VCE Summer School 2022: Directors Report

provided to UMSU Student Council

Prepared by Toby Lewis, Ciara Hart, Caitlin Minney and Caitlin Kane,
VCE Summer School Directors 2021–2022

This report is not to be taken as final until accepted by UMSU Students' Council

Contents

Program Information

Overview of the program

The VCE Summer School (VCESS) provides students from disadvantaged backgrounds a head start on their final years of education through a two-week tutoring program each January. The program is run by university students for VCE students, and includes academic classes, one-on-one tutoring, wellbeing support, social activities, and tertiary information seminars. VCESS typically occurs on campus at the University of Melbourne with an additional two-week residential component for rural and regional students.

The broad goal of the VCE Summer School is to fight educational disadvantage in Victoria, by providing access to subject-specific tutoring, which is unaffordable to VCESS' key student demographic. Additionally, non-academic activities at VCESS prepare students for senior studies by emphasising wellbeing, key study skills, and providing opportunities to learn about tertiary studies. The program also provides support to rural and regional students through targeted activities, typically run alongside the residential program.

Key dates

15-April	2021 Director Team opened applications for 2022 Director Team
9-May	Applications for 2022 Director Team close
21-May	Interviews for 2022 Director Team
27-May	Offers for the 2022 Director Team positions made
28-May	2022 Director Selection Announced
6-Jul	Tutor Applications opened
6-Aug	Tutor Applications closed
16-Aug	Tutor interviews commenced
30-Aug	Tutor interviews finished
3-Oct	Subject Coordinator Training
4-Oct	Subject Coordinator Training
5- Oct	Subject Coordinator Training
19- Nov	Student applications open
29- Nov	Policy and code of conduct training released
30- Nov	Tutor Training
4- Dec	Tutor Training
5- Dec	Tutor Training

13- Dec	Student applications close
15- Dec	Tutor catch up training
28- Dec	Block list released
6- Jan	Tutor refresher day
10-Jan	VCESS Program began
21-Jan	VCESS Program concluded

Delivery of the 2022 program

VCESS 2022 was planned as a hybrid program, combining in-person activities with a fully online academic program. Extensive planning was undertaken to balance safety accessibility with a strong demand to return to in-person learning and residential components. To manage fluctuating risk for society and individuals, the Directors decided to deliver core academic components online for all students. A transition plan was developed to scale extra in-person and residential activities depending on risk.

Three student enrolment streams were created:
- Online Day ($90) - Online academic classes and some online activities.
- Mixed Day ($190) - Online academic classes and in-person activities.
- Mixed Residential ($290) - Online academic classes, one week on online activities and one week of on-campus accommodation and in-person activities.

Due to safety concerns surrounding the COVID-19 outbreak, in particular the high number of cases and hospitalisations at the time of the program, VCESS 2022 was transitioned fully online. The residential program was cancelled in late December and remaining in-person components were cancelled in the week before the program. Opportunity was made for students to withdraw from the program with a full refund, or switch to the Online Day format with a partial refund to $90, if they wished. Maintaining safe and equitable access to the program for students and tutors in the context of the Omicron outbreak was the main factor in the decision to move the program fully online.

The online components of the 2022 program drew extensively on the feedback and experience of the online 2021 program, particularly in addressing 'Zoom fatigue'. Major changes included the reduction of the number of lessons from 6 to 5 per subject and expanding guided and one-on-one study time. Extra-curricular activities included self-paced and live-recorded components, allowing students to take breaks from computer activities during the day and catch up later if needed.

Tutors had greater experiences in delivering online learning through their own tertiary experiences and VCESS's tutor training program. Online classes were well received, as indicated in the Quality of Program and Quality of Teaching survey appendices. The Director team is proud of the hard work of tutors to deliver an engaging and informative program that addressed the program's aims to reduce educational disadvantage.

Academic program activities

During VCESS 2022, 184 classes with 5 lessons each were held by program tutors, one fewer lesson per subject compared to previous programs. Between 1 and 12 students were allocated to each class, and 48% of classes had two paired tutors working to teach the class. Tutors used a mix of presentation slides, interactive activities and software, discussion and practice questions to develop students' subject skills.

The diversity of subjects has decreased to a total of 74 from the 2021 (82) and 2020 (79) programs, likely due to lower student numbers compared to these years. Digital subject booklets act as a resource for students and a guide for tutors for the content in each subject offered at VCESS. Recorded English lectures were provided as a self-paced activity for the 2022 program, replacing live lectures held in previous years.

Additional academic support outside the classroom included subject booklets, guided private study and one-on-one tutoring. This year optional guided private study sessions were run after lunch on eight days of the program. This was adopted to give students flexibility between a longer break and extra study time, and to balance the removal of one lesson compared to previous programs. One-on-one tutoring was booked ad hoc between tutors and students, and held in a supervised Zoom.

Residential Program

As previously stated, the Residential Program was cancelled this year to maintain safe and equitable access to the program for students and tutors in the context of the Omicron outbreak. Prior to this decision, the directors had booked St Mary's College as the site of the program, due to our usual venue, St Hilda's College, being closed for renovations. While the facilities and layout of St Mary's showed great promise to be a better fit for the residential program, this was accompanied by an increase in cost which resulted in limited numbers of students (67) being accepted into the Residential Program. Future Directors may benefit from seeking quotes from multiple venues, or seeking to establish sponsorship arrangements with colleges, as the price of hosting the residential program at residential colleges has increased in recent years.

Extra-curricular program activities

Students also attended workshops on topics including understanding ATAR calculations and maintaining wellbeing. Three one- hour workshop sessions ran during the program on the 11th, 18th and 21st. The workshops run on the 18th were dedicated 'Welfare workshops' run by Welfare Tutors. For the workshops on the 11th and 21st, tutors were invited to express interest in running or assisting with a workshop by either coming up with their own ideas or running a Director- selected workshop. This allowed for a range of workshops to be run, including:

ATAR and Study Scores 101
A Taste of Overseas Study & Exchange
Rubik's Cube Solving for Beginners
Beginner Ballet
Debating/ public speaking
Crocheting
Design and Animation 101
Resume Writing
Mathematical Methods How to use your Casio Classpad
How to be on point for VCE (Time Management and Organisation)

In addition to the workshops, regular group meetings and social activities allowed students to develop social connections. The balance of academic classes alongside workshops and activities exemplifies VCESS's value of maintaining a healthy study-life balance.

Strengths	Weaknesses
- Small class sizes and low student-tutor ratios - Wide range of subjects delivered - Online mediums like software, videos used well	- Less class time than previously - Child-safety concerns due to demand for one-on-one meetings - Guided private study approach did not reflect variance in subjects
Opportunities	**Threats**
- High demand for maths guided private study and assistance - Preservation of academic materials for access during the year - Adapting to in-person spaces	- Student disengagement in unscheduled time - Return to in-person space may introduce challenges - Meeting students at suitable level

Below is the VCESS 2022 timetable, reflecting the fully online program as delivered.

