



Annual Report

Holmes Grammar School

2025

MESSAGE FROM THE PRINCIPAL

The Holmes Grammar School Council is pleased to present this report on the operation of the school in 2025, in accordance with the requirements of the relevant legislation. The school continued to sustain its senior secondary programmes through its delivery of Year 11 VCE and Year 12 VCE/VCE Vocational Major providing significant pathways for all its students.

The year reflected a consolidation in student numbers. In the previous year, there was a renewed interest in overseas education, particularly out of countries such as Vietnam, Cambodia and the sub-continent, and the school was the beneficiary of a significant increase in applications, which were successfully converted into enrolments. This translated into a sizeable increase in numbers and in 2024 we saw the school double in size. However, enrolments remained static in 2025 for several reasons. A notable change in policy and attitude from Government saw a ceiling and capping on international student numbers impacting directly on Visa Grant Rates with corresponding increases in Visa refusals. Furthermore, there were increases in Visa Application fees that acted as an effective deterrent for families considering High School programmes in Australia.

Consequently, there was much less activity in our offshore markets with Education Agents, who were reporting a reticence and downturn of interest from families in exploring study abroad opportunities within the school sector. This presented a challenge from a marketing perspective, but the School Council continued to support a strategic and dedicated approach to capture any offshore interest in sustaining its marketing drive across a range of Asian countries. An improvement target as identified last year, was to recapture the Chinese school market, and a commitment was made to engage these in country Agents through the attendance at large scale events and follow up meetings. The results of this campaign will be a focus of this report for the 2026 academic year.

In 2025, fewer students transitioned from HSP as part of our flexible intake at Year 11 with only slight increases through Unit One as well as at the commencement of Unit 2. The challenge is already ahead as the school looks to regain its momentum in generating packaged student enrolments in a climate where overseas student numbers are restricted through a stringent Visa application assessment process.

In 2025, Holmes Grammar School and its community remained committed to its mission statement, whereby each student will be valued equally and given every opportunity and assistance possible to obtain entry to his/her desired pathway in achieving their goals. The school continued to offer educational variety with several entry points for VCE at Year 11 and pathway choices at Year 12. Students enrolled at this level not seeking an academic pathway undertook a vocational stream, and this duality of pathways has been a feature of the school since its inception.

The cohesive and collegial way and the single purpose that all staff shared, once again was a feature of a successful program throughout 2025. With a continued emphasis on the quality of its teaching, this aspect, more than ever, remained the cornerstone of our success as an educational institution. The process of Performance Reviews and ongoing exposure to Professional Development ensured that the quality of teaching staff remained intact through this academic year.

I am incredibly pleased to report that the class of 2025 has continued to provide the school with a set of consistent and solid results. This cohort, whilst not possessing the academic strength of other groups, proved themselves to be hard-working and conscientious in their approach to study. Their corresponding grades certainly reflected this, with again some standout Mathematics results and strong performances across Languages, including Khmer and Vietnamese. The school's median study score remained the same, whilst the median ATAR score saw a slight decline. Whilst there was

range of impressive individual study scores, the corresponding ATAR for students were affected by the scaling process applied to individual subjects. A full breakdown can be seen in the relevant section of this report.

The school can report that it has maintained its levels of attendance with improvement particularly at the Year 12 level. Of particular significance were increases for those enrolled into the Vocational Major course reflecting an improved level of engagement and commitment. The school remains determined to be vigilant and strategic in building a culture of strong attendance and was resourceful in ways that proved to be successful in previous years. It is pleasing to see improved results and a cultural shift in student attitude towards attendance has meant for better academic performance – this correlation is undeniable. Please refer to the relevant section under Attendance for more detail.

Whilst other schools, including those that many of our students come from, seek advantage in their sheer size, Holmes specialises in an educational experience for students where teacher to student ratios allow for a personalised approach, where time can be spent on each individual in meeting their needs and goals. In an environment where teachers are trained specifically in education for English as a Second Language, our small school approach is one that is supportive, caring, and focused, giving every student the opportunity to achieve their best. Though small, the school remained resourceful in its staffing, curriculum, and student opportunities, making it a meaningful and preferred option for families. As an organisation, it has remained robust and dependable in ensuring that all students receive the programme they enrol for, further enhancing our reputation within a school sector that makes its focus senior secondary education for international students.

A dominant aspect of the school's focus throughout the course of the year was the process of re-registration of CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) and School Review in meeting the Minimum Standards for Registration. As overseen by the VRQA, a decision was made to streamline this process and align these re-registrations, so assessments could be conducted concurrently to reduce the regulatory burden. In addition to these audit areas, the school was required to demonstrate compliance with Ministerial Order 1359 – Child Safety. Two site visits were conducted by the VRQA specific to MO1359 and CRICOS. The CRICOS component required submission of documentation directly associated with the National Code, whilst for the School Review, the scope included Governance/Probity/Not for Profit, Financial Capability Assessment, Student Learning Outcomes, Records and Results, Student Welfare and Teaching and Learning.

An important development through 2025 was the implementation of a new Student Management System – VETTrack. The school year saw the transition of this platform from the current Management System (EBecas), and whilst in 2025 the systems ran concurrently, all attendance, reporting and assessment requirements was generated completely from this new platform. It is the school's intention to complete the full transition in 2026, making EBecas obsolete. All staff have experienced greater efficiency with the implementation of this new platform and its functionality in key areas.

OUR PHILOSOPHY

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

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

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

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

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

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

The senior years of our secondary school programme represents a critical phase in compulsory education. We aim to lay the foundation and create meaningful pathways to further study beyond Year 12 as students seek entry into Diploma and Degree courses.

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

ABOUT THE SCHOOL

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

Founded in 2005, Holmes Grammar School is a senior secondary school providing quality education for students at both the Year 11 & 12 level. In 2025, Holmes Grammar School boasted a diverse range of nationalities with all enrolled students on International Student Visas. Most students were from Non- English-Speaking Backgrounds (NESB) and central to their study was English as an Additional Language (EAL). A group of the students joined our senior secondary programme from an intensive English language course (High School Preparation), which for many was provided to them through a specialist programme before joining the VCE course. Others come with the required English

level or as transfer students from other providers. The larger percentage of students would pathway from an intensive High School Preparation programme as provided by the Holmes Education Group.

The school has added responsibility for students who were under the age of eighteen in providing Homestay families and direct welfare whilst studying at Holmes. This was very much the case with the influx of younger students, coming directly from offshore, requiring our pastoral support and guardianship. The school is extremely resourceful in coordinating all aspects of its welfare responsibility, including approving, inspecting, and reviewing appropriate accommodation, in 'loco parentis'. The lesser percentage were over 18 years of age and chose to live independently or with other students. Whatever their living circumstances these students faced many challenges that included adjusting to a new living environment, culture, education system, and separation from family. All these factors can impinge directly on a student's focus and the school worked extremely hard to assist them in meeting these challenges. Relationships were formed between the school and nominated guardians, Homestay families, Education Agents, and this together with ongoing communication to parents, was critical to welfare support.

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 and tailored program, with the core content of Mathematics, Bridging English, English as an Additional Language, LOTE (Chinese, Vietnamese, Khmer, Punjabi, Japanese), Business, Accounting and Mathematics (all levels) Food Studies, Applied Computing as well as the various strands associated with its vocational delivery. This curriculum strength provides both vocational and academic pathways to Diploma and Degree programs within the Holmes Education group or through other Education Providers.

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

STAFF RECRUITMENT AND COMPOSITION

Staff employed at Holmes Grammar School represents a multicultural mix. Academic staff is selected based on qualification and experience holding either Full or Provisional Registration. Further 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.

A core group of staff had been retained, with school acquiring three additional members, specialising in English, Commerce and Vocational Major, under the direction of our Head of School. Our Head of School, now into their second year, looked to build the collegiality of this group and the professional and collaborative nature of the staffroom. This is highly valued within the school, where there is an opportunity to share, discuss and reflect on the individual needs of our international students. The integration of the new staff, proved to be most successful, and served to strengthen this aspect of the programme.

