



# ***Annual Report***

## **2022**

*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 the lands and waters.*

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## College Overview

Advance College has two campuses covering the Mornington Peninsula – Rosebud and Hastings. It has specialist teachers, student support staff, psychologists that work closely together to deliver the Victorian Certificate of Applied Learning (VCAL) at all, three levels (Foundation, Intermediate and Senior).

Our college community is made up of many groups including students, parents, guardians, carers, 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 into pathways to employment or further education and training.

Our curriculum 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 has adopted the principles of the Berry Street Education Model (BSEM) with its five pillars of Resilience, Stamina, Body, Character and Engagement. 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. Its approach aims to meet 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

### Aims

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.

It 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

## 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, special assistance 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 that 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 2022 were:

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



## President's Report

2022 has been another successful year for Advance College of Education as the students and staff have continued to adjust to the social and economic challenges that were brought on by COVID.

I have been amazed by the levels of resilience shown by the staff as enrolments continue to climb with students eager to engage in learning that is tailored to their strengths whilst giving the highest regards to their wellbeing.

All young people from across the Mornington Peninsula should have an opportunity to participate in quality education and Advance has again been a point of difference and school of choice for many of our young people and their families who have been seeking an alternative approach to learning.

With the establishment of the new campus in Rosebud and the addition of new staff across the sites we have seen an increase in capacity that has organically created further opportunities for learning, exploration, and growth. Our new campus symbolises our dedication to enriching the educational experience we offer, and I am excited to see the positive impact it will have on our community over the next 12 months.

As we move in to a new era for Advance with the introduction of the new Year 11 and 12 qualifications I am excited about the opportunities that will arise through this improved curriculum and look forward to watching the continued growth of our amazing students.

I would like to extend my heartfelt gratitude to the dedicated members of our committee, and the entire staffing body for their continuous hard work and dedication. Their unwavering commitment to our students' education, well-being and growth has been an inspiration to us all. Their guidance and leadership have been invaluable, and I am confident that they will continue to drive our school to new heights.

I am, again, excited for the next 12 months as we continue to build on the strengths of Advance and offer our students every opportunity to be the best version of themselves.

Andrew Joseph (President 2022)



## Principal's Report

This year was our sixth, full year as a school and has started at a very busy pace with a new campus and a significant number of potential students on the waiting list. This is a strong indication of the need for our type of educational program and that the College is becoming a 'school of choice'.

Our curriculum is presented in a positive education framework specifically designed to address student engagement so that they 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.

Coming out of the pandemic, one of our main challenges was to support student attendance and engagement. Our staff recognised this and worked collaboratively to develop and implement new and specific strategies to address higher levels of anxiety, 'Covid hesitancy and academic development. Many of our new students, in the early part of the year, had to get used to coming to school after long absences from their previous school.

A number of very pleasing aspects of the year included the support provided to our students by our dedicated staff and the positive input and support by our parent group to the College. When I receive comments such as 'I have never seen my child so happy at school'; 'this school has put my child back on track'; and 'you have given my child an opportunity that I never thought they would get', I know why this school is so special and so needed. It is our 'raison d'être'!

All this would not be possible without an awesome team of staff. Our teachers, student support staff, psychologists and leadership team are absolute legends. They have taken on a range of challenges and have worked tirelessly to support our students both academically and with their wellbeing. They are the reason our College is so successful particularly in supporting students who have struggled in main stream schools. My heartfelt appreciation and thanks go out to them all.

Our students should also be very proud of themselves as they have done really well throughout the year. The way they conducted themselves, their participation and achievements in all curriculum and extra-curriculum areas have been a credit to them.

We are looking forward to the very significant changes next year which sees the end of the VCAL program and the introduction of a new set of qualifications - Victorian Pathways Certificate (VPC) and the Victorian Certificate of Education - Vocational Major Units 1, 2, 3 and 4 (VCE VM).

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 throughout the year 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

What a year it was! We assumed that we had reached the summit of the Covid Mountain in 2021 but the 'landslides' that ensued in 2022 were very difficult to contend with. Nobody realised the full extent of the impact that two years of isolation would have on students and staff and at times it felt that we were being buried alive.

It was a challenging journey but our irrepressible, remarkable students and staff were not to be deterred and forged ahead with real conviction and vigour. We can proudly proclaim that once again everyone at ACE came through the year with new skills, positive attitudes, increased stamina and resilience. This is highlighted by the fact that despite all of the challenges that 2 years of unprecedented upheaval produced, almost 60% of students managed to successfully attain a VCAL qualification. There is no denying that this was a significant accomplishment and testament to the time and effort that staff put into developing and delivering innovative learning and wellbeing programs which centred on keeping students learning and connected to the ACE community. The vision for 2022 was 'securing success' to ensure that each student was given every opportunity to flourish. This was enacted through:

- the adoption of the *ACE Instructional Model (AIM)*. AIM is a statement of the essential elements of a successful lesson. It is not intended to be used as a procedure or checklist as the elements will be expressed in a wide variety of ways depending on the specific needs of each class/student. The model provides teachers with a consistent structure and language which supports them to plan intentionally, share, discuss and reflect on their practice. When applied consistently, the model, also allows students to recognise the key elements of a lesson and better understand and engage with their role in the learning process.
- the introduction of the 'Foundation Fridays' curriculum to ensure that the Foundation students were provided with the opportunity to develop vital 21<sup>st</sup> Century Skills that will prepare them to undertake future VET and work experience programs.
- the extension of the Pick Your Path program where students were supported to take further control of their learning through identifying a 'passion' and completing project work centring on this.
- employing an additional 4 teachers to ensure that classes had two teachers in the room.
- more focussed data collection and analysis.
- regular assessment moderation sessions.
- more rigorous and structured Professional Learning Community meetings to ensure that targeted extra curricula initiatives could be put into practice in the following areas: BSEM,

Student Voice, Diversity and Inclusion, Community Connections, RRRR, Student Alumni and Assessment.

- a greater focus on the development of 'living' Individual Education Plans that support students to set and achieve realistic goals.
- the introduction of 'Passion Projects' to provide students with greater control of their learning.
- moving wellbeing staff from being predominantly in the classroom to 'floating' at a central base at each campus to ensure that they could promptly deal with wellbeing issues as they arose.

**Elements that worked well** in 2022 included:

- the continuation of collaborative planning and professional development days each Friday.
- the development of student voice initiatives to ensure that students felt heard and valued.
- the project planning frameworks, particularly the 'Pick Your Path' concept utilising 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.
- providing students with more opportunities to apply their skills in 'real world' situations through participation in community activities and work environments.
- Flexible Access to School Plans.
- refined IEP templates and related processes.
- more focussed and results driven PLCs.
- wellbeing staff 'floating' at each campus rather than being based in the classroom.
- transitioning new students outside of classroom hours.
- the outstanding commitment of all staff.
- the new Rosebud campus.

**Challenges** in 2022 included:

- moving sites at Rosebud mid-term.
- moving from a total of 3 classes (across 3 sites in 2021) to 5 classes across 2 sites in 2022.
- employing, inducting, 'settling in' five new staff mid-year.
- heightened student wellbeing issues.
- student attendance rates.
- preparing for new qualifications in 2023.

### **Teaching and Learning Direction 2023**

The vision for 2023 is 'exploring possibilities' to enable students to seize the opportunities available to them. This will be enacted through:

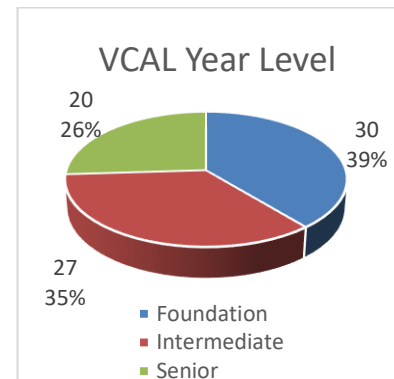
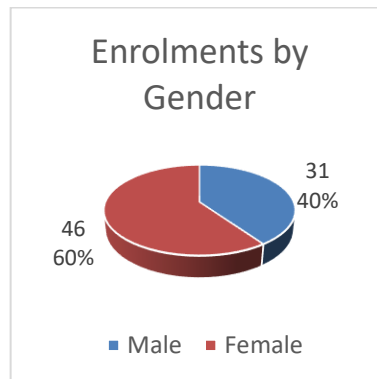
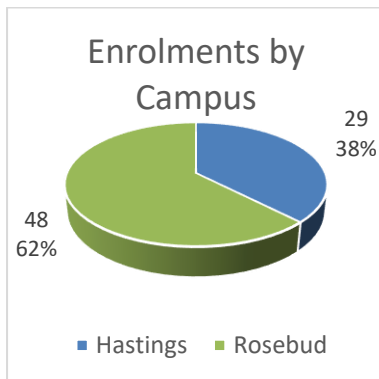
- further refining the *ACE Curriculum* to more clearly outline **what** it is that students should be given the opportunity to learn, and the associated progression or continuum of learning.
- further refining the *ACE Learning Program* to describe **how** ACE students will be taught and supported to learn.
- providing students with more opportunities to **apply** the skills that they have developed in 'real world' situations through participation in community activities and work environments.
- proactively developing student voice to ensure that students are heard and that their input is valued. This will encourage them to take responsibility for their learning.
- utilising the new Victorian Pathways Certificate and the VCE Vocational Major curriculum to refine and enhance the programs that we offer to our students.

**Kris Helisma**  
**Assistant Principal**



## Student Report

Across the school year we had 77 students enrol with 14 withdrawing prior to the August census. The College received funding for 63 students enrolled as at August 5, 2022 (the Census date for Independent Schools). This was an increase of 11 students from the comparative period in 2021.

