VCE Summer School 2023: Directors Report

provided to UMSU Students' Council

Prepared by Lucas Spaleta, Toby Lewis and Caitlin Kane

VCE Summer School Directors 2022–2023

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) targets high school students from disadvantaged backgrounds to provide a head start on their final years of education. The two-week tutoring program is run each January by volunteer university 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 residential component for rural and regional students. The program is held by the University of Melbourne Student Union (UMSU).

The broad goal of VCESS is to fight educational disadvantage in Victoria, by providing access to tutoring for Victorian Certificate of Education (VCE) subjects, 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.

<u>Key dates</u>

08-April to 22-May	Application Period for 2023 Director Team
26-May	Interviews Offered for 2023 Director Team
03-June to 06-June	Interviews for 2023 Director Team
15-June	Offers for 2023 Director Team Positions Made
20-June	2022-23 Director Team Handover Meeting
30-June	2023 Director Selection Announced
26-July to 1-December	Ongoing Tutor Application Period
11-August	UoM Volunteering and Experiences Fair
12-August to 26 August	August Tutor Interviews
21-August	UoM Open Day
21-September to 26-September	Subject Coordinator Training Period
10-October to 21-October	October Tutor Interviews
25-October to 22-November	Timely Student Applications Period
9-November to 10-November	Special Role Coordinator Training Period
23-November to 20-December	Late Student Applications Period
24-November to 8-January	Ongoing Student Offers Sent Out
25-November	UoM Sponsorship Finalised
5-December to 14 December	December Tutor Interviews
8-December to 17-December	Tutor Training Period

25-December to 27-December	Block List Released to Tutors
5-January	Tutor Refresher Day
8-January	VCESS Residential Program Begins
9-January	VCESS In-Person and Online Programs Begin
20-January	All VCESS Program Formats Conclude

Program Formats and Delivery

VCESS 2023 was planned as a primarily in-person program, with day and residential students attending in-person classes and activities at the University of Melbourne. An additional online stream of classes and activities ran concurrently for an online-only student cohort. This hybrid model recognised the barriers and benefits to attending in-person, and intended to expand access to VCESS through a small, pilot online program.

Three student enrolment streams were created:

- **In-person Day ($250)** - Two weeks of academic classes (6 per subject), wellbeing support, social activities (two major events), and tertiary information seminars.
- **Online Day ($70)** - Two weeks of academic classes (3 per subject, only for certain subjects), wellbeing support, social activities (one major event), and tertiary information seminars.
- **In-Person Residential ($700)** - In-person Day program AND food and accommodation on-campus at St Mary's College for Sunday to Friday each week, and additional Residential activities.

Residential Program

For VCESS 2023, the Residential Program provided accommodation, board and extra activities for 48 rural and regional students to attend the program in Parkville. A team of seven Residential tutors and the three program Directors also resided at the college to supervise and support the students. The Residential program was held at St Mary's College, one of the University of Melbourne-associated residential colleges located next to the Parkville campus.

In 2023, the VCESS Residential program returned after several years of absence due to the COVID-19 pandemic. To support the rebuilding of the Residential program, the Directors elected for a smaller Residential program than previous years (83 in 2019 and 92 in 2020). Where possible, expansion of the program is recommended as demand from students outside metropolitan Melbourne always exceeds the capacity of the Residential program. From their experience at VCESS programs from 2019-2023, the 2023 Residential Coordinators suggested 60-70 students as the optimal number for the Residential program for student experience, and a ratio of 8-9 students per tutor.

<u>Online Program</u>

A separate, concurrent Online Program ran in 2023, with 35 students and 29 tutors. The program was designed to address additional barriers to accessing the VCESS program, including work, illness, and family circumstances. Due to the limited engagement in previous Online Programs across classes and extra-curricular components, the 2023 online enrolment stream was conceived as a small pilot to investigate the feasibility of future online enrolments.

The Online Program structure was further adapted to reduce contact hours and add flexibility with two pre-recorded classes and three live online classes per subject. Live components were held over three days per week and in the afternoons only.

In order to run an Online Program that was sustainable at a small size, only thirteen subjects were offered, and all classes were 3/4-focused. This meant tutor availability could be guaranteed without reducing the capacity of the in-person program. An enrolment cap of 50 students was not reached and only twelve subjects enrolled students.

<u>Impact of COVID-19 pandemic</u>

Previous programs since 2020 were impacted by public health concerns due to widespread bushfire smoke in 2020 and the COVID-19 pandemic in 2021 and 2022. The 2023 program was not impacted by government or University requirements relating to the COVID-19 pandemic, though students and tutors were still asked to stay home when sick and to respect the choices of others to take precautions against COVID-19. Three COVID-19 cases were reported among VCESS participants on program.

Program Activities

During VCESS 2023, 153 in-person classes with 6 lessons each were taught by program tutors. Tutors used a mix of presentation slides, interactive activities and software, discussion and practice questions to develop students' subject skills. Additional pre-recorded seminars were available to all students.

The overall number of subjects increased to 85 this year, higher than in recent years (74 in 2022, 82 in 2021, 79 in 2020), though this includes 12 online subjects. Digital subject booklets for each subject were available to students and tutors, with a small number of printed booklets available too. Live English lectures attended by all students returned this year, replacing the pre-recorded lectures held during previous online programs. Additional academic support outside the classroom included guided private study sessions and one-on-one tutoring.

Students also attended workshops and seminars, with topics including understanding ATAR calculations, maintaining wellbeing, and transitioning to university. Five one-hour workshop sessions ran during the program, with workshops on 17 January run by the Welfare team. This allowed for a range of tutor-led workshops to be run.