VCESS Timetable 2022 — Week 1

Time	Mon 10	Tues 11	Wed 12	Thurs 13	Fri 14	Time
9:00	Opening Ceremony	Self paced activities	1B	GL Meeting	1C	9:00
9:50	GL Meeting			Melb Uni Seminar		9:50
10:00	1A		2A		2B	10:00
10:50				Tertiary Info session and UniQ&A		10:50
	Recess		(10:50–11:10)		Recess	
11:10	3A		3B		3C	11:10
12:00						12:00
	GL catch up and Lunch (12:00–1:00)					
1:00	4A	Guided Private Study / Drop in	Guided Private Study / Drop in	Guided Private Study / Drop in	Guided Private Study / Drop in	1:00
1:50						1:50
2:00	5A	Workshops	4B		5C	2:00
2:50						2:50
3:00	6A		5B		6B	3:00
3:50						3:50

VCESS Timetable 2022 — Week 2

Time	Mon 17	Tues 18	Wed 19	Thurs 20	Fri 21	Time
9:00	2C	GL Meeting	1D	1E	GL Meeting	9:00 / 9:30
9:50					Event	9:50
10:00	3D	Welfare Workshop	2D	2E		10:00
10:50						10:50
	Recess (10:50 11:10)					
11:10	4C	Uni Q&A, Courses Seminar	3E	4E	Workshops	11:10
12:00						12:00
	GL catch up and Lunch (12:00–1:00)				Closing Ceremony	
1:00	Guided Private Study / Drop in	Guided Private Study / Drop in	Guided Private Study / Drop in	Guided Private Study / Drop in		1:00
1:50						1:50
2:00	6C		4D	6E		2:00
2:50						2:50
3:00	5D		6D	5E		3:00
3:50						3:50

Program Planning and Operations

Data management and online communication

The primary data management tool used by this cycle's Director team was Google Drive. This tool was effective as it allows:

- remote access across all commonly used devices, essential for the remote nature of VCESS 2022;
- data to be accessed and edited by multiple users simultaneously;
- data to be easily shared outside of the Director Team when required; and
- data to be collected via Google Forms, which synchronises directly with core spreadsheets, and is invaluable in managing large amounts of incoming data from students and tutors.

During the student recruitment process, student data was migrated to Sharepoint to align with University data management requirements. Additionally, external forms such as student application forms were migrated to Typeform. This posed multiple challenges as the student application form needed to be rewritten and could not be created, modified or accessed by the Director team, causing another unexpected delay to the release of student applications, and came as a surprise to the team.

The use of Google Drive remains the preferred method of storing program documentation and shareability with tutors outside the University of Melbourne. It is recommended that future teams receive data management training and establish earlier on during the planning process with the Volunteer Coordinator the suitable applications to use to store and share data and documentation to avoid future delays and safe data management.

The Director team utilised Slack as the predominant form of communication which is recommended for future years as an effective and professional tool. Special role teams were also assigned a private Slack channel on the same VCESS workspace to communicate within the team and with Directors. Many teams also used a separate format such as Facebook Messenger or a separate Slack workspace for internal communication during the program. The use of Slack assisted Special Role teams to work collaboratively and communicate remotely e.g. TSO and Operations teams communicating to ensure that appropriate tutors are contacted to cover classes. Upon accepting offers, tutors were surveyed on their preferred communication platform with many tutors happy to continue using Facebook for an online tutor group.

As in previous years, a tutor Facebook group was established and moderated by Directors for more informal communications from both directors and between tutors. However, many tutors missed out on these informal communications due to not using Facebook or being unable to as they were living overseas. As online communication evolves, it should be reconsidered whether Facebook can be assumed to be used by all tutors and therefore whether it is an accessible communication tool in the future. In future, all tutors could be allocated to the same VCESS Slack workspace with specific channels for announcements and socialisation, or a similar Facebook alternative.

All important communication to tutors was through email. This ensured that all tutors received communication through the same channel however it relied on tutors regularly checking their emails in the lead up and throughout the program..

Should Canvas be utilised in future programs, the features such as forums on the platform could be utilised earlier after the tutor recruitment stage. This would allow all tutors to participate in a replacement for a Facebook group as all tutors on the program will be provided with Canvas access and earlier use of Canvas will allow tutors to have a greater familiarity with the platform.

Strengths	Weaknesses
● Efficient data collection and aggregation using Google systems ● Remote access for Director and tutor teams	● Data and communications split across systems ● Facebook not useable for all ● Canvas not fully utilised
Opportunities	Threats
● Integration with UMSU networks ● Improvement of Canvas set up and organisation	● Inconsistency impacts security ● Incomplete access for team impedes effective work

Sponsorships and bursaries

In 2022, VCESS Sponsors and Bursary Providers included:
● The University of Melbourne
● Western Chances
● Rotary Club of Geelong
● Carnegie Lions Club

The total income earned from sponsorships totals $11 250.00. Each of these sponsorships functions in a similar way, with organisations paying for specific students,

often those who fit specific criteria, to attend the program. However, it is also notable that in 2022 the number of sponsors and partner organisations is lower than in previous years. This has resulted in less income earned from sponsorships in 2022, due to a significantly reduced ticket cost.

This is partially due to the decreased size and certainty surrounding the program in the last two years (due to COVID and the program going online). It is recommended that future directors continue to seek out new sponsorships and relationships, especially as the costs of running the program have increased, and sponsorship arrangements post-COVID have been reduced. In particular, future directors might consider non-monetary support, such as decreased accommodation fees, loan of equipment, or assistance with student recruitment.

Strengths	Weaknesses
47% of students received full bursaries to the program - Established relationships simplified bursary processes	- Delays to applications limited time for students to find sponsors - Low number of sponsors compared to previous years
Opportunities	Threats
Continue to develop relationships with sponsors, including reaching out to new sponsors	Increased ticket cost may lead to higher demand for sponsorships

Preliminary program budget

A preliminary financial report for the 2022 program is included below. Unfortunately, it cannot be considered final as there may be slight changes as the cycle is finalised.

Income		Expenditure	
Student fees	$ 12,780.00	Director honoraria	$ (43,800.00)
UoM sponsorship	$ 8,190.00	Online services	$ (2,264.85)
Other sponsor	$ 3,060.00	Printing and mail expenditure	$ (901.16)
		Training and development	$ (3,620)
Income sub-total	$ 24,030.00	Expenditure sub-total	$ (50,586.01)
		Total	$ (26,556.01)

Due to the planned hybrid program delivery and ultimate transition to online, the program budget has significant differences from previous years. The transition from a hybrid to an online program meant key expenses did not eventuate and student fees were dropped in response, resulting in several unplanned changes to our overall budget. Elements of the recent budgets for in-person, online and hybrid programs may be useful for planning the 2022–23 program.

The above preliminary budget does not include any funding from the student council, which has been approximately $40,000 in previous years. There is significant uncertainty about the current VCESS operational budget due to inconsistent documentation and a lack of information available to the Director team at the time of report writing. The 2022 Director team continues to recommend budget and policy training be provided for future teams, alongside access to ongoing supervision and future involvement in the budget proposal.

It is unclear what funds were allocated by the Students' Council in its budget. The previous Director team reported that $39,455 was allocated to VCESS in its 2021 budget, but this is not clear in UMSU financial records. Previous allocations were instrumental in allowing the program to proceed and sustain accessible fees for students. The student council allocation was also a major contributor to honoraria funding which allows Directors to sustainably manage the program. Without the honoraria, the diversity of volunteers with the availability for such a commitment would be far more limited, which would be detrimental to the quality and ethos of the program.

Strengths	Weaknesses
● Minus honoraria costs, program made third profit in three years ● Profit maintained despite uncertainty and late changes	● Current budget inconsistent within UMSU and VCESS documents ● VCESS budget proposal made without VCESS Directors
Opportunities ● Ongoing relationships with external sponsors to support program ● Budget, policy and procedural training for financial functions	**Threats** ● Planning for future difficult without training and consultation in budget ● Return to in-person means additional costs, esp. residential

Tutor Information

The 2022 Director Team would like to thank all of the volunteers for their dedication and enthusiasm towards the 2022 Program.

