2025 Annual Report to the School Community

School Name: Forest Hill College (8724)

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

Attested on 28 April 2026 at 04:54 PM by Nicola Buckingham (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 April 2026 at 04:54 PM by Nicola Buckingham (Principal)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Located in the inner eastern suburbs of Melbourne within the North Eastern Region of the Department of Education, Forest Hill College has a total enrolment of 377 students, including 25 international students. The College is supported by 42.8 full-time equivalent staff, all committed to delivering a comprehensive Victorian Curriculum.

In 2025, Forest Hill College undertook a comprehensive review of its vision and values in consultation with students, staff and the wider community. The revised vision—*"To provide an exceptional teaching and learning environment that inspires confident and socially responsible students to pursue excellence"*—is underpinned by the core values of Respect, Integrity, Success and Excellence. As a learning community, we remain firmly focused on achieving outstanding outcomes for all students, with teaching and learning at the centre of our work and a commitment to providing every student with the opportunity to succeed.

A concurrent review of the College's leadership structure ensured alignment with our strategic priorities. The leadership team now comprises five Leading Teachers, each responsible for key portfolio areas: Data and Numeracy, Literacy, Head of School, Curriculum, and Extension and Enrichment. This structure strengthens our capacity to drive continuous improvement and targeted support across the school.

Together, our renewed vision, updated uniform and significant building program have reinforced Forest Hill College as a centre of excellence in teaching and learning—an evolution reflected in the strong outcomes achieved by the Class of 2025.

While we continue to encourage all students to develop effective learning habits, build confidence and think critically, our data highlights the ongoing dedication and collective efforts of both staff and students in striving for excellence.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our VCE results reflected strong academic growth, with the median study score increasing by two points to 31—above the state average of 30. Sixteen percent of students achieved an ATAR of 90 or above, and eight subjects recorded study scores of 40+, including a perfect score of 50 in Psychology. These outstanding results culminated in our Dux attaining an ATAR of 98.15.

Our success was recognised publicly when the College was featured in *The Age* as part of the *Schools That Excel 2025*, highlighted in a front-page story celebrating exceptional growth, accompanied by a full-page photo spread of our high-achieving students.

At the junior level, students also demonstrated significant progress. Year 9 NAPLAN results showed increased proportions of students achieving high and medium growth in both literacy and numeracy, with performance exceeding state benchmarks. This upward trend is further reflected in teacher judgement data, with 78.8% of students achieving at or above the expected level in English, compared to the state average of 74.9%. Similarly, in Mathematics, the College achieved 79.4%, well above the state average of 70.5%.

Looking ahead, the College will prioritise improving Year 9 NAPLAN Reading and Numeracy outcomes, particularly increasing the proportion of students achieving strong or exceeding proficiency levels to align with state benchmarks. To support this, Year 7 students have been allocated an additional 40% of curriculum time dedicated to literacy and numeracy, ensuring continued improvement in line with state expectations.

Student extension opportunities have also been strengthened through the introduction of 30 minutes of targeted, face-to-face teaching time. This initiative enables staff to work with small groups of students to deepen and extend learning in literacy and numeracy. As a result, Student Attitudes to School data shows a 3-percentage-point increase in positive endorsement for Stimulated Learning.

In 2025, the College also commenced a partnership with Department of Education staff to enhance reading outcomes through the implementation of the VTLM 2.0 teaching model. While this work is still in its early stages, it represents a promising direction for improving student achievement, with further development planned over the next 12 months.

Wellbeing

Students' sense of connectedness to school remains a key priority, with Student Attitudes to School data demonstrating a consistent four-year trend of improvement. Students are provided with regular opportunities to engage with wellbeing staff through a range of accessible supports, including recess and lunchtime activities, provision of fruit, and initiatives such as Café Choir, pro-socially facilitated friendship groups, and targeted small group programs. The College's strong implementation of Tier 1 supports means that one-to-one counselling is required only in limited cases, reflecting a proactive and preventative approach to student wellbeing.