Table 1: Examples of workshops delivered at VCESS 2023

Workshop Topic	Title and Description
Calculator Skills for Maths Methods	CAS Hacks that Teachers Hate...
Climate Change	Forecasting and Climate Change
Essay Writing	Essay Writing: The Art of Putting Ideas Together
Folio Skills	What you need to know for your Visual Arts Folio
Hindi 101	Hindi 101 / Intro to some cool Bollywood lingo
Mindfulness and Meditation	Switching Off
Moving Out	Moving out of home AND Living on Res
Oral Exam Skills	Simple but useful oral exam hacks (for SL and SLA students)
Origami	Origami: Time for Japanese traditional paper craft!
Resume Writing	How to Get a Job: Resume Writing
Statistics	Lollies, Combinations and Statistics
Time Management Skills	Keep an Eye on the Time

In addition to the workshops and seminars, 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.

Below is the VCESS 2023 timetable. Please see the appendix for the online and residential program timetables.

Week 1 - VCESS 2023

	Mon 9	Tues 10	Wed 11	Thurs 12	Fri 13	
9:30am	Opening Ceremony	1A	1B	2B	1C	9:30am
10:30am		2A	Seminar	3B	2C	10:30am
11:30am	Group Leader Meeting					11:30am
12:00pm	Seminar	Workshop	4B	Workshop	3C	12:00pm
1:00pm	3A	4A	5B	4C	Seminar	1:00pm
2:00pm	LUNCH					2:00pm
3:00pm	5A	Guided Study	Event	Guided Study	5C	3:00pm
4:00pm	6A	6B		6C		4:00pm
5:00pm						

Week 2 - VCESS 2023

	Mon 16	Tues 17	Wed 18	Thurs 19	Fri 20	
9:30am	1D	2D	1E	2E	1F	9:30am
10:30am	3D	3E	Seminar	3F	2F	10:30am
11:30am	Group Leader Meeting					11:30am
12:00pm	Seminar	Workshop	Tertiary Expo	Workshop	4F	12:00pm
1:00pm	4D	5D		4E	Workshop	1:00pm
2:00pm	LUNCH					2:00pm
3:00pm	Seminar	Event	5E	5F	Closing Ceremony	3:00pm
4:00pm	6D		6E	6F		4:00pm
5:00pm						

Program Planning and Operations

Leadership and Management Team

The VCESS program is led by a small team of volunteer Directors, who organise recruitment of volunteer tutors, high school students, and all logistics for the program. The role is open to university students and is an opportunity for program volunteers to gain experience in management and leadership roles.

Director recruitment

The 2022 Director Team was responsible for recruiting the 2023 Director team. Applications were open from 8 April to 22 May 2022, with two positions available. Applications were promoted through the VCESS website and social media pages, and to previous VCESS tutors via Facebook and email lists.

Applicants submitted a resume, cover letter and 500-word vision statement, alongside contact details for two referees. Directors Reports (2018-2022), recorded Director Q&A sessions (2020-2022) and an updated Position Description were made available, all of which are considered vital to the application process.

Interviews were conducted over Zoom, with interview questions released to each interviewee 24 hours prior in accordance with UMSU policy. The interview panel included the 2022 Director Team, a staff representative from UMSU, and a student representative chosen by the UMSU President, with additional representatives not intending to apply for the 2023 VCESS program.

This confidentiality continues to be a highly prioritised element of the application process as it contributes to a culture of accessibility and growth within the program, and unsuccessful candidates often choose to participate in future programs as tutors. The 2022 Director team unanimously agreed to appoint Braden Newbold and Lucas Spaleta to join returning Directors Caitlin Kane and Toby Lewis as the 2023 Director team.

Subsequently, it was determined by the 2023 Director team in combination with the UMSU Volunteer Manager and UMSU HR Manager that Braden Newbold would leave the team in December 2022. The three remaining Directors were able to operate as an efficient and cohesive team, but recommend that future teams always endeavour to uphold four-person Director team to balance responsibilities, skillsets and perspectives. This four-person practice also benefits the skill and experience balance within the team, as two returning Directors support two incoming Directors each year.

Data management and online communication

Data management is a significant Director responsibility and fundamental to managing program participants and activities. The primary data management tool used by this cycle's Director team was Microsoft SharePoint, to comply with UMSU policy on data management. This tool was effective as it allows:

- remote access across all commonly used devices;
- data to be accessed and edited by multiple users simultaneously;
- data to be shared outside of the Director Team when required; and
- data to be collected via Microsoft Forms, which synchronises directly with core spreadsheets.

Most tutor and student data is stored or imported into Microsoft Excel, which is invaluable for managing large amounts of incoming data from students and tutors, and creating workable systems to use this data. This would be extremely difficult to replicate on another platform, and the team recommend upkeeping existing tutor and student data management practices which have been refined over time.

Typeform was the main platform used to collect student data. The Director team were able to access and use Typeform independently, contrary to VCESS 2022, which was notably beneficial. The Director team have noted feedback that the Typeform interface can accentuate form length and thus reduce form completion rates. Microsoft Forms addresses some issues but is limited in functionality, particularly for non-University of Melbourne affiliated participants. It is recommended to employ another platform like Qualtrics, which the University has also suggested.

The Director team used Slack for intrateam communication which was an effective and professional tool for the program's requirements. Special Role teams created private channels on the Slack workspace, and the Director team established private channels with Special Role Coordinators to communicate key information sensitively and efficiently. Many teams also used a separate format such as Facebook Messenger or WhatsApp for quicker communications or check ins.