Tutor recruitment and retention

Applications to tutor at VCESS 2022 were open from 6 July to 6 August, 2021. Up to date position descriptions for all tutor roles were uploaded to the UMSU website and applications were promoted over Facebook, Instagram, Canvas and email. In-person events were not considered feasible, but an online information and trivia session were held with low attendance from potential tutors.

Tutor applicant information was collected through an online form, including personal details, current or previous studies, reasons for applying, subject preferences, and special role preferences. The total number of applications received by the 6 August closing date was 304, with 30 additional applications received and processed, a decrease from previous years. The 2022 team encourages future teams to continue to grow the number of tutor applications, as this allows a greater number of subjects to run with smaller class sizes.

The online application form was used to screen applicants and all eligible applicants were invited to an interview. During screening, Directors disclosed any conflicts of interest they felt with regards to applicants and took steps to avoid participating in those interviews. Interviews were held over Zoom with two Directors present between Friday, 13 August and Thursday, 26 August. 251 applicants initially completed the interview stage, with 12 additional applicants being interviewed later in the cycle.

All interviews were scored against a set of standardised Key Selection Criteria (KSC) with questions targeted accordingly. Suitability for Subject Coordinator or Special Roles was similarly recorded. Alongside questions, applicants presented a one minute teaching demonstration. The tutor KSC were:

- Motivation
- Reliability
- Awareness of Disadvantage
- Interpersonal Skills

Alongside scores, flags and interview notes were made by one of the interviewing Directors. Subjective comments played a greater role when assigning more competitive positions where many applicants would have been suitable for a role. Additional Residential team interviews were not held this cycle.

Outcomes were emailed to all applicants shortly after interviews on 6 September. Offer emails included subject and special role allocations, program format information, important dates, and WWCC instructions. 232 offers were accepted in the initial round and 12 late offers were accepted, with the final tutor count at 196 during the program. Although to some degree unavoidable, future Director Teams are encouraged to investigate ways of reducing pre-program attrition, as it can prove highly disruptive.

Withdrawals were accepted throughout the lead up to the program. The most common reasons given were: availability, work/study/internship commitments, health, and other personal reasons. Regular contact through monthly tutor news and releasing tutor timetables earlier may have helped keep withdrawals low this cycle. In addition to withdrawals, a small number of tutors were removed before the program: 7 for being uncontactable and 2 for not meeting position requirements. This represents a significant decrease in attrition from the 2021 program, which dropped from 405 to 263 tutors.

Another reason for low withdrawal rates could be earlier distribution of tutor timetables, which occurred 12 days before the program, an improvement from the 2021 program timeline. The 2022 Directors agree this process should be finalised earlier, at least two weeks in advance so that tutors can provide availability to their employers, which would require the conclusion of student recruitment earlier.

Strengths	Weaknesses
1/3 of applicants returning tutors - Screening criteria, interview notes and KSC scores effective in selecting tutors - Very low tutor attrition and documentation of reasons	- Low attendance at online recruitment events - Applicants confused by roles, despite position descriptions - Long, complicated application process could deter applicants
Opportunities	**Threats**
- In-person recruitment events and social promotion by past tutors - Earlier collection of student IDs, volunteer forms as with WWCCs - Interview questions could be updated and more focused	- Decreasing applicants could limit program scope and quality - Changes in program format can be disruptive to tutor expectations - Tutors unprepared for commitment disruptive to selves and peers

Tutor training options

VCESS delivers comprehensive training to its tutors. The goal of this training is to ensure the quality of service provided to students, and to add valuable professional development to the volunteering experience for tutors. It is therefore necessary for each Director Team to think critically about the implementation of training, and how it can be valuable to tutors of all levels of previous tutoring experience.

Tutor Training is compulsory for all tutors, regardless of whether the tutor has volunteered with VCESS before and regardless of their existing level of tutoring experience. All training for VCESS 2022 was held online. Training Camp had been booked from November 26-28 however due to health risk and uncertainty surrounding the University's COVID-19 policy, this camp needed to be cancelled.

A summary of all training provided by VCESS is listed below.

3/10/2021, 04/10/2021, 05/10/2021	Subject Coordinator Training
29/11/2021- 06/12/2021	Policy/code of conduct Modules
30/11/2021, 4/12/2021, 05/12/2021	Tutor Training Days
15/12/2021	Tutor Training Catch Up

Subject coordinator training was delivered via a live, one-hour Zoom meeting and gave an overview of their role and timeline. General tutor training had two key components: the first was a four hour Tutor Training Day facilitated by the Directors and TSOs and run via a live Zoom meeting; the second was completing online modules pertaining to VCESS and UMSU policy and expectations. Both elements were compulsory for tutors.

In future, online training options could be used as an accessible option for tutors to catch up or revise training as additional flexibility in learning modes will be useful for many tutors. However, where possible, in person training should be prioritised for skills based training as the important social and collaborative aspect of training was sorely missed by tutors, especially in regards to working in their subject teams.

Live training days

Tutor Training was delivered by the 2022 Director Team in conjunction with the Tutor Support Officer (TSO) Team. A short welcome and introduction was run by the

Directors. The majority of the session was run by TSOs who prepared and coordinated a series of three 1 hour rotating workshops.

The first hour of the day included a brief interactive Zoom training, an overview of Canvas, an overview of the Special Role teams and a timeline of the lead up to the program. The rest of the day tutors separated into groups of similar subjects to rotate between TSO facilitated training workshops to learn and develop skills in online teaching and class management. These workshops focussed on teaching skills and classroom management with a heavy emphasis on constructing classes for an online program as this was new to all tutors.

Tutors benefitted from working in teams with tutors of similar subjects as they could begin implementing techniques and ideas useful to their subject area and begin to meet other tutors with similar interests. At the conclusion of the day tutors were required to certify their attendance via a Google Form which also served to collect Tutor Zoom links and confirm their VCESS Volunteer Agreement. A similar, condensed training session was provided to tutors unable to attend the previous training sessions which was also recorded to provide a final training option for tutors with late onboarding.

Online training modules

The Director Team recorded a series of videos to be watched by tutors in their own time and then completed a quiz where tutors were required to score 90% to demonstrate their confidence with the policies and code of conduct. The online training modules covered a welcome to VCESS, disadvantage in education, child safety, tutor expectations and VCESS policy with each module between 8 and 20 minutes long. The modules provided tutors with the opportunity to revise this important content and increased flexibility to complete training which meant that every tutor had the same access to training.

This component was delayed until after Tutor Training Day due to unexpected significant revisions to the VCESS Policy and Code of Conduct documents before they could be provided to tutors. Feedback from tutors suggests that a longer time to complete training would have been appreciated. In future, video and quiz based training modules should be considered as an option for training in content heavy- policy based delivery. Further integration into Canvas to test and deliver asynchronous content should be considered in future years.

Policy and Code of Conduct for VCESS

The existing VCESS policy structure was overhauled for the 2022 program. The previous VCESS policy documents were adapted to the VCESS 2022 Tutor Code of Conduct, with new sections for Privacy, Residential Program and Reporting/Grievance added. It is recommended that policy be further refined to match the specific circumstances of VCESS practice, to avoid disconnects between the Code of Conduct and how the program actually runs.

Training was provided on policies in the online tutor training module, which give important guidance on implementation at VCESS. In particular, the Appropriate Conduct Protocol and Online Conduct Protocol required further explanation. Volunteer Agreements were also signed and collected at tutor training, though this should occur at the offers for future programs. It is recommended that Code of Conduct training continue.

