undertake a full Year 12 VCE programme and were made up of students who had completed the Year 11 VCE course with Holmes Grammar School or who had come from other schools.

Holmes Grammar School had 7 students initially enrolled into Units 3 & 4 with all 7 students successfully completing their course. Student VCE results are a combination of internally & externally assessed work, with every subject generating its own Study Score. Students receive their ATAR on the basis of the combined Study Scores.

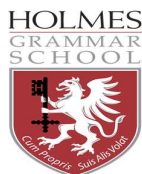
ASSESSMENT GRADES

The table below is a comparative analysis of Assessment Grades generated across all scored assessments, in all subjects over the last eight years.

As the school looks to build an academic culture through its senior programme, the class of 2022 became the thirteenth successive group to undertake Year 12 VCE at Holmes Grammar School. This being said, the table below provides an extensive comparative analysis of scored results of assessment grades. We can report that this cohort has delivered consistently satisfactory results with the majority of coursework grades through the mid-range. Our percentages of results at the higher grades has not been able to match the Class of 2021 who had unparalleled success.



The median ATAR (64) has dropped three points from the 2021 whilst the median VCE Subject Study scores has also dropped the same amount. These decreases are a result of a large proportion of grades recorded between C - B+. The table clearly demonstrates consistently solid results without being spectacular and factors previously referred related to delivery mode and study restrictions may well be



a reason impacting on final results. Ultimately, the most relevant aspect for each student is that of obtaining a university offer in a realisation of a goal set at the commencement of their VCE study. It is then satisfying that all completing VCE students obtained a university offer of choice, within major public universities, including University of Sydney, University of Adelaide and Swinburne University.

Reference has been made already in understanding the need to tailor a curriculum and subject choices that gives the students the best chance in competing with domestic students. Holmes Grammar School sits within a small educational sector with its total enrolment made up of international students and its results and general student performance, is measured against students who have English as their first language.

Many of our students have only been in the Victorian Education system for a period of two years or less, and take a steep learning curve. Firstly, in continuing to develop their English Language skills, as well as coming to terms with the key concepts and language pertaining to each of the individual studies and more broadly, Victorian Certificate of Education. Subjects heavily dominated by language, present a greater degree of challenge where high study scores are harder to achieve. The development of the curriculum through Mathematics, Science and Language is a deliberate attempt in which to give each student every opportunity to score higher study scores and ATAR ranking, where language is not the most critical factor in applying or demonstrating knowledge through a subject's range of assessments.

The progression of results should not be looked at in isolation and the foundation that is laid in Year 11 VCE is fundamental to the success students have been able to enjoy in their final year. A strong focus at Year 11 was given to improving learning outcomes, student attitudes, together with the general discipline required to achieve academic excellence. This only served to reinforce the view that the Victorian Certificate of Education should always been seen as a two -year course. As already highlighted in this report, the school needs to remain focused on the number of students recording satisfactory results across Year 11 units and as reported, there is compelling evidence that our efforts here have been successful. A pleasing aspect for any school is the ability to track the academic development of each of its student from the beginnings of Unit 1 to the completion of Unit 4. Holmes Grammar School will continue to approach the certificate in such a way.

NAPLAN

As a senior secondary school, student outcomes in relation to NAPLAN are not applicable.

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment into our Year 11 VCE course was open to students with Year 10 or equivalent and with a suitable level of English proficiency. Progress to Year 12 was based on achieving a satisfactory standard in a student's Year 11 level study. For students coming into Year 12 VCAL, they needed to produce a relevant Year 11 certificate which was then credited by the Victorian Curriculum Assessment Authority. The Victorian Certificate of Applied Learning continues to be a meaningful option for new students to the school but there remains a good balance between the two certificates of choice. For students coming into Year 12 VCE they need to have completed a satisfactory number of Year 11 Units as confirmed by their VCAA Statement of Results or through accessing VASS that documents any previous results.

Enrolment Prerequisites for the Year 12 level of VCE

- Students who have graduated from Holmes Grammar School Year 11 VCE either beginning in January or July from the previous year
- Students who have graduated from Year 11 VCE in other schools either beginning in January or July from the previous year



- Students who have completed a Year 11 equivalent course from interstate programmes

Enrolment Prerequisites for the Year 12 level of VCAL

- Continuing VCAL students from 2021
- Students who have graduated from Year 11 VCE either beginning in January or July
- New students from onshore who have successfully completed Year 11 equivalent

Enrolment Prerequisites for the Year 11 level of VCE

- New students from offshore/onshore who have successfully completed Year 10 equivalent and demonstrate a proficiency in English Language
- Continuing students from the High School Preparation programme or other English Language programme

Peak enrolments were 44 students and represented a further decrease in numbers as compared to 2021. The three-year impact of COVID-19 and its lingering effects continue to hurt the school but as previously reported there were very positive signs for a re-build in numbers as evidenced by the growth of Year 11 VCE in the second half of the year.