The Director team also accesses a shared email inbox on Microsoft Outlook. This enables the team to centralise communication, maintain clear communication records across program cycles, and present a professional image. Alongside Basecamp which UMSU discontinued in December 2022, this was the Director team's main channel of communication with UMSU. A number of Special Role teams also used shared email inboxes throughout the program.

Community Partnerships

Each year, VCESS receives support from a number of community-based organisations which is invaluable to the program's outreach and delivery. We are incredibly thankful for the ongoing support from many in the community!

For VCESS 2023, bursary providers to students were:
- The University of Melbourne & Murrup Barak
- Western Chances
- Lions Club of Corio Norlane
- Lions Club of Camperdown
- North Geelong Secondary College & Rotary Club of Geelong
- Centre for Multicultural Youth
- Education Chances Foundation

Once again, the program's most significant support comes from the University of Melbourne who provided access to institutional infrastructure, like classrooms and IT services, guidance and outreach support, and financially assisted students to attend the program. Collaboration with the Melbourne Connect program, for underrepresented schools, and with Murrup Barak, the Melbourne Institute for Indigenous Development, aided VCESS in reaching students from disadvantaged backgrounds. Our partnership with the Western Chances program also continued, supporting young people from Melbourne's western suburbs to access educational opportunities.

Through bursaries that covered student fees, income from community partners was $19,380 in total, with $12,000 from the University of Melbourne. The number and amount of sponsorships has increased from online years, but the cost of running the program has also increased significantly. Future Directors should still seek partnerships and funding, potentially including non-monetary support, such as decreased accommodation fees, loan of equipment, or assistance with student recruitment. There were additional arrangements with individual donors considered, including a past tutor and a parent who enquired about donating bursaries which would be VCESS-administered. Future Director teams are encouraged to explore donations as a fundraising model, particularly if strong student applicants can be identified with letters of recommendation, as for VCESS 2023.

Several individual VCESS volunteers promoted relevant organisations to the volunteer cohort, including SWOT, Elevate Education, Teach for Australia, and In2Science. More cross-promotion or formal arrangements may be advantageous in future, as all rely on university students to promote access to education.

Merchandise and Printing

VCESS-branded T-shirts, lanyards and hats were available at this program, with T-shirts and lanyards for all participants, and hats for all students and some Special Role teams. Lanyards and T-shirts are colour coded such that they identify whether someone is a tutor or student, which is critical for child safety on program.

Organising merchandise and printing involves coordination with UMSU Design, who develop concepts for merchandise and the program mascot, and organise quotes and orders with UMSU suppliers. It is recommended that the sponsorship agreement is finalised earlier in the year to ensure clarity over University branding requirements for VCESS.

Subject booklets constituted the main external printing for VCESS. The Director team directly organised printing for almost all booklets with Southern Impact, who organised a quick turnaround for a substantial printing order. The team recommend continuing a partnership with Southern Impact in future years. Remaining booklets were printed on UMSU printers. The Zine and post-program Megazine are produced by the Zine team. Printing was organised by the Director team the day before each edition of the Zine was to be distributed via UMSU printers. The Director team and Zine Coordinator elected to create an online Megazine which no longer necessitated printing for VCESS 2023, and recommend continuing this format in future years.

Sessions and Timetabling

The in-person program timetable drew from the 2020 and 2021 timetables, scheduling six academic classes and a number of extracurricular sessions over the two weeks. A concurrent online timetable ran from 12pm-5pm three days a week and is discussed earlier in this report. For the in-person timetable, key changes from previous years included:

- Returning to six in-person classes (after trialling five online classes in 2022), and 30-minute group meetings as a daily recess session.
- Delaying the start time to 9:30am (from 9am at recent programs) and end time to 5pm (from 4:15pm at recent programs). Lunch was moved to 2-3pm.
- Decreasing the number of English lectures (3→2) and events (5→4), and increasing the number of workshops (4→5).
- Moving both in-person guided private study sessions to the first week and adding two online guided private study sessions in the evening.
- Class days and non-class days were maintained for the online timetable, but dropped for the main in-person timetable.

Most changes were positively received, though direct comparison is difficult due to the online interlude from 2021-2022. The delayed start time supported students and tutors travelling larger distances and allowed for the daily Welfare breakfast, which was well-attended. The later lunch and finish times received some negative feedback, which should be addressed in future timetables. Additionally, online evening guided private study had poor uptake from students, despite reliable attendance from tutors, and we recommend discontinuing this format if possible.

Academic class timetabling

Allocation of tutors to academic classes began immediately after interviews, as offers are contingent on tutoring specific subjects. Preliminary student enrolments and tutor availability were finalised soon after 20 December and used to review the number of classes and subjects offered, including allocating online classes. An optimised academic class timetable was created through the Tutor Management System (TMS), a custom timetabling and portal software built by a previous Director. The timetable was released to tutors on 25-27 December by email and to students on 7 January by TMS log in link.

This timeline is a sensitive balance; some tutors invariably request that the timetable is released earlier, while others say they did not have enough opportunity to provide their availability. In future, Directors should aim to complete the timetable three weeks before the program and release it around 20 December before the holiday period begins. Using an explicit deadline for tutor availability and student enrolment worked well, but should be earlier (than 20 December) to support a timely turnaround.

Both one-on-one tutoring and guided private study returned as loosely timetabled activities promoted via the TMS student portal. As in previous years, tutors sometimes lack awareness of these additional tutoring opportunities and timely reminders are strongly recommended for both.

Workshop and seminar timetabling

Workshops and seminars run by tutors were allocated closer to the program, based on an application form open through November to January. Tutors could choose from a list of topics chosen by Directors that are relevant and popular each program or suggest their own workshop, which worked well. Directors also approached returning tutors to repeat previous workshops, like the Calculator Skills for Maths Methods workshop. Tutors for language and arts subjects were also approached to run workshops. Approaching tutors was fruitful and it is recommended that this continues.

