

HOLMES
INSTITUTE



Annual Report

Holmes Secondary College

2017

I N S P I R E

• A C H I E V E • E N G A G E

MESSAGE FROM THE PRINCIPAL

The Holmes Secondary College Board is pleased to present this report on the operation of the College in 2017, in accordance with the requirements of the relevant legislation. The College continues to sustain both its VCE and VCAL courses providing significant pathways for its students. There was a consolidation of numbers through 2017 as the school was effective in the continued delivery of its dual senior secondary programme.

Holmes Secondary College remained a dynamic and buoyant one through 2017 and part of the school's strength is its accommodating nature through its various programmes and the degree of choice it gives its students. There are a number of entry points for VCE study that sits within the VCAA framework and the Year 12 VCAL course affords even more flexibility, welcoming students who were looking for an alternative after Year 11. The school is also fortunate in its connection with a High School Preparation programme (English Language) that is part of the Holmes Group, taking students directly into its senior secondary programme once students meet the entry level requirement; this relationship continues to be a significant one. Whilst the successful blend of the two Year 12 courses remains a strong feature, the school has also built on the previous year in assembling and maintaining a high level of teaching in order to deliver these academic programmes. Proudly, there has been much stability in the teaching staff with a longevity of service to a programme they continue to show enormous commitment to. The cohesive and collegial way and the single purpose they share has enabled the school to maintain the quality of its teaching and learning programme. With such emphasis on the quality of its teaching this aspect remains the cornerstone of its success as an educational institution. The process of Performance Reviews and ongoing exposure to Professional Development ensure that this quality remains intact.

The establishment of a partnership programme with the No.16 School Qingdao from China, an initiative undertaken by the school through the course of 2014, saw the arrival of its second group of students. This partnership enables students who have completed Year 11 in China to join Holmes Secondary College part way through Year 11 VCE and then on to Year 12 completion. This special programme will target high achieving students who aspire to study in an Australian University. In 2017 the school continued to work closely with both teachers and students involved in the programme in laying the curriculum foundation for study into VCE, including subject content, assessment procedures and achievement levels. It also delivered a further teacher training programme for visiting teachers from the school similar to that of previous years. The school will look forward to a further intake from Qingdao in 2018.

The academic achievement of the class of 2017 saw improvement when compared to the previous cohort and this will be discussed at greater length in relevant part of this report. The school enjoyed some outstanding study scores coupled with excellent individual ATAR performances. Overall there was a spread of ATAR scores, representing accurate assessment of the relative capabilities of each of one of our students. Further to this, the school has increased significantly results related to successful completion of Year 11 VCE Units.

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 of 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 its 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 this school sector.

ABOUT THE SCHOOL

In a school made up largely of international students, Holmes Secondary College'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 Secondary College is a senior secondary school providing quality education for students at both the Year 11 & 12 level. In 2017, Holmes Secondary College boasted a diverse range of nationalities with all enrolled students on International Student Visas. A particular characteristic of the school's Year 12 VCE makeup was its multi-cultural mix where not one country was represented more than once. All were from Non English Speaking Backgrounds (NESB) and central to their study was English as an Additional Language (EAL). Many 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. The school has added responsibility for students who were under the age of eighteen in providing Homestay families and guardians in support of their welfare whilst studying at Holmes. The majority of our students, who are over 18 years of age, 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 guardians, Homestay families, Education Agents, and this together with communication directly with 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 but integrated with a core content of Maths & Languages, Social Studies and now, a traditional Science. This curriculum strength provides both vocational and academic pathways to Diploma and Degree programs within the organisation or with other tertiary providers.

In more recent times the school has also looked to diversify its curriculum giving students greater subject choices, particularly in broadening its Mathematics, Science and LOTE curriculum in both its Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) programmes. Another consideration given to its curriculum offering is to tailor 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 translating into strong 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 learner's 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 overview of the school's alumni exemplifies this spread.

STAFF RECRUITMENT AND COMPOSITION

Staff employed at Holmes Secondary College 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's administrative staff also reflects this cultural mix and Holmes Secondary College 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 2017 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 – Further Mathematics Unit 3*
- *VCAL Quality Assurance Audit – Skills for Further Studies*
- *Professional Course Development including: Chinese First Language; VATE Conference (EAL)/Vic Physics/Deakin VCE Physics workshop*
- *Holmes Secondary College Policy and Procedures review – Child Safe Policy/Anaphylaxis/Lockdown/Reporting & Assessment – All Staff*
- *Holmes Secondary College – Pastoral Programme – Homeroom overview*
- *Students with Learning Difficulties*
- *VIT Mentoring Professional Development Day – VIT Effective Mentoring Program*
- *VIT Mentoring process*
- *Year 12 VCE Subject partnerships – History & Specialist Mathematics – Auditing & Cross Marking*
- *No.16 School Qingdao partnership programme*
- *No.16 School Qingdao Teacher Training – EAL, Mathematics, Chinese & Physics*
- *Chinese Study Tour – High School Class observations*
- *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*

- *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 a Curriculum Coordinator who oversaw the delivery of both the VCE and VCAL programs through Year 11 & 12. This position 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 Program Manager who were jointly responsible for the entering of enrolment, examination and assessment data as required.