The school's administrative staff also reflects this cultural mix, and Holmes Grammar School has appointed a number of these staff to provide translation for all 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 2025 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:

- *VCAA VCE Subject Audits – Mathematical Methods/English as an Additional Language/Accounting*
- *Professional Course Subject Development including VATE Online Meet the Assessors/VATE 2025 Conference*
- *Professional Development file: all staff completes an appraisal of their PD activity and comment on how it may have informed their practice.*
- *Professional Subject Association membership including Victorian Association for Teachers of English (VATE) Mathematical Association of Victoria (MAV) Victorian Commercial Teachers Association (VCTA)*
- *Performance Reviews with Principal – staff meet formally with Principal at least three times a year*
- *Staff Lesson observations and feedback*
- *Student Teacher Mentoring – English as an Additional Language*
- *Vietnamese Principals Visit (Hanoi) – VCE Overview*
- *VRQA CRICOS Re-registration incorporating National Code*
- *VRQA Holmes Grammar School Review incorporating Student Learning Outcomes/Records and Results/Student Welfare/Teaching and Learning*
- *VRQA Site Visits – Ministerial Order 1359/CRICOS*
- *All Staff APST Overview Training – (Australian Professional Teaching Standards)*
- *All Staff ESOS Presentation/Training – (Educational Services for Overseas Students)*
- *VCE/VCE VM Subject Reviews – Scope & Sequences revisions*
- *Independent Schools Victoria Membership*
- *Understanding Blackboard – Online Learning Platform – staff training*
- *Weekly Staff Meetings: incorporating school administrative matters, student issues (academic & welfare)*

- *Fortnightly Year 12 VCE Staff Meetings – curriculum, assessment, and student discussion*
- *All Staff Child Safe Briefing and Training*
- *All Staff Anaphylaxis Staff Briefings & Training*
- *All Staff ASCIA Anaphylaxis E-Training – Verifying Correct Use of Adrenaline Injector Devices*
- *Microsoft Teams – Staff Training*

PROGRAM MANAGEMENT

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

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

The Management Structure and Staffing in 2025 can be best described by the following:

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

Curriculum development was led by the Principal.

CURRICULUM

Victorian Certificate of Education – Year 11 & 12

- *A Victorian Certificate of Education is obtained through satisfactory completion of a minimum of 16 units from VCE Year 11 and Year 12 study. The aim of the qualification is a direct pathway to tertiary study through the process of university application based on ATAR results.*
- *The curriculum for Year 11 & 12 VCE Units is prescribed by the Victorian Curriculum Assessment Authority. Outline of courses offered by this school can be obtained from the*

Year 11 & 12 Curriculum Guide and the various Scope & Sequences specific to each study design as maintained by the subject teachers.

- The academic programme in 2025 saw the school maintain subject choices through diversification of English, Mathematics and LOTE at Year 12 and bridging subjects in both English and Mathematics at Year 11. Where a student wishes to undertake a study outside of the school's offering, considered to be beneficial, the school will facilitate a process of enrolment through Virtual Schools Victoria and the Victorian School of Languages. As previously expressed, an understanding of their prior learning in schools from their own country is imperative in the development of the school's curriculum and the subject choices made available to them.
- The Year 11 VCE Course in 2025 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 Year 12 VCE Vocational Major.

Delivery and Reporting

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 2025 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 through the Homeroom teacher's report. This is a report that provides a more holistic view of each student and their connectedness and engagement with all aspects of their school life. The generation of reports for assessment is produced electronically through the school's student data base (VETTrack).

Victorian Certificate of Education – Vocational Major

- The VCE Vocational Major is obtained through satisfactory completion of a minimum of sixteen units across Year 11 & 12. The aim of the qualification is to provide the skills, knowledge, and attitudes to enable students to make informed choices regarding pathways to further vocational education. It has at its centre vocational business units that are part of a much larger qualification - Certificate II Workplace Skills.
- The curriculum for the Year 12 VCE Vocational Major VCE Units is prescribed by the Victorian Curriculum Assessment Authority. Outline of courses offered by this school can be obtained from the Curriculum Guide and the various Scope & Sequences specific to each study design as maintained by the subject teachers.
- Entry into Year 12 VCE Vocational Major requires students to have satisfactorily completed at least eight Year 11 VCE semester units (or equivalent), including one Mathematics and English unit.
- Our Year 12 VCE Vocational Major units are (details are contained in the Holmes Grammar School Year 11 & 12 Curriculum Guide):
 - Five VET Units of Competency (Certificate II Workplace Skills – Units 1 & 2)
 - Literacy
 - Numeracy

- *Personal Development Skills*
- *Work Related Skills*

The VET component of the VCE Vocational Major was provided under the auspices of the Headmasters – Holmes Education group as a Registered Training Organisation.

The academic year saw focused curriculum work undertaken by staff for all courses with extensive resourcing in support of its delivery. Students need to demonstrate an understanding of learning outcomes as produced through the assessment tasks. These tasks were designed with complexity in mind, encouraging higher levels of independent thinking and autonomous learning.

Delivery and Reporting

The delivery of the VCE Vocational Major programme required units of 100 hours of teaching and independent study. This was delivered via five 50-minute classes per week in which the teacher presented key pieces of information with a strong focus on facilitating the learning for students. Students were encouraged to make a weekly appointment with a teacher to assess their progress through the assessment schedule of several tasks, both within and outside of class time. Like previously, students were required to undertake the General Achievement Test – Part A, to determine their level of Literacy & Numeracy. This would form part of their statement of results as provided by VCAA at the end of the academic year.

SENIOR SECONDARY OUTCOMES

Year 12 Victorian Certificate of Education

15 students were enrolled into Year 12 VCE at the commencement of the year.

15 students were awarded their Victorian Certificate of Education in 2025.

Year 12 Victorian Certificate of Education – Vocational Major

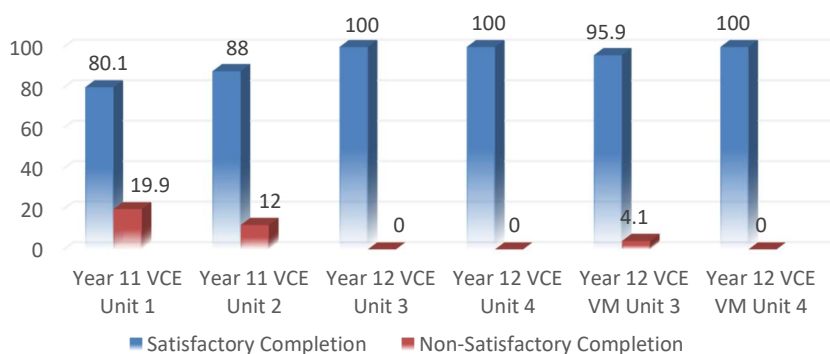
A total of 24 students were enrolled for the Year 12 VCE Vocational Major in 2025. 95 % of students who enrolled, completed their course, receiving their certificate.

5% withdrew before completion.

ANALYSIS OF STUDENT LEARNING OUTCOMES

The table below indicates both Year 11 & 12 VCE Unit enrolments with percentages given for satisfactory completion. 2025 represents consolidation in the recording of satisfactory completion of units across all study periods. Year 12 VCE saw 100% completion, whilst VCE Vocational Major – was near to this rate. A slightly larger percentage of non-satisfactory completion at Year 11 Unit One, was due largely to a level of attrition with the students not continuing the programme and leaving the school. The school will continue to work hard in a targeted progression to lay strong foundations of learning for students at Units 1 & 2, which correlates to high completion rates at Year 12.

VCE STUDENT LEARNING OUTCOMES

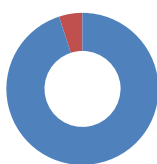


Year 12 VCE Vocational Major Outcome Analysis

The table below indicates the number students that successfully completed VCE Vocational Major and those who have withdrawn. Holmes Grammar School had reinstated its vocational pathway for its students after the demise of the Victorian Certificate of Applied Learning at the beginning of 2024, and this cohort represents the second group under this revised certificate. With a structure directly aligned with Year 12 VCE, through defined units and parallel timeframes, 95% of our enrolled students were successful in completing the course to receive the Victorian Certificate of Education- Vocational Major.

VCE Vocational Major Outcome Percentages

■ Graduates ■ Withdrawn



ASSESSMENT GRADES

With each passing year and given the school's relatively brief history at Year 12 VCE, we are in an improved position to make meaningful comparisons based on VCE Scored Results. The cohort of 2025 were the sixteenth group to undertake a full Year 12 VCE programme and were made up of students who had completed the Year 11 VCE course with Holmes Grammar School or who had come from other schools.

Holmes Grammar School had fifteen students enrolled into Year 12 VCE, who then progressed to completion – there were no withdrawals.

Scored VCE results are a combination of internally & externally assessed work, with every subject generating its own Study Score. Students received their ATAR based on the combined Study Scores.

Comparative Statistics of VCE Scored Results

The below table is a comparative analysis of Assessment Grades for Scored VCE, generated across all assessments, in all subjects over the last eleven years.

As the school continues to be a culture of academic excellence, the class of 2025 became the sixteenth successive group to undertake Year 12 VCE at Holmes Grammar School. The table below provides an extensive comparative analysis of scored results of assessment grades. The combined number of assessment grades awarded across the group, subjects and assessment tasks totalled 228. We can report that this cohort has delivered a set of very consistent results with 25% of assessment grades falling between A+– B+, 40% between B-C and the remaining 35% between that of D+ - UG.