Tertiary panellists for the Pathways Panel and UniQ&A were chosen on program, which is not recommended. In previous years, external speakers have contributed serminars on topics like sexual health, which are more difficult for untrained tutors to present on. More attention here is recommended as these sessions are frequently invaluable to students. Confirmation in mid-December would be a more adequate timeline.

Venues and Facilities

The main hub for VCESS activities was the New Student Precinct, which was not fully open at the time of program. Level 2 of Building 168 and the Student Pavillion were very suitable for the Operations and Welfare teams in particular. The Group Leader Coordinators successfully established an "office" in the corridor on Level 2 which was well-attended. A designated "tutor hang out" space would be useful at future programs.

Assistance from the Info Desk on Level 1 and use of the Student Kitchen and creative arts spaces were invaluable. Nearby spaces for large gatherings included:

- The Amphitheatre (next to Building 162) → meeting point
- Yasuko Hiraoka room (Building 158, 106) → Tertiary Expo
- Carrillo Gantner Theatre (Building 158, B02) → seminars
- Redmond Barry lecture theatres (Rivett, Lowe, and Lyle) → seminars

Locations for all activities were included on the TMS portal with a link to the relevant building on the online University map, which allows functions like locating individual rooms and mapping a route from the current location. Students often required more support to use these tools, so more explicit guidance is recommended early during program. Paper maps and timetable should also be available for students who cannot easily access devices in transit, including for internet or accessibility reasons.

University IT services provided valuable assistance organising wireless internet for students and staff IT access for tutors in certain roles. University conference wifi was effective, though it's important to consider that internet access is never equitable among students due to device and connection issues. Similarly, many tutors required much more support with IT issues, particularly Special Role Coordinators, and opportunities to address this before program are recommended.

Classroom facilities

On-campus venues were organised from mid-November due to University constraints for bookings not for University subjects. Bookings for events and about one third of classrooms were organised by the UMSU Events team during November and December, and the remaining venues were organised by the Directors in January. The Directors are

incredibly grateful for the exceptional support given by the Faculty of Education in accessing their classroom spaces. Very small classes were held outside the Operations Help Desk which was sometimes a distracting learning environment, though largely effective in the context of a significant room shortage.

Many booked rooms were inaccessible due to construction, lack of suitable accessible entrances, or required University card access, which was discovered only by the Directors visiting each room before program. Rooms sometimes lacked whiteboard space, projectors or projector access, groupwork space, or even dividers, which impacted learning experience. These issues were partially addressed—for example, all maths classrooms had whiteboards—but improved training, issue reporting and lesson planning could help mitigate further. Care must be taken to find accessible entrances to program spaces and identify students with mobility-related accessibility requirements early to proactively support students' program experience.

Unlike previous programs a large number of classes were held south of Grattan St with a 15-minute walk time to the main VCESS hub, and a further walk to other classrooms. While efforts were made to only allocate this area to year twelves (or Units 3/4) to minimise cross-campus walking, tutors and students still uniformly reported negative impacts of the frequent trekking. This also had significant accessibility impacts which could not be fully mitigated by careful class allocation before program. Liaising for earlier access to classroom bookings would also be invaluable for program planning.

Residential facilities

Once again, St Mary's College was chosen as the most affordable option and due to their exceptional reliability and flexibility during the lead up to the 2022 program. The St Mary's facilities were extremely suitable for most activities run by the Residential program; however, several aspects of the facilities were not fully accessible to all participants. For example, St Mary's lacks a designated accessible entrance and a delivery side entrance was used by all students during program to support participants who could not use the main entrance.

It is not clear that other colleges will not be impacted by accessibility issues, but the Directors recommend that this is considered carefully for future programs. A significant compounding factor was a lack of relevant training for the Directors and program volunteers, which meant that information was gathered reactively, and solutions reached indirectly. A more systematic approach to accessibility across program would be extremely beneficial.

Resources Provided by UMSU

VCESS is a volunteer program run within the UMSU Volunteering Department, which means that UMSU provides significant operational support throughout the year. This includes facilities, staffing and financial support that allows the program to go ahead.

This includes a significant number of physical resources, such as the V-Hive Volunteering Office and storage of VCESS assets and equipment through the year. During the program, a number of UMSU spaces are used to deliver the program, alongside classrooms across the University. Recent relocation of the entire organisation from Union House to Building 168 marks the start of a new era for UMSU, and creative ways to use these new spaces will benefit future Director teams.

Additionally, operating within UMSU provides invaluable technology, like University access to Microsoft 365 and Zoom Premium, printing and building access through University staff cards, and a VCESS page on the UMSU website. Other resources include Basecamp, Typeform, Trybooking, and Figma. These online services are critical to VCESS functions, and it is recommended future teams make all efforts to maximise knowledge and use of these resources.

Staff support and training

UMSU staff provided some training for the team. The main component was an UMSU induction in September 2022, which overviewed UMSU and its governance structure, and provided more specific information on several UMSU departments. Additionally, the Director team established weekly meetings with UMSU Volunteer Manager, Lachie James, following his appointment in October 2022. This enabled the team to achieve and expedite progress on program activities, and the team are incredibly grateful for Lachie's support throughout the 2022-23 VCESS cycle.