The Management Structure and Staffing in 2017 can be best described by the following:

- *The Principal was responsible for the overall operation of the school.*
- *The Program Coordinator 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:*
 - *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/Program Coordinator*

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 College can be obtained from the VCE Course Overview Booklet 2016.*
- *The College specialised in many business related subjects with a strong emphasis given to the use of ICT in all subjects. However, 2017 saw further expansion of subject choices including continued diversification of Maths and Languages at Year 12 and an additional study in English, Foundation English. History has also become a further subject choice for students. Year 11 Physics was introduced in order to give student's an option in one of the traditional sciences. 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, and the introduction of Physics was part of this.*
- *The Year 11 VCE Course in 2017 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.*
- *At Holmes Secondary College 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 EAL unit.*
- *Our VCAL Year 12 Units are (details are contained in the Holmes VCAL Curriculum Booklet):*
 - *Six VET Units of Competency 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 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 Secondary College. 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 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 assisting individual 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.

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 2017 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 also 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 system (BECAS) across the school year via the production of Progress and Semester reports.

SENIOR SECONDARY OUTCOMES

Year 12 Victorian Certificate of Education

12 students were enrolled for Year 12 VCE in 2017.

11 students were awarded their Victorian Certificate of Education in 2017, with one student withdrawing at the commencement of Unit 4.

Consequently, 92% of the total enrolment gained satisfactory completion of the Victorian Certificate of Education.

Year 12 Victorian Certificate of Applied Learning

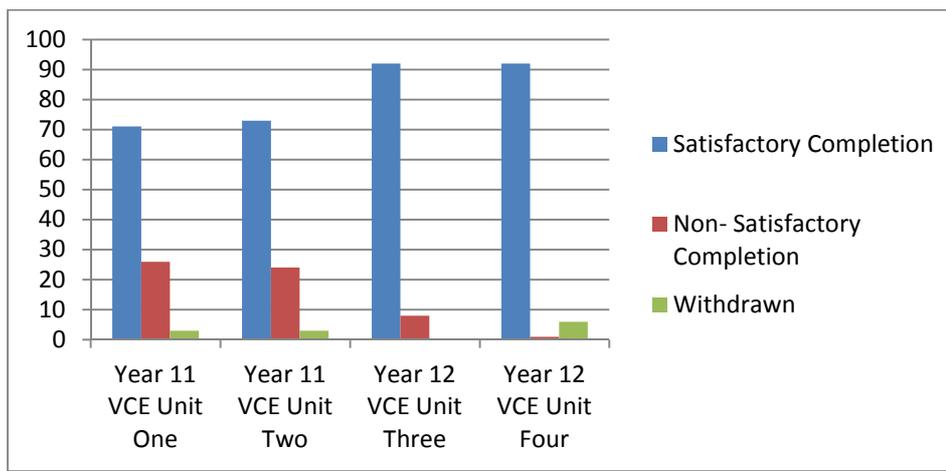
45 students were enrolled for the Year 12 VCAL in 2017. 100% of students who enrolled and completed their course were successful in receiving their Victorian Certificate of Applied Learning.

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. The total figure reflects those students who were enrolled through the course of 2017.

ANALYSIS OF STUDENT LEARNING OUTCOMES

The table below indicates both Year 11 & 12 VCE Unit enrolments with percentages given for satisfactory completion. The table also gives an insight into the two pathways that our students take depending on their choice of either Year 12 VCE or VCAL. Students need only complete one semester of Year 11 to satisfy the criteria for entry into Year 12 VCAL.

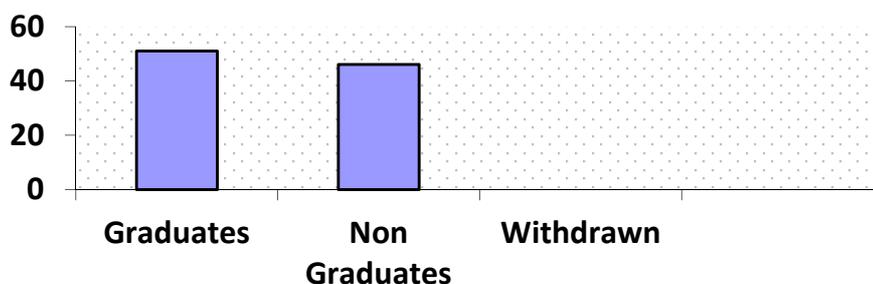
The significance in relation to unit results is the degree of improvement in 2017 for those who satisfactorily completed either or both Year 11 VCE units. As reported earlier, the school has enjoyed a 92% success rate for the completion of Units 3 & 4 with the completion of the certificate. However, in previous years the percentages at Year 11 have been compromised by students who have been more academically challenged and who ultimately look for vocational course options away from VCE. The school has worked very hard through 2017 in focusing on improving learning outcomes in a targeted approach for those who have entered the school at Year 11. For the year of 2017, we can now report that at least three quarters of the enrolled cohort at Year 11 have successfully met the unit requirements across both Units 1 & 2.