Guidance from UMSU was provided as to the implementation of child safety elements in the Code of Conduct in an online environment. This resulted in previous safety practices being continued, such as all Zoom links having a password and waiting room. A key change was the addition of regular class checks from the Welfare team to simulate an open door environment and promote avenues for support.
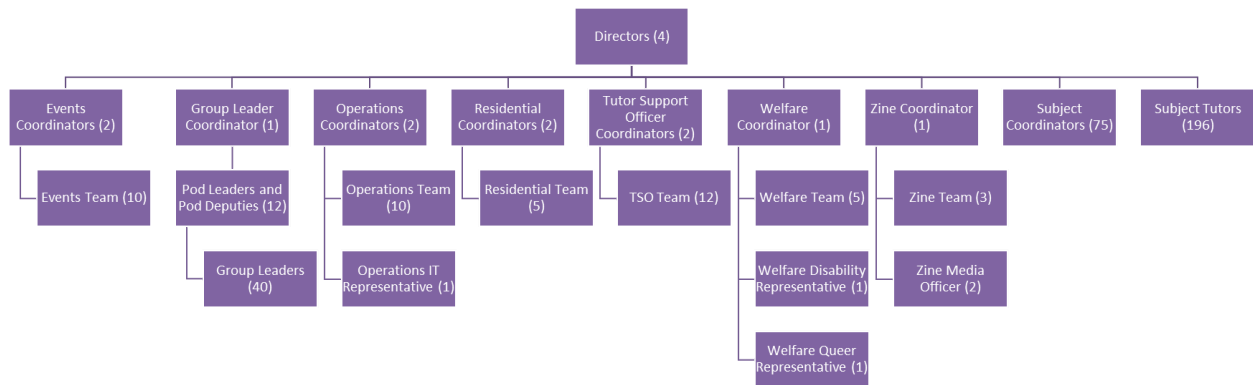
In the Code of Conduct, explicit reference was made to the UMSU Acceptable Conduct Policy, UMSU Child Safety Policy and the UMSU Social Media Policy, available at the UMSU website: https://umsu.unimelb.edu.au/about/secretariat/regulations-policy/.

Strengths	Weaknesses
- Child safety consultation and clear procedures and implementation - Thorough and consistent internal VCESS procedures, expectations - Tutors trained in Code of Conduct	- Previous VCESS policies invalid - VCESS Code of Conduct limited in application to program - Volunteer Agreements not signed at appropriate time
Opportunities	**Threats**
- Refinement of policy implementation and VCESS Code of Conduct document - Expansion of conditions of entry for students and residential program policy	- Lack of supervision or policy training endangered compliance with UMSU policy and procedure - Students independently created social media groups but Directors had to decline tutor involvement

Special Roles

Overview of special roles

In addition to being subject tutors, many VCESS volunteers held additional roles within the program, divided into eight special roles. The VCESS Directors supervise the special role teams, which are each led by a coordinator, or co-coordinators, except for subject coordinators. The management chart is included below, though it is important to note that many tutors held multiple roles.

Several changes have been made to special role teams in recent years, particularly regarding responsibilities while in an online format. Previous roles not advertised this program were:

- Social Media Team - Merged with Zine team due to the significant overlap in responsibilities, with a nominated Media Officer. This was an effective solution.
- Indigenous Mentor - Proposed in 2016 but never filled. Support for issues regarding racism primarily delivered through the Welfare team, and specific support for Indigenous students not provided.

Events team

The 2022 Events Team comprised ten tutors, led by two additional Events Team co-coordinators. The Events Team is responsible for the Program's student social activities. In the interest of limiting 'Zoom fatigue' for both students and tutors, separate days were designated for academic classes and extracurricular activities, with several of the latter being optional to attend.

On the first Tuesday of the program, 9am-12pm was designated for optional self-paced activities, which included a two hour Terraforming Quest Scavenger Hunt run by the events team. The description below was posted to Canvas and the TMS timetable:

Scavenger Hunt

On Tuesday morning, we will be running a Scavenger Hunt where students can work together in groups to complete a set of interactive and fun activities! The theme of the Scavenger Hunt is "Terraforming Quest", where the VCESS Space Crew attempts to make an area on a planet habitable for all life. Along the way, there is an imposter who attempts to sabotage your plans! Your objective is to complete the tasks and identify who this imposter is and score the greatest number of points for your group. We will be running the Scavenger Hunt from 9:45am through to 11:45pm.
Enter the Zoom link below to participate in the event. See you for an exciting adventure!!

A 90 minute trivia event was held after the final Group Leader meeting on the last Friday of the program. Students competed within their 'pod' as well as with all other groups. Results for the trivia were presented at the farewell ceremony later that afternoon.

The Events team adapted wonderfully to program format changes and developed two exciting events for VCESS students. In-person programs may significantly alter the nature of the Events team duties, for more information please review previous Directors Reports.

Group leaders

The Group Leader team was responsible for supporting students during the program through regular meetings. Every VCESS student was assigned to one of twenty-four groups with two to three Group Leaders designated to facilitate meetings. This special role saw fluctuation in numbers: 66 Group Leaders and two coordinators were originally recruited, with 52 Group Leaders and one coordinator at the time of the program. Oversubscribing this role is highly recommended.

In the online program, group meetings were held over Zoom, with six pods (1-6) of four groups (A-D) managed and hosted by Pod Leaders. Rural and Regional students were not separated. This format was carried over from the 2021 program, with new deputy Pod Leaders added as an alternate Zoom host to alleviate pressure on Pod Leaders in the context of the COVID-19 pandemic. The Group Leader Coordinator and Pod Leaders played an important role in supporting other Group Leaders, and their quick thinking helped resolve and report issues as they arose. It may be valuable to continue this structure at future in-person programs.

Long group meetings were held on the first day of the program and before three activities days. These were opportunities to give notices and explain the day ahead. A brief 15 minute Group Leader meeting was held daily at the beginning of lunch, which was used to distribute the Zine and build social cohesion. Unlike previous programs, attendance for students was not considered compulsory for daily, short group meetings and overall numbers instead of group rolls were recorded by tutors. This change to attendance expectations allowed students to balance their own needs for VCESS social time and personal time away from screens.

To improve management of the Group Leader team, a coordinator email address was established, and a timetable was created to outline times Group Leaders would be needed during the program. These initiatives are recommended to continue in future programs. The success of the Group Leader team can in part be attributed to the strong leadership and communication from the Group Leader Coordinator. Overall, group meetings were largely without issue and the entire team should be commended for their adaptability this year.

Operations team

The Operations Team had ten members, including an IT representative, and two coordinators, and responded to logistics and technical problems raised by tutors and students. Training for the team was discussion of common issues and procedures, an internal handbook prepared by the coordinators, and practice running a help desk at tutor enrolment day. Detailed TMS training was provided for the coordinators and IT representative, and summary training passed on to the team during the program.

In program hours, the team staffed the Operations Help Desk by Zoom, email and Skype phone, to respond to enquiries about finding classes, timetables, accessing online systems and similar. Operations were also responsible for administering Quality of Tutor, Quality of Program and Tutor Experience Surveys and monitoring tutor sign-ins for each block. The primary issues addressed by the team were incorrect Zoom links for classes, tutor non-attendance for classes, supervision of single-student classes, and guided private study.

The team demonstrated excellent adaptability during the program and continued to improve processes throughout. Key changes were using breakout rooms to manage queues, email templates to communicate Zoom link updates, initiating TMS access and training for the whole Operations team, and refinement of the Guided Private Study

system. Technical issues, such as with Zoom accounts, were resolved very effectively during the program. Director support for the Operations team included planning Guided Private Study and TMS timetabling, receiving and resolving tutor absences, and collating notice emails during the program.

Future in-person programs may adopt some elements used in the online program, but previous in-person programs are more likely to be representative of the Operations role.