In making a comparative analysis between these results to that of the previous year, there was a significant increase in the percentage figures of higher grades awarded, up to one quarter of the cohort, with fluctuations either way across lower awarded grades. Again, like the previous group, the Class of 2025 proved themselves to be hardworking, with solid and satisfactory results throughout, but not at the higher academic level of other cohorts. This was further reflected by the school's median ATAR, which suffered a decline. And whilst there was range of impressive individual study scores, the corresponding ATAR for students were affected by the scaling process applied to individual subjects.

The school was able to maintain its overall median study score (27) within the VCAA Senior Secondary Completion Assessment Index (SSCAI) data. More broadly this statistic is most pleasing and is testament to the school's consistency over a sustained period of time.

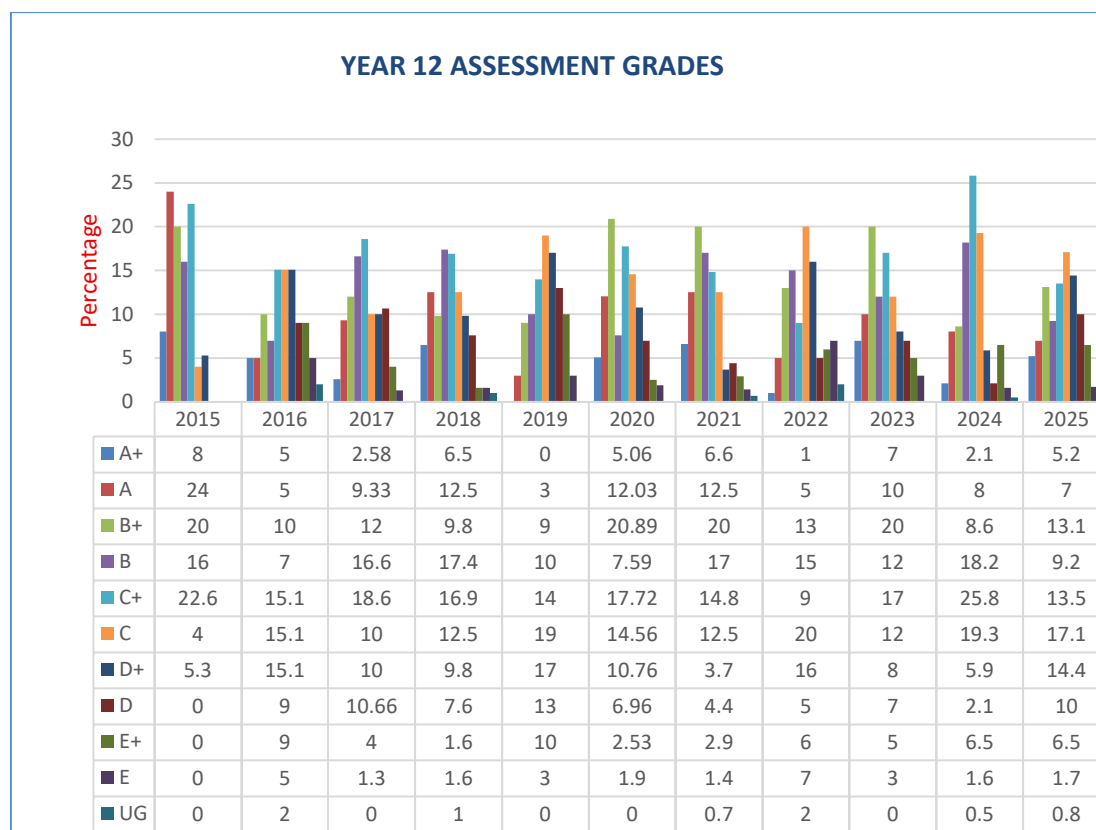
The most relevant aspect for each student is that of obtaining a university offer in a realisation of a goal set at the commencement of their VCE study. It is then satisfying that all completing VCE students obtained an offer of choice, within major public universities, including Monash University, Deakin University and Swinburne. A more detailed summary is provided in a further section of this report, under Post-School Destinations.

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

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

The progression of results should not be looked at in isolation and the foundation that is laid in Year 11 VCE is fundamental to the success students have been able to enjoy in their final year. A strong focus at Year 11 was given to improving learning outcomes, student attitudes, together with the general discipline required to achieve academic excellence. This only served to reinforce the view that the Victorian Certificate of Education should always been seen as a two -year course. As already highlighted in this report, the school needs to remain focused on the number of students recording satisfactory results across Year 11 units and as reported, there is compelling evidence this year that

our continued effort has proven to be successful. A pleasing aspect for any school is the ability to track the academic development of each of its student from the beginnings of Unit 1 to the completion of Unit 4. Holmes Grammar School will continue to approach the certificate in such a way.



NAPLAN

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

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment into our Year 11 VCE course was open to students with Year 10 or equivalent and with a suitable level of English proficiency. Progress to Year 12 was based on achieving a satisfactory standard in a student's Year 11 level study across several units. For new 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 from other schools. The school would accept and assess academic transcripts from similar interstate senior secondary programmes to then apply credit with the regulatory authority.

Enrolment Prerequisites for the Year 12 level of VCE/VCE Vocational Major

- Students who have graduated from Holmes Grammar School Year 11 VCE either beginning in January, April, or July from the previous year.
- Students who have graduated from Year 11 VCE in other schools either beginning in January or July from the previous year.
- Students who have completed a Year 11 equivalent course from interstate programmes.

Enrolment Prerequisites for the Year 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 programmes.

As the school is an international school, the composition of the student enrolment was drawn from many cultures with approximate gender equality. A dominant nationality has been the Chinese, but there has been a significant shift in dynamic with the influx of Vietnamese students post COVID, as families there saw great opportunity for overseas study for their children. Both Cambodia and India also shared the same interest. The school continued also to receive enrolments from students representing other subcontinental and Asian countries. As previously identified, many students are from a Non- English -Speaking Background (NESB) except for those from the sub-continent. Nearly all offshore Vietnamese students were provided a package of English Language & VCE given that they did not meet the English Language level of IELTS 5.0 or equivalent and unlike other countries, there does not appear to be a culture for English Language learning within their own country.

Peak enrolments were sixty-five students representing a decrease in numbers as compared to 2024.

- Year 12 VCE – 15
- Year 12 VCE VM - 24
- Year 11 VCE – 27

The above decrease reflects several factors, but central to this was a significant change in policy and attitude from Government with a ceiling and capping on international student numbers impacting directly on Visa Grant Rates with corresponding increases in Visa refusals. Furthermore, there was a sizeable increase in Visa Application fees that acted as an effective deterrent to families considering High School programmes in Australia.

SPECIAL NEEDS

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

There were not any students who were identified as having 'special needs' in 2025.

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 to obtain their senior certificate. Students have the choice at the end of Year 11 to either take an academic or vocational pathway as part of the school's Year 12 offering. However, there is a flexibility under the current 500 VISA Subclass, where students can look to change sector and apply directly into certificate or diploma courses. In 2025, there was a small number (6%) related to this last category, where students sought a transfer to vocational courses. This change was made during Year 11, and the timing of this transfer often related to their age and

once they had turned 18 and welfare responsibility ended, they were more successful in obtaining a course offer from a private vocational provider.

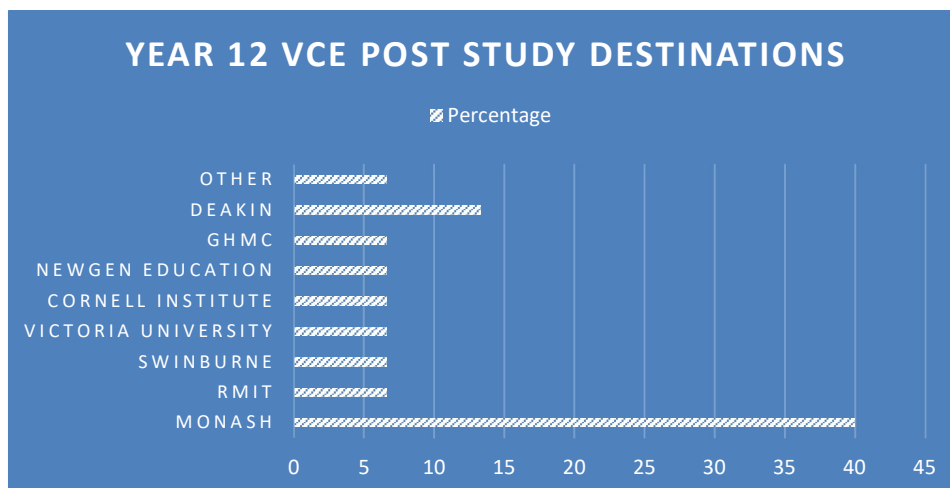
Every year, the school undertakes a series of information sessions, career and course counselling as well as individual consultation for students to make informed choices. This is a very deliberate and focused attempt to guide students to make the right decisions regarding study pathways. These pathways provide options and successful completion of Year 12 in obtaining their government senior high school certificate – something that is not achieved by early departure to the vocational sector.

