



Annual Report

2018

Legal Entity Name - Advance College of Education Inc.

Incorporation Number - A0095946S

School Number - 2901

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School Overview

Advance College has three campuses across the Mornington Peninsula - Hastings, Mornington and Rosebud. It has specialist teachers, learning support assistants and well-being staff to deliver the Victorian Certificate of Applied Learning (VCAL) at three levels - Foundation, Intermediate and Senior.

Our college community is made up of many groups including students, parents, guardians, friends, staff, college council/committee, local community organisations and the general public. Advance College has a strong focus on its community as it ensures that our students are provided with the best and most relevant education possible. It provides an alternative, education setting to mainstream school, with a strong emphasis on supporting students in pathways to employment or further education and training.

Our VCAL is presented in a positive education framework which assists teaching staff to meet the specific needs of disengaged young people in their pursuit of positive achievements in education. It is specifically designed to improve our capacity to address engagement so that young people can achieve their personal and social potential through educational achievement. It is a whole-school approach that meets the developmental strengths and needs of students, teachers, and leaders.

Mission

Advance College assists young people to gain the best educational outcome possible through quality and inclusive teaching and learning practices.

Vision

To be a recognised, independent, specialist school that provides high quality, innovative learning and development opportunities that positively impact on local communities.

To provide a challenging, engaging and non-judgemental learning environment, supported by shared community partnerships that enable each individual student to achieve successful educational and social outcomes and maximise their vocational potential.

Values

Advance College values:

- Respect
- Diversity
- Engagement
- Inspiring learning
- Equity
- Belonging
- Individuality
- Community contribution

Aims

Advance College is focussed on supporting and actively promoting the principles and practice of Australian democracy, including a commitment to:

- The 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 & tolerance

Advance College aims to provide a balanced education to all students who attend by:

- being a recognised, independent, specialist school that provides high quality, innovative learning and development opportunities that positively impact on local communities; and
- providing a challenging, engaging and non-judgmental learning environment, supported by shared community partnerships that enable each individual student to achieve successful educational and social outcomes and maximise their vocational potential.

Governance

Advance College is an independent, specialist school registered with the Victorian Registration and Qualification Authority (VRQA). It is an incorporated association and a registered charity. It has a Committee of Management (also known as the College Board or School Council) as its governing body and is primarily responsible for the strategic direction of the school and the appointment of the Principal. The day to day operation of the school is delegated to the Principal.

Committee members for 2018 were:

- Carol Smith (President)
- Arthur Walmsley (Treasurer)
- Lyn Treloar (Secretary)
- Bryan Ridgeway
- Andrew Joseph
- Steve Wright (Principal)

President's Report

The second year for Advance College has been a year of growth and development as a leading alternative education option for young people who, for a wide variety of reasons, struggle with main stream education. With the campuses at Hastings, Mornington and Rosebud it is uniquely placed as an innovative and alternative school on the Mornington Peninsula. The school focusses on meeting student needs which are, often, both complex and challenging.

Specialising in VCAL, the College has developed strong linkages with its community and local industries enabling the establishment of sustainable pathways for its students to employment, apprenticeships, traineeships and further study. We thank our partners for their support. Advance College provides a viable, educational alternative and a 'safe environment for students who may be at risk of not completing their education. A key to our innovative program is an emphasis on students completing their secondary education with a strong focus on vocational outcomes.

As President of the School Committee it is gratifying to see our students be engaged and, in many cases, re-engaged in an education program that meets their individual needs. This engagement has been strongly supported by the strategies utilised from the Berry Street Education Model which has made a significant difference to the way our teachers teach and how our students learn.

One of the main areas of focus for the Committee is to continue to review and develop the College's Strategic Plan. As the College grows this plan underpins the growth and will ensure we are optimally positioned to give our students the best educational outcomes possible.

I would like to thank my fellow members of the School Council for their support over the year. To the staff I thank them for their dedication and commitment to the students and working with them to achieve their individual goals.

I look forward to 2019 as a consolidating year, where Advance College continues develop and further establish its reputation as a high quality, alternative, educational school.

Carol Smith (School Committee President 2018)


School Year in Review

In our second full year as an independent specialist school we have seen the embedding of the Berry Street Education Model across the College. It has had a significant positive effect supporting student engagement and resilience. Emphasis is placed on ensuring students are 'ready to learn' and have the positive mindset to participate and commit to all areas of the curriculum. This would not have happened had it not been for our wonderful teaching team who work tirelessly to ensure our students receive the best education possible.