Year 11/12 VCE Outcome Percentages

Year 12 VCAL Outcome Analysis

The table below indicates the number students that successfully completed VCAL through the course of the study year as well as those who will continue into the following year (non-graduates). 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. The significance of these numbers is that unlike previous years, there were no withdrawals from the course. Students either have gone on to complete the certificate or will continue through to the next academic as part of the journey in meeting the certificate requirements.



VCAL STUDENT NUMBERS

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 2017 were only the eighth group to undertake a full Year 12 VCE programme and were made up of students who had completed a full Year 11 VCE course with Holmes Secondary College or who had come from other schools.

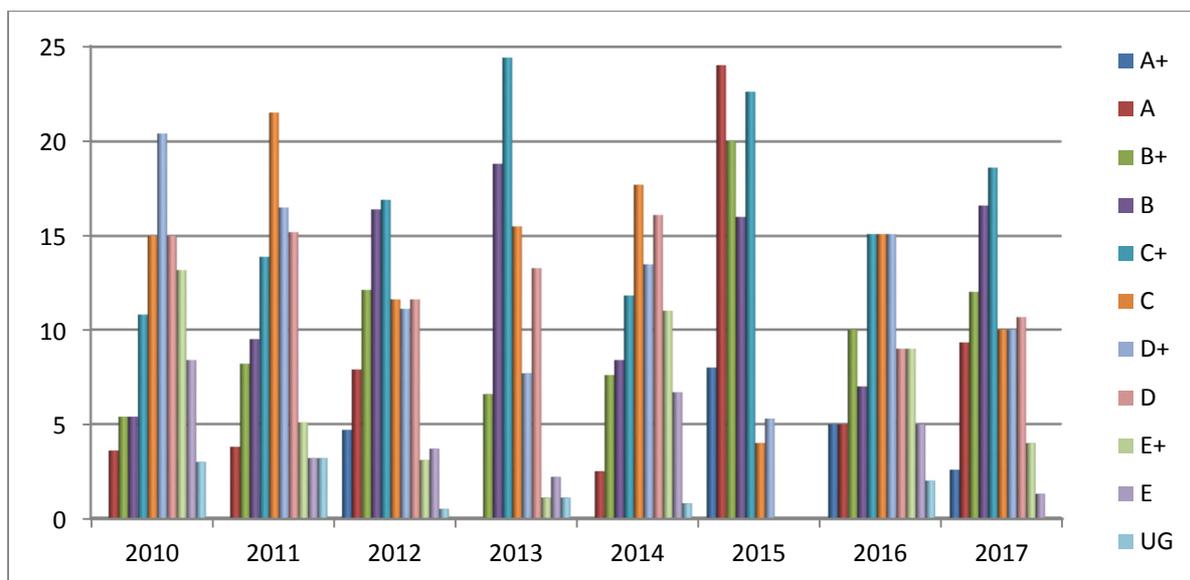
Holmes Secondary College had 12 students enrolled into Units 3 & 4 with ten students successfully completing and receiving their VCE Certificate. Student VCE results are a combination of internally & externally assessed work, with every subject generating its own Study Score. Students receive their ATAR on the basis of the combined Study Score results.

ASSESSMENT GRADES

The following is a comparative analysis of Assessment Grades generated across all subjects over an eight year period.

As the school looks to build an academic culture through its senior programme, the class of 2017 became the eighth successive group to undertake Year 12 VCE at Holmes Secondary College. This being said, the table above provides a much more extensive comparative analysis of scored results of assessment grades. The school worked very hard during the course of 2017 to build on what it has been able to achieve from the levels produced from the previous year. The 2016 results were somewhat disappointing as compared to the excellent results achieved from the year before, although the expectation was always for something less from a group who presented as one of mixed ability.

The vertical axis is the percentage amount given across an A+ to UG range for all Year 12 VCE Assessment both internal and external.



The class of 2017 proved to be one of the most cohesive and engaged groups that the school has seen in its relatively short VCE history and were at the very heart of its school community, exemplifying a connectedness and spirit for others. Academically, they were a mixed group, from those capable of

achieving strong study scores into above average ATAR's, to those who were focused on completing the certificate and seeking further study at any post-secondary level. In raw figures, over 35% of the group achieved above average study scores across all subjects and consequently were able to secure first round offers into their preferred university course.

In looking at the whole cohort, the most impressive improvement is in the total percentage of grades awarded for results from A - C+, where all students enjoyed average, to above average, individual assessments. In comparison to the 2016 results, there were increases from 5 to 10% in these areas. It is also pleasing to report that the percentage of study score at the lower end decreased dramatically, with no UG grades recorded.