However, this choice can often be influenced by an Education Agent, and the school can be disempowered by such intervention, even after meaningful discussion with parents.

POST-SCHOOL DESTINATIONS

The following tables represent student destinations once students have completed their Year 12 study. This includes the full Year 12 cohort of 2025 through the study of the Victorian Certificate of Education and the Victorian Certificate of Education – Vocational Major. The significance of these tables is that the school continues to provide realistic pathways into post-secondary study at the degree level to that of vocational courses. All VCE students were offered places in line with their course preference including impressive numbers into Monash University, Deakin University, RMIT and Swinburne. Whilst our VCE Vocational Major students secured courses across diverse fields of study.

Full details below.

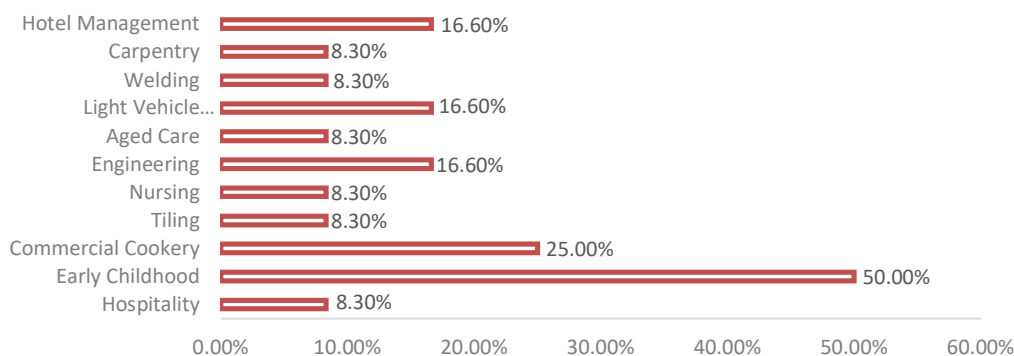


VCE VTAC Course Offerings:

- Bachelor Engineering Software
- Foundation
- Bachelor Nutrition Science
- Certificate Wall and Floor Tiling
- Diploma Information Technology
- Certificate Carpentry

- Bachelor of Nursing
- Certificate Cabinet Making
- Bachelor of Business
- Bachelor of Mechanical Engineering
- Bachelor of Secondary Education

VCE Vocational Major Post Study Destination



SCHOOL POLICIES

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

As previously indicated, the school began the process as regulated by the VRQA for renewal of its Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration and School Review (Minimum Standards – Senior Secondary). Within this process, an additional focus was required in assessing the school's compliance with Ministerial Order No.1359 -Minimum Standards for a Child Safe Environment (MO 1359).

This process necessitated a number of policy reviews and amendments as well as the generation of new policies in response to feedback provided by the VRQA. This ensured that school maintained a level of compliance across all aspects of its registration.

Significant amendments and new policies addressed the requirements of Ministerial Order No.1359.
Revision was made to the following:

- Child Safety Policy
- Child Safety U18 Risk Management Strategy
- Discipline and Behaviour Policy
- Child Safe Communication Strategy
- Complaints and Appeals Policy
- Safe Environment Policy
- Workplace Health and Safety Strategy

Further to these was the development and endorsement of new policies including:

- Diversity & Equity Policy
- Child Safe Standards Risk Register
- Onsite Management Procedures Contractors and Visitors
- Digital Learning Policy and Acceptable Use Agreement
- Child Safety Reporting & Complaints Policy

For the purpose of this Annual Report, please find below, in full, two of the above policies specific to Child Safety Compliance, including Child Safety Reporting and Complaints Policy and Onsite Management Procedures - Contractors and Visitors.

Child Safety Reporting and Complaints Policy

1. Scope

This policy applies to all students, school staff, contractors, service providers, visitors, or other persons while connected to a school environment such as parents, guardians, and carers of HGS students.

2. Purpose

This Policy ensures that Holmes Grammar School maintains a child-focused complaints handling process in helping students and others at the school make complaints or raise concerns, in relation have their complaints heard, considered, and responded to, and supports a culture of transparency in our complaints management processes.

In addition to above, society shares a responsibility for protecting the safety and well-being of children. School staff have a duty of care to protect and preserve the safety, health and wellbeing of children and young people in their care and staff must always act in the best interests of those children and young people.

Teachers and other school professionals are well placed to recognise abnormal or changed behaviour in students and are likely to be first to identify signs of child abuse.

This Policy and Procedure outline the offences that need to be reported to protect children from sexual abuse. This document should be read in conjunction with Holmes' Child Safety Policy and the Reporting Sexual Abuse Policy, Guidelines and Procedure which specifically relates to students under the age of 16.

The policy is split into 2 sections.

:

Section A – Child Safety related complaints and
Section B – Mandatory Reporting Obligations.

For any general grievances, complaints and appeals please refer to our Complaints and Appeals Policy and Procedure that can be found at: www.holmesgrammar.vic.edu.au

Section A

Child Safety Related Complaints.

Under Standard 7 of the Victorian Child Safe Standards, HGS must have and implement child focused processes for managing complaints and concerns. To meet this Standard, Ministerial Order 1359 requires the HGS School Council to (among other things):

- *develop a complaint handling policy that meets several specific elements and that clearly outlines:*
 - *the process for making a complaint about HGS or the behaviour of any person within HGS relating to child abuse that include family violence made by or in relation to a child or student, staff, contractors, service providers, visitors or other persons while connected to the school environment.*
 - *the roles and responsibilities of leadership, and staff, in relation to complaints handling*
 - *the process for dealing with several types of complaints, breaches of relevant policies or the Child Safety Code of Conduct, and obligations to act and report.*
- *have policies and procedures in place that address reporting of child safety complaints and concerns:*
 - *to relevant authorities, whether the law requires reporting, and cooperating with law enforcement.*
 - *ensure that record keeping, reporting, privacy and employment law obligations are met when responding to complaints and concerns.*
 - *have a clear procedure or set of procedures for responding to complaints or concerns relating to child abuse in all forms including:*
 - *physical child abuse*
 - *sexual child abuse*
 - *grooming*
 - *emotional child abuse*
 - *family violence*
 - *neglect.*
 - *ensure that complaints are taken seriously and responded to promptly.*

The following sets out how HGS as a child safe organisation:

- *has and implements a child-focused complaints handling system.*
- *manages child protection-related complaints.*

This Child Safety Reporting and Complaints Policy are communicated to and understood by students, staff and parents/carers, and ensures that child safety related complaints are managed in a timely, fair and transparent manner.

Forums for communication include annual child safety training, parent teacher interviews, staff and student induction, student assemblies, classroom conversations and the like.

3. Responsibility for Child Safety Complaints Management

The principal is responsible for ensuring the efficient and effective organisation, management and administration of the HGS's complaints handling processes.

All Staff are responsible for:

- *responding appropriately to a student who raises or is affected by a child safety related complaint.*
- *understanding the internal and external reporting requirements relevant to child safety related complaints and complying with this Policy.*

4. How HGS Manages Child Safety Related Complaints

Child Safety related complaints may take the form of:

4.1 Any complaint involving, or raising the possibility of a risk of, child abuse or other harm occurring at the school or at a school event, or by a staff member, or Contractors.

4.2 Any complaint alleging a breach of the HGS Child Safety Code of Conduct that involves, or raises the possibility of a risk of, child abuse or other harm by a staff member, or Contractor.

These kinds of child safety related complaints must be immediately referred to the Principal (or if the complaint involves the Principal, the appropriate member of School Council of HGS) to be managed pursuant to relevant policies and procedures contained within this policy.

When a complaint involves a staff member, or Contractor, that person may be required to take leave whilst an investigation takes place.

5. Who can make a child safety related complaint:

HGS has developed complaints handling processes, to enable:

- *simple and appropriate avenues for students, staff, parents/carers and the wider community to make a complaint, including child safety related complaints.*
- *confidentiality and accessibility for all members of the school community.*

5.1 Anyone can, at any time, make a child safety-related complaint to:

- *the Principal*
- *the Child Safety Management team*
- *a member of the School Council*
- *a trusted staff member in person, in writing, or over the phone.*

If the concern relates to the Principal, or the Head of School a Member of the School Council should be contacted.

6. How can students make a child safety related complaint:

Students have multiple pathways to make a complaint or voice a concern including child safety related complaints, at HGS.

6.1 Student complaints can be made in the following ways,

- *verbally*
- *in writing*
- *through electronic means such as email to the HGS Principal*
- *indirectly (such as in written assignments, in artworks or in any other way)*
- *by contacting an external Child Advocacy Organisation (e.g. Orange Door).*
- *using their network of trusted staff or leadership members.*
- *Calling 000 for an immediate emergency*

7. How does HGS inform students on how and to whom they can make a complaint and the complaint process.

Fundamental to our student support and commitment to having a safe, diverse, and inclusive student community is educating students on what their rights and responsibilities are, and to be comfortable and confident to speak with an adult if something is wrong.