Some highlights throughout 2018 have stood out:

Harmony Day

As part of Harmony Day on Wednesday March 22, students visited the Islamic Museum and learnt about the Islamic culture, heritage and the strong links with Australian history. This excursion has been an annual event and is one of the great learning events of the year.

 On March 29, the last day of term one students completed a 5.2km trek through the Cape Schanck National Park and into Bushrangers Bay. A very tiring but rewarding activity.

Landcare Project

On Tuesday June 19, the students from our Mornington and Rosebud campuses participated in tree planting lead by Landcare. One of our senior students liaised with Landcare as part of their community project on Earth Day. After two hours, students managed to have almost 100 trees planted! Students said that they enjoyed the session and that it felt great to help the environment. Advance College looks forward to continuing the partnership with Landcare on future projects.



Campaspe Downs Term 2 Camp

During the final week of Term 2 (25th-27th of June) our VCAL students attended an outdoor adventure camp at Campaspe Downs, which is situated just outside of Woodend. The aim of the camp was to improve student resilience, teamwork and communication skills.

Students participated in a range of activities such as Abseiling, Flying Fox, Canoeing, Challenge Course, Rock Climbing, Orienteering, Giant Swing and Archery and it was a rewarding experience for all students who attended.

The marked improvements in individual confidence and group cohesion made for a successful camp, with students receiving outstanding feedback from the camp leaders.



Fit2Drive

On Monday 18th of June the Fit 2 Drive Foundation ran a workshop at Advance College to educate students on road safety and looking after your mates, as part of their mission to empower and support young road users (aged 16-25) to achieve zero deaths on Victorian roads.

Students discussed ways of being a responsible and safe road users and developed a personal safety plan for times they may be faced with a difficult or sticky situation. The Fit 2 Drive workshop enabled students to utilise their problem solving and judgement skills.

National Gallery of Victoria and ArtVo

Students have been studying shapes, architecture and perspective as part of the Numeracy and Creative Arts programs this semester. On Tuesday 29th of May students from all campuses were invited to visit the National Gallery of Victoria (NGV) and ArtVo immersive gallery. Students learned about a range of artistic techniques throughout history at the NGV before heading to ArtVo where they became part of the art.



The Biggest Morning Tea

On Thursday 24th May the students from our Mornington campus ran a Biggest Morning Tea, held at The Corner Youth Centre.

One of our students in particular organised and coordinated the event to raise money for Cancer Council Victoria.

We had a fantastic turn out and managed to raise \$90!

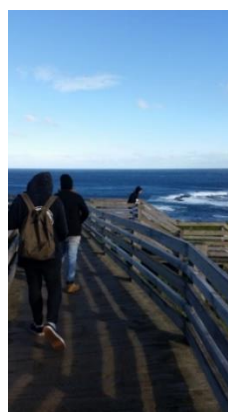
Devilbend Reservoir Excursion

Our Parks and Conservation elective group met with Parks Victoria to learn about the local ecosystem and prepare for their park management tasks.



Phillip Island/Seal Rocks

Students joined the rangers at Phillip Island to learn about the interactions between Australian fur seals and their environment. Funds for the Seal Search and Rescue program were donated during the visit.



Sports

The Sports and Recreation elective group did some hard yards down at The Compound in Tuerong this term, putting their stamina and resilience to the ultimate test. This facet of the curriculum is being expanded in 2019 with all students being encouraged to participate in some form of physical activity.



SBAT's@ Advance College

Certificate II in Park and Gardens is a great SBAT (School Based Apprenticeship & Traineeship) program that is offered at Mornington Advance campus. During this program you will gain lots of experience and knowledge about many different fields such as arboriculture, horticulture, turf management and many, many more great opportunities.

This course is very useful if you are looking to get a career in landscaping/horticulture. Even if you're not looking for a job in this industry you will learn something new and exciting.

Intermediate VCAL Student - Advance College Rosebud

Graduation

Another major highlight was our second, formal student graduation event. Held at the Hastings Campus it was attended by more than 120 students, family members and friends. The event was a major celebration for all our students especially those who were leaving Advance College to continue on life's journey. On behalf of the whole College community I wish them all the very best in their chosen pathway.

Steve Wright (Principal)

Curriculum

VCAL has five curriculum streams:

- Literacy
- Numeracy
- Personal Development kills
- Work Related Skills
- Industry Related Skills

Each of these streams is integrated into student-centred Projects that are completed throughout the year. The Project planning process is continually refined with a template developed to ensure expectations, teaching strategies, practice activities and assessment tasks (including evidence requirements) are clearly articulated and mapped against learning outcomes.