Residential Team

In 2022 the Residential Team consisted initially of nine people: two coordinators and seven tutors. At the time of the program, this had been reduced to a team of six, including coordinators. As the Residential component of the program was cancelled, this team instead produced online events and resources for rural and regional students at the program.

The team published a booklet for rural and regional students which included information about targeted extracurricular activities and an introduction to the Residential tutors. Alongside tertiary seminars and workshops, activities targeted to rural and regional students included:

Activity and time	Description
Meet and greet (Tuesday 11th 3:30-4:30)	Chance to get to know our wonderful rural and regional tutors and meet other students within the program! We will start off with a general introduction and then head into some breakout rooms for a virtual escape room, some scribblio and some general chit chats!
Virtual trivia (Thursday 13th 2:30-4:00)	A rural and regional program tradition! Compete with the other rural and regional students and tutors to see who has the best general (or weird!) knowledge
Rural and Regional Q&A (Tuesday 18th 2:30-3:30)	Any burning questions for our rural and regional tutors? This is the time to ask! We'll be answering all your questions from how we made friends and what is uni like to how did we survive off two minute noodles living on res?

Tutor Support Officer Team

The TSO Team was made up of 12 tutors and 2 coordinators. At the advice of the TSO coordinators, the team had added TSO members closer to the program to ensure that

TSOs had sufficient breaks and could visit every class. This was due to five instead of six classes running for every block. This team is unique in that it is the only team whose role is solely to assist tutors, by providing advice and support to tutors in their teaching both before and during the program. The TSO Team planned and ran training sessions at tutor training; with focuses on online teaching, team tutoring and lesson planning. Additionally, the TSO team worked closely with Subject Coordinators during the development of their booklets. TSOs were also available on Tutor Refresher Day.

During the program, the TSOs had a range of services available for tutors online via the VCESS Canvas, including discussion boards, a drop-in office and Zoom appointments. Most significantly, TSOs visited every new tutor to the program during their first lessons to provide advice and feedback, as well as dropping in at random on other classes where time permitted. The TSO Team followed up and provided extra support to tutors where necessary. This was the fourth year that this process was carried out and the Director team believe that it is an incredibly vital part of tutor development, bringing a level of professional development for volunteers that carries great value.

Welfare Team

In 2022 the Welfare Team was made up of 8 team members, including one Queer Representative, one Disability and Inclusion Representitive and led by a Welfare Coordinator. The Welfare Team is responsible for the wellbeing of all students and tutors. The role of the Welfare Team was adapted to the online program by the continuation of Welfare workshops, with an allocated Welfare Workshop timetabled into the program. The Welfare Team ran the following workshops:
- Queer & A
- Mindfulness 101
- Cathartic Writing
- Colouring Techniques
- Yoga and Meditation

Additional 'Vibe Checks' were added to the 2022 program to assist with managing child safety. The Welfare team visited Zoom classes, focussing on solo- tutored classes to replicate an open- door teaching environment of an in- person program. Welfare team members visited classes with cameras and microphones off and identified themselves as members of the Welfare team in their screen name. The Welfare team ensured the VCESS Code of Conduct and UMSU Policy was followed by tutors and alerted tutors and students to Welfare team resources should they be required.

The Welfare Team ran a dedicated Canvas page with access to online resources for students and tutors. The Welfare team maintained an online Welfare space on Zoom that could be visited by students and tutors during program hours. This space was always occupied by two Welfare team members and replicated the in- person Welfare space that can be visited by students and tutors during an in person program. Additionally, the Welfare team could be contacted via email and Canvas message.

The use of a Zoom Welfare space and 'Vibe Checks' appropriately expanded the responsibility of the Welfare team in an online environment. Additionally, it is recommended that Welfare Workshops remain a staple of the VCESS program in an in-person environment as they provide an excellent opportunity for students to develop important emotional and social skills prior to the commencement of VCE.

Zine team

In 2022 the Zine Team was comprised of 5 members, including the Zine Coordinator, 3 Zine Editors, and a Media Officer. The Zine Team was originally 7 people, and suffered 2 last minute withdrawals. While the team did an impeccable job of picking up the slack, it is recommended that future teams be kept at 7 people to reduce the workload placed on individual team members.

The VCESS Zine is responsible for three key aspects of the program:
- Producing a daily Zine
- Producing the VCESS Megazine
- Providing content for VCESS Social Media platforms

In 2022, the daily VCESS Zine was delivered online rather than printed. This allowed for more freedom with zine format and length. In future, teams will need to keep printing considerations in mind. The process of printing the Megazine was also different to previous years. Rather than being handed out on the final day of the program, the Megazine was printed after the conclusion of the program and mailed to students. This was done by a printing supplier provided by the University of Melbourne. While not significant, the additional cost of mailing the Megazine to students is one that may be avoided in future in-person programs. In future, the Director in charge of this team will need to make arrangements ahead of time to print the Zine in time to be handed out at the end of the program.

The production of the Zine this year was also made more difficult by a lack of creative software available to the Zine team. Steps have been taken to secure an Adobe

Creative Suite licence for VCESS, and it is recommended that future Zine Teams include someone familiar with this software if possible.

Subject coordinators and subject booklets

Subject Coordinators were responsible for creating a booklet for their subject that could be used for reference by students and tutors during the program. The Subject Coordinators are unique in that they do not act as a team and the majority of their role is carried out before the beginning of the program. This team is also coordinated directly by the Directors. During the program, some subject coordinators took on coordinating and mentoring roles for other tutors in the subject, but this was not a requirement.

Training was one hour of mandatory Director-run training, with a recorded version paired with a quiz for coordinators who could not attend the original sessions. All Subject Coordinators were given a resource detailing the requirements of the booklet, including how to approach providing students with skills they can take into VCE. This included guidance on booklet aims, constraints, structure, content, accessibility, and where to seek additional resources. Subject Coordinators were assigned a Tutor Support Officer for support in preparing their booklets. This collaboration is recommended to continue with support from the TSO team.

The subject booklet submission deadline was 22 November, but a large number of extensions were required. A raffle incentive for early submission was adopted but we recommend this is discontinued as it did not address the issue effectively. There was no printing deadline as the booklets were planned to be distributed online. Having the deadline close to exams and training created a significant workload for TSOs and subject coordinators and alternate earlier timelines could be considered in future, especially if booklets are to be printed. Feedback from tutors indicated that access to subject booklets would be preferred much earlier and it is recommended the timeline be reconsidered in future programs. Students accessed booklets via their TMS portals, alongside other academic material provided by tutors.

It may be advantageous to formalise expectations of subject coordinators at the program. In particular, clarity should be provided at the time of interview about the expected workload, whether a previous booklet is available, and the nature of any additional commitments. For the 2022 program, subject coordinators were encouraged to create a group chat or similar and to facilitate a subject meeting at tutor refresher day. Emails to contact tutors in the subject were not provided, though feedback has indicated that this could be a valuable addition to the program.

Student Information

Student recruitment

A two step application process was used for student recruitment. Students applied to be a student at VCESS using a Typeform that collected personal details, planned subjects, format and payment preferences. Applications were processed by the Directors and offers sent with a link to enrol through a Trybooking form, including payment where relevant. The first part of the application was due on 13 December, and the second part on 20 December. While most applications were received before the first deadline, 27% applied late.