The UMSU Advocacy team provided critical support for escalation of wellbeing issues during program, and liaised with broader University support services. In particular, further Sexual Harm and Response and Bystander Intervention training sessions were held for Directors, Welfare and Residential tutors to manage student welfare and crisis situations during the program. The UMSU Communications, Marketing and Events (CME) team provided support including promotion of VCESS tutor applications, merchandise and design support, assistance in processes and systems relating to student fees, venue bookings and sponsored fruit for Welfare breakfasts on program.

Training provided by the University through affiliation with UMSU included Mental Health First Aid training for four volunteers, which supported the Welfare, Residential and Group Leader Coordinators in their roles. The New Student Precinct team provided Student

Kitchen inductions for volunteers across the Director, Welfare and Events teams, and assisted with bookings for the program. Numerous other University and UMSU staff provided logistical support that made the program possible.

Finances and budget

The VCESS budget exists within the wider financial structures of UMSU as an organisation. A preliminary financial summary for VCESS 2023 is included below. Small changes may occur until the budget cycle is finalised.

Table 2: VCESS 2023 financial summary

Income		Expenditure	
Student fees	$66,360.00	Online services	$4,467.33
University of Melbourne student bursaries	$10,350.00	Merchandise and printing	$14,013.90
Western Chances student bursaries	$4,530.00	Residential accommodation	$52,744.00
Murrup Barak student bursaries	$1,650.00	Non-program supplies and events	$485.10
Other student bursaries	$2,850.00	Program supplies and events	$1,107.13
Income sub-total	**$85,740.00**	**Expenditure sub-total**	**$72,817.46**
		Total	**$12,922.54**

As in previous years, improved training for budget development and documentation is recommended to improve consistency within the organisation. Current systems rely on Director handover for all financial and budget training which becomes insufficient over the long-term. Ongoing consultation and discussion between UMSU staff, like the Volunteer Manager, and volunteers, like the Directors, is critical to support productive financial documentation and decision-making.

To keep the program financially sustainable, recent Director teams have aimed to balance all income and expenditure except the Director honoraria, which is a non-salary payment made to each Director to recognise their efforts volunteering with the program. This approach was maintained for 2022-2023. The provision of honoraria funding by Students' Council 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.

Tutor Information

The 2023 Director Team would like to thank all volunteers for their dedication and enthusiasm towards the 2023 Program.

Tutor Recruitment and Retention

Volunteer tutor recruitment is Director-run, including updating role information, preparing the application form and interview process, and assigning classes or roles to successful applicants. Directors additionally meet with each volunteer to determine their suitability for the program, answer any questions and identify any support that may be useful.

Applications to tutor at VCESS 2023 were open from 26 July to 1 December 2022 to facilitate tutor interview rounds in August, October and December and meet recruitment targets. This was successful and enabled the Director team to onboard sufficient tutors, which remains a significant priority to deliver a sustainable program and combat tutor attrition before January.

Application processes were updated to support access to the application process and help volunteers develop professional skills, especially for applicants with less professional experience or knowledge of education systems in Victoria. The application form and position descriptions were reviewed, adding explicit responsibilities, desirable attributes and professional development opportunities. The team also released a pre-interview module on the UMSU website with information on VCESS, the Victorian high school curriculum and components of the interview. Feedback and observations in interviews demonstrated applicants had used these resources and developed a stronger understanding of the positions and processes behind VCESS compared to previous years.

The team heavily promoted tutor applications until December. The UMSU website was included with key program and role information, tutor testimonials and aforementioned position descriptions for VCESS roles. Other promotion included emails to previous program tutors (2020-2022), callouts in UMSU or university communications, word of mouth and social media. The Director team also had success contacting and faculty groups or departments, and attending University events including the Open Day and Volunteering Fair contrary to previous years. It is recommended Directors continue to attend these events, even in the first half of the year to promote interest in the program and the tutor expression of interest form.

Tutor applications were collected through an online form, including personal details, recent tertiary studies, reasons for applying, subject preferences, and special role preferences. 272 applications were received in total, a decrease from previous years. The

2023 Directors envision this number may increase in future years as the effects of the COVID-19 pandemic on volunteering dissipate and as VCESS returns to consistent in-person delivery. The team recommend future Directors begin and complete the application process earlier and continue to maximise applications, as a higher number of tutors also allows a greater number of subjects to run with smaller class sizes.

The online application form was used to screen applicants. Each application was reviewed by at least two Directors, and important notes or conflicts of interest collected. The team also developed stronger conflict of interest procedures when reviewing applications and conducting interviews, including updating procedures for in-person interviews, and clarifying the involvement of the relevant Director for commentary and decision-making.

All eligible applicants were invited to a 10-minute interview with two Directors, with time slots offered on a rolling basis and booked in over Calendly. Interviews were held in-person or over Zoom, with specific days and times designated as Zoom only. Applicants received preparatory information by email when offered an interview and the night before their scheduled interview day. Applicants suitable for autonomous representative roles on the Welfare team were invited to a follow-up interview after accepting a role on the Welfare team to ensure appropriate time and consideration given their more sensitive nature.

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:

- Awareness of Disadvantage
- Subject Knowledge
- Interpersonal Skills
- Communication

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. Offer emails included subject and special role allocations, program format information, important dates, and WWCC instructions. Excluding Directors, 203 applicants completed the interview stage, with the final tutor count at 153 during the program. This represents a small increase in attrition from the 2022 program, which dropped from 244 to 196 tutors.

Tutor attrition causes were withdrawing from VCESS (25), declining their offer (9), being removed from program (5), or not responding to their offer altogether (4). The most common reasons given for withdrawal were: availability, work/study/internship commitments, health, location and other personal reasons. In addition to withdrawals, a small number of tutors were removed immediately before and during the program: 2 for being uncontactable and 3 for not meeting position requirements. Although to some degree unavoidable, future Director Teams are encouraged to investigate ways of reducing pre-program attrition, as it can prove highly disruptive.