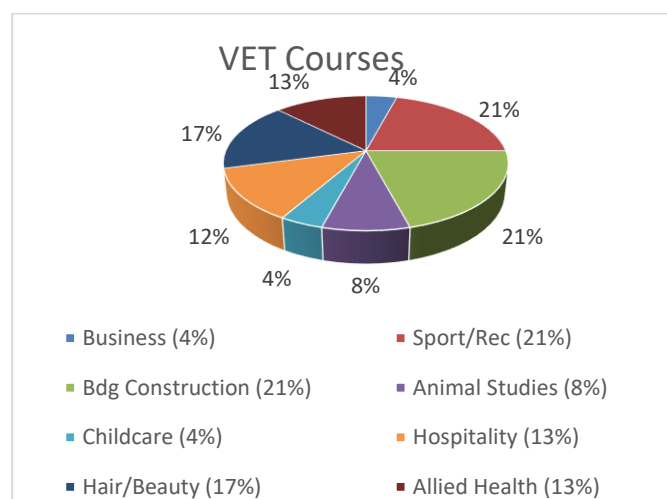


The attendance rate for the year was 68% which was very pleasing especially considering the issues the pandemic presented. Student completion rates for 2022 have been pleasing with 36 achieving their full VCAL certificate and 27 achieving a part Certificate or Statement of Attainment. Our staff members are highly committed to supporting the individual learning needs of all of our students and achieving continuous improvement in student outcomes. Most of those who did not finish their VCAL certificate will have the opportunity to do so in 2023.



## Vocational Education and Training (VET)

A total of 24 Intermediate and Senior students participated in VET in 2022, with some students being very focussed on their vocational aspirations (eg Beauty, Childcare, Hospitality, Sport Building/Construction), whereas as others completed a more generic range of VET taster programs. 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 2023 it is anticipated there will be other variety offered to students, again, aligning to their career aspirations.

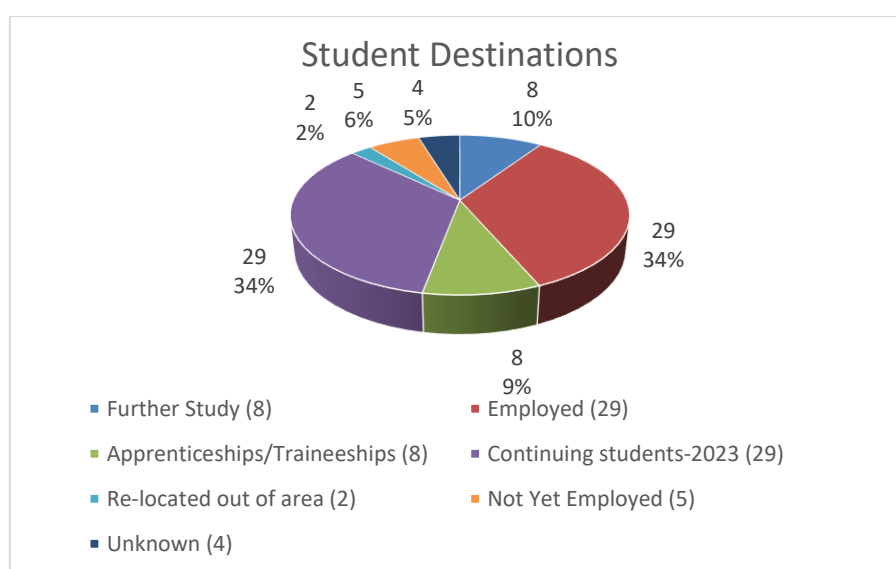




## Outcomes and Destinations

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.

One outcome that stood out this year was the number of students that gained employment – an extremely pleasing result.



## Staff Report

### Staffing

Staffing for 2022 comprised:

- Teachers (8)
- Student Support Officers (3)
- Psychologists (2)
- Learning and Engagement Co-ordinator
- Student Support Co-ordinator
- Finance Manager
- Assistant Principal
- Principal

Considering the quasi post pandemic status of 2022, all showed a very high level of stamina and care for each other and our students. It was a year where they should be proud of everything that they have achieved.

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.

All staff undertook a wide range of professional development activities including:

- BSEM curriculum and classroom strategies: the four domains
- CUST (culture understanding and safety training) 1.4 / 2.4 of the APST (Australian Professional Standards for Teachers)
- Differentiation in the classroom
- First Aid and CPR refresher
- Food hygiene ACC Rosebud
- Justin Clemens: What is education- Edinburg university press 2017
- Justin Coulson – Managing Challenging Behaviours
- Leading effective classrooms TLN
- Supporting anxious students in the classroom
- Trauma informed practices
- Understanding ADHD
- Understanding indigenous content with the curriculum
- VCAA – VCE-VM conference
- VPC/VM community of practice
- VPC/VM information session
- Young people’s sexual health
- Youth Mental Health First Aid



## Finance

It should be noted that Advance College is a Special Assistance School with low fees. 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.