7.1 Students are introduced to the complaint making process at the commencement of their enrolment through orientation, beyond this, students rights and responsibilities are further reiterated at:

- School Assembly
- Homeroom
- In class
- Private conversations with teaching staff and school leaders such as the principal and Head of School.

7.2 To ensure students can raise a concern or complaint safely with staff, and for staff to know what to do in the event of a complaint, staff are both trained during induction and at least annually.

Within each HGS classroom, we display a shared responsibility for student wellbeing and child safety poster. This serves as a daily reminder to the student body of their options for raising a concern.

8. How does HGS respond to a child safety related complaint

8.1 Support for Complainants

Whenever a staff member receives a complaint containing information about child safety incidents or concerns, the staff member must offer the complainant and any student involved in the complaint (if they are not the complainant) age and culturally appropriate support and assistance. HGS will also support students, families and relevant staff involved in a child safety-related complaint as set out in this policy.

8.2 Internal and External Reporting

All staff must follow HGS's Child Safety Reporting and Complaints Policy for any incidents or concerns if any information contained in a complaint that is made to them raises a concern that a student may have been subject to, or may be at risk of, abuse or other harm at School or a School event, or from a staff member.

This includes in particular:

- Reporting a Child Safety Incident or Concern Internally
- Duty to Protect/Failure to Protect
- Mandatory Reporting to Child Protection
- Non-Mandatory Reporting to Child Protection
- Reporting to Police
- Reportable Conduct
- Reporting Teacher Misconduct to the Victorian Institute of Teachers

9. Supporting students during child safety related complaint.

HGS has developed a child focused, culturally safe, and easily understood policy and procedure for managing child safety complaints, complaints, staff, and students during a complaint investigation.

Students are empowered about their rights, have opportunities to participate in decisions affecting them, and are taken seriously.

HGS pays special attention to the needs of students who are vulnerable (e.g. students with disability, students from diverse cultural or language backgrounds, LGBTIQ+ students, Aboriginal students, students unable to live at home) and ensures support is accessible, safe, and equitable.

Upon receipt of a complaint, the school acts promptly, thoroughly, and protects the complaining or affected student from further harm or victimisation.

The type of support offered includes:

- Allowing the student to have someone (trusted staff member, counsellor, external advocate, parent/guardian or nominated support person) accompany them during interviews or meetings related to the complaint/investigation.*
- Offer access to counselling, mental health support, psychologist, or an external support agency.*
- Providing in child-friendly, age-appropriate, and culturally accessible language the steps of the process, expected timelines, rights of the student, their options (e.g. internal review, external reporting).*
- Measures to ensure the student is safe from retaliation, further harm, or intimidation (changes to class groupings, supervision, separation from the respondent, restricted contact, monitoring).*
- Limiting disclosure of information about the complaint to only those who genuinely need to know (investigators, decision-makers), while keeping the student informed about who is being told and why.*
- Providing flexibility in deadlines, timetable, breaks from classes or assessments, alternative arrangements for schooling or attendance if participation in the process affects schooling.*
- Providing interpreters, translated materials or a culturally safe liaison. For Aboriginal children, provide culturally safe support and liaison.*
- For students with disability or other additional needs, provide accommodations (e.g. assisted communication, extra time, alternative formats).*
- Keeping the student informed of progress, delays, preliminary findings, decisions, reasons for decisions, and next steps.*
- Informing and facilitating the student's rights to internal review, appeal, or external complaint if dissatisfied with the outcome.*
- After the investigation, providing follow-up support, monitoring, if warranted remedial actions (e.g. mediation, reconciliation, changes to policies, ongoing counselling).*
- Inviting student feedback on the process, allowing them to suggest what supports they need, and involving them (where appropriate) in shaping how complaints are handled in the future.*

10.Reviewing child safety related complaints.

Following a child safety related complaint HGS reviews all related feedback, comments, complaints and investigations to ensure that any child safety-related feedback, comments or complaints from HGS community members and relevant stakeholders are captured, analysed and acted on where appropriate.

HGS through the Child Safety Management Team and the School Council regularly analyses child safety related complaints to identify causes and any systemic failures to inform continuous improvement.

This Policy is also itself regularly reviewed as part of our reviews of the Child Safety and reporting protocols that happens annually.

11. Child Safety related complaints record keeping.

11.1 Staff Responsibility

All school staff, and contractors who engage in child-connected work must follow the Child Safety and Wellbeing Recordkeeping process, which includes:

- Recording any concerns or complaints relating to child safety or the safety or wellbeing of a child
- Recording any safety incidents involving a child
- Recording any reportable allegations or reportable conduct
- Keeping records of any other matters relating to child safety or the safety or wellbeing of a child.

11.2 Records concerning allegations and incidents of child sexual abuse should never be destroyed.

"Records" in this context includes both hardcopy and electronic records.

Examples include:

- Receipts of disclosures, allegations and complaints (e.g. incident reports or file notes of conversations)
- Records about conducting investigations and inquiries (e.g. minutes of meetings or emails)
- Records about collecting evidence (e.g. photographs or audio-visual records)
- Records of interviews with witnesses (e.g. transcripts of interviews, witness statements, notes of meetings or discussions)
- Referrals to Government agencies or law enforcement (e.g. referral to DFFH Child Protection)
- Reports received from medical practitioners, psychologists, teachers, social workers or legal officers.
- Records imposing any disciplinary action.
- Records of any legal proceedings
- Records of any appeals

11.3 Creating records:

- If a verbal disclosure of abuse is made, a record should be created to document that conversation and any follow-up action taken by the school.
- Records must be detailed, objective, dated and include details of any participants or witnesses to the alleged abuse.
- Records should be created at, or as close as possible, to the time that the incident occurred.
- School Staff should identify and collate relevant records relating to a particular disclosure of abuse. If copies (rather than original documents) are included, ensure that the copies are of high quality and complete (e.g. text is legible and no pages are missing).
- School Staff must ensure that records they create are complete, accurate, and dependable and contain all the information necessary to document the school's activities and decisions related to Child Safety and Wellbeing.
- All records must be labelled with a title, date, and any other relevant information, such as the creator's name, to facilitate their management and preservation.

11.4 Organising records:

- School Staff must ensure that Child Safety and Wellbeing Records are organized so that they can be readily accessed and used for authorized purposes.
- School Staff must ensure that records are indexed and classified in a logical and consistent manner to facilitate easy retrieval.

11.5 Securing records:

- *The Principal or a delegated representative must ensure that systems and processes are in place to keep Child Safety and Wellbeing Records secure from unauthorized access, amendment, use, release, and disposal.*
- *The Principal or a delegated representative must ensure that all records are stored in secure physical locations and systems that will protect them from misuse, damage, deterioration, or loss.*
- *School Staff must only access, amend, use, release, and dispose of records in accordance with the school's Child Safety and Wellbeing Recordkeeping policy.*

11.6 Preserving records:

- *All records concerning allegations and incidents of child sexual abuse should never be destroyed. "Records" in this context includes both hardcopy and electronic records.*
- *School Staff must store records securely so that they cannot be lost, damaged, altered or tampered with.*
- *The Principal or a delegated representative must ensure that Child Safety and Wellbeing Records are preserved in a readable and accessible format for their minimum required retention period.*
- *The Principal or a delegated representative must ensure that records are properly backed up and that the school's records management system has the capability to preserve records in a format that will be accessible for the foreseeable future.*
- *The Principal or a delegated representative ensure that records are properly migrated to new systems or formats as necessary to ensure their preservation.*
- *Student safety and wellbeing records must be kept for a minimum of 75 years, while records documenting the reporting and investigation of sexual abuse incidents, allegations and disclosures must be kept for a minimum of 99 years.*

11.7 Disposing records:

- *School Staff must seek written authorization from the Manager of Governance and Compliance prior to disposing of any Child Safety and Wellbeing Records.*
- *School Staff must not dispose of any Child Safety and Wellbeing Records that are likely to be required in a legal proceeding.*
- *School Staff must ensure that the method used to dispose of Child Safety and Wellbeing Records is secure and permanent, and that a register of Child Safety and Wellbeing Records disposal is kept.*

12. Child Safety related reporting.

HGS staff members are permitted to share certain information about a child with other staff members, without the consent of a parent or guardian and without breaching privacy laws.