- Year 12 VCE – 7
- Year 12 VCAL – 15
- Year 11 VCE – 22

As the school is an international school, the composition of the student enrolment was drawn from many cultures with approximate gender equality. A dominant nationality has been the Chinese, but there has been a significant shift in dynamic with the influx of Vietnamese students post the lifting of travel restrictions, as families there saw great opportunity for overseas study for their children. Both Cambodia and India also shared the same interest and enthusiasm with an increase in offshore applications and those onshore holding Tourist Visas. The school continued also to receive enrolments from students representing other subcontinental and Asian countries. As previously identified, the majority of students are from a Non- English -Speaking Background (NESB) with the exception of those from the sub-continent. Those offshore Vietnamese students were provided a package of English Language & VCE given that they did not meet the English Language level of IELTS 5.0 or equivalent.

SPECIAL NEEDS

For students who may be identified as having 'special needs', the school endeavours to cater for those students to the best of its ability. Through the process of a student's application, the school evaluates its ability to cater for a student who can be considered one of 'special needs'. On accepting a student with 'special needs', the school takes responsibility to ensure that their needs are met. In the event where the needs of these students cannot be met by the school, it will help the student to find an alternative placement in an appropriate provider.

There were not any students who were identified as having 'special needs' in 2022.



RETENTION OF YEAR 11 TO YEAR 12

As our primary focus is on senior secondary education, a larger percentage of students remain with the school for the duration of two years in order to obtain their senior certificate. Students have the choice at the end of Year 11 to either take an academic or vocational pathway but will move through to complete their schooling at Holmes. The school however can have a higher number of student withdrawals than might normally be the case. There are a variety of reasons for this, including those who make the decision to transfer from one course to another within the school, those who choose to transfer to another school environment, and those who may have made the decision to return home for personal and/or academic reasons. Furthermore, with some of the changes in VISA conditions for students on a 500 VISA Subclass, some will now apply directly into certificate or diploma courses.

A continuing challenge, albeit down from previous years, was the pathway presented to students for Foundation courses. The school works hard to counsel students about the natural progression from Year 11 VCE to either Year 12 VCE or Senior VCAL. As international students, an attractive option is to complete Year 11 and accept offers into Foundation streams across some larger providers. The attraction relates to the perception that Foundation avoids a process of assessment, examination and university application as applied through the ATAR process. There is also the misconception that Foundation represents an easier academic choice, lacking the rigour of Year 12 VCE. Throughout the course of the Year 11 VCE year, the school undertakes a series of information sessions, career and course counselling as well as individual consultation in order for students to make informed choices. At times, this choice is determined by the role of their Education Agent and the school can be disempowered by such intervention, even after meaningful discussion with parents.

POST-SCHOOL DESTINATIONS

The following table represents student destinations once they completed their Year 12 study. This includes the full Year 12 cohort of 2022 through the study of the Victorian Certificate of Education and the Victorian Certificate of Applied Learning. The significance of the first table is that the school increased its percentage of school leavers in 2022 moving into post-secondary study at the degree level. All students were offered places in line with their course preferences. These places were across a number of providers that included the University of Adelaide, University of Sydney, Swinburne University.