Tutor Experience

VCESS volunteer experience is a critical motivator for participating in the program. The Director team follow comprehensive processes to onboard and engage tutors, which ensure tutors meet all requirements for volunteering at VCESS and develop a sense of community and identification with the program. This contributes to professional development and satisfaction among tutors.

The Director team offered participation certificates, letters of reference and Director contact details for resumes and job applications to tutors as requested to recognise their participation at VCESS. Volunteer roles were also eligible for Melbourne Plus recognition for University of Melbourne students under Community Engagement, People Leadership or Innovation.

<u>Volunteer training</u>

VCESS delivers comprehensive training to tutors across all roles, which ensures a quality experience for students across the program, and provides support and professional development for volunteers. Training is mandatory for tutors, regardless of whether the tutor has volunteered with VCESS before and their existing level of tutoring experience.

Table 3: Summary of all training provided in VCESS 2023

21/09/2022, 25/09/2022, 26/09/2022	Subject Coordinator Training
9/11/2022, 10/11/2022	Special Role Coordinator Training
8-9/12/2022, 10/12/2022, 17/12/2022	Tutor Training Days
20/12/2022 onwards	Program Induction, Policy and Code of Conduct Modules

Tutor training aims to equip tutors with teaching and classroom management skills, and a deeper understanding of VCESS and its procedures. In previous years a Tutor Training Camp has been held to deliver this training and facilitate opportunities for tutors to meet, but did not go ahead for VCESS 2023 due to organisational constraints. The VCESS component of training was delivered by the Director team via pre-recorded modules and competency checked with a quiz (100% passing score) published on Canvas.

The teaching component of training was delivered by the Tutor Support Officer (TSO) team. Tutors could either attend live training sessions in-person or online over Zoom, or view specifically recorded sessions and complete an accompanying quiz (100% passing score) on Canvas if unable to attend live. The Director team provided an introduction and conclusion to training to communicate key program information and preparation timelines, which proved invaluable to gathering information in a timely manner. The training sessions were divided into 30-minute workshops compared to 60 minutes in previous years. This training structure is recommended for future programs.

Additional Director-delivered training was provided to tutors with leadership roles. Subject Coordinator Training aims prepare Subject Coordinators to create subject booklets and lead others on program. Two Directors delivered a live, 60-minute zoom workshop, and subsequently released a more detailed written guide for preparing each section of the booklets. Special Role Coordinator Training was delivered for the first time to ensure Special Role Coordinators felt comfortable undertaking role responsibilities, scaffolding their team's processes and activities on program and managing their team members. Two Directors delivered a live, 60-minute Zoom workshop, and a recording was provided to those who could not attend.

Special Role team training occurred at multiple stages for each team prior to the program to develop their understanding of their role and ability to undertake it. Consistent feedback from Special Role Coordinators and the Director team indicates scenarios and role plays are invaluable to help team members comfortably and sensitively undertake their roles. This is highly encouraged in turn as a universal practice across training at VCESS.

Tutor communications

Formal communications from Directors pre-program occurred over email to ensure tutors received communication through a consistent channel. This included monthly 'Tutor News' emails highlighting key events, updates or action items for tutors, or ad-hoc emails with important information such as class allocations. Tutors have expressed a preference for shorter Tutor News emails, so future teams should consider how to achieve this or better clarify important takeaways and action items for tutors.

Informal communication or smaller updates occurred through the Slack workspace or tutor Facebook group moderated by the Directors. While Facebook was helpful for scheduling and promoting social events, Slack saw much higher uptake and engagement from tutors. The team thus recommend communicating via Slack and Canvas in favour of Facebook, which an increasing proportion of tutors no longer use.

During the program, most communication with tutors occurred through Slack or Canvas announcements, which proved useful to get extremely quick turnarounds from tutors. Tutors were also encouraged to contact the Director team via email with any questions, concerns or issues, or to approach a Director in-person. The Director team debriefed together on any issues raised each day, and established appropriate procedures to respond to each matter and communicate with tutors. Advice was sought from UMSU where required.

Other tutor events

Monthly tutor social events were for held tutors from September – December. Tutors report that they consistently value the opportunity to meet other tutors, establish new relationships and build program culture, which these social events can facilitate. The Director team maintains previous recommendations to prioritise and continue regular social events, and involve the Events team in their preparation and delivery as a training exercise. In future promotion for these events should be further developed to maximise tutor attendance, particularly the first event to assist its function as an orientation event. Involving the Events team in the preparation and delivery stages of the events would provide valuable training and experience for events on program, like barbecue lunches.

Tutor Refresher Day ran on Thursday 5 January to prepare tutors and Special Role holders for the program. The day included meetings between tutors in their subject area led by Subject Coordinators, Special Role team drop-in spaces for tutors, T-shirt and lanyard collection, a BBQ lunch and training for certain Special Role teams. Tutors have identified adding more structured activities to meet tutors as a desirable addition to Tutor Refresher Day, which the Director team recommend implementing.

Policy and Code of Conduct for VCESS

Several policy documents informed the training provided to VCESS tutors through the online training module. Expectations of tutors are explained in a series of videos, and in written documentation. Before participating in the program, tutors must complete this training and submit a signed UMSU Volunteer Agreement. Child safety planning was completed with support from the UMSU Sexual Harm and Response Coordinators, and

their assistance liaising with the University and providing additional training for some tutor cohorts is highly appreciated.