It was also of great interest to look closely at the achievement of the first graduate from our Qingdao partnership. As a foundation student who began in 2014 she, together with the one student who was placed in our NSW HSC programme, was able to achieve excellent results. The student was placed second in the group with an ATAR above 80 as well as receiving a first round offer into Monash University. Though not relevant to the report for our Victorian programme, the other student was placed first and is now studying at UNSW. These two individual results are very important to a programme that continues to build in numbers and is testament that such a partnership is capable of bringing the desired results for the families back in Qingdao.

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 the local domestic student. Holmes Secondary College 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 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 as well as the very nature of the Victorian Certificate of Education. Subjects heavily dominated by language present a greater degree of difficulty 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 grades that translate to higher ATAR scores.

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, there has been telling improvement in the numbers of students recording satisfactory results across Year 11 units, meeting one of the desired improvement targets expressed in the 2016 Annual Report. 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 Secondary College will continue to approach this 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 Secondary College 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/overseas with the required English level

Enrolment Prerequisites for the Year 12 level of VCAL

- Continuing VCAL students from 2016
- Students who have graduated from Year 11 VCE either beginning in January or July
- New students from offshore/onshore who have successfully completed Year 11 equivalent and demonstrate a proficiency in English Language

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 115 students.

- Year 12 VCE – 12
- Year 12 VCAL – 45
- Year 11 VCE – 58 students

As the College is an international school, the composition of the student enrolment was drawn from many cultures with approximate gender equality. The dominant nationality is Chinese, but the school also received enrolments from students representing Vietnam, Korea, Japan, India and parts of Europe. As previously identified, all students are from a Non English Speaking Background (NESB).

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 provide assistance to the student to find an alternative placement in an appropriate institution.

There were not any students who were identified as having 'special needs' in 2017.

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 does experience a higher proportion of withdrawals than would 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.

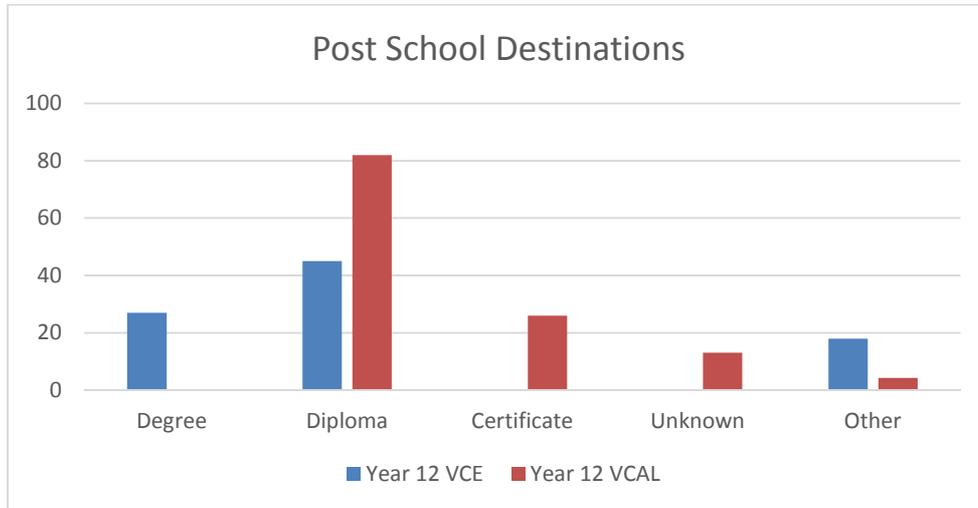
An ever increasing challenge continues to be the pathway presented to students for Foundation courses. The school works hard to counsel students about the natural progression from Year 11 VCE to either Year 12 VCE or Senior VCAL. As international students, an increasingly attractive option is to complete 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 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 2017 through the study of the Victorian Certificate of Education and the Victorian Certificate of Applied Learning. The significance of the table is that a higher percentage of school leavers in 2017 moved into post-secondary study at the diploma level. Importantly however, many of these courses have a degree pathway on completion, particularly through Deakin University. Our stronger students, who on receiving first round offers, have now taken up their place at the University of Melbourne, Monash University and the University of NSW.

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.

A distinguishing feature in 2017 of the destination for VCAL students was the diverse range of courses undertaken beyond their completion. In 2017, there were 23 graduates of VCAL out of 46 enrolments, with the remaining number continuing into 2017. Course choices ranged from Business, Accounting, Automotive, Hospitality, Fashion, IT, Cookery and Event Management. The school is proud of its success in creating meaningful pathways for our students who make the decision to take the vocational option of VCAL.



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.

