



Annual Report

2019

Legal Entity Name - Advance College of Education Inc.

Incorporation Number - A0095946S

School Number - 2901

ABN - 31 279 225 481

Advance College acknowledges and pays respect to the Bunurong / BoonWurrung people, the traditional custodians of these lands and waters

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College 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 our teaching and education support 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.

Our Vision

To CREATE change through education

Our Mission

To meet the individual learning needs of our community through best practice learning experiences

Our Values

Courage We understand that doing the right thing is not always doing what is easy.

Respect We value diversity and treat everyone fairly, recognising individual contributions.

Empathy We are kind and extend ourselves to understand other perspectives and experiences.

Accountability We work hard and are individually accountable and collectively responsible.

Trust We say what we mean and act with integrity.

Empowerment We support our colleagues and community to be the best that they can be.

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 and 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.

Philosophy

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

Advance College 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.

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 College and the appointment of the Principal. The day to day operation of the school is delegated to the Principal.

Committee members for 2019 were:

- Andrew Joseph (A/g President)
- Arthur Walmsley (Treasurer)
- Lyn Treloar (Secretary)
- Bryan Ridgeway
- David Kidd
- Steve Wright (Principal)



President's Report

It is such a privilege to play a small part in supporting the strategic direction of Advance College and, as we wrap up the third full year of operation, I think it is important to reflect on the year that was and give thanks to all of the staff, support services, families and importantly students for another fantastic and successful year.

In December of last year, I had the pleasure of attending the Graduation Ceremony for the class of 2019 and was really moved by the stories of achievement that were delivered by the leading teachers as well as the stories of perseverance and gratitude that were told by the students. There were smiles, there were high fives, there were tears of joy and there was an incredible sense of pride in knowing that many of these students had worked through many adversities to achieve fantastic outcomes in their learning.

As we move forward in to another year, one that looks very different to the one before, it is reassuring to know that we have the flexible learning environment that the College provides with exceptional, high quality, individually focused, learning models that accommodate the diverse needs of students who may be at risk of not completing their education.

I look forward to watching the continued growth and success of Advance College as it cements itself as a school of choice for students and their families across the Mornington Peninsula.

Andrew Joseph (President 2019)



Principal's Report

Welcome to our 2019 Annual Report. Being the third full year of operating, it has been a year of consolidation and development for our College in many aspects. The curriculum continues to be enhanced with resources, innovations and community input. Importantly, the College is becoming a 'school of choice' by both parents and students. The recognition that our College is often a more appropriate educational option for students not seeking university entrance is growing year by year.

Advance College provides an individualised approach to students' education that can be lost in large, mainstream settings. Our raison d'être is to improve the opportunities for our students so they can enter the workforce more prepared and equipped for a sustainable vocational outcome. We hold a unique place in the Mornington Peninsula community, being the only Special Assistance school specialising in the Victorian Certificate of Applied Learning (VCAL). With more than 12,000 secondary students on the Peninsula the College, as a small school, is able to offer a very specific and individual education to students who often may struggle in the bigger, mainstream schools.

I would like to recognise the support received from our school governing body. The College is an incorporated association and has a Committee of Management providing strong governance and direction. They are a dedicated group, with a range of expertise and experience that ensure the College operates in accordance with its Rules of Association. The Committee of Management also provides strategic direction and support to the College through the Principal.

The success of our College is driven by our staff. They are the greatest asset we have. Exhibiting dedication, passion and empathy, they continue to support our students, not just academically, but also with their wellbeing, vocational pathways and life skills. They face constant challenges and perform above and beyond expectations. With the continuing development of new and innovative

curriculum, improving pedagogy, building students' stamina and engagement, they provide a quality program that prepares our students for life after school.

Professional development continues to be a priority with staff participating in a wide variety of events, seminars, in-service training, networking and collaborations. Our adoption of the Berry Street Education Model (BSEM) in 2017 continues to underpin our teaching and learning. We were very fortunate to have received a substantial grant from the Mornington Peninsula Foundation to continue our implementation of the Feuerstein Program. From the pilot program at the Hastings Campus the program is being implemented across our other campuses. It has supported staff to enable students to focus on the development of thinking skills and enhance their learning potential.

I look forward to 2020 with our College continuing to build its reputation in our community as a quality education provider offering a positive learning environment.

Steve Wright

Principal



Curriculum

The five streams of VCAL (Literacy; Numeracy; Personal Development Skills; Work Related Skills; and Industry Related Skills) are 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

2019 Teaching and Learning Report

The vision for teaching and learning in 2019 was 'High Expectations for Achievement.' 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.