Applications were promoted on Facebook, Instagram, email, and through sponsors. A brochure was created for promotion and distributed to the University of Melbourne and Western Chances, who significantly aided our reach. 454 student applications were received, with 31% first preferencing the Residential Program, 56% the In-person program, and 13% the Online program. Applicants gave brief reasons for their interest in the Residential and Online programs, with key reasons below:

Residential Program	Online Program
- General interest in program (help study, confidence) - Distance from Melbourne (regional) and difficulty commuting to campus - Face-to-face learning, meeting new people - Exposure to university environment and accommodation options	- General interest in program (help study, confidence) - Distance from Melbourne (regional) and difficulty commuting to campus - Prefer learning at home (life balance, productivity, comfort) - Other commitments (particularly work) - Safety concerns about COVID-19

All eligible applicants were offered a place in the program in some format, though not all applicants received their first preference for format. Residential program offers were made on the basis of personal statement, school and residential postcode, with 67 places available. Full or partial refunds were both offered when the Residential and In-person programs were each cancelled due to the pandemic. 361 students confirmed their enrolment for VCESS 2022, with 93 withdrawing in the tumultuous pre-program period.

Though student fees were ultimately decreased to $90 for all students in 2022 due to the transition to a fully online program, the in-person and residential fees are typically more expensive and cause more financial difficulty for students. In previous years, VCESS has worked with sponsors to provide half-bursaries or full-bursaries to many students. While VCESS tries to set pricing as low as possible to increase accessibility for students from a range of backgrounds, price points, especially for in-person programs, are still inaccessible for some. This particularly affects students experiencing financial disadvantage or enrolled in the residential program.

Program Type	Day students	Residential students
2020 (fully in-person)	$219	$419
2021 (fully online)	$50	N/A
2022 (planned hybrid)	$90 online $190 mixed	$290 mixed

Delays in Opening Applications

The student recruitment process for the 2022 program was affected by significant issues and delays. Student applications for VCESS 2021 were open from 16 October to 20 December, later than previous years due to the pandemic and recommended opening earlier. For VCESS 2022, student applications were open from 19 November to 20 December and the 2022 Director team recommends opening and closing applications much earlier for future programs.

A major concern is that the short timeline may have exacerbated financial barriers to involvement in the program as enrolment involved payment on a one-week timeline for most applicants. While information about seeking external bursaries was provided, the timeline gave limited opportunity for applicants to organise a bursary, particularly with the holiday period affecting non-profit staffing. Payment plans were offered but largely underutilised. It is highly recommended that this timeline is not replicated in future programs.

Strengths	Weaknesses
● Effective selection of students for residential program ● Free-text students supported nuanced approach	● Opened applications late ● Significant post-deadline applications ● Difficulty using form services

Opportunities	Threats
- Build stronger relationship with schools and sponsors - In-person events or physical promotion materials	- Confusion around deadlines creates extra work that detracts from program preparation - Limited time to seek sponsors

Total number of students and schools represented

256 VCE students were enrolled in the 2022 VCE Summer School (VCESS) during the program. Due to the COVID-19 pandemic, all in-person elements of the program were ultimately cancelled and students were given the opportunity to withdraw from the program with a full refund.

All students enrolments were converted to Online Day enrolment when the program moved online, however the original formats of students who completed the program are presented below:

Original Format	# of students
Online Day	82
Mixed Day	152
Mixed Residential	31

A separate rural and regional cohort was not identified this year, given the range of formats these students could be completing the program in. Instead all students were offered access to regional and rural events if interested.

The distribution of VCESS students across regions of different remoteness and socioeconomic characteristics was analysed using indices created by the Australian Bureau of Statistics, the Accessibility Remoteness Index of Australia (ARIA) and Socio-Economic Indexes for Areas (SEIFA).

Area of Remoteness	# of students	% of students
Major cities of Australia	222	83.8%
Inner regional Australia	35	13.2%
Outer regional Australia	8	3.0%

Remote Australia	0	-
Very Remote Australia	0	-

The 43 students from outside major cities in the 2022 program was similar to the number of rural and regional students as the 2021 program, despite a smaller program overall. A significant number of students were also enrolled in the Residential program before January but then withdrew as in-person elements were cancelled. Discussions with parents and students have highlighted the importance of the residential program as an opportunity to see Melbourne, to meet other similarly situated VCE students, and to alleviate the impact of inconsistent internet access while studying from home.

Socioeconomic Status of Area	# of students	% of students
1, lowest	66	24.9%
2	33	12.5%
3	51	19.3%
4	46	17.4%
5, highest	66	24.9%
unknown	3	1.1%

This year VCESS reached students from a wide range of socio-economic areas. While living in an area with a low socio-economic status does not directly correspond with a student's individual SES status, this is a good indicator that VCESS is reaching a wide variety of students and fulfilling our goal of addressing educational disadvantage. These figures are in part due to VCESS's partnerships with programs targeting low-SES schools, including Melbourne Connect students.

As in previous years, VCESS continues to draw students from a wide range of schools, regions and backgrounds across Victoria. In total, the 2022 program had students from 135 individual schools. A substantial minority of schools had multiple students attending. The full list of schools and the number of students from each is included in the report appendices.

Student Assessments of the the Quality of the Program

Please note that the rating scale was changed from previous years, to 1–5.

Quality of Program (QoP) surveys were distributed on the last day of the program in group meetings, and the quantitative feedback received was as follows:

Quality of Program survey: all quantitative responses (scale: 1–5)	
As a result of the VCE Summer School, I feel more prepared for the year ahead.	4.5
I found Guided Private Study a useful resource.	4.0
I found one-on-one tutoring a useful resource.	3.7
Did you feel your classes had a good number of lessons?	4.1
The student timetable portal was easy to use for accessing lesson information and resources.	4.7
I found information about the Operations help desk Zoom and email helpful and easy to access.	4.3
I felt the Seminars and Workshops were a valuable part of the program.	4.5
I felt supported by my Group Leader throughout the program	4.3
I felt as though I was part of the VCESS community.	4.1
I liked having academic-only and activity-only days.	4.2
I felt there was a good balance between academic and extracurricular activities.	4.3
I intend to attend university after my VCE studies.	4.8
I felt these interactions [with the Welfare team], if I had them, helped me to enjoy the program.	3.8
VCESS increased the likelihood I will attend university.	3.8

The program's association with the University of Melbourne makes me want to study at the University of Melbourne.	4.1
The Tertiary Expo and tutor-led seminars made me more aware of my tertiary options after VCE.	4.5

In response to the question, 'What was the best part of the program?', some responses included:

- "All the tutors were really nice and supportive, friendly, and great at teaching in details. Workshops, especially CAS shortcuts and university expo were very very helpful."
- Interacting with some of the people and tutors who made it a great time, learning new things and being apart of a core pod/group."
- "Having the balance with the classes and activities and I also enjoyed reading the zine"
- "The workshops. I was able to choose to attend the topics i am interested in and from that, learnt ALOT that I had imagined."
- "The balance between classes and all the other things we were able to do e.g. the seminars, workshops"
- "Guided private study/one on one tutoring and the classes and the seminars/expos and workshops, basically the whole thing haha and awesome tutors."

In addition to the QoP surve, a Quality of Teaching (QoT) survey was released to students in their final class of each subject with feedback as follows:

Quality of Teaching survey: all quantitative responses (scale: 1–5)	
Because of my tutor(s), I feel more prepared in this subject for the year ahead.	4.3
I am satisfied with the quality of [my tutors] in this subject.	4.4
I am satisfied with the quality of this subject's booklet.	4.2

648 responses were received in total.