A summary of Holmes Secondary College policies is as follows:

Teaching & Learning Resources	Assessment & Reporting
Student Welfare	Discipline
Grievance	Bully & Harassment
Safe Environment	Mandatory Reporting
Reporting Sexual Abuse	Occupational Health & Safety
First Aid	Anaphylaxis Management
Off Campus	Student Supervision
Pastoral	Internet
Homework	Student Attendance
U18 Overseas Student	Child Safety
Dealing with Disability	

Student Welfare policies 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 College.

All children who come to Holmes Secondary College have a right to feel and be safe. Holmes Secondary College 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 Secondary College has a duty of care to ensure that all persons are provided with a high level of safety and protection within the school.

This policy and related procedure is designed to ensure that Holmes Secondary College

- 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

Two areas of policy reviews were undertaken through the course of 2017 with Professional Development sessions provided for staff and students. These included:

Child Safety Policy

The school's Child Safety Policy is underpinned by its Safe Environment Policy incorporating both its Reporting Sexual Abuse and Mandatory Reporting Policy. It recognises and adheres to the seven Child Safe Standards promoting:

- the cultural safety of Aboriginal children
- the cultural safety of children from culturally and/or linguistically diverse backgrounds
- the safety of children with a disability

Our commitment to child safety

Holmes Secondary College is committed to child safety.

We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our organisation is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Our organisation has robust human resources and recruitment practices for all staff and volunteers.

Our organisation is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of children in particular to those that are from culturally and/or linguistically diverse backgrounds, who are make up the school's cohort, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments. These policies and procedures are expressed explicitly within the school's existing Child Protection and Mandatory Reporting policy.

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

Our children

This policy is intended to empower children who are vital and active participants in our organisation. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children*
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds. The school's recruitment and its community are those students defined as International Students, holding a Student VISA for study in Australia.*
- ensure that children with a disability are safe and can participate equally.*

Our staff and volunteers

This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

The school has the collective responsibility for the accommodation, support and general welfare arrangements of a number of students under the CAAW. The school recognises for these students the school environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during our outside school hours, remains its responsibility.

The code of conduct therefore extends to all Homestay Providers and appointed Guardians and the Holmes Secondary Child Safe Policy will guide those on how to behave with children of the school within their specific role.

Training and supervision

Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility.

Our organisational culture aims for all staff and volunteers (including Homestay & Guardians) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand our organisation'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 (please refer to this organisation's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Recruitment

We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our organisation understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, Homestay parents and Guardians 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](http://www.workingwithchildren.vic.gov.au) website <www.workingwithchildren.vic.gov.au> for further information.

We carry out reference checks and police record checks to ensure that we are recruiting the right people. Our Homestay and Guardianship selection process is also subject to same procedures. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. 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.

Fair procedures for personnel

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.

We record all allegations of abuse and safety concerns using our incident reporting form¹, including investigation updates. 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 as an organisation take. Please refer to the school's Child Protection Policy.

Privacy

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. We have safeguards and practices 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.

Legislative responsibilities

Our organisation takes our legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.²
- **Failure to protect:** People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are **mandatory reporters** must comply with their duties.

Please refer further to the school's Child Protection Policy, incorporating both its Reporting Sexual Abuse and Mandatory Reporting policy.

Risk management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

Please refer further to the school's Child Protection Policy incorporating both its Reporting Sexual Abuse and Mandatory Reporting policy.

Regular review

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with culturally and/or linguistically diverse communities and people with a disability.

Allegations, concerns and complaints

Our organisation 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.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

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).

If an adult has a **reasonable belief** that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

Please refer further to the school's Child Protection Policy incorporating both its Reporting Sexual Abuse and Mandatory Reporting policy.

Anaphylaxis Management Policy

- Holmes Secondary College fully complies with The Education and Training Reform Act 2006 – Ministerial Order 706: Anaphylaxis Management in Schools
- On application, families will complete all sections pertaining to medical condition of students
- All students on orientation will complete a Student Medical Form with reference to allergic reactions that could be defined as anaphylactic.

- In the event that Holmes Secondary College has enrolled a student in circumstances where the school knows, or ought reasonably to know, that the student has been diagnosed as being at risk of anaphylaxis, then the school will implement the following anaphylaxis management policy.

Background

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication. The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at school. Adrenaline given through an EpiPen® auto injector to the muscle of the outer mid- thigh is the most effective first aid treatment for anaphylaxis.

Purpose

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling.
- To raise awareness about anaphylaxis and the school's anaphylaxis management policy in the school community.
- To engage with parents/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.
- To ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school's policy and procedures in responding to an anaphylactic reaction.

Prevention Strategies

The school takes responsibility for identifying the triggers and prevention of exposure to these. For those students identified as anaphylactic, their own individual ASCIA Action Plan will list a series of preventative strategies to protect them from exposure.