'High expectations' was the guiding principle for planning and implementation of the learning program throughout the year. Putting this belief into action was not without its challenges as changing the mindset of students whose previous experiences have had a significant impact on their accomplishment expectations can be quite difficult. It is pleasing to note that we have made significant progress towards this as over 40% of students successfully completed a VCAL qualification, providing concrete evidence that **everyone** should have 'high expectations for achievement.'

Following further investigation about the best way to create a culture of academic persistence and a growth mindset, it was decided that the College would employ the following approach in 2019:

- A collaborative project planning process with a new framework centred on Gardener's Theory of Multiple Intelligences and Bloom's Taxonomy to support individual learning programs and student's capacity to engage and achieve at their own pace.

- The implementation of the Feuerstein Instrumental Enrichment program to improve student's capacity to learn:

*'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 outlining the curriculum areas, focus areas, content and assessment to be covered for each stream, each term. This includes explicit teaching of core: literacy, numeracy, employability and personal development skills.

- Greater emphasis on preparation for work. This includes the redevelopment of the work experience and VET programs.

- Individual Education Plan (IEP) for every student. Each plan contains the student's profile, interests, strengths/achievements, areas for improvement, barrier/s to learning and long term/short term goals. Plans are reviewed at the end of each semester or as required.

- Focus on continuing to integrate BSEM and RRRR into all aspects of the program.

- Comprehensive, teacher Professional Development Framework and support program comprising a weekly 'catch up' with Teaching and Learning Manager and debriefing with the School Psychologist and fortnightly staff meetings with a focus on collaborative planning etc.

- Roll out of adjusted staffing **model** incorporating:

- One Home Teacher at each site and;
- Two teachers rotating sites every 3 weeks and;
- One ESO (Wellbeing) rotating sites fortnightly and;
- One ESO (Work Readiness) rotating sites fortnightly and;
- One part-time School Psychologist two days per week (at each site twice over a 3 week cycle) and;
- One Education Support Coordinator rotating sites as required and;
- One Learning Engagement Coordinator

Elements that worked well in 2019 included:

- The Feuerstein program at Hastings had a significant positive impact on student's learning capacity and belief in their own abilities. This change in mindset flowed on to all areas of the curriculum.

- The project planning framework was successful and many students responded well to it. It will however need to be refined in 2020 as teachers found the workload somewhat overwhelming.

- The School Psychologist facilitating small group work within the classroom and working with teachers to incorporate curriculum focus areas.

- Explicit teaching of core skills. This will need to be refined in 2020 by incorporating activities into skill builder booklets.
- The Learning Program for each VCAL level which outlined curriculum areas, focus areas, content and assessment to be covered for each VCAL stream, each term.
- The Integration of BSEM and RRRR (Resilience Rights and Respectful Relationships) into classroom activities.
- The PD program has ensured that all teachers have set and are working towards achieving realistic professional development goals with support from leadership.
- The Education Support Team and the work readiness and wellbeing focuses.

Teaching and Learning Direction 2020

Following on from the successful outcomes achieved through the 'high expectations' focus in 2019, the vision for teaching and learning in 2020 is 'Skills for the 21st Century' incorporating: Critical thinking, Creativity, Collaboration, Communication, Information literacy, Media literacy, Technology literacy and flexibility. The 2020 ACE Learning Program will include the following elements:

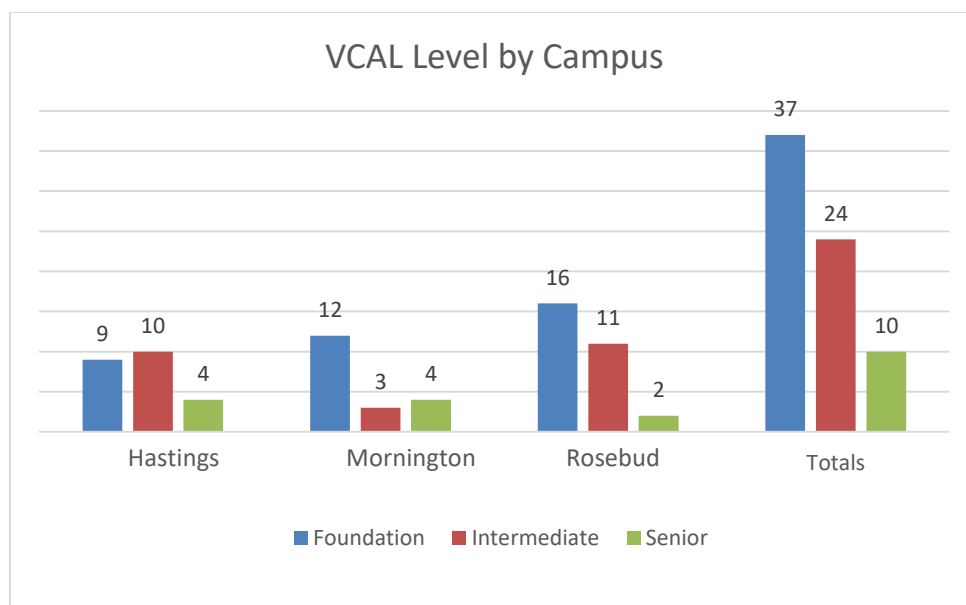
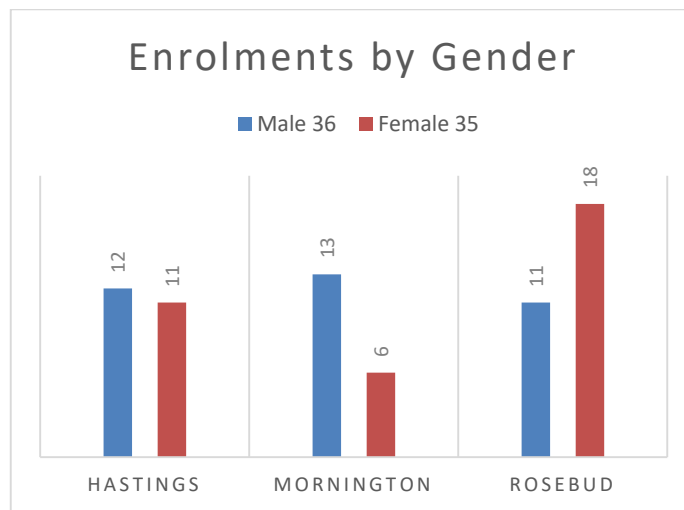
- The roll out of the Feuerstein Program at the Rosebud and Mornington campuses and continuation of the program at Hastings.
- Further investigation and development of a program to ensure that staff are practicing self-care to prevent burnout.
- The Learning Engagement Coordinator to rotate sites on a weekly basis to model excellent teaching practices, provide coaching and curriculum advice to ensure that students are provided with every opportunity to develop 'Skills for the 21st Century'.
- Teacher professional development and concentrated support to expand collaborative team teaching.
- Timetabled collaborative planning days and staff meetings throughout the year.
- Ensuring that Individual Education Plans are 'live documents' which teachers can use proactively to develop every student's skills for the 21st Century.
- Implementation of the recently reviewed Behaviour Management framework which incorporates BSEM principles and restorative practices.
- Development and utilisation of core skill building booklets.
- Implementation of the recently developed transition and excursions program.
- Continuation of the process to become an eSmart school and integration of eSmart into the program.

Kris Helisma – Teaching and Learning Manager



Student Report

Across the school year we had 71 students enrol with 11 withdrawing prior to the August census period and 13 starting after census. The College received funding for 47 students enrolled as at August 2, 2019 (the Census date for Independent Schools). This was a decrease of one from the comparative period in 2018.





Overall student attendance rate for 2019 was 74.0%, which is an increase from 2018 (64.8%) – a pleasing result. This year’s attendance is rated as good 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 2020.














Our staff members are highly committed to supporting the individual learning needs of all of our students and achieving continuous improvement in student outcomes.

Extra-curricular Activities

Throughout 2019, our students participated in a wide range of extra-curricular activities (eg Incursions, excursions, community work, volunteering). These activities were embedded into the curriculum and were integrated into their VCAL outcomes. The activities included:

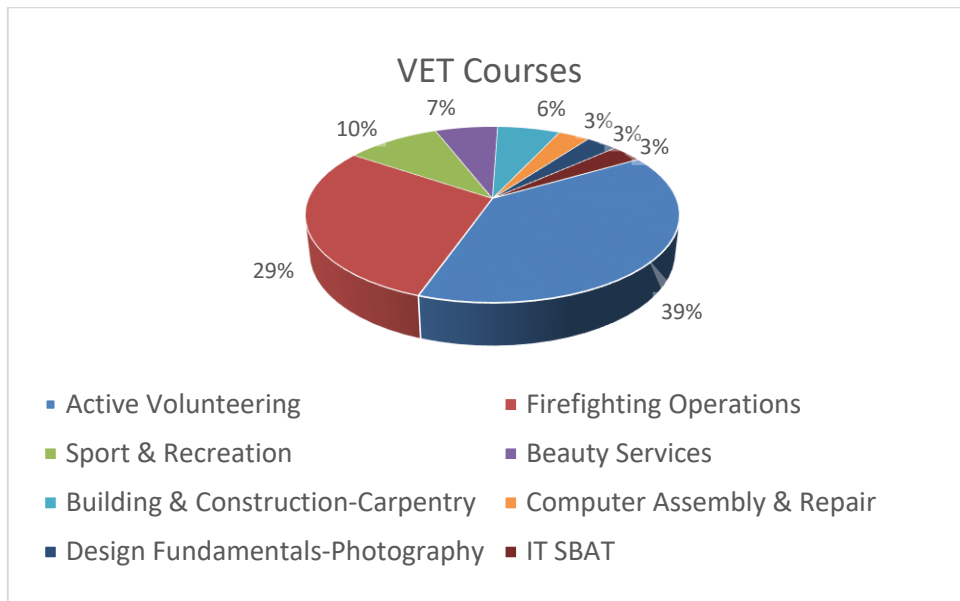
-  Clean Up Australia Day
-  Vege Garden Renovation
-  Trade Taster Days
-  Grand Prix Excursion
-  Islamic Museum



