

2025 School Staff Survey

Preliminary Summary Campus Report for: Hoppers Crossing Secondary College

Response rate

Overall school level response rate	
Total staff headcount	173
Total staff responses	132
Overall response rate (%)	76%

Please note:

- 'Total staff headcount' includes all individuals on your school's final staff list (following the staff list review process), as well as any staff who requested a survey link during the survey period. It excludes staff removed by Principals as part of the staff list review process, or on request during the survey period. The headcount reflects the total number of staff at an overall school level.
- **'Total staff responses' includes all staff who reached the last page in the survey, only responses from these staff are included in the below results.**

Guide to reading results

Your school's survey results are presented below. **Please note that these results are interim and may differ to final results the department will provide via Panorama, later in the year.** Please refer to the [SSS Framework](#) for a summary of the structure and content of the survey.

All core (mandatory) modules are reported below in some form (either in the summary results and/or in the detailed results), except:

- Graduate Teachers – to view the results for this module, please click on the 'Graduate Teachers Module' report button on the landing page.
- The Staff Health and Wellbeing questions, included as part of the Staff Safety, Health and Wellbeing module in 2025 (Staff Safety questions are included in the below summary results).
- Tutor Learning Initiative (TLI) – not included in this report.
- Gender Equality – not included in this report.
- Demographics – not included in this report.

Note that the Victorian Teaching and Learning Model (VTLM) 2.0, Victorian Lesson Plans, and Professional Learning Communities questions were included as one module in the survey, but have been split into a VTLM 2.0 module, Victorian Lesson Plans module and a Professional Learning Communities module for the purpose of reporting.

All elective (optional) modules selected for your school are also reported on below (either in the summary results or in the detailed results). Where an elective module was not selected for your school in 2025, no data is presented.

Results for survey modules are presented on two levels:

- A **high-level summary** of overall results is included for most survey modules, presented as charts in the PDF and online version of this report, and data tables in the Excel version (see 'Summary of Results').
- A **factor or item-level breakdown** of results is included for some survey modules, presented as data tables in all report versions (see 'Detailed Results').

Schools can choose to download the version(s) of the report that would be most suited to their needs.