The type of information that may be appropriate to share with other school staff about a child who is impacted, or suspected to be impacted by child abuse may include:

- *that the child is in a difficult situation*
- *that the child should be monitored and may need support*
- *the content of any Student Support Plan, including any signs or symptoms that the child may display when they need support, and any strategies or support services that have been put in place to support the child while they are at school.*

Information sharing with DFFH and Victoria Police

- For HGS staff members, privacy legislation permits the disclosure of personal information about a child to Department Families Fairness and Housing (DFFH) Child Protection if:
 - it is authorised or permitted by law
 - or if it is necessary to lessen or prevent a serious and imminent risk to health, safety or welfare of any person.
- Reporting suspected child abuse to [DFFH Child Protection](#) or [Victoria Police](#) does not constitute a breach of Victorian privacy laws because these disclosures are specifically permitted under the Children Youth and Families Act 2005 and the Privacy and Data Protection Act 2014.

Section B:

Mandatory Reporting.

14. Definition

14.1 A child - The Children Youth and Families Act was passed in 2005 and governs the provision of Child Protection, Family Services, Out of Home Care, Youth Justice, and a specialist Children Court. The legislation is underpinned by the principle that 'the best interests of the child are paramount'. Under the Act, a child is defined as under the age of 17 years.

14.2 A Child in Need of Protection is defined as:

- a. Parents have abandoned a child and cannot be found.
- b. Parents are dead or incapacitated and there is no one else to look after that child.
- c. Child has suffered or is likely to suffer significant harm because of physical injury, sexual abuse, or emotional and psychological harm, grooming and where parents have not or are unlikely to protect the child from such harm; or
- d. Child's physical development or health has been harmed, and parents have not or are unlikely to provide for or allow the provision of appropriate care.

14.3 Mandated Staff is defined as any person, including the school principal, registered to teach by the Victorian Institute of Teaching is mandated to report if they form a belief on reasonable grounds. In all independent schools mandated staff are expected to report concerns to the Principal and are mandated to report to Child Protection, within the Department of Families, Fairness & Housing (previously DHHS). Mandated staff always extends to that of the school principal.

Mandated staff under Section 184 of CYFA 2005 also extends to the following:

- Registered medical practitioners
- Nurse/Midwife
- Police Officer
- Person in religious ministry
- Qualified carer engaged by Education and Care services
- Qualified Social or Welfare Worker
- Psychologist
- Youth Justice/Parole Officer

A mandatory reporter who, in the course of practising his or her profession or carrying out the duties of his or her office, position or employment as set out in Section 182 of the CFYA 2005, forms the belief on reasonable grounds that a child is in need of protection on grounds referred to in section 162(1)(c) or 162(1)(d) are mandated to report to Child Protection.

14.4 Non-Mandated Staff - Section 183 of the CYFA 2005 states clearly that any person who believes on reasonable grounds that a child needs protection, may report their concerns to Child Protection. Any Non-Mandated Staff (non-teaching staff, student administrator, student support services, cleaners etc.) should inform the Principal immediately.

15. Policy Principles

15.1 All members of the Teaching Service are mandated by law to report signs of physical and / or sexual abuse.

15.2 The School will institute processes for informing staff on Mandatory Reporting and the reporting suspected child abuse which are clear and robust, including:

- a. Step by step guides for staff outlining when and to whom a report must be made.
- b. Requirements for accurate recording of relevant information and actions taken.
- c. Clear criteria for assessing how and when to report to the Child Safety Officer /Principal /Authorities (the police and/or child protection), which comply with all legal requirements.
- d. Provision of a dedicated person for staff and children to contact to discuss a suspected abuse or child safety concern.
- e. Publicise on our website information about Mandatory Reporting, enabling for families and children avenues for reporting incidents or concerns.
- f. Institute a feedback process for staff, children and families on organisational policies and procedures for reporting abuse, recognising needs of Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

15.3 Matters to be directed to Child Protection is when the Principal forms the view that:

- a. The harm or risk of harm seriously impacts on the child's immediate safety, stability or development.
- b. The harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's safety, stability, or development.
- c. The child's parents cannot or will not protect the child/young person from harm; or
- d. The definition of child in need of protection includes 'harm accumulated through a series of continuing acts, omissions, or circumstances.

15.4 Matters to be directed to Child FIRST (Orange Door) is when the Principal forms the view that:

- a. Where there is significant concern for a child's wellbeing
- b. When concerns have low to moderate impact on the child
- c. The child's immediate safety is not compromised.

16.Procedure Principles

16.1 New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure and staff will be reminded of mandatory responsibilities annually.

16.2 School Council will undertake training and education annually to understand their individual responsibilities in relation to mandatory reporting.

16.3 All concerns must be reported immediately to the Head of School – Welfare Officer or in his/her absence, the Principal (both delegates of the Child Safe Management team).

16.4 The Welfare Officer will keep a record of all discussions about a student with whom there is a concern.

16.5 If a belief has been formed by a staff member that child abuse has taken place a "Mandatory Reporting Template" available from the Principal must be completed and filed in the student's file in a sealed envelope marked 'Confidential – to be opened by Principal class only'.

16.6 The teacher and/or the Principal class officer will contact the Department of Families, Fairness & Housing by telephone as soon as possible to make an official notification on:

- a. West Division: 1300 664977; or

- b. After school hours crisis line 131278
- 16.7 Members of the Department of Families, Fairness & Housing or associated support or intervention services that visit the School following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.
- 16.8 All reports, information sheets and subsequent discussions and information will remain strictly confidential.
- 16.9 Students, who disclose to staff a desire to harm themselves or others, must be reported by staff to the Head of School/Welfare Officer and Principal.
- 16.10 Staff are advised that in fulfilling the roles and responsibilities contained in this policy and procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse.
- 16.11 All Holmes Grammar School staff must act as soon as they witness an incident that breaches student safety or when they form a reasonable belief that a child has been or is at risk of being abused.

Receiving a Disclosure (current student / former student)

- 16.12 If a child discloses that they have been, are being, or are in danger of being abused, Holmes Grammar School staff must treat the disclosure seriously and take immediate action by following the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse and this policy.
- 16.13 If a former student discloses historical abuse, all staff must act.
- 16.14 If the former student is currently of school age and attending a Victorian school, staff must follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse and this policy.
- 16.15 If the student is no longer of school age or attending a Victorian school, staff must still act by contacting Victoria Police.
- 16.16 All disclosures must be documented utilising the Mandatory Reporting template. (Strategies and advice on how to handle a disclosure can be found on the Departments website: www.education.vic.gov.au/protect).

Forming a Suspicion

- 16.17 All staff suspicions that a child has been or may be in danger of being abused must be taken seriously.
- 16.18 Holmes Grammar School staff should consult with our Child Safety Officer, who will advise on the specific incident.

Forming a Reasonable Belief

- 16.19 If Holmes Grammar School staff witness behaviour, have a suspicion or receive a disclosure of child abuse, that staff member needs to determine whether they have formed a Reasonable Belief that a child is being abused or is at risk of being abused. A reasonable belief does not require proof (but needs to be more than a rumour)
- 16.20 The grounds for a reasonable belief may be:
- A child tells a teacher they have been abused or are a victim of grooming.
 - Someone tells a teacher (a relative, friend, neighbour, or sibling) that a child has been abused or is at risk of abuse or is a victim of grooming.
 - A child tells a teacher that they know someone who has been abused or is a victim of grooming (often a child is referring to themselves).
 - A teacher's own observation or a particular child's behaviour/injuries or their knowledge of children leads them to suspect that abuse is occurring.
 - Other grounds that have led to the forming of a belief that a child is being abused or is a victim of grooming.
 - Any staff member who considers there to be a case either in Forming a Belief or on Reasonable Grounds for Mandatory Reporting should report the matter directly to the Principal. A Mandatory Report should be made as soon as possible.

- g. Where another mandated reporter makes a report, a teacher who also formed the belief must be satisfied that a report has been made.
- h. The Principal will then determine whether the matter will be reported to Child Protection or Child FIRST (Orange Door).
- i. A teacher's mandated responsibility also extends to each occasion on which they become aware of any further reasonable grounds for a belief.
- j. A teacher's mandated responsibility also requires reporting even if the Principal does not share this belief.
- k. When identifying child abuse, it is critical to remember that the trauma associated with child abuse can significantly impact upon the wellbeing / development of a child; or
- l. All concerns about the safety and wellbeing of a child, or the conduct of a staff member, or contractor must be acted upon as soon as practicable.

Responding to Incidents, Disclosures and Suspicions of Child Abuse

16.21 Staff members of Holmes Grammar School play a critical role in protecting children in their care: including:

- a. Staff must act, by reporting incidents to the Head of School/Principal (delegates of Child Safe Management team) as soon as they witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused. Detailed information on each area (and physical / behavioural indicators) can be gained from DETs website - www.education.vic.gov.au/protect.
- b. Staff must act if they form a suspicion / reasonable belief, even if they are unsure and have not directly observed child abuse (e.g. if the victim or another person tells them about the abuse).
- c. Staff must understand that fulfilling the roles and responsibilities contained in the procedures does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse.
- d. If a staff member believes that a child is not subject to abuse, but still holds significant concerns for their wellbeing, they must still act. This may include making a referral or seeking advice from Child FIRST – Orange Door (in circumstances where the family are open to receiving support), or to DFFH Child Protection or Victoria Police.
- e. Staff must use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes on all observations, disclosures and other details that led them to suspect the abuse. All documentation should be stored securely.
- f. The Child Safe Management team will undertake a review process between 4-6 weeks after a report is made.