The UMSU Acceptable Conduct Policy, UMSU Drug and Alcohol Policy and University of Melbourne Child Safety Policy provide an important framework for tutor behaviours on programs, though VCESS requirements of tutors are more restrictive. For example, no physical contact is permitted between participants, and outside program contact between tutors and students is limited. Additionally, no use or discussion or alcohol or drugs is permitted at VCESS or in association with VCESS. These additional restrictions exist to promote an inclusive and child-appropriate environment on program.

For this reason, VCESS requires additional documentation reflecting the expectations of tutor behaviour in connection to the program. In 2021, a comprehensive VCESS policy structure was adapted into a VCESS Tutor Code of Conduct, with minimal consultation from program participants. While this document is overall suitable, it lacks specificity and clarity for VCESS program operations and further refinement is strongly recommended.

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/.

Special Roles

All VCESS volunteers are subject tutors, but many hold additional roles alongside their classroom responsibilities. This includes seven Special Role teams, which are responsible for core program functions and activities. All Special Role teams are led by a supervising Coordinator or pair of Coordinators.

Additional roles held in combination with other roles include Subject Coordinator, workshop and seminar presenters, and volunteers for additional tutoring or activities. We are incredibly grateful for the contributions of these tutors to program, which hugely benefit the experiences of students and other tutors.

All tutor roles are supervised by the Directors and supported by a number of other roles. The management chart is included below, and each Special Role team is discussed in an upcoming section. The only change for VCESS 2023 was the addition of an autonomous People of Colour Representative role to the Welfare Team.
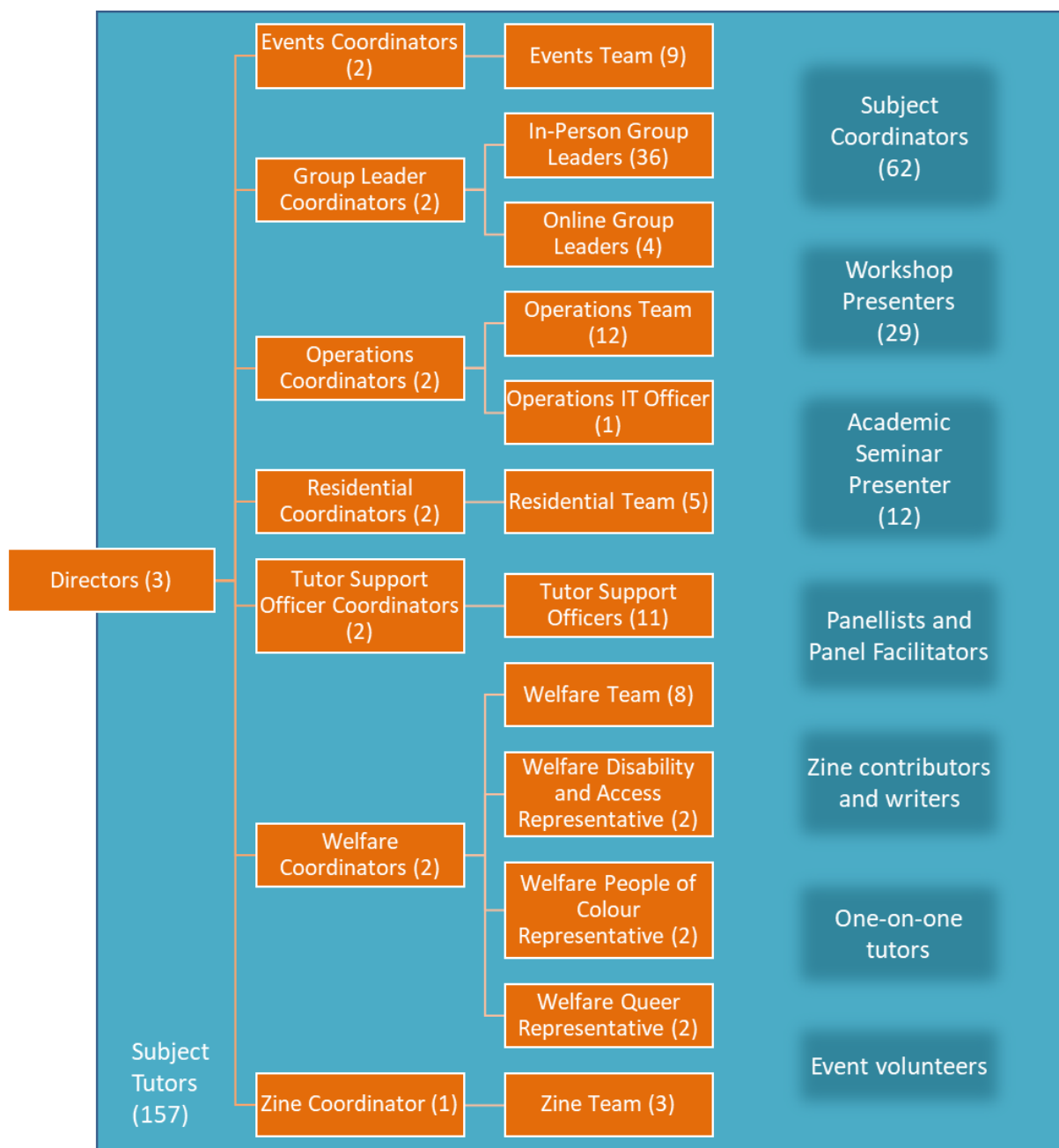
Events team

The Events Team had nine members, and was led by two Coordinators Alan Nguyen and Aarnav Venkatesh. They were responsible for planning and delivering the program's student social activities, including barbecue lunches.