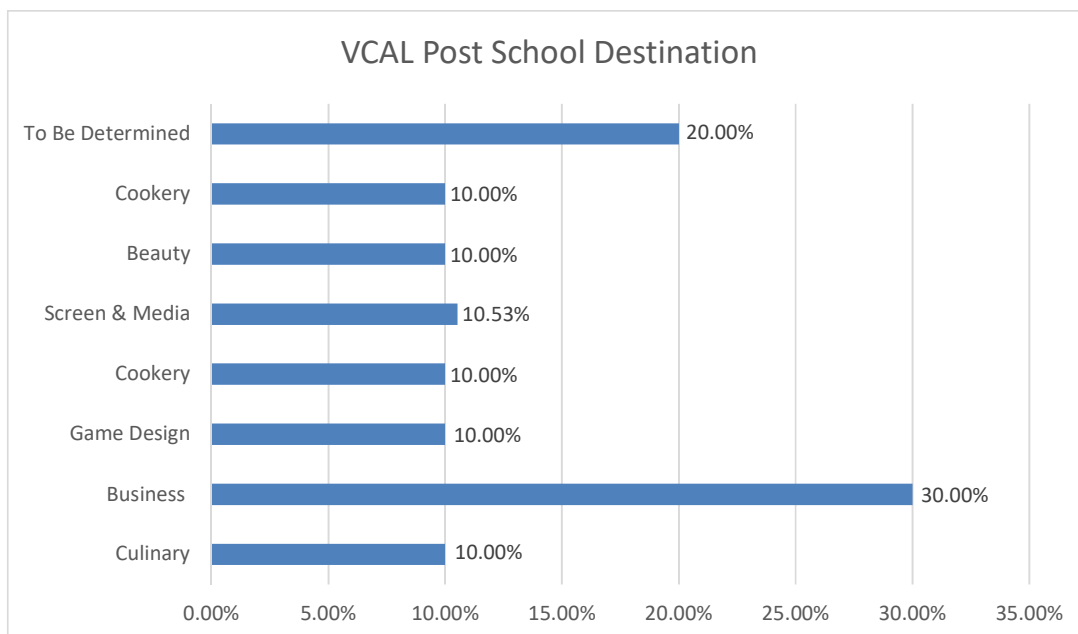
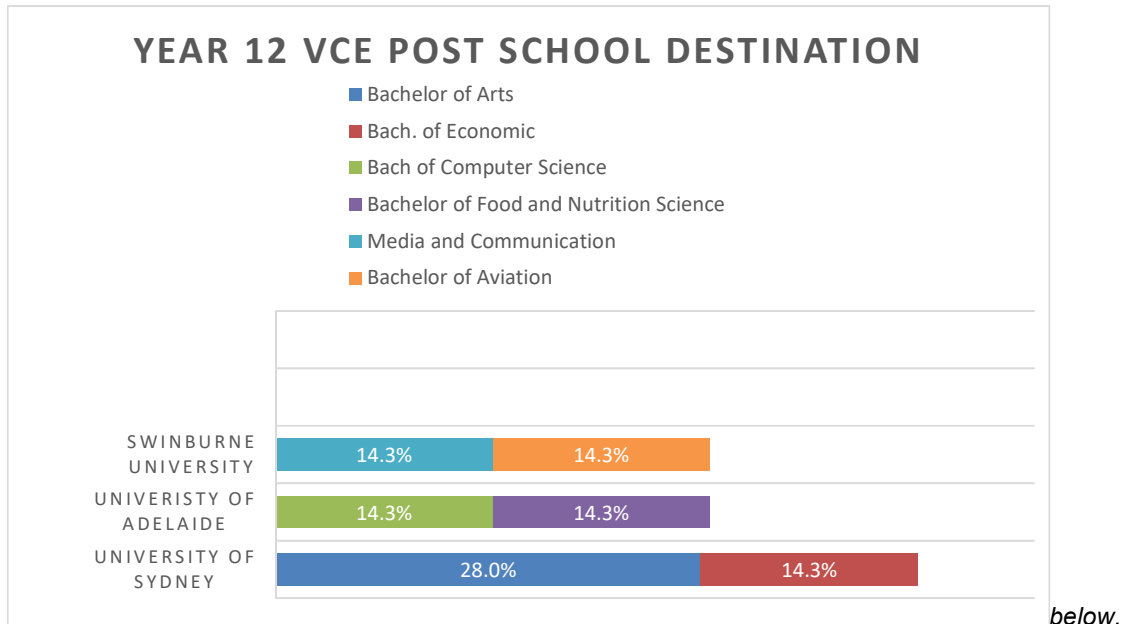
For those students who complete Senior VCAL, their pathway is directly to vocational study, although in some instances, there is potential to take entry into a degree study on completion of their vocational course, similar to some of those who have completed their Year 12 VCE.

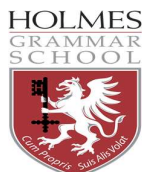
Another feature of 2022 destination for VCAL students was the diverse range of courses undertaken beyond their completion. In 2022, there were 13 graduates of VCAL out of 15 enrolments. The school is particularly proud of its success in creating meaningful pathways for our students who had made the decision to take the vocational option of VCAL. Diploma course choices included Culinary, Business, Game Design, Commercial Cookery. Screen and Media and Beauty.

Full details below.



Full details





SCHOOL POLICIES

The school continues to maintain clear and concise policies clearly expressed to staff and students via both the Staff Manual and Student Study Planner. These are extended to the wider community by being made publicly available on the Holmes Website: www.holmes.edu.au

Through the course of 2023, the school's Child Safe Policy was revised and endorsed as required under the Ministerial Order and is included in this Annual Report. All policies are reviewed and amended as scheduled and where required, with formal endorsement by School Council.

As reported in the Holmes Grammar School Annual Report of 2021, the school undertook extensive revision of many of its policies as required under its registration with the Victorian Regulatory Qualifications Authority. This extended to the following policies:

- Child Safe
- Child Safe Code of Conduct
- Child Safe Communication Plan
- Mandatory Reporting
- Reporting Sexual Abuse
- Risk Management Strategy
- Behaviour Management
- Complaints and Grievance
- Anaphylaxis Management
- Student Attendance
- Safe Environment
- Bullying & Harassment
- Emergency Management Plan
- Enrolment Policy
- Discipline Policy & Procedure
- Teaching and Learning
- Employment Procedures
- Assessment and Reporting
- Student Code of Conduct

The care, safety and welfare of students are critical policy documents and are underpinned by the philosophy that all students are entitled to the rights given by the laws of the land and arising from the educational philosophy of the school.