Forest Hill College continues its commitment to the whole child through regular participation in sporting activities, including whole school swimming and athletics carnivals. Once again, our Basketball marathon was well subscribed, and funds raised have been provided to The Leukaemia Foundation as is our 40-year tradition. Camps and excursions remained a priority for the school during 2025, with camps for the Year 7 and 12 cohorts. Our student leadership used their time on camp to further develop a whole school approach to student voice and agency. Year 11 students held a very successful formal and the year 12 valedictory assembly and dinner were once gain a huge success.

Student Attitudes to School data also indicates a 5-percentage-point increase in positive endorsement for Emotional Awareness and Regulation (Years 7–12), aligning with trends

observed in similar schools. Staff survey results remain positive, with strong endorsement of school climate and leadership, again consistent with like schools.

Students report feeling confident in approaching wellbeing staff, cohort leaders and teachers to discuss their goals, aspirations and personal development. Our student support team continues to effectively leverage Department initiatives and resources to strengthen outcomes in this area, ensuring a responsive and supportive environment for all students.

Engagement

In 2025, the College undertook a review of its student leadership model in consultation with the student body, following a period of declining participation. Feedback indicated a preference for a return to a more traditional structure, which has since been implemented through the introduction of vertically streamed pastoral care groups operating within timetabled sessions. This approach has strengthened student engagement, with College Captains now elected by their peers within this structure. As a result, participation in student leadership has increased, and Student Attitudes to School data shows a 2-percentage-point rise in positive endorsement of Student Voice and Agency.

Students have also actively engaged in a range of leadership development opportunities, including the Mentor Writers Workshop and the Women in Leadership Breakfast. They have demonstrated initiative by organising a leadership capacity-building day in partnership with local feeder primary schools, further enhancing their skills and connections. Participation in external programs such as the Lions Club Youth of the Year has also been a highlight, with one student progressing from club level through to district and regional competitions.

Attendance has remained an area of focus for the College. While most year levels are meeting expected attendance benchmarks, targeted strategies have been implemented to support improved engagement among students in Years 8 and 11. A recent review of the timetable structure identified and addressed a reporting discrepancy, leading to a minor adjustment in the structure of the school day. This has contributed to a noticeable improvement in attendance data in recent months, a trend the College expects to continue into 2026 and beyond.

Other highlights from the school year

The school places emphasis on extension and enrichment, skills acquisition and data to inform teaching and learning. Each student receives a one-to-one data conversation, with a Leadership Team member, to ensure they have a clear and concise understanding of the learning that must be undertaken at each stage. Our STEAM program allows vertical class creation for young people to critically assess the development of artefacts designed to problem solve on a global scale. This program celebrates critical thinking, curiosity and higher order thinking.

In addition, each Leadership team member has oversight over students in each cohort that require extension. Support is provided to students to ensure they have voice and choice over their

curriculum and its delivery. Strategies such as this have enabled our students to have pride in their achievements and to want to achieve greater outcomes.

The College remains committed to running camps and excursions. Currently the school runs a year 12 camp, a year 7 camp and a leadership camp, this is intended to continue for the foreseeable future. Excursions are run regularly into a variety of places as deemed appropriate for the teaching and learning program. Staff are committed to running excursions as often as possible.

The culmination of the $10.9 Mil Capital Building Works in Early 2026 will be welcome as the buildings have placed considerable strain on teaching spaces and movement around the College. The renewed buildings are a wonderful addition to our school and we are excited to commence teaching and learning in such modern spaces.

Financial performance

Forest Hill College continues to support our students by delivering high quality programs, services and facilities that meet the needs of our students' learning, engagement and wellbeing. Financially, the College has focussed on reducing outlay and increasing income. Our hire revenue remains robust despite the reduction in available spaces due to our building project. The school has needed to outlay some additional funds into new equipment, decanting and unexpected building costs however this has been manageable as we have reduced expected budgets in other areas. Collection rates of Student Contributions have remained buoyant and for this the College is very grateful to its parent body.