Training for the Events team took form in group meetings before program, where the Events team responsibilities and skeleton planning for events were laid out. Future

Director teams should also consider incorporating the Events team into most or all pre-program events to provide valuable experience and professional development before the program.

The two program events were the Scavenger Hunt in Week 1, and Trivia in Week 2. The online trivia event was managed by the Director team. The Events Team also organised a BBQ Lunch during the second week of the program. The observed social dynamic of the in-person program became more cohesive after the Scavenger Hunt event, however some students noted difficulty participating in the event due to the extreme temperature. Future teams should consider opportunities to incorporate some smaller scale events for students to break the ice and bond, which many students and some tutors have commented upon in feedback.

The two Events Coordinators did a fantastic job restabilising the team after significant team attrition at multiple stages before the program. They brought creativity and a wide berth of previous program experience which reflected in the enjoyability and creativity of the events.

Group Leader team

The Group Leader team was responsible for supporting students during the program through regular meetings. Coordinators were Bailey Dalton-Ingram and Kia van der Vliet. Every VCESS student was assigned to one of eighteen in-person groups with two Group Leaders designated to facilitate meetings. Groups met daily at a designated meeting point for a 30 minute recess, and participated together in major activities.

Thirty-six Group Leaders and two Group Leader Coordinators made up this team, with two an average of two Group Leaders assigned to each group. Some groups had one or three Group Leaders due to availability and involvement changes close to program. Oversubscribing this role is highly recommended. Overall, group meetings were largely without issue and the entire team should be commended for their enthusiasm and contributions this year.

Training for this team involved a meeting on Tutor Refresher Day and a tour of campus, alongside communications throughout the program. A timetable was also created to explicitly identify all times when team members would be required. The Group Leader Coordinators organised an office on-program with a physical sign in sheet, which was highly effective for identifying issues. A daily text was also sent containing key details for the day ahead. These practices are recommended for future programs.

Additionally, four online-only Group Leaders assisted with two online groups who met three times each week. Student engagement in these groups was minimal, and was often focused on academic rather than social functions of the program. One online event was held at the end of the program, with about ten attendees. Future Directors should seriously consider the value of replicating the current group meeting format at any future online programs.

Operations team

The Operations Team had thirteen members, including one IT representative, and was led by two Coordinators Nat Khwanmuang and Xingy Huang. They organised key logistics systems and responded to 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 whole team by the TMS contractor, which was highly advantageous. More opportunities for practical training are recommended in future years.

During program hours, the team staffed the Operations Help Desk by Zoom, email, Skype phone and in-person to receive enquiries. They also managed sign-in for each timetabled class and workshop, manually checking attendance and organising covers when issues arose. They also inputted venue and timetable changes to the TMS, supported workshop allocations, and assisted with ad-hoc enquiries from internet connection to evacuated buildings. On the final two days of the program, the team also administered Quality of Tutoring surveys to each class, with assistance from additional volunteers.

The team demonstrated excellent adaptability during the program, particularly considering the minimal transferability from recent online programs. New processes were created for tutor sign in, email monitoring, tutor absences, small class groups, in-person survey delivery, subject booklet and stationery handouts, and shirt, hat and lanyard distribution. Their proliferation of inter-team communication and rigorous attendance-checking are particularly commendable. Exceptional teamwork, problem-solving, and resilience were demonstrated across the team.

While the team operated extremely well without supervision, regular Director contact throughout planning and program are recommended as this team has high-impact responsibilities. Future teams also need strong training in general VCESS policies and procedures as they are a key contact point for tutor enquires of all kinds.

<u>Residential team</u>

The 2023 Residential team had five members and two Coordinators, Maddy Spence and Bridget Schwerdt. This team experienced attrition of two members and one late addition to the team. This team was responsible for organising student activities and support on the Residential program, including discussions with parents and students before program, facilitating student arrival to and departure from St Mary's, Residential group meetings and activities, and logistics support such as lunch delivery and room access.

Prior to the program, the Residential Coordinators ran a training day for the residential tutors. This has been done for several years now and is both a highly effective training tool and also team bonding opportunity. In future years it is recommended that the directors hold on to a copy of any training materials to pass on to future Coordinators, to ensure they can benefit from previous years knowledge.

The Residential Program had 48 student participants, which each Residential Tutor leading a group of 9-10 students. All activities were done in these groups, and students would arrive at and leave campus in their groups. An essential part of these groups is group debrief, where students reflect on their days with the group each afternoon.

During program, in addition to supervising students during time spent at St Mary's college, the residential team ran daily events in the afternoons/evenings for residential students, including but not limited to Lygon St Bingo, Study Nights, Amazing Race, Resi Trivia and Resi Revue. For a complete schedule for the Residential Program, see Appendix 2.

During the middle weekend of the program, 7 students remained at St Mary's college for an additional cost, always supervised by 2 Residential Tutors who rotated in and out throughout the weekend. These students were free to engage in self-directed activities under the supervision of a Residential Tutor throughout the weekend, including trips to Melbourne Central Shopping Centre.

<u>Tutor Support Officer team</u>

The Tutor Support Officer (TSO) team had 11 members, and was led by two Coordinators Abigail Chua and Joel Duggan. They were responsible for training tutors in teaching and classroom management strategies, and checking in on tutors and their classes over the program. More information about the training delivered to tutors by the TSO team is available in the training section above.

Training for TSOs included handover documents and meeting minutes with instructions and information from previous years, practice delivering feedback by reviewing pre-recorded seminars, ad-hoc feedback delivery from Coordinators, and a training session organised by the Coordinators before the program in January.

The TSO team operated identically in-person and online. During the program, the TSOs visited every new tutor to the program during their first lessons to provide advice and feedback, as well as visiting other classes where time