All children who come to Holmes Grammar School have a right to feel and be safe. Holmes Grammar School is committed to the safety and well-being of all children and young people who are in our care and the welfare of our students will always be our first priority. This policy applies to all employees, volunteers, children and individuals involved in this school.

Holmes Grammar School has a duty of care to ensure that all persons are provided with a high level of safety and protection within the school.

These policies and related procedures are designed to ensure that Holmes Grammar School

- Reflects this school's philosophy, which include values, ethics and a code of conduct for all its staff and community



- Establishes the procedures for child protection matters including identifying, documenting, reporting and managing concerns or incidents
- Maintains procedural fairness and natural justice concepts in all circumstances
- Identifies safe protective behaviours for all persons who access the school's premises, facilities and/or programs
- Details complaints, grievances and disciplinary procedures
- Demonstrates a commitment to ongoing professional development and education for all staff

The Child Safe policy is significant in meeting the principles above and given the revision as set out in the Ministerial Order 1359 school's policy was revised to reflect the expansion of the Child Safe Standards. This policy follows:

Holmes Grammar School – Child Safe Policy

1. Scope

This Policy applies to all students and staff of Holmes Grammar School.

2. Purpose

2.1 *This Policy is in place to ensure that Holmes Grammar School have the essential principles and structured procedures to provide students with a safe environment where the risk of harm is minimised and students feel safe.*

2.2 *This Policy adheres to the VRQA eleven Child Safe Standards and incorporates its Child safe – Code of Conduct and should be read in conjunction with Holmes' Safe Environment Policy, Reporting Sexual Abuse Policy, Mandatory Reporting Policy, Management of U18 International Students Policy and Holmes' Workplace Health & Safety Policy.*

3. Policy Principles

3.1 Our commitment to child safety:

- a. *We are committed to the safety, participation and empowerment of all children studying at Holmes Grammar School.*
- b. *We have zero tolerance of child abuse. All allegations and safety concerns will be treated very seriously and consistently, in line with our robust code of conduct policies and procedures.*
- c. *We have legal and moral obligations to contact authorities when we are concerned about a child's safety.*
- d. *Our organisation is committed to preventing child abuse and identifying risks early, removing and reducing these risks, including those pertaining to the online space.*
- e. *Our organisation has strict recruitment practices for all staff and volunteers.*
- f. *Our organisation is committed to regularly training and educating our staff and volunteers on child abuse risks.*
- g. *We are committed to upholding equity and respecting the diverse needs of all students*
- h. *We are committed to the safety of children from culturally and/or linguistically diverse backgrounds, international students, lesbian, gay, bisexual, trans and gender diverse, intersex and queer students, and to providing a safe environment for children with a disability.*
- i. *We are committed to sustaining a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.*
- j. *We have specific policies, procedures and training in place that support our*



leadership team, staff and volunteers to achieve these commitments.

- k. If you believe, a child is at immediate risk of abuse phone 000.

3.2 What constitutes Child Abuse?

- a. Any act committed against a child involving:
 - i. A sexual offence; or
 - ii. Grooming; and
- b. The infliction, on a child, of:
 - i. Physical violence; or
 - ii. Serious emotional or psychological harm; and
- c. Serious neglect of a child and
- d. Inclusive of an offence under section 49M(1) of the Crimes Act 1958.

Roles and Responsibilities

3.3 Everyone employed or volunteering at Holmes Grammar School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make.

Child Safety Team

3.4 The school has formed a Child Safety Team. The team consists of:

- School Council
- Principal
- Student Wellbeing Coordinator
- Leading Teacher

3.5 The School Council will undertake training and education annually in order to understand their individual responsibilities in relation to child safety and the wellbeing of children and young people.

3.6. Whilst it is the responsibility of all staff and volunteers to respond to allegations and reports of child abuse, this team has an added level responsibility for overseeing the processes, practices and supports around reporting such incidents.

3.7 The principal, the school governing authority and school leaders at Holmes Grammar School recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety. Responsibilities include:

- a. Creating an environment for children and young people to be safe and to feel safe
- b. Upholding high principles and standards for all staff, volunteers, and contractors
- c. Promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- d. Ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- e. Ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- f. Providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing and engaging families in the development of these
- g. Ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order 1359.