Appendices

Appendix 1: Subjects offered and taught on program

Subject	Total Students	Student-Tutor Ratio
Accounting: Units 1 & 2	3	1.5
Accounting: Units 3 & 4	17	5.7
Algorithmics	3	3.0
Art	8	4.0
Australian Politics: Units 3 & 4	3	3.0
Biology: Units 1 & 2	33	5.5
Biology: Units 3 & 4	80	6.7
Business Management: Units 1 & 2	9	3.0
Business Management: Units 3 & 4	28	9.3
Chemistry: Units 1 & 2	57	8.1
Chemistry: Units 3 & 4	86	6.6
Chinese Second Language Advanced	1	0.5
Chinese Second Language	6	1.5
Classical Greek	4	4.0
Computing: Units 1 & 2	6	3.0
Drama	5	5.0
Economics: Units 1 & 2	2	1.0
Economics: Units 3 & 4	13	4.3
English as an Additional Language: Units 1 & 2	4	2.0
English as an Additional Language: Units 3 & 4	10	2.5
English Language: Units 1 & 2	10	3.3
English Language: Units 3 & 4	29	5.8

English: Units 1 & 2	66	9.4
English: Units 3 & 4	125	6.9
Environmental Science	4	4.0
Extended Investigation: Units 3 & 4	3	3.0
Food Studies	7	3.5
French: Units 1 & 2	9	4.5
French: Units 3 & 4	10	3.3
Further Mathematics: Units 1 & 2	13	3.3
Further Mathematics: Units 3 & 4	58	5.3
Geography	8	8.0
German	7	3.5
Global Politics: Units 3 & 4	11	5.5
Greek	2	2.0
Health and Human Development: Units 1 & 2	7	2.3
Health and Human Development: Units 3 & 4	35	7.0
History: 20th Century History: Units 1 & 2	9	9.0
History: Ancient History	4	2.0
History: Australian History: Units 3 & 4	2	2.0
History: Revolutions: Units 3 & 4	11	5.5
Indonesian Second Language	4	2.0
Italian	3	1.5
Japanese: Units 1 & 2	12	6.0
Japanese: Units 3 & 4	5	5.0
Latin	6	6.0
Legal Studies: Units 1 & 2	12	6.0
Legal Studies: Units 3 & 4	28	5.6

Literature: Units 1 & 2	18	4.5
Literature: Units 3 & 4	22	4.4
Mathematical Methods: Units 1 & 2	63	7.0
Mathematical Methods: Units 3 & 4	112	8.0
Media	12	4.0
Music Performance	5	1.7
Music Style and Composition	3	2.0
Outdoor and Environmental Studies	3	3.0
Philosophy	9	9.0
Physical Education: Units 1 & 2	3	1.5
Physical Education: Units 3 & 4	10	5.0
Physics: Units 1 & 2	20	4.0
Physics: Units 3 & 4	26	3.7
Politics (Australian and Global Politics): Units 1 & 2	4	4.0
Product Design and Technology	2	1.0
Psychology: Units 1 & 2	17	5.7
Psychology: Units 3 & 4	63	5.3
Religion and Society	9	4.5
Sociology	7	7.0
Software Development: Units 3 & 4	3	3.0
Specialist Mathematics: Units 1 & 2	25	4.2
Specialist Mathematics: Units 3 & 4	28	4.0
Studio Arts	13	4.3
Theatre Studies	2	2.0
Vietnamese	2	1.0
Visual Communication and Design	14	3.5

Appendix 2: List of schools with students who attended the program

Schools with two or more students included:

School	# of students
Marian College	8
MacRobertson Girls High School	6
Melbourne Girls College	6
Springside West Secondary College	6
Sunshine College	6
Suzanne Cory High School	6
Balwyn High School	5
Catholic College, Wodonga	5
Scotch College, Hawthorn	5
Thornbury High School	5
Trinity Grammar School, Kew	5
University High School, Parkville	5
Brunswick Secondary College	4
John Monash Science School	4
Melbourne High School	4
Melton Secondary College	4
Mirboo North Secondary College	4
North Geelong Secondary College	4
St Albans Secondary College	4
Box Hill High School	3

Braybrook College	3
Firbank Grammar School, Brighton	3
Ilim College	3
Kurunjang Secondary College	3
Laverton P-12 College	3
Mount St Joseph Girls' College	3
Sirius College	3
Warrnambool College	3
Xavier College, Kew	3
Bendigo Senior Secondary College	2
Elwood College	2
Geelong Grammar School	2
Genazzano FCJ College, Kew	2
Hoppers Crossing Secondary College	2
Huntingtower School, Mount Waverley	2
Keilor Downs Secondary College	2
Kilvington Grammar School, Ormond	2
Lakeview Senior College	2
Loreto College	2
Loreto Mandeville Hall, Toorak	2
Melbourne Girls Grammar School	2
Nossal High School	2
Oberon High School	2
Penleigh and Essendon Grammar School	2

Plenty Valley Christian College	2
South Oakleigh Secondary College	2
St Joseph's College, Mildura	2
Star of the Sea, Brighton	2
Taylors Lakes Secondary College	2
Victoria University Secondary College	2
Wyndham Central Secondary College	2

Schools with one student included:

Altona P-9 College	Mordialloc College
Ave Maria College	Mount Lilydale Mercy College
Avila College	Mount Scopus Memorial College
Ballarat Clarendon College	Mount Waverley Secondary College
Ballarat Grammar	Neerim District Secondary College
Bayside P-12 College	Northside Christian College
Bellarine Secondary College	Our Lady of Mercy College
Blackburn High School	Parade College
Box Hill Institute, Box Hill	Pascoe Vale Girls Secondary College
Braemar College	Perth College, Mount Lawley
Camberwell Grammar School, Camberwell	Ringwood Secondary College
Canterbury Girls Secondary College	Roxburgh College
Catholic Regional College, Melton	Sacred Heart College
Cobram Secondary College	Salesian College
Copperfield College	Seymour College
Craigieburn Secondary College	Simonds Catholic College
Edinburgh College	St Brigid's College
Emmanuel College	St Columba's College
Epping Secondary College	St John's Regional College
Essendon East Keilor District College	St Mary MacKillop College
FCJ College	St Mary of the Angels College
Flinders Christian Community College	St Monica's College

Frankston High School	St Paul's Anglican Grammar School
Girton Grammar School	Staughton College
Gladstone Park Secondary College	Stawell Secondary College
Glen Eira College	Strathmore Secondary College
Good Shepherd Lutheran College, Noosaville	Sunbury Downs Secondary College
Heathdale Christian College	Tarneit Senior College
Homestead Senior Secondary College, Point Cook	The Geelong College
Hume Anglican Grammar	The King David School
Hume Central Secondary College	The Lakes South Morang P-9 School
Keysborough Secondary College	Trafalgar High School
Lalor North Secondary College	Trinity College Colac Inc
Leighland Christian School, Ulverstone	Upwey High School
Lyndale Secondary College	Vermont Secondary College
MacKillop Catholic Regional College	Westbourne Grammar School
Marcellin College, Bulleen	Whitefriars College
Mazenod College	William Ruthven Secondary College
Melbourne Grammar School	Woodleigh School
Mentone Girls Secondary College	Woodmans Hill Secondary College, Ballarat East
Mildura Senior College	Wycheproof P-12 College

Appendix 3: 2022 VCESS Tutor Codes of Conduct

UMSU Volunteering Appropriate Conduct Protocol
UMSU is committed to providing a safe and healthy environment for work and student experiences which is free from unacceptable behaviour and conduct, and staff, student representatives, and volunteer program directors, volunteers and other members of the community are treated with dignity, courtesy and respect. To help achieve this objective, staff, student representatives, volunteer program directors and volunteers should behave in accordance with UMSU's values, promoting the best interests of the organisation, and conducting themselves consistently with the objectives of the Constitution.