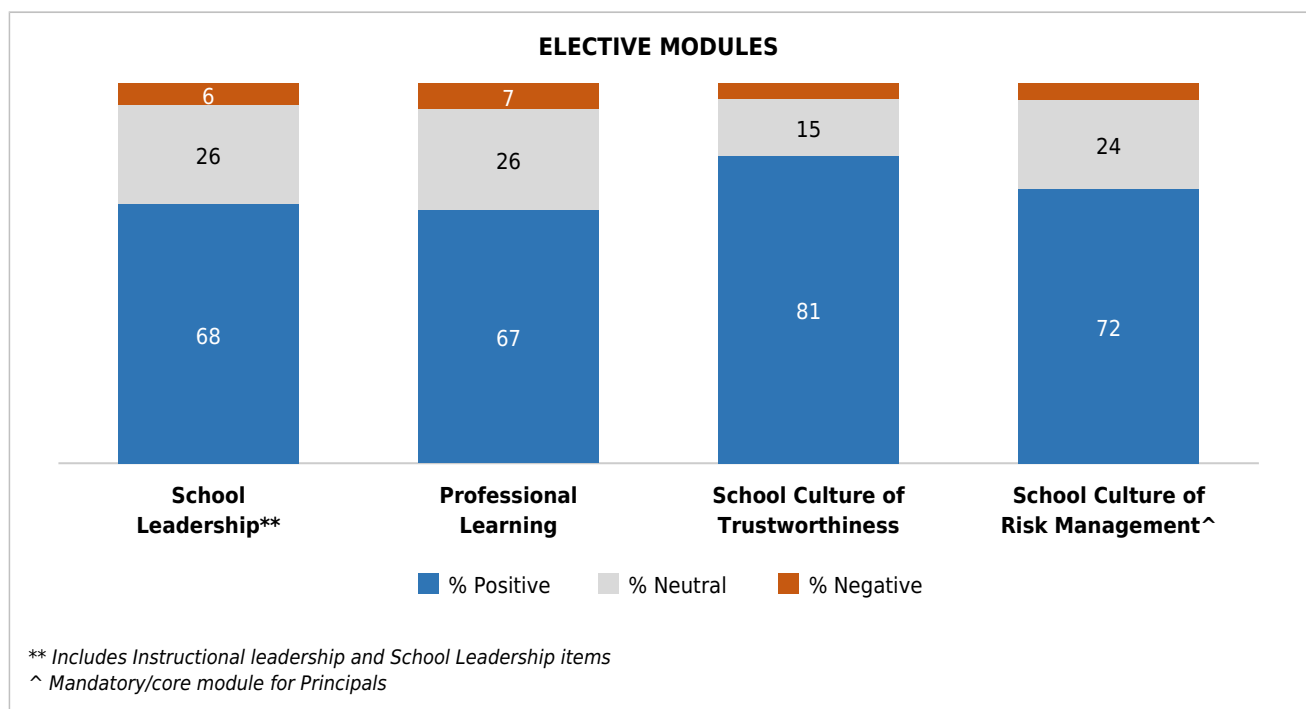
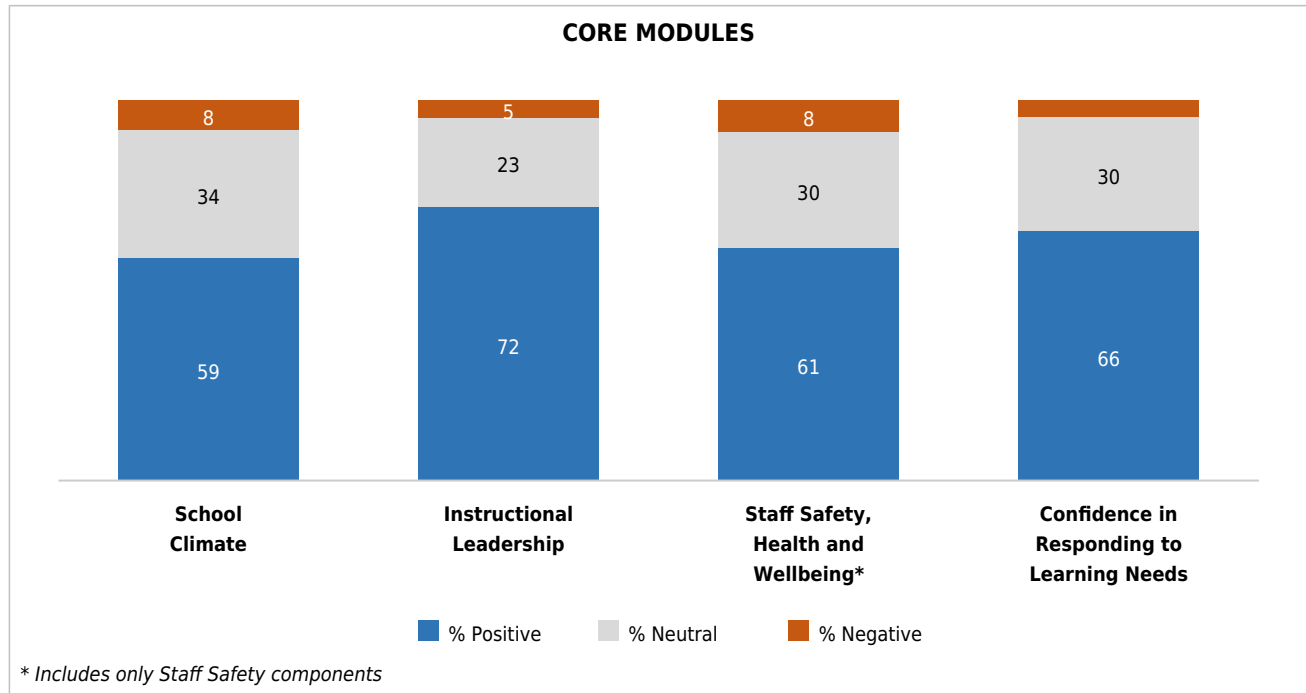
For both levels of reporting, please note:

- Non-responses (when a question was asked but the staff member did not provide an answer) have been excluded when calculating results to better reflect staff sentiment. This is consistent with how results will be calculated in your school's final report on Panorama, which will be provided by the department later in the year.
- Where there are fewer than 3 staff members responding to every question in the module or factor, results have been suppressed in order to prevent the possible identification of individuals. In the tables, this will appear as an asterisk (*). In the summary charts, the bar will not be shown and a notification of $n < 3$ will be shown instead. Where there are no staff responses to a question or factor in the detailed results, this will appear as a hyphen (-).
- For most modules, 'Positive' sentiment reflects the percentage of 'Agree' or 'Strongly agree' responses, 'Neutral' reflects 'Neither agree nor disagree' or 'Somewhat agree' and 'Somewhat disagree' responses, and 'Negative' reflects 'Disagree' or 'Strongly disagree' responses. Where a different scale is used, this is noted in the detailed results.

Summary of results

A high-level summary of results for selected core and elective modules is presented below.

Summary results should be interpreted with caution, as for some modules, **not all questions are included in the calculation** of Positive, Neutral, Negative sentiment (categorical questions cannot be included).



Detailed results

Detailed results for some core modules and the elective Disability Inclusion module (if selected by your school) are presented below. These are at a factor-level for the Teaching and Learning module and at the item-level for the remaining modules for which factors are not available. Please note that the following questions were only asked of classroom staff (leading teachers, learning specialists, classroom teachers and paraprofessionals) and principals who spend the majority of the time in the classroom, unless stated otherwise. Reporting does not contain all modules or all questions.

Core Modules



TEACHING AND LEARNING

Factors	% Positive	% Neutral	% Negative
Practice Improvement	70	24	6
Planning	72	23	5
Evaluation	67	28	5
Implementation	73	22	5



VICTORIAN TEACHING AND LEARNING MODEL (VTLM) 2.0

Which of the following elements of the VTLM 2.0 have you used in your teaching practice?^	% Selected
Elements of Learning	83
Planning	87
Enabling Learning	77
Explicit Teaching	91
Supported Application	69
None, I have not used any of the VTLM 2.0 elements	2

^ Question allows multiple response selection: allowing for staff to select all that are applicable.

What is the main reason you have not yet used the VTLM 2.0?^	% Selected
I have not heard of the VTLM 2.0 or supporting guides	*
I have heard of the VTLM 2.0, but I don't know much about it	*
I understand the VTLM 2.0, but I don't yet have the skills to put it into practice in my classroom	*
I have the skills to implement VTLM 2.0 teaching practices, but I am not sure how to get started	*
I/my school has identified where to start trialling VTLM 2.0 practices and I feel prepared, but I haven't been able to start yet (e.g. due to time constraints)	*

^ Question only asked if respondent answered 'none' for the previous question. 'Other' responses are not shown.

How helpful would the following supports be to assist you with the implementation of VTLM 2.0 in your school?^	% Positive	% Neutral	% Negative
Victorian Lesson Plans	71	15	14
Self-paced online professional learning modules	63	23	14
Online webinars	60	23	18
In person professional development	70	21	9
In school professional learning	74	21	5
Video case studies	54	24	22
Written case studies	44	28	27
Curriculum area examples	87	11	2
Learning walks in exemplary practice settings	73	15	12
Videos of exemplary practice settings	67	20	13
Implementation support, e.g. coaches	64	23	13

^ Helpfulness scale, where '% Positive' is 'Very' and 'Extremely helpful', '% Neutral' is 'Moderately helpful', and '% Negative' is 'Not at all' and 'Slightly helpful'. 'Unsure' responses are excluded, responses to 'Other' support not shown.