School Staff Responsibilities

3.8 Responsibilities of school staff (school employees, volunteers and contractors) include:

- a. Treating children and young people with dignity and respect, acting with propriety,



providing a duty of care, and protecting children and young people in their care

- b. Treating Aboriginal children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care*
- c. Following the legislative and internal school processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected*
- d. Providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured*
- e. Undertaking training and education annually in order to understand their individual responsibilities in relation to child safety and the wellbeing of children and young people*
- f. Undertaking training and education annually in understanding the diverse and unique identities and experiences of aboriginal children and young people*
- g. Assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse*
- h. The Child Safety Code of Conduct (Appendix) has been established as the guidance that the School students and staff should abide by.*

3.9 Further to the expectations listed in the Code of Conduct, all teaching staff must also abide by the Victorian Teaching Profession Code of Conduct including Principle 1.5: Teachers are always on a professional relationship with student in their school, whether at school or not. Teachers hold a unique position of influence and trust that should not be violated or compromised. Examples of a professional relationship being violated would include a teacher:

- a. Having a sexual relationship with a student.*
- b. Using sexual innuendo or inappropriate language and/or material with students.*
- c. Touching a student without a valid reason.*
- d. Holding conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text message or chat lines, without valid context.*
- e. Accepting gifts, which could be reasonably perceived as being used to influence them, from students or their parents.*

3.10 A professional relationship may be compromised if a teacher:

- a. Attends parties or socialises with students.*
- b. Invites a student or students back to their home, particularly if no-one else is present.*

Student Safety, Participation and Family Engagement

3.11 Holmes Grammar School actively encourages all students and their families to openly express their views and feel comfortable about giving voice to the things that are important to them.

3.12 We teach students and educate families about what they can do if they or their child feels unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns that students, or their parents or carers, raise with us.

3.13 Implement practices to enhance student participation and Family Engagement in the empowerment related to child safety including:

- a. Access to Wellbeing Team.*
- b. Access to Student Support Team.*
- c. Curriculum initiatives.*
- d. Family engagement in communicating the school's child safe approach with the*



dissemination of relevant information, including both the operation and governance

- e. *Pastoral Programme – appointing a Homeroom teacher whose responsibility is the general care of individual students; to engender trust between peers and homeroom teacher as a support network*
- f. *Homeroom Focus sessions – designated sessions in Homeroom groups with regard to Child Safety. Distribution of information and materials. Encouragement to speak out.*
- g. *Encourage participation by families to speak out and have a say in the review of the school's policies and practices and decisions affecting their children*
- h. *Student Care Assist – appointed Care Assist as a further avenue of communication.*
- i. *Posted material in all classrooms in educating and encouraging students to speak up.*

Reporting and Responding

3.14 Our school records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and stores the records in accordance with security and privacy requirements. Our school complies with legal obligations that relate to managing the risk of child abuse under the Children, Youth and Families Act 2005 (Vic.), the Crimes Act 1958 (Vic.) and the recommendations of the Betrayal of Trust report.

3.15 Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements. Our policy assists staff, volunteers and families to:

- a. *Identify the indicators of a child or young person who may need protection.*
- b. *Understand how a 'reasonable belief' is formed.*
- c. *Make a report of a child or young person who may need protection.*
- d. *Comply with mandatory reporting obligations under child protection law and their legal obligations relating to criminal child abuse and grooming under criminal law.*

3.16 At Holmes Grammar School, we all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place. If an adult has a reasonable belief that an incident has occurred then they must report the incident.

3.17 That effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe

3.18 Our school has established internal processes to ensure that appropriate action is taken to respond to concerns about the wellbeing and/or safety of a student. When there is a reasonable belief that a child at our school needs protection or a criminal offence has been or may be committed, procedures to make a report include:

- a. *If the child is at immediate risk:*
 - i. *Call '000' immediately*
 - ii. *Reassure the child and ensure they are safe*
 - iii. *Be aware of important considerations including cultural, linguistic, physical or intellectual impairments*
 - iv. *Let the child use their own words to describe what has or is occurring.*
- b. *Anytime there is information to be reported (including after the above actions):*
 - i. *Contact a member of the Child Safety team*
 - ii. *Document a description of what happened*
 - iii. *Follow relevant child safety and mandatory reporting processes (refer to Mandatory Reporting policy)*
- c. *Ongoing investigation and follow-up:*
 - i. *The role of investigating an allegation of child abuse rests solely with Child Protection and/or Victoria Police*

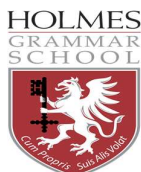


- ii. Staff members may be asked to act as a support for the student during the investigation.