-  Old Melbourne Gaol Excursion
 -  Dandenong Market
 -  Bushrangers Bay Hike
 -  Mornington Peninsula Regional Gallery
 -  Upcycling pottery
 -  Footy Colours Day
 -  AFL WheelTalk
 -  Health and Wellbeing Day
 -  Legal Aid Talk
-  Aquarium
 -  Second bite food distribution
 -  Visits to Aged Care facilities
 -  Careers Expo

Vocational Education and Training

A total of 31 Intermediate and Senior students successfully participated in VET in 2019 with eight separate streams being offered. Utilising four different registered Training Organisations, some students were very focussed on their vocational aspirations (eg Beauty, Sport, Building), whereas as others the more generic qualifications (eg Volunteering, Firefighting Operations). The units offered a practical placement for each student giving them an introduction into the 'world of work' and what the expectations and responsibilities in actual workplaces. In 2020 it is anticipated there will be other variety offered to students, again, aligning to their career aspirations.



Graduation

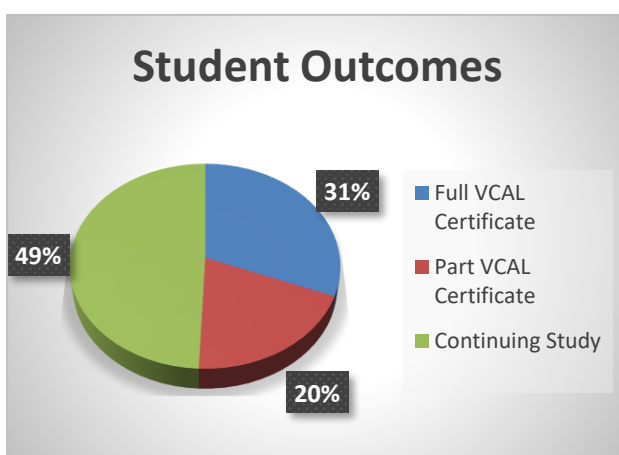
Another major highlight was our second, formal student graduation event. Held at the Hastings Campus, it was attended by more than 120 students, family members and friends. The event was a major celebration for all our students especially those who were leaving Advance College to continue on life's journey.



On behalf of the whole College community I wish them all the very best in their chosen pathway.

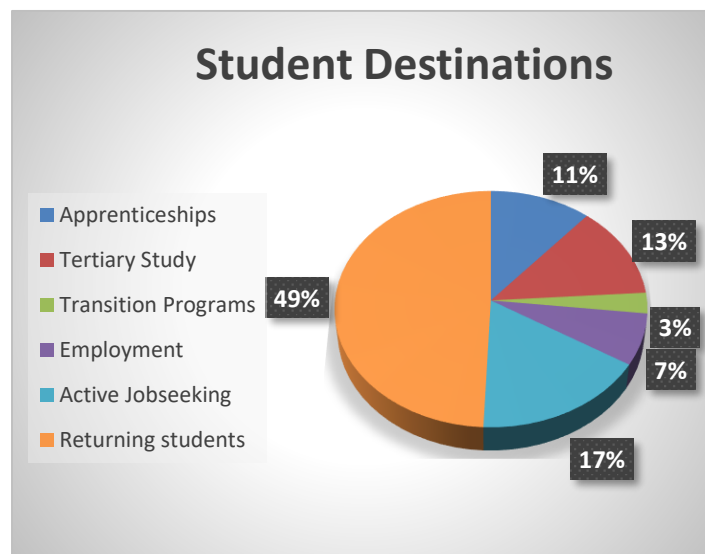
Steve Wright (Principal)

Outcomes and Destinations



In summary, of the 71 students across 2019, we had approximately a third gain their full VCAL certificate with just under half returning in 2020 to complete their studies.