Students undertake multiple projects in three week blocks to promote increased engagement and enthusiasm for each subject. This also ensures outcomes from all VCAL curriculum streams are covered on multiple occasions which enables students to demonstrate competence in a variety of ways.

Throughout the Projects there is a strong emphasis on preparation for work including participation, by all students, in work experience and vocational education and training (VET) programs. Individual Education Plans are developed for all students. Each plan contains the student's profile, interests, strengths/achievements, areas for improvement, barriers to learning and long term/short term goals.

Teaching and Learning Report

The vision for teaching and learning for 2018 was "Teaching Students How to Learn." This reflects the school philosophy:

ACE believes that all students have the right to a quality, individualised education program that enables them to succeed and connect with the wider community.

ACE is committed to the creation of a learning environment which centres on improving wellbeing, stamina and resilience to strengthen educational, social and vocational outcomes for each student.

Our programs are delivered with high expectations for academic achievement and personal and social development that broaden further education and/or employment options.

The Six Star Wellbeing Survey and Compass testing clearly showed that students were lacking the skills and way of thinking required to learn effectively. Following investigation about the best way to create a stronger culture of academic persistence and a growth mindset, it was decided that the College would employ the following approach in 2018:

- A refined Project Planning process with a new template to ensure expectations, explicit teaching strategies, practice activities and assessment tasks (including evidence requirements) were clearly articulated and mapped against learning outcomes.
- Greater emphasis on preparation for work. This included the redevelopment of the work experience and VET programs
- Assessment policy, process and procedure honed with greater accent on informing students of assessment and evidence requirements and outcome mapping from the outset.
- Individual Education Plans developed for all students. Each plan contains the student's profile, interests, strengths/achievements, areas for improvement, barrier/s to learning and long term/short term goals. Plans reviewed at the end of each semester or as required
- Continued integration of the Berry Street Education Model (BSEM) into all areas of teaching and learning with particular emphasis on the Stamina and Engagement Domains

Focussing on teaching students 'how to learn' and the continued application of the BSEM has had a substantial impact. Quantitatively this is reflected in:

- An overall score of 3.6 in relation to resilience in the Six Star Student Wellbeing Survey (designed to gain an overall gauge of a student population or sub-groups of a student population in six specific areas of wellbeing.) A mean score between **3.5 and 3.99** is

good. It reflects important information about student's ability to successfully adapt in the face of challenges including an individual's capacity to value effort, stay determined, and bounce back.

- An overall score of 3.7 in relation to engagement in the Six Star Student Wellbeing Survey (designed to gain an overall gauge of a student population or sub-groups of a student population in six specific areas of wellbeing.) A mean score between **3.5 and 3.99 is good.** It reflects important information about student's motivation to learn and confidence within the classroom.

Qualitatively this is reflected in:

- Informal feedback from parents/guardians regarding their child's willingness to attend school and more positive attitudes to learning.
- Increased student output and willingness to participate in learning activities.
- Greater willingness to attend leading to improved attendance and punctuality rates
- Willingness to persevere and successfully complete tasks
- Increased pride in academic achievement

Teaching and Learning Direction for 2019

Following on from the successful outcomes achieved through the "Teaching Students How to Learn" focus this year, the vision for teaching and learning in 2019 is 'High Expectations for Achievement.'

This includes the following elements:

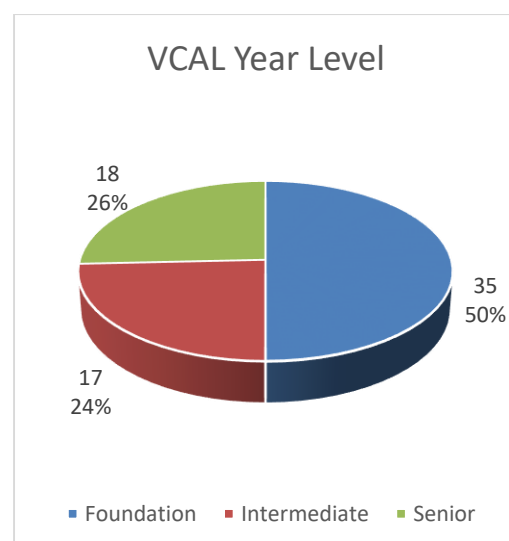
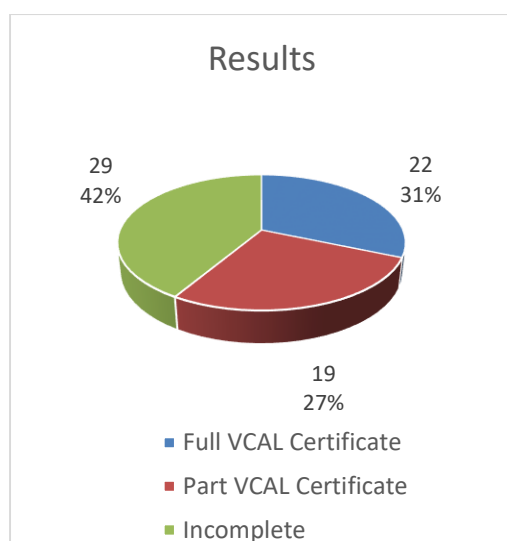
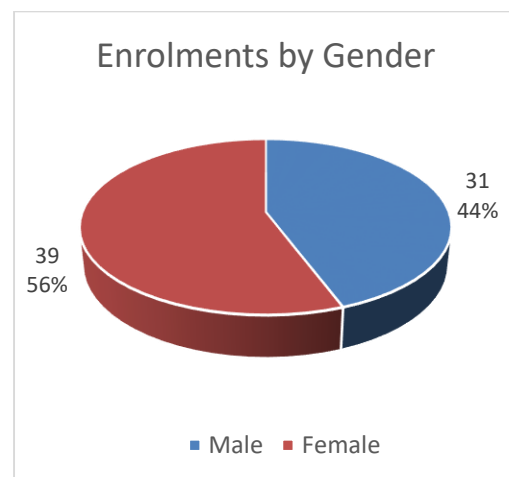
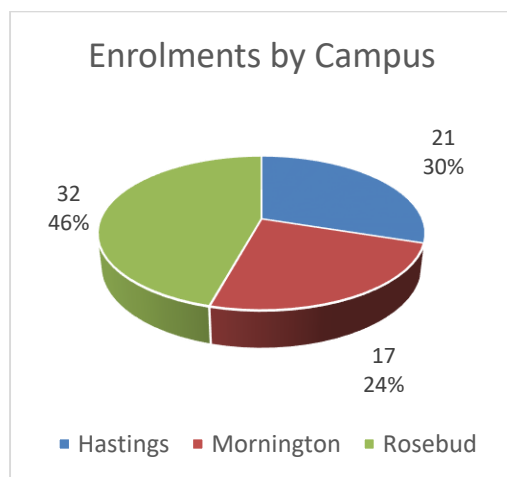
- The implementation of the world renowned Feuerstein Method in 2019, sponsored by the Mornington Peninsula Foundation and Independent Schools of Victoria.
It will enable all staff to be trained to deliver the Feuerstein Instrumental Enrichment program and to mediate with students to extend their capacity to learn. The program will commence with staff training at the end of January 2019 and will be initially rolled out at the Hastings site.
*'The Feuerstein method teaches the vitally important - and often overlooked - skill of **learning how to learn**. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual's learning potential. As a result, the learner gains the knowledge and tools required to reach beyond their manifest abilities.'*
- A comprehensive **Learning Program** for each VCAL level which outlines the curriculum areas, focus areas, content and assessment to be covered for each VCAL stream, each term. This includes explicit teaching of core:
 - Literacy Skills – e.g. sentence and paragraph structure, spelling techniques, vocabulary expansion, word attack, oral communication techniques
 - Numeracy Skills- e.g. numerical expressions, processes, fractions, decimals, comparison, estimation, visual representation, data analysis
 - Employability Skills – e.g. teamwork, problem-solving
 - Personal Development Skills– e.g. teamwork, planning, negotiation and BSEM domains
- Roll out of a new **model** incorporating:
 - One Home Teacher at each site and;
 - Three teachers rotating across the three campuses every 3 weeks and;
 - One Education Support Officer (ESO) - (Wellbeing) rotating across all campuses fortnightly and;

- One ESO (Work Readiness) rotating across all campuses fortnightly and;
- One part-time School Psychologist two days per week at each campus twice over a 3-week cycle and;
- One Education Support Coordinator rotating across all campuses as required and;
- One Learning Engagement Coordinator
- **Staff support program** including weekly 'catch up' with Teaching and Learning Manager and fortnightly debriefing with the School Psychologist, fortnightly staff meetings with a focus on collaborative planning etc.

Kris Helisma – Learning and Engagement Manager

Student Report

Across the school year we had 70 students enrol with 15 withdrawing prior to the Census period. We The College received funding for 48 students enrolled as at August 3, 2018 (the Census date for Independent Schools).



Overall student attendance rate for 2018 was 64.8%. Improving attendance rates will be a major focus for 2019 however this year's attendance was rated as satisfactory considering the participation and engagement barriers our students face.