Screening and Recruitment of School Staff

- 3.19 Holmes Grammar School will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work.
- 3.20 For all advertised teaching or non-teaching staff, job requirements and duties will be further defined in relation to the principle associated with child safety.
- 3.21 All applicants must provide the essential and relevant qualifications, experiences and attributes in relation to child safety. This should also include proof of personal identity and any professional or other qualifications.
- 3.22 Our commitment to child safety and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the School's Child Safety Policy & Code of Conduct.
- 3.23 We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.
- 3.24 All staff engaged in child-related work, including volunteers, Homestay parents and Student Care Assist are required to hold a current Victorian Institute Teaching (VIT) registration reflecting a national criminal history record check (NCHRC) or Working with Children Check and to provide evidence of this Check. Please see the Working with Children Check website www.workingwithchildren.vic.gov.au for further information.
- 3.25 We carry out reference checks and police record checks to ensure that we are recruiting the right people. We ensure that we obtain the person's history of work involving children and references that address the person's suitability for the job and working with children.
- 3.26 Our Homestay and Student Care Assist selection process is also subject to same procedures.
- 3.27 Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete.
- 3.28 We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision-making process. If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.
- 3.29 New employees and volunteers will be supervised regularly to ensure they understand our School's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate.
- 3.30 Any inappropriate behaviour will be reported through appropriate channels, including the Department of Human Services and Victoria Police, depending on the severity and urgency of the matter.
- 3.31 Holmes Grammar School provides its employees and volunteers with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes:
- Induction information on Child Safety and practices around responding to allegations of child abuse
 - Ongoing presentations to staff by Wellbeing team, Student Support and Leadership
 - Weekly student wellbeing team meetings
 - Monthly student support team meetings
- 3.32 These practices enhance the understanding of all staff about their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

Risk Management



- 3.33 Holmes Grammar School is committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment, and reducing or eliminating (where possible) all potential sources of harm.
- 3.34 The implementation, monitoring and annual review on the effectiveness of the School's risk management strategies for child safety to be conducted by the School Council.
- 3.35 The review will ensure that the strategies change as needed and as new risks arise. This includes risks posed by the physical environment of the college as well as online environments (for example, no staff or volunteer is to have contact with a child on social media unless the administrative responsibilities are governed by the college and is integral to the student accessing the curriculum).

Fair procedures for personnel

- 3.36 The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.
- 3.37 All allegations of abuse and safety concerns will be recorded in the Incident Reporting Form 1, including investigation updates.
- 3.38 All records are securely stored. If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we take as an organisation.

Privacy

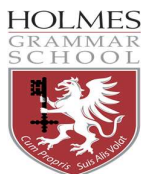
- 3.39 All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety.
- 3.40 The safeguards and practices are in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

Allegations, concerns and complaints

- 3.41 The School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations.
- 3.42 We work to ensure that children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
- 3.43 We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).
- 3.44 If an adult has a reasonable belief that an incident has occurred, then they must report the incident. Refer to Reporting Sexual Abuse Policy for further information.

Breach of Policy

- 3.45 Where an employee is suspected of breaching any obligation, duty or responsibility within this Policy, Holmes Grammar School will deal with the matter in accordance with its policies and procedures. Staff are advised this may lead to disciplinary consequences.
- 3.46 Where the Principal is suspected of breaching any obligation, duty or responsibility within this policy, the concerned party is advised to contact the Director International. Relevant notification should also be made to the Department of Education and Training.
- 3.47 Where any other member of the school community is suspected of breaching any obligation, duty or responsibility within this policy, the School is to take appropriate action, including contacting the Department of Education (Conduct and Ethics Branch and Legal Branch) and Department of Human Services (DHS).



Policy Review

- 3.48 At Holmes Grammar School we are committed to continuous improvement of our child safety systems and practices.
- 3.49 We intend this policy to be a dynamic document that will be reviewed every two years to ensure it is working in practice and updated to accommodate changes in legislation or circumstance.
- 3.50 That complaints, concerns and safety incidents are analysed to identify causes and potential failures
- 3.51 That the school reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people

Integral to this is the Child Safe Code of Conduct, constituting a signed understanding by Council, all staff, contractors, third parties and any other member of the school community involved in child related work.

Child Safe Code of Conduct

Holmes Grammar School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment, which respects and fosters the safety, wellbeing and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, school policies and procedures and professional standards, code and ethics as these apply to staff and other personnel.

The Principal and School Council of Holmes Grammar School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and Council of Holmes Grammar School will also provide information and support to enable the Code of Conduct to operate effectively.

Staff, contractors, third parties and any other member of the school community involved in child related work is required to comply with the Code of Conduct. The Code of Conduct applies in all school situations, including Homestay, Student Care support, camps and in the use of digital technology and social media.

Acceptable Behaviours

Staff, contractors, third parties and any other member of the school community involved in child-related work individually are responsible for supporting and promoting the safety of child by:

1. *Upholding the school's statement of commitment to child safety at all times adhering to the Holmes Grammar School Child Safe Policy.*
2. *Treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.*
3. *Listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child.*
4. *Promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds.*



5. Promoting the safety, participation and empowerment of students with a disability.
6. Reporting any allegations of child abuse or other child safety concerns to the school Principal.
7. Understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
8. If child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable Behaviours

Staff, student support services, contractors, third parties and any other member of the school community involved in child-related must not:

1. Ignore or disregard any concerns, suspicions or disclosures of child abuse.
2. Develop a relationship with any student that could be seen as favouritism or amount to 'to grooming' behaviour.
3. Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context.
4. Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate.
5. Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting.
6. Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
7. Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, text etc.) except where that communication is reasonable in all circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter. Exceptions also extend to Student Care Assist and approved Homestay families.
8. Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes.
9. In the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

RESPECT AND RESPONSIBILITY

In a school made up largely of international students, its core values are directly connected to its multicultural population, where respect for others is a key value in ensuring that students work together accepting their responsibility in creating a harmonious learning environment. With this multicultural student population, teachers place strong emphasis when together in assemblies, Homeroom and in class, for students to accept their responsibility in respecting others.