17. Outside Contact Information for Staff and Reference

17.1 Listed below are the external contact information available for staff:

- DFFH - Child Protection: West Division: Preston 1300 664 977 A/H: 13 12 78
- Sexual Offences and Child Abuse Investigation Team: (SOCIT) Box Hill (03) 8892 3292
- Regional Office: Glen Waverley (03) 8392 9300
- (DET) Security Services Unit: (03) 9589 6266
- (DET): Student Incident and Recovery Unit: (03) 9637 2934
- Child First (Orange Door) 1300775160 www.orangedoor.vic.gov.au
- Victoria Police: 000
- Headspace (online and a 9am-1am telephone support service) www.eheadspace.org.au or 1800 650 850
- KidsHelp Line on 1800 55 1800 or visit for 24-hour support
- Talk to your doctor, psychologist, social worker
- ** In the case of international students, the Principal must notify the International Education Division on (03) 9637 2990 to ensure that appropriate support is arranged for

the student.

- ****** In the case of Koorie students, the Principal must notify the Regional Office to ensure that the Regional Koorie support officer can arrange appropriate support for the student.

17.2 Information contained in this policy has been taken, in part, from DET's PROTECT documents - Identifying and Responding to ALL Forms of Abuse in Victorian Schools and linked website www.education.vic.gov.au/protect and <https://www.vic.gov.au/victorian-government-response-royal-commission-institutional-responses-child-sexual-abuse>

Holmes Grammar School - On-site Management Procedures

Contractors/Visitors

Holmes Grammar will look to ensure that people working/visiting within the environment of children and young people are suitable and supported to reflect Child Safety and Wellbeing values in practice.

For Child Safety and proper management, Holmes Grammar School have implemented procedures for contractors & visitors, including reporting to the office, signing in and out, confirming Working With Children registration, wearing visitor badges, completing site-specific inductions, and providing any relevant documentation.

Incorporated in this overview will be instruction related to general safety protocols and emergency and evacuation procedures.

The following is a breakdown of procedures for contractors/visitors while operating within the school premises.

1. Pre-Arrival and Planning:

- **Contractors Register**
Holmes Grammar School will maintain a register of regular contractors who attend the campus, which will include name, position and service provided and confirmation of Working With Children registration.
- **Communication:**
The school will communicate with staff and, if applicable, pupils, about a contractor's work and/or visitors to the school.
- **Documentation:**
All contractors and visitors to the school will be informed that they need to carry a form of identification to present on arrival.
- **Working with Children Check**
All contractors and visitors to the school will be informed (where possible) that they need to present their WWCC registration on arrival.

2. On-Site Procedures

- **Reporting/Sign-In:**
 - Contractors/Visitors must report to the Ground Floor reception area upon arrival.
 - Contractors/Visitors must sign in, with time recorded. The sign in register will include:
 - a. Date
 - b. Time In/Out
 - c. Full Name
 - d. Company/Relationship

- e. *Person Visiting*
- f. *WWCC confirmation*
- g. *Code of Conduct acknowledgement*
- h. *Signature*
- i. *Location of works taking place*

- *Where registered, all contractors/visitors to produce WWCC card.*
- *Contractors/Visitors will be issued Visitor badges.*

- **Induction:**

Contractors/Visitors will undergo a site-specific induction, covering school policies, procedures, emergency protocols, and any relevant hazards, as below:

- **Child Safe School**

The school will prioritize the safeguarding of its students and ensure that contractors/visitors will be made aware of its Child Safety Policy and related Code of Conduct. The Child Safety Code of Conduct will be made available on Sign In, which will be read before a site and location tour is conducted.

The following documents in summary will be referenced:

- *HGS Child Safety Policy*
 - *HGS Child Safety Code of Conduct*
 - *HGS Complaints and Appeals Policy*

- **Emergency Procedures:**

Contractors/Visitors will be made fully aware of the school's evacuation and emergency procedures and how to respond to any alert or alarm.

- **Site Tour:**

Contractors will be given a tour of the site, pointing out evacuation points and emergency procedures. Visitors will be accompanied to the area of the school related to their visit.

- **Access Restrictions:**

Both Contractors & Visitors will be made aware of any access restrictions or restricted areas on the school site.

- **Communication:**

Contractors/Visitors will be kept informed of any changes that may impact the routine school operations.

- **Supervision/Monitoring:**

The school will ensure that all registered contractors meet the purpose of their visit and in adherence of the schools' Child Safety Code of Conduct. For those who do not hold a Working With Children registration, the school will ensure that they are adequately supervised and monitored. This supervision/monitoring will be provided by a school staff member as delegated by either the Principal or Head of School.

3. Post-Work/Visit Procedures:

- **Reporting/Signing Out**

- **Rubbish Removal:**

Contractors are required to remove rubbish (if relevant) that has accumulated from the work task unless arrangements are made for disposal using the school's rubbish disposal system.

- **Sign Out**

All contractors/visitors to return to Ground Floor reception to hand in Visitor ID badge and complete register. Departure time should be indicated.

4. Procedural Review

The Contractors and Visitor Management Procedure will be subject to review every two years or in the event of a critical incident relevant to the conduct of a third party whilst on campus.

The Holmes Grammar School maintains a full register of its extensive policies and procedures that provides an overview of each document's approval and review date. The Principal was responsible for the monitoring of the school policy review schedule and presenting accordingly to School Council.

For 2025 this included:

- *Assessment and Reporting Policy and Procedures*
- *Anaphylaxis Management Policy and Procedures*
- *Anaphylaxis Management Communications Plan*
- *Communication Policy and Procedures*
- *Emergency Management Plan*
- *Employment Procedures*
- *Enrolment Policy and Procedures*
- *Enrolment Register Updating Procedures*
- *Key Documents Development and Review Policy and Procedures*
- *Procedures to Support Students to Undertake a Course Best Suited to their Abilities*
- *Reporting Sexual Abuse Policy*
- *Teaching and Learning Policy*

RESPECT AND RESPONSIBILITY

In a school made up 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 multi-cultural 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, as well as the tenets of both the school's Mission Statement and Philosophy.

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.

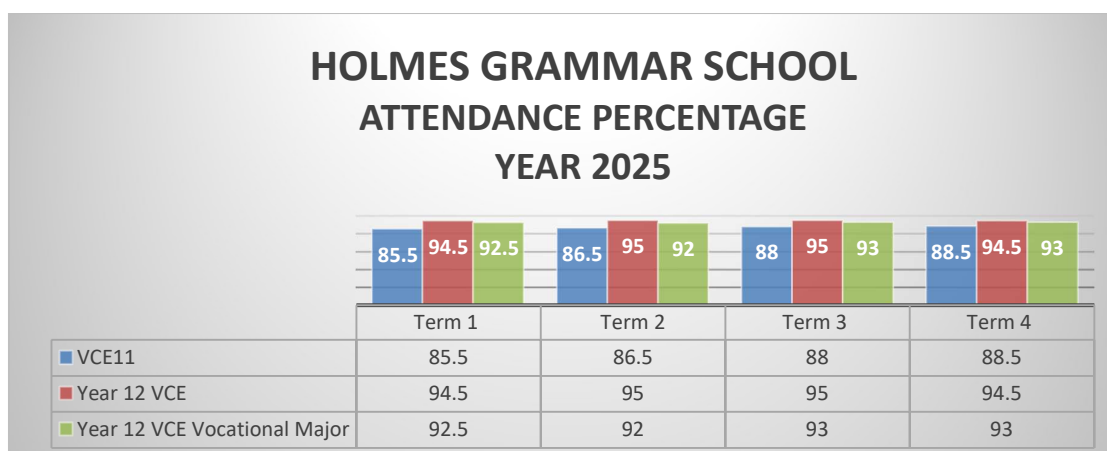
Attendance rolls are entered into a computerised Student Management System (eBECAS/VETTrack).

Attendance rolls are marked for every period of the day through the school's Student Management System (VETTrack) online in real time by each classroom teacher. To supplement this, the school has an electronic spreadsheet which is also entered online in real time. In this way, it acts as a tracking record of a student's attendance across the whole of the day, where patterns of absences can be detected related to subjects, times of the day and days of the week.

Students follow up conducted daily by the School Administrator with contact made to Parents, Care Assist, Homestay families, and/or Education Agents. Attendance monitoring meetings are held with Principal, Head of School & Student Administration on a weekly basis.