VICTORIAN LESSON PLANS (VLP)

Items	% Positive	% Neutral	% Negative
My school has high-quality documented plans for each unit of learning of the Victorian Curriculum I teach	92	7	1
I consistently use the documented plans for each unit of learning for all subjects and levels I teach*	88	9	4
My school has high-quality documented lesson plans for all subjects and year levels I teach	86	6	8
I consistently use the school's documented lesson plans for all subjects and levels I teach*	86	10	5
My school has a high-quality documented whole-school approach to formative assessment for all subjects and year levels I teach	78	13	9
I consistently use the documented whole-school approach to formative assessment in my teaching and learning practice and planning*	72	23	5
My school has high-quality documented formative and summative assessment tasks aligned to the Victorian Curriculum for all subjects and year levels I teach	86	10	5
I consistently use the school's documented formative and summative assessment tasks for all subjects and levels I teach*	83	13	4
I use formative assessment evidence to inform my teaching and learning practice and planning	90	10	0

* Question not asked if respondent answered 'Not applicable - my school does not have this / Not applicable to my role' for the previous question.

Average time per week spent developing curriculum materials to use in own classroom	% Selected
1-4 hours per week	17
5-8 hours per week	31
9-10 hours per week	28
11-12 hours per week	9
12-15 hours per week	6
16 hours or more per week	8
Not applicable - I do not develop curriculum materials for my own classroom	0

Items	% Positive	% Neutral	% Negative
Using VLPs has reduced the amount of time I need to spend creating lessons*	33	40	27
Using VLPs has reduced the amount of time I need to spend searching for lessons*	33	40	27

* Question only asked if respondent indicated that they have used or been shown VLPs.



PROFESSIONAL LEARNING COMMUNITIES

The following questions were only asked of respondents who indicated that they were (at the time of the survey) in a Professional Learning Community (PLC) or equivalent group at their school.

Focus in the PLC or equivalent this year	% Frequently/ Always	% Sometimes	% Rarely
Planning	76	17	7
Enabling learning	72	20	9
Explicit teaching	77	15	9
Supported application	77	11	12



CONFIDENCE IN RESPONDING TO LEARNING NEEDS

Staff confidence in identifying and responding to:	% Positive	% Neutral	% Negative
High-ability learning needs*	75	25	0
Literacy needs	70	28	2
Numeracy needs	54	36	10

* This question is only asked if the respondent works at a school that receives Student Resource Package funding to support high-ability students.

Elective Modules



DISABILITY INCLUSION

Item-level reporting is presented for the Disability Inclusion Module below. The following questions were asked of all staff (within schools who selected this module)

Are there areas of functional need of students with disability that you find challenging to support?^	% Selected
Yes (overall)	53
Learning and applying knowledge (thinking, problem solving and decision making)	42
General tasks and demands (carrying out tasks, organising routines and handling stress)	32
Communication (communicating in language, signs and symbols)	22
Self-care (attending to personal needs within age-related expectations)	12
Interpersonal interactions (interacting in a contextually and socially appropriate manner)	27
Mobility (changing body position or location)	7
No - Not applicable to me/my role	22
No - I don't experience challenges supporting students with disability	25

^ Question allows multiple response selection: allowing for staff to select all that are applicable (except for 'No' responses, which are exclusive).

Items	Average rating^
How well do you understand the needs of students with disability?	3.5
How confident are you in applying inclusive practices in your work?	3.6
To what extent do you apply responsive, tiered and contextualised approaches to support students with disability?*	3.6
To what extent are the inclusive practices you use also consistently used by staff across your school?*	3.4

^ Not at all to extremely, where 1 is 'Not at all' and 5 is 'Extremely'.

* Questions not asked if respondent indicated they have no experience with students with disability.

What are the main factors that would strengthen your school's ability to support students with disability?^	% Selected
Additional time to plan for and implement effective practice	73
Improved quality of guidance from my region and/or area support teams	35
Improved quality of guidance from the school leadership team	23
Greater understanding of student support needs	57
Improved access to capability-building initiatives such as the Diverse Learners Hub and Inclusive Outreach Coaching	36

What are the main factors that would strengthen your school's ability to support students with disability?^	% Selected
Changed attitudes of teachers or other staff	18
Changed attitudes of families	25
Increased recruitment and retention of a specialised workforce	44
Increased access to required tools and equipment	38
Availability of suitable facilities	34

^ Question allows multiple response selection: allowing for staff to select all that are applicable. Responses to 'Other' not shown.