An excellent forum for the promotion of respect and responsibility is within the Homeroom context where activities and discussions are designed to reinforce the school's core values. It is further expressed via both the Student Study Planner and Student Information Booklet with a series of rules prescribed supporting a Student Code of Conduct. Transgression of this code may result in activities that require students to give something back to the school and its environment. Students were awarded Certificates of Merit at Assemblies in recognition of their contribution to the principles of respect and responsibility and Guest Speakers and Presentations were held as special events that took a similar theme.

Staff are expected to act as good role models and promote actively these principles in all contexts, particularly that of the classroom.



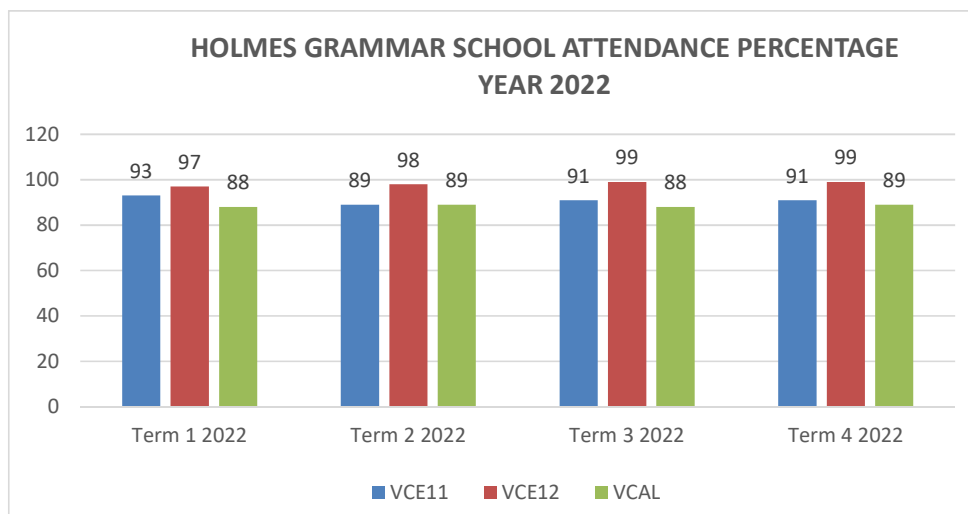
STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

The school has maintained a strict approach to its management of non-attendance.

Attendance rolls are entered into a computerised student management system (BECAS). Attendance rolls are marked for every period of the day. Each staff member completes absence slips by the end of Period 2 & Period 5. Student follow up is then conducted daily by the School Administrator with contact made to Parents, Care Assist, Homestay families and/or Education Agents. Attendance monitoring meetings are held with Principal, Head of School & Student Administration on a weekly basis.

In accordance with the National Code (of Practice for Providers of Education and Training to Overseas Students 2018), if an overseas student's attendance falls below 85% of scheduled classes in the term, then the Principal/ Campus Administration will issue a written warning of the consequences of a possible future breach of the student's visa conditions. If an overseas student's attendance falls below 80% of scheduled classes in the term, then the Principal/ Campus Administration will issue a notification of Intention to Report of the student to DoE for breach of VISA conditions. The student will be reported unless a successful written appeal is lodged in accordance with Holmes Grammar School's 'Complaints, Appeals and Disputes' policy.

A common theme and listed before as a School Determined Improvement target is that of school attendance. What already has been described in this report are issues that impact directly on an international student's attendance that generally don't exist for the domestic student. On recognising these and implementing strategies within its existing resources, Holmes can report that the school was able to consolidate on those percentages achieved from the previous year with all cohorts recording almost identical levels. There is now compelling statistical evidence that over a relatively short period of time, the school's determination to build a culture of strong attendance, is reflected in every student's commitment to learning. To remain vigilant and strategic has been successful, where a cultural shift in student attitudes has meant for even further consolidation.





SCHOOL-DETERMINED IMPROVEMENT TARGETS

The school can now reflect on those improvement targets as presented in its Annual Report in 2021.

Reference was made to the direct impact that COVID had on the delivery mode and the lessons learnt from this. We had watched with admiration the way that teachers had learnt to develop their craft further within this context and with the support of both educational technology and Learning Management Systems, worked hard to ensure that each student's learning was not compromised.