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

A common theme and listed before as a School Determined Improvement target is that of school attendance. What already has been described in this report are issues that impact directly on an international student's attendance that do not exist for the domestic student. On recognising these and continuing to implement strategies within its existing resources, Holmes can report that satisfactory attendance percentages were recorded across its three different cohorts as represented in the table below.



The school can report that it has maintained its levels of attendance with improvement particularly at the Year 12 level. Of particular significance were increases for those enrolled into the Vocational Major course reflecting an improved level of engagement and commitment. The school remains determined to be vigilant and strategic in building a culture of strong attendance and was resourceful

in ways that proved to be successful in previous years. It is pleasing to see improved results and a cultural shift in student attitude towards attendance has meant for better academic performance – this correlation is undeniable.

Furthermore, the school remained focus on dealing with punctuality issues, which ultimately affected overall attendance. Pleasingly, this has decreased significantly from 2024, but some problematic students remained. We know that this lack of discipline relates to poor sleeping patterns and in living in an environment without parents, who would normally regulate a daily routine for school attendance and punctuality. Also, situations where the student is undertaking part-time work, resulting in late nights and bouts of tiredness.

This presents as a school determined target going into the following academic year.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

In reflecting on school-determined improvement targets from the 2024 Annual Report it can be confirmed that these were met, with some success through the course of 2025.

As an international school, it is an ongoing exercise to strategize our offshore marketing approach and remain active in the recruitment space. As reported such activity had been most effective through 2024 as we welcome increased numbers into the programme. However, a notable change in policy and attitude from Government saw a ceiling and capping on international student numbers impacting directly on Visa Grant Rates with corresponding increases in Visa refusals. Furthermore, there was a sizeable increase in Visa Application fees that functioned as an effective deterrent for families considering High School programmes in Australia.

However, the School Council remained committed to revisiting those productive recruitment areas, despite the challenge from a marketing perspective, and continued to support a strategic and dedicated approach to capture any offshore interest. Consequently, this included extensive visits to Cambodia, China, and Vietnam, at different points of the year, engaging with Education Agents and Families through coordinated Education Fairs. Furthermore, as part of a revitalised marketing approach, there was the production of comprehensive school brochures and the development of a standalone school website. An exciting innovation was also the production of a Holmes Grammar School video, complete with English and Mandarin subtitles. The School Council also proposed extending promotion into other countries, including Bangladesh, the sub-continent, and the Philippines. It also continued to monitor and analyse the VISA scenario as part of its strategic direction for recruitment.

In 2025, the school continued to explore other avenues as a way of improving the communication channels with its parent body. The school's website is the most public channel, and the development and creation of a standalone site provided a more direct way for families to seek information. The school also put in place a more comprehensive Parent/Teacher Interview programme across both levels and at critical points of the academic year. This interaction between teachers and parents is the most meaningful and effective method of communicating each student's study progress in a most inclusive way. It also gives our parents an opportunity to feel part of the school community despite their physical distance and where they sense more directly the focus the school places on a student's development and welfare. The general dissemination of information was also improved through comprehensive email correspondence with families serving to providing notifications and important documents specific to reporting, assessment and enrolment on a regular basis.

As already referenced, 2024 saw the re-instatement of a senior vocational programme in the Victorian Certificate of Education- Vocational Major. Whilst the school has much experience in the vocational

space, there were some significant differences in structure, timelines and content as compared to its predecessor – VCAL. This programme was now into its second year, and its delivery was strengthened through further refinement of its scope and sequences, teaching strategies and assessment tasks, encouraging higher levels of independent thinking and autonomous learning. Whilst such development was planned, it aligned conveniently with the 2025 VRQA School Review where Teaching and Learning was assessed as part of the registration scope.

An important development was the implementation of a new Student Management System – VETTrack an improvement target in last year's Annual Report. The Student Management System for the school has been eBECAS, a platform that has served to provide information on every student, from personal details, contact information, receipted payments, attendance monitoring and generation of school reports. It became apparent that this SMS was no longer adequate or sufficient for the needs of the school. The 2025 school year saw the transition from the current Management System into the new SMS, and whilst both systems ran concurrently, all attendance, reporting and assessment requirements was generated exclusively from VETTrack. It is the school's intention to complete the full transition in 2026, making EBecas obsolete.

A dominant aspect of the school's focus throughout the course of the year was the process of re-registration of CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) and School Review in meeting the Minimum Standards for School Registration. As overseen by the VRQA, a decision was made to streamline the process and align these re-registrations, so assessments could be conducted concurrently to reduce the regulatory burden. In addition to these audit areas, the school was required to demonstrate compliance with Ministerial Order 1359 – Child Safety. Two site visits were conducted by the VRQA specific to MO1359 and CRICOS. The CRICOS component required submission of documentation directly associated with the National Code, whilst for the School Review, the scope included Governance/Probity/Not for Profit, Financial Capability Assessment, Student Learning Outcomes, Records and Results, Student Welfare and Teaching and Learning.

The impact of this was significant and most positive in that it provided a perfect vehicle for the school to completely examine and evaluate all aspects of its operations and the policies and procedures that underpin it. It was extremely comprehensive across all facets from course delivery, student welfare, and every aspect of the National Code as well as our compliance in relation to international student enrolments.

As we turn our attention to 2026, the school will give focus to what it views as areas of priority for the coming academic year.

The current climate in relation to international student numbers and factors beyond the school's direct control, can't be ignored. It has become a test of the school's and its Council perseverance to continue to find ways to generate increased enrolments. The resolve is to remain committed to revisiting productive recruitment areas, despite the challenge from a marketing perspective. Support will be given to a strategic and dedicated approach to capture any offshore interest with a sustained marketing drive throughout the course of the calendar year across an extended group of countries. Reinforcing engagement with Agents, attendance at Education Fairs, as well as a constant flow of material to all stakeholders will be part of this drive.

Also, the transfer market should be revisited, which prior to COVID was a fruitful source of students looking for an alternative to their mainstream school. Often these international students had found it difficult to successfully adjust and adapt to a large school environment heavily populated with domestic students. This experience of isolation often led to reaching out to onshore Education Agents

in seeking an alternative and more comfortable setting in which to complete their senior high school years. This transition occurred into Year 11, but occasionally at the Year 12 level. Whilst the school and its programme continue to maintain relationships with onshore Education Agents for this sector, it would be important to engage them directly in providing updated school information and materials.

As indicated above the new School Management System – VETTrack – was rolled out during 2025, that provided greater efficiency in the handling of attendance recording as well as formal Assessment and Reporting records. The functionality of this management system will be extended to all aspects of the school, including generating Letters of Offer, Enrolment Data and Accounts. With the full transition to this Management System, the school will close down EBecas altogether with VETTrack becoming its standalone platform.

Perennial improvement targets continue to be in the areas of academic performance and attendance.

The school will remain focused on ways to maintain and improve academic performance across all its courses which begins in laying strong foundations at Year 11. The school already has plans and goals in place in making further improvement and strengthening various aspects of its academic programmes. It will also review and employ strategies regarding attendance as part of its determination to strengthen its culture of strong attendance, reflecting each student's commitment to learning. The school will ensure that it remains resourceful as well as strategic in finding continued improvement and remain diligent in the follow up, including direct communication with families, and all other key stakeholders.

A continued strength of Holmes Grammar School is its sense of community. 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. This setting engenders a sense of community in an environment that is supportive, caring and focused, giving every student the opportunity to achieve their best. The cohort is further bonded together in that they share the same experiences, challenges and understandings as international students. It is important that the school continues to provide opportunities and activities promoting, encouraging connectedness, and belonging for all of its students, where school, and the people within it, essentially become family.

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 to assist the student on any matter of concern. The information shared in this context is a powerful indicator in gauging student satisfaction.

The parent community is not as readily accessible given that they reside in other countries, but every effort is made to communicate matters of importance to them. At times this is done via translation through the telephone and now, more comprehensively, via email. In this way, this type of interaction is an important point of contact and opportunity for all families to share their views on the performance of the school, or at least to discuss issues of concern impacting on their child. In support of this, the school schedules timely Parent/Teacher interviews directly after intense periods of assessment, providing families an opportunity to talk individually with teachers on the progress of their child.

A critical player also in this relationship, is the student's Education Agent. They act as the conduit between the school and family and are heavily involved in the student's educational life. The school regularly schedules meetings or discussions with the agent in support of the student's education; agents are a consistent provider of feedback to school. The agent receives all correspondence including reports and assessments.

SUMMARY FINANCIAL INFORMATION

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

*Its principal purpose is education; it receives no government funding for the senior secondary school. Tuition fees for 2025 were \$19,000 per year. The balance sheet as of June 30, 2025, shows net assets of **\$7,720,663**. Income for the school for 2024/25 was **\$2,242,893** with company net profit of approximately **\$219,078**.*

Audited accounts for the company are available at ASIC.