The school will undertake to:

- Undertake to conduct a risk assessment based on a student's routine
- Plan for special events
- Establish various emergency procedures for a range of contexts
- Monitor food types within the range of contexts

Individual Anaphylaxis Management Plans

The principal will ensure that an individual management plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

The individual anaphylaxis management plan will set out the following:

- Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
- Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions.
- The name of the person/s responsible for implementing the strategies.
- Information on where the student's medication will be stored.
- The student's emergency contact details.
- An emergency procedures plan (ASCIA Action Plan), provided by the parent, that:
 - sets out the emergency procedures to be taken in the event of an allergic reaction;
 - is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan; and
 - includes an up to date photograph of the student.

The student's individual management plan will be reviewed, in consultation with the student's parents/ carers:

- *Annually, and as applicable,*
- *If the student's condition changes, or*
- *Immediately after a student has an anaphylactic reaction at school.*

It is the responsibility of the school to:

- *Provide ready access to the adrenaline auto-injectors supplied by parents. The first-aid room and Principal's office will be used for this purpose.*
- *Purchase additional adrenaline auto-injectors for general use and as a back up to those supplied by parents. This will be arranged by the Principal. The purchase of these additional adrenaline auto-injections will be determined by the number of students identified as at risk.*
- *Monitor the general life of each of these auto-injection devices and replace each as required.*
- *Plan ahead for special activities or special occasions such as excursion, incursions, sports days, camps and parties. The school will work with parents/guardians to provide appropriate food for the student.*
- *Make available a sufficient supply of adrenaline auto-injectors for such events.*

It is the responsibility of the parent to:

- *Provide the emergency procedures plan (ASCIA Action Plan).*
- *Provide the school with an adrenaline auto-injector that is current and not expired.*
- *Inform the school if their child's medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan).*
- *Provide an up to date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to the school and when it is reviewed.*

Communication Plan

The Principal will be responsible for ensuring that a communication plan is developed to provide information to all staff, students and parents about anaphylaxis and the school's anaphylaxis management policy. The communication plan will include information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.

Volunteers and casual relief staff of students at risk of anaphylaxis will be informed students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care. All staff will be briefed once each semester by a staff member who has up to date anaphylaxis management training on:

- *the school's anaphylaxis management policy*
- *the causes, symptoms and treatment of anaphylaxis*
- *the identities of students diagnosed at risk of anaphylaxis and where their medication is located*
- *how to use an auto-adrenaline injecting device*
- *the school's first aid and emergency response procedures*

Staff Training

Teachers and other school staff who conduct classes which students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis must have up to date training in an anaphylaxis management training course. All training will meet the requirements of Ministerial Order 706.

Staff will also participate in two briefings over the course of the academic year in a presentation conducted by the School Anaphylaxis Supervisor. First of these briefings will take place at the beginning of the academic year.

These briefings must include but not limited to:

- *The school's anaphylaxis management policy*
- *The causes, symptoms and treatment of anaphylaxis*
- *The identities of students at risk of anaphylaxis, the details of their medical condition, and where their medication is located*
- *The school's general first aid and emergency response procedures*
- *The location of, and access to, adrenaline auto injectors that have been provided by parents or purchased by the school for general use.*

The Principal will ensure that these briefings take place as planned to instil a level of confidence for the whole community. At other times while the student is under the care or supervision of the school, including excursions, yard duty, camps and special event days, the principal must ensure that there is a sufficient number of staff present who have up to date training in an anaphylaxis management training course.

The Principal will identify other school staff to be trained based on a risk assessment. This will include Student Service staff and all other campus staff who interact directly with students. Training will be provided to these staff as soon as practicable after the student enrolls. Wherever possible, training will take place before the student's first day at school. Where this is not possible, an interim plan will be developed in consultation with the parents. In many schools this will mean that the majority or all staff will need to be trained.

- *One staff member will be designated as School Anaphylaxis Supervisors. These staff will:*
 - *Have an up to date Anaphylaxis Certificate (10313NAT Course in Anaphylaxis Awareness or similar).*
 - *Complete the course in "Verifying the Correct Use of Adrenaline Auto-injector Devices" (22303VIC).*
 - *Administer competency checks to assess their colleagues' ability to use an auto injector (EpiPen).*
- *All school staff will complete the online ASCIA Anaphylaxis e-training for Victorian Schools and then be verified by the School Anaphylaxis Supervisors as competent in using an auto injector (EpiPen).*

Emergency Response

The school's approach to responding to an anaphylaxis reaction is interwoven with that of its First Aid policy.

It is a requirement that all emergency, First Aid and a student's ASCIA Action response procedures are followed as documented.

In the event of an emergency in relation to an anaphylactic reaction the school will have available:

- *A complete and up to date list of students at risk of anaphylaxis as provided by either the Principal or Program Manager*
- *Details of individual anaphylaxis management plans and ASCIA plans located with the Principal's Office during on-site activities as well as Off-Site Activities by the coordinating teacher.*
- *Adrenaline Auto-Injectors stored on site in Principal Office's. For off-site activities the coordinating teacher to take responsibility of care and storage as documented and prepared through the Risk Management Plan.*

- Sufficiently trained staff is available to supervise students who are identified as at risk for off-site activities.