For more detailed information regarding our school please visit our website at https://www.fhc.vic.edu.au/

PERFORMANCE SUMMARY

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 373 students were enrolled at this school in 2025, 149 female and 224 male. 20% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**24.4%**
	Similar schools	68.0%
	State	74.1%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**54.7%**
	Similar schools	55.0%
	State	59.3%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Year 7 - 10 % of students at or above age expected standards	**School**	**78.8%**
	Similar schools	81.0%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**79.4%**
	Similar schools	76.4%
	State	70.5%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**66.7%**	**65.2%**
	Similar schools	73.0%	71.8%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**57.8%**	**57.1%**
	Similar schools	65.7%	66.9%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**68.8%**	**62.5%**
	Similar schools	71.9%	69.0%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**56.8%**	**64.5%**
	Similar schools	66.1%	64.7%
	State	61.9%	60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

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

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**84.6%**
	Similar schools	72.4%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**86.8%**
	Similar schools	72.2%
	State	73.5%

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	**School**	**94.3%**	**91.3%**
	Similar schools	97.2%	96.8%
	State	97.2%	96.9%
Mean VCE study score	**School**	**30.7**	**NDA**
Total VCE VM students	**School**	**17**	**NDA**

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025	4-year average
Years 7 to 12 % positive endorsement	**School**	**33.3%**	**38.7%**
	Similar schools	45.9%	44.1%
	State	49.8%	47.7%

Student Attitudes to School – Managing Bullying

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

		2025	4-year average
Years 7 to 12 % positive endorsement	**School**	**34.5%**	**39.5%**
	Similar schools	48.1%	45.7%
	State	50.8%	48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**76.6%**	**75.7%**
	Similar schools	75.3%	76.6%
	State	81.5%	81.2%

Student retention

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

		2025	4-year average
Real retention rate	**School**	**57.8%**	**66.7%**
	Similar schools	74.5%	73.7%
	State	68.8%	68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Year 7 - 12	**School**	**28.0**	**32.9**
	Similar schools	29.3	28.7
	State	30.2	29.4

Attendance rate

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

		2025
Year 7	**School**	**89.1%**
Year 8	**School**	**83.3%**
Year 9	**School**	**85.5%**
Year 10	**School**	**85.5%**
Year 11	**School**	**82.4%**
Year 12	**School**	**90.3%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$4,818,083
Government Provided DET Grants	$1,392,841
Government Grants Commonwealth	$23,000
Government Grants State	$10,000
Revenue Other	$118,197
Locally Raised Funds	$517,517
Capital Grants	$0
Total Operating Revenue	**$6,879,638**

Equity	Actual
Equity (Social Disadvantage)	$73,617
Equity (Catch Up)	$31,237
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$104,854**

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

Expenditure	Actual
Student Resource Package[1]	$6,176,317
Adjustments	$0
Books & Publications	$1,831
Camps/Excursions/Activities	$107,048
Communication Costs	$12,636
Consumables	$98,483
Miscellaneous Expenses[2]	$507,677
Agency Staff	$116,677
Professional Development	$9,554
Equipment/Maintenance/Hire	$15,533
Property Services	$243,080
Salaries & Allowances[3]	$23,106
Support Services	$176,609

Expenditure	Actual
Trading & Fundraising	$27,328
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$157,421
Total Operating Expenditure	**$7,673,299**
Net Operating Surplus/-Deficit	**($793,661)**
Asset Acquisitions	**$3,920**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$2,648,381
Official Account	$77,710
Other Accounts	$14,388
Total Funds Available	**$2,740,478**

Financial Commitments	Actual
Operating Reserve	$249,497
Other Recurrent Expenditure	$20,298
Provision Accounts	$0
Funds Received in Advance	$97,445
School Based Programs	$25,312
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$35,833
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$48,032
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$9,955
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$486,371**

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