Student completion rates have been pleasing with 22 achieving their full VCAL certificate and 19 achieving a part Certificate or Statement of Attainment. Most of those who did not finish their VCAL certificate will have the opportunity to do so in 2019.

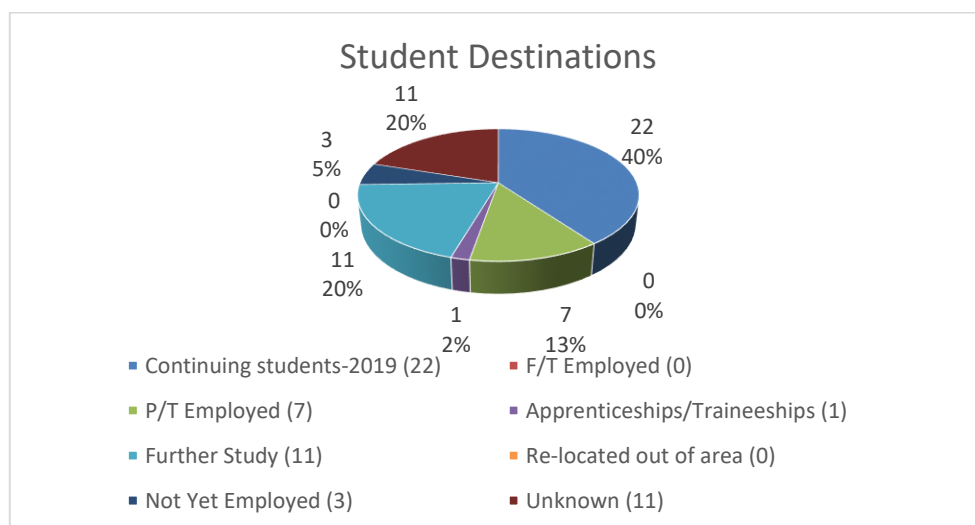
Our staff members are highly committed to supporting the individual learning needs of all of our students and achieving continuous improvement in student outcomes. All members of our College community are asked to take personal responsibility and accountability for learning outcomes. Advance College recognises the importance of parents and carers as partners in all aspects of student learning. We have explicit, high-expectations of all learners and expect and recognise success and we highly value and focus on the Literacy and Numeracy needs of our students, believing these areas to be the building-blocks of success in all areas of schooling and throughout life.

Parent and community engagement - the involvement of parents in their child's education is encouraged at all times. School reports are issued to parents at the end of each semester. Parent-teacher interviews are conducted during Terms One and Three. Parents are encouraged to contact the school if they wish to discuss their child's progress.

Transition Report

One of the key aims of Advance College is to prepare our students for employment and life after school. Students are supported to gain a successful, post-school outcome while in school and after they leave. Students are provided with on-going assistance to find employment, gain a tertiary placement or an apprenticeship or traineeship for as long as required.

In summary, of the 70 students across 2018, we had 19 students (27%) achieve an employment and/or further training outcome and 22 (31%) students continue their education with Advance College.



Staff Report

Staffing for 2018 comprised:

- VCAL Teachers (3)
- VCAL Learning Support Assistants (3)
- Psychologist
- VCAL Learning Support Co-ordinator
- VCAL Learning and Development Co-ordinator
- VCAL Learning Support Manager
- Finance Manager
- Assistant Principal
- Principal

The College's psychologist specialises in supporting students and their families. She also supports the teaching team with strategies for positive engagement, building student resilience and stamina.

All teaching staff have current registration with the Victorian Institute of Teaching (VIT).

Professional Development

A significant emphasis is placed on all staff undergoing Professional Development (PD). Two important resources for this have been Independent Schools of Victoria (ISV) and Berry Street Education Model (BSEM) training. ISV delivered PD across a range of areas including Teacher and Well-being Staff Resilience, and Teaching and Learning. Supporting our College is our membership of ISV, BSEM Alumni, AITSL and the Victorian Teacher Learning Network.

Other PD included:

- Medication for mental health (Generation Next)
- Anxiety in young people (Generation Next)
- Understanding teenage sleep and its impact in learning and mental health
- Effective questioning for students (Dylan Miller)
- Child Protection Training: Protecting Children – Mandatory reporting and other obligations.
- Disability Standards for senior secondary Education
- Special Needs Symposium (ASD)
- VCAL Applied Learning Practitioners Day
- New Leaders Seminar (ISV)
- SECASA Training
- Resilience, Rights & Respectful Relationships (DET)
- Addressing Low Literacy Levels
- Autism in the Classroom
- Fire warden training

Financial Statements

See Appendix.