Emergency procedures:

- *In the event of an incident/injury, it is important to ensure that the injured person(s) is clear of any danger not only to themselves but also for the first aid officer and anyone else who may be present at the time.*
- *While the injured person(s) is being treated it is important for a staff member or witness to get a first aid officer who can then proceed to the scene and treat any injuries that may have been sustained.*
- *When treating someone it is important to check for a response, that they are breathing and there is a pulse.*
- *It is also important to ensure that the injured person(s) is as comfortable as possible. However, **no aspirin or medication is to be given at any time.***
- *If it is possible to move injured person(s) they are to be moved to the sick bay where they can then be treated appropriately. If the injured person(s) has fallen/collapsed or had a seizure you must not move them.*
- *Instruct the nearest person to locate the First Aid Officer or Principal*
- *If a student has had a severe allergic reaction but has not yet been previously diagnosed with the allergy or as being at risk of anaphylaxis, 000 should be called immediately*
- *If a student has already been identified as anaphylactic then the student's ASCIA Action Plan should be implemented, and where possible staff with training in the administration of the EpiPen, should administer the EpiPen.*
- *Ambulance should be called immediately.*
- *Contact made with student's emergency contacts.*
- *Student should be reassured and comforted through the process of administering the EpiPen and its after effects*
- *Where there is no marked improvement and severe symptoms are present, a second injection may be administered after 5-10 mins if available.*
- *During off-site activities, the same procedures to be followed as supported by Risk Assessment procedures and arrangements for the possibility of an anaphylactic response.*

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.

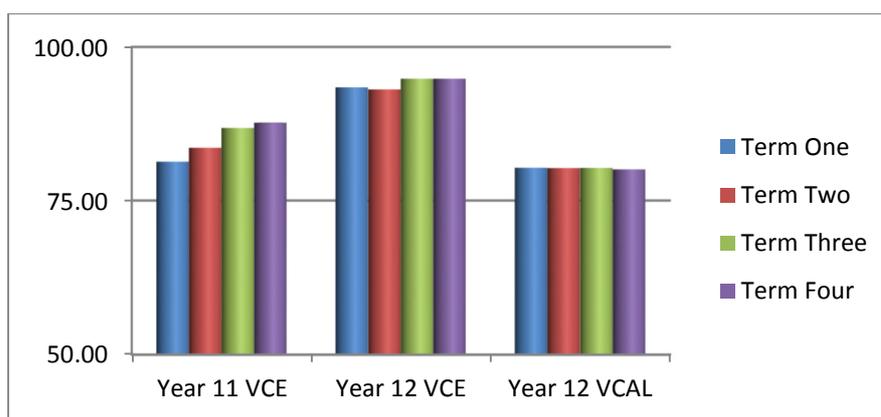
STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

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, Guardians, Homestay families and/or Education Agents. Attendance monitoring meetings are held with Principal, Program Manager & Student Administration on a weekly basis.

In accordance with the National Code (of Practice for Providers of Education and Training to Overseas Students 2007), 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 DIBP for breach of VISA conditions. The student will be reported unless a successful written appeal is lodged in accordance with Holmes Secondary College's 'Complaints, Appeals and Disputes' policy.

A common theme and listed before as a School Determined Improvement target is that of school attendance. What has been described in this report was some of the issues that impacted 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 there was meaningful improvement of its student attendance with significant increases in attendance rates for all groups across the school. Attendance rates for Year 12 VCE remained high throughout, recording an average of 94% with the shortfall a result only of genuine absences for ill-health or personal reasons. What is significant here, is that there was an overall average increase of 5% in comparison to that of 2016. This was also the case of Year 11 VCE in recording a 6% overall increase, whilst there were slightly lesser increases of 3% for VCAL.



In the Annual Report of 2016 it was expressed that the school would remain resolute in tackling the issue of attendance given some disappointing decreases in 2016. It is very pleasing to report that the continued focus on this aspect of the school with the implementation of specific strategies has had the desired effect in improving our attendance percentages quite markedly. This can be seen as one of our major achievements as we reflect on 2017.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

The school can now reflect on those improvement targets as presented in its Annual Report in 2016.

The partnership with No.16 School Qingdao continues to bring much excitement as well as significant growth for the school. The school welcomed a larger group from China who initially began the programme in Qingdao in 2015 and their transition into the school at Year 11 Unit Two was quite impressive. It was clear that the right preparation and groundwork had been done before their arrival on a curriculum front, but just as impressive was their transition into their life in Australia incorporating both guardianship and Homestay. The complete integration as a new member of the school and settling into a new life in Australia is integral to the success of the programme and it can be considered quite achievement for our community in 2017. Further to this, and as just as significant, we witnessed the completion of one our Foundation students who ultimately had great success in their final results, which translated into a first round offer of their preferred choice. The significance of this cannot be understated, given that its single purpose is to provide these Chinese students and their families the ultimate outcome of tertiary study in Australia. We looking forward to the class of 2018 and what they potentially are able to achieve.