As a volunteer you will be expected to comply with all relevant UMSU policies. In particular VCESS volunteers will be expected to act in accordance with the UMSU Acceptable Conduct Policy, UMSU Child Safety Policy and the UMSU Social Media Policy. It is important that you understand how these Policies apply to your role as a VCESS volunteer.

This Protocol applies to all VCESS volunteers.

Consistent with the UMSU Child Safety Policy**,** fraternisation is prohibited. Fraternisation is any form of physical affection or unnecessary contact and includes, but is not limited to:
- Hugging;
- Kissing;
- Hand-holding; and
- High-fiving.

Unnecessary contact includes, but is not limited to:
- Picking someone up without asking; and
- Assisting someone to write without asking.

Volunteers must:
- Avoid references to any topic which is illegal or prohibited generally or for minors (such as alcohol or drug use)
- Avoid inappropriate references or environments while online teaching (including via virtual backgrounds);
- Use contact details of students **only** for the purpose those details were given; and
- Keep any confidential information provided to them outside of the program.

Volunteers must not:
- Volunteers should never be alone with a single young person (they should be 2 up or within sight of others)
- Reference relationships, sex or other topics sexual in nature, unless they are **required in class** for a VCAA Study Design or are **required** for a student's personal welfare or safety;
- Reference their own relationship(s) with or in the presence of students; or
- Enter into any unreasonably close, sexual or romantic relationship with a student.

Off Program
While off program periods do not reasonably involve students, volunteers must still:
- Reasonably avoid circumstances where they might be seen to be on program while engaging in inappropriate behaviour (such as ensuring that VCESS apparel is not visible while consuming alcohol)
- must exercise caution in online spaces, even where online spaces are otherwise off program. This includes, but is not limited to, social media and messaging services.

Post Program
Volunteers must:
- Not seek to commence or maintain, nor solicit unreasonably close, sexual or romantic relations with students; and
- Not engage or interact with, to any extent, any online or in-person content created by students which would be prohibited to engage with on program.

Online Conduct
UMSU recognises the right of volunteer tutors to conduct themselves as they see fit in their private lives and affirms that usual standards of acceptable behaviour are required during the program, consistent with the UMSU Social Media Policy and UMSU Child Safety Policy.

Before the Program
- VCESS volunteers should make a reasonable attempt to ensure that any inappropriate online content connected to them is not available for the duration of the program.
- VCESS volunteers should use tools such as Facebook's "View As… Public" feature to assess what is and is not visible on social media, or other privacy features, such as making social media profiles 'private', for the duration of the program.
- VCESS volunteers must ensure that all dating-related profiles and similar are hidden from public view during the program.
- This includes the 'unfriending' or deletion of any VCESS student from volunteers' social media profiles. If a volunteer is unsure on whether a student is participating in VCESS, they must confirm with VCESS in writing before the program commences.

During and After the Program
- Volunteers must not initiate or seek to initiate engagement with any VCESS 2022 student during or after the program on any online or social media platform without knowledge and/or consent of the UMSU Child Safety Officer.

Tutor Attendance and Absence
UMSU understands that sometimes, unexpected or urgent matters may require volunteer tutors to be absent from their commitments, and further aims to make appropriate absences as worry-free as possible.
Attendance During the Program
- Tutors **must** sign-in and check-in **at least ten minutes** before the beginning of their class, by following the procedure established by the Operations Team. A failure to sign-in is considered an **unapproved absence**.
- Tutors do not need to sign-out upon concluding work unless notified otherwise by the Operations Team.

- If a tutor will be or is late, they **must** notify the Operations Team **prior to their scheduled start time**.

Preventing Absences Pre-Program
- VCESS will, as early as is reasonable after the close of student applications in mid-December, provide tutors with their expected scheduled timetabling and the time commitment required in attending those scheduled events.
- Tutors must, if a conflict arises prior to the program, notify VCESS as early as possible by emailing summerschool@union.unimelb.edu.au with the nature of the conflict. VCESS will make arrangements to resolve the conflict if it believes it is reasonable to do so, but will take into account how early notification was in deciding reasonableness.
- VCESS considers reschedulable, expected conflicts such as full- or part-time work unreasonable to resolve unless it is not possible to reschedule such conflicts.

Absences During the Program
    If a conflict arises during the program, tutors must notify VCESS:
- with at least one day's notice, in writing; or
- with less than one day's notice, by telephone.
    Once an absence is lodged, VCESS will **approve** and make alternative arrangements to resolve the absence if it believes it is reasonable to do so, including sourcing replacement tutors.

Unapproved Absences[b]
- If an absence is not notified as required, it is **unapproved**, even if non-VCESS action was taken elsewhere (such as verbal non-telephoned notification, class "swaps" or social media messaging).
- Persistent lateness may be considered unapproved absence.
- A notified absence that VCESS considers and notifies as unreasonable prior to the absence occurring will be unapproved if it occurs.
- Tutors with an unapproved absence will be required to account for the absence; if VCESS considers it fair and reasonable, it may take action including but not limited to:
    o   issuing a warning;
    o   placing the tutor on probation;
    o   refusing future requests for letters of reference or recommendation; or
    o   for repeated and unjustified unapproved absences, recommending that future Directors not appoint the tutor.

Privacy
- VCESS volunteers must not take photos or video of VCESS students whose parent or guardian has not provided consent to do so.
- VCESS Volunteers need to be aware that photographs, films and other recordings of individuals are considered personal information, and as such are protected by privacy law in the same way as other personal information.
- It is important to remind VCESS students of the importance of respecting the privacy of others in relation to sleeping quarters, bathing and dressing areas and that any photography/video and the sharing of material is not permitted e.g. via email or social media

Residential Program

- Volunteers must not sleep in or share the same room/sleeping quarters with any VCESS students.
- Volunteers should be nearby and available in the event of an emergency or if any participant requires assistance.
- Volunteers are not to leave VCESS students alone under the supervision of unauthorised persons such as accommodation staff.
- VCESS students are to be provided with absolute privacy when bathing and dressing.
- Volunteers should observe appropriate dress standards when VCESS students are present – such as no exposure to adult nudity.
- Common areas should not be used for sleeping.

Other general guidance for Residential Program volunteers

- Set clear expectations and times for when everyone should head off to bed and for when lights should be out. These times may vary depending on the activities and plans.
- It is important to remind VCESS students of the importance of respecting the privacy of others in relation to sleeping quarters, bathing and dressing areas and that any photography/video and the sharing of material is not permitted e.g. via email or social media.
- Respect the rights of VCESS students to contact their parents, or others, at appropriate times, but especially if they feel unsafe, uncomfortable or distressed during the stay.
- Respect the expectations of parents that their children can, if they wish, make contact.
- Consideration should be given to accommodating any cultural or religious observances and practices in relation to managing sleeping arrangements, prayer and/or dietary requirements.

Reporting/Grievances

UMSU takes all allegations seriously and has practices in place to investigate thoroughly and quickly. If a tutor has a reasonable belief that an incident has occurred, then they must report the incident.

- For tutor or participant misconduct, notify VCESS directors immediately.
- For urgent medical attention, call 000. For other medical issues, including covid isolation or concerns, contact the VCESS directors immediately.
- Disclosures must be reported immediately to Dr. Patrick Tidmarsh, UMSU Sexual Harm Response Coordinator
- Where the issue is involving a member of the VCESS director team, contact the Volunteer Coordinator
- Where an allegation comes into dispute, the UMSU Grievance procedure must be followed.

All volunteers will be required to sign a Volunteer Agreement.

In the event that a volunteer breaches this Agreement appropriate actions and responses will be determined by UMSU.