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. More than a third of our students have transitioned to further study, apprenticeships and employment.



Staff Report

Staffing

Staffing for 2019 comprised:

- VCAL Teachers (4)
- VCAL Education Support Officers (3)
- Psychologist
- VCAL Learning and Engagement Co-ordinator
- VCAL Learning Support Co-ordinator
- VCAL Learning and Engagement 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).

Staff 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. Supporting our College is our membership of ISV, BSEM Alumni, AITSL, VIT, the Victorian Teacher Learning Network. Peninsula VCAL Association, Peninsula Pathways Association and the Frankston Mornington Peninsula Local Learning and Employment Network.

Other PD included:

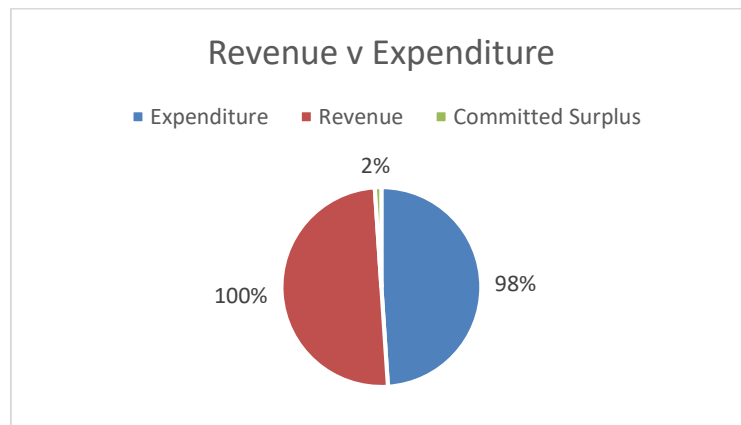
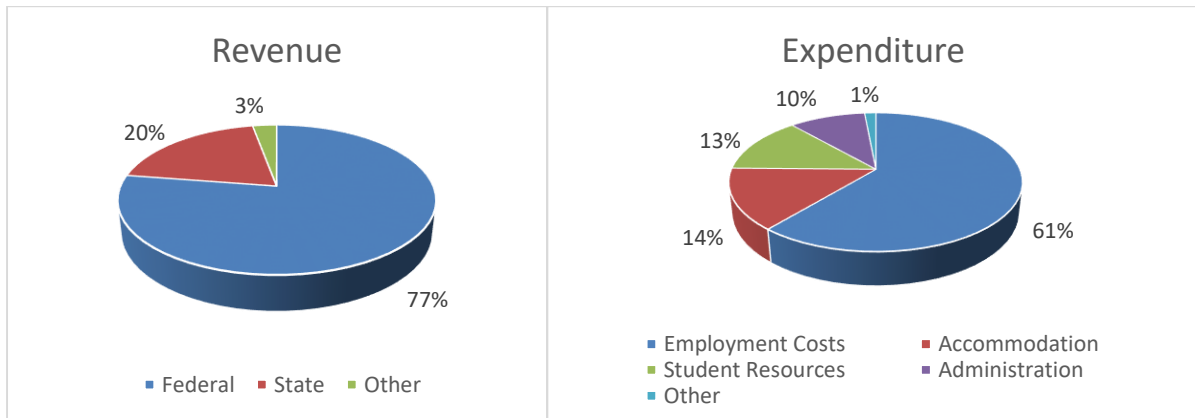
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| • Positive Psychology (Generation Next) | • BSEM Masterclasses (Berry Street) |
| • Resilience, Rights & Respectful Relationships (DET) | • Effective questioning for students (Dylan Miller) |
| • Child Protection Training: Mandatory reporting and other obligations. | • Disability Standards for senior secondary Education |

- VCAA Professional Learning series
- Peninsula VCAL Association - Community of Practice
- NCCD professional Development
- Indigenous Culture Awareness programs
- New Leaders Seminars (ISV)
- Certificate IV TAE (upgrades)
- Responding Effectively to Dyslexia
- VCAL Quality Assurance
- Maths Pathways Facilitation
- VCAL Applied Learning Practitioners Day
- Feuerstein Training and Implementation



Finance

It is pleasing to note that a small, committed surplus was achieved in 2019. It should be noted that Advance College is a Special Assistance, low fee school. Fees are kept at a minimal level with students being provided with all the resources they need at no further charge. These resources include: all excursions, materials, equipment (including laptop computers), breakfasts and Vocational Education and Training (VET) fees.



Audited Financial Statements are available on request.