A perennial challenge for the school is the issue surrounding that of attendance. It has already been reported on just how significant the improvements have been in this area through 2017. There has been an intensified focus over more recent years with percentages fluctuating up and down. Resourcing towards tackling this issue was initiated with a variety of strategies employed in 2017 as promised in the Annual Report of 2016. Student follow up was conducted daily by the School Administrator with contact made to Parents, Guardians, Homestay families and/or Education Agents. Attendance monitoring meetings were held with Principal, Program Manager & Student Administration on a weekly basis. For some students who live independently of Homestay, Guardianship and immediate family, it is about changing their attitude and improving self-discipline. There is no doubt, as the statistics reveal, that the school went a long way in doing this, and it is now critical to build on this in 2018 to completely eradicate any culture of absenteeism.

The focus across all of our students through the learning outcomes as measured by ATAR's, Study Scores and Unit Results continued through 2017. When assessing unit results at Year 11, 2016 was a little disappointing in percentage terms in related to recorded passes. However, again, like attendance there was a dramatic improvement in the percentage of satisfactory unit results for Units 1 & 2, where the student cohort remained engaged and commitment at a much higher and sustained level in meeting learning outcomes.

In a similar way, the Year 12 VCE group demonstrated a sustained level of commitment to their study, and whilst again, they presented as a group of mixed ability, will be remembered as one of our most cohesive. As already reported in a previous section of this report, improvement came in study scores across A – C+ with our top three students recording ATAR's above and beyond the median state and national ATAR. Already in looking forward to the coming year, there is great expectation of what the current class of 2018 will be able to achieve given the strong foundations set at Year 11. An improvement target for 2018 is to achieve an even stronger set of results across study scores, where the school can attain a median study score above that of the state average, a result achieved as recently as 2015.

The focus moving forward for 2017 is across a number of areas, largely connected to improvement targets that this report has already reflected on.

However, an area of focus yet to be identified in this report is in relation to student enrolment and school numbers. Whilst school numbers have been relatively stable over the last few years, the impact of the downturn in international students which was felt nationally within this sector, has seen the school not fully recover from what was a more comfortable position prior to 2010. Changes in VISA rules also since that time, now allow students to leave High School at the completion of Year 11, either into vocational course or into the alternative academic pathway of Foundation Studies.

A strategic response, for this school and its Board, is to more openly accept applications from overseas. A more recent policy was to effectively shut down the offshore market for high school applications. This, at the time, was an informed decision and related directly to Immigration policy and the increasing number of VISA rejections across all sectors, not just High School. The school's approach however in 2017 will be to accept all applications, and after thorough assessment, provide a Confirmation of Enrolment as required for VISA application. The direct impact of this decision will be a significant factor in an increase number of enrolments, specifically to those who are packaged with Intensive English Language program (High School Preparation) as a pathway into Year 11 VCE. The school is looking to grow its number from the ground up and not be reliant on the onshore market of students transferring from other schools.

The Qingdao partnership has been referred to a number of times in this report and another visit is planned to the partner school No.16 Qingdao in May 2018. The purpose of this visit is effectively to present to prospective families and their children, this wonderful opportunity to undertake senior secondary education in Australia as a direct avenue into University study. Already, the programme has gone through one complete cycle from the Foundation group of 2014 to graduates of Year 12 VCE 2017 with successful university placements. This full cycle will provide factual and statistical outcomes for those considering such an opportunity and testament of the programme to deliver on its promise. The year ahead will be again focused on recruiting, developing current students in both Melbourne and Qingdao and then ultimately producing final results for the students to attain their preferred university choice.

There were many lessons learnt in 2017 with regard to the implementation of the strategies employed to continue to increase attendance percentages across all groups of the school's senior secondary programme. The school now feels that it has the right approach and relevant strategies in play to make a meaningful and significant impact in this area of the school. An earlier part of this Annual Report gives reasons as to why this may be more of an issue for school of international students as compared to those within local and domestic schools. The school has come to understand all factors pertaining to issues surrounding international students and its attendance strategies are designed with this understanding in mind.

Holmes Secondary College can be justly described as a dynamic and energetic learning environment. There was excellent momentum through 2017 with a significant improvement in many aspects of its operation, including learning outcomes and attendance. In a heightened atmosphere of learning and achievement the school consolidated on its culture of academic achievement and excellence, and like 2017, the year ahead is to look for continued improvement in these areas which ultimately will be measured by unit outcomes, VCE study scores, ATAR and University offers. Again, like attendance, much has been learnt about the school's approach in this areas, and the necessary strategies in which to fully realise this development.

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 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 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 Secondary College 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 2017 were \$16,000 per year. The balance sheet as at June 30, 2017 shows net assets of \$6,347,617. Income for the secondary college for 2016/7 was \$940,012 with company net profit of approximately \$354,568. Audited accounts for the company are available at ASIC.