It was then for the school to continue to respond with flexibility and agility, if and when required; and so, it was in 2022. Again, certain circumstances prevailed with restrictions placed on our Year 12 cohort in entering Australia in a timely fashion and requiring a continuation of remote learning. This staggered return of students to the classroom saw teachers again executing their skills of blended delivery, drawing on their experiences of the previous years, in teaching to those students sitting in front of them, to those on screens from their remote location. It is testament to the dedication of the staff and the very students themselves in maintaining their commitment to the cause. We are of the view however, that the students did suffer somewhat as reflected in some final results.

A further improvement target was to strategize the school's approach in recruitment through a sustained marketing campaign. It is pertinent to recognise, that whilst COVID-19 has affected all schools in all sectors with regard to delivery mode and student learning, the pandemic has seriously affected our enrolments for a programme that is exclusively for senior high school students from abroad. The sheer viability of the programme had been seriously challenged as numbers continued to decrease due to travel restrictions and restraints. Again, in 2022, we saw further decreases in numbers. Whilst robust in its operation, the reality of reducing numbers required the School Council to think carefully about how to best manage and resource its programmes in a determined attempt to deal with difficult times.

Through the course of 2022 School Council identified key offshore markets in terms of recruitment to build school numbers. There was strong support and identification of the need to further nurture relationships with Education Agents both here and offshore. It became apparent also that countries such as Vietnam, Cambodia and India were already responding to the opportunity for education for high school age students. The Principal instituted active correspondence through materials and presentations in order to raise the profile of a programme looking to rebuild and consolidate beyond COVID. Opportunities were sought in order to raise the unique profile of the school and to develop a presence in some of these key markets. As already presented in this report, these connections with Agents as key players, brought some very tangible results as we watched an increase in applications that ultimately converted into Visa grants for students to enter into our school programme in the second half of the year. It is incumbent on the school to vigorously pursue this further as an opportunity to shine and present itself as a robust and viable alternative for students from abroad against its direct competitors.

It is then this that should be central to improvement targets for 2023. The school, its stature and profile, should remain a presence with all offshore markets, particularly with those that are showing significant interest in education here. Experience tells us that such presence requires visiting these countries, in both meeting Agents in their offices and families face to face. Furthermore, attending some of the Education Fairs as held by the larger Agencies is a further opportunity in having meaningful dialogue with families and prospective students as a recruitment strategy. These visits should be scheduled bi-annually and part of a strategic and marketing plan in 2023, fundamental to recruiting numbers and growing the school.



Every year, Holmes Grammar continues to set improvement targets particularly around learning outcomes, academic performance and robust attendance. This again will be a focus for the year ahead. Given that the school will not move immediately to the VCE Vocational Major, it is anticipated that it will for the first time offer an unscored Year 12 VCE for students whose study intentions are vocational and not directly to degree study. This cohort will be determined by counselling students and working with parents for them to understand this particular pathway. It will be the school's intention to offer VCE Vocational Major into 2024.

In going forward, the school will continue to nurture an atmosphere of learning and achievement, to build and consolidate a culture of academic excellence, and sustained commitment through strong attendance, making it a place for students to want to come. For many of our students, school is their only community and sole network within their life in Australia and we remain mindful of the important role we have in nurturing this connection.

PARENT, STUDENT AND TEACHER SATISFACTION

The school endeavours to monitor its performance in open communication with that of its community. Much of the feedback in this regard surfaces through one on one discussion with students via the forum of Homeroom. A teaching staff member is allocated the responsibility of the Homeroom programme and included in this is regular counselling with students regarding their school life. From this point of view, Homeroom teachers take on an important mentoring role in order to assist the student on any matter of concern. The information shared in this context is a powerful indicator in gauging student satisfaction.

The parent community is not as readily accessible given that they reside in other countries, but every effort is made to communicate matters of importance to them. At times this is done via translation through the telephone or where appropriate, via email. In this way, this type of interaction is an important point of contact and opportunity for all families to share their views on the performance of the school, or at least to discuss issues of concern impacting on their child. An even more critical player in this relationship is the student's Education Agent. They act as the conduit between the school and family and are heavily involved in the student's educational life. The school regularly schedules meetings or discussions with the agent in support of the student's education; agents are a consistent provider of feedback to school. The agent receives all correspondence including reports and assessments.

SUMMARY FINANCIAL INFORMATION

Holmes Grammar School – Melbourne, is a division of Holmes Commercial Colleges (Melbourne) Ltd (HCC). HCC is a private company limited by guarantee.

Its principal purpose is education; it receives no government funding for the senior secondary school. Tuition fees for 2022 were \$17,250 per year. The balance sheet as at June 30, 2022 shows net assets of **\$7,008,182**. Income for the school for 2021/22 was **\$789,807** with company net profit of approximately **\$104,455**.

Audited accounts for the company are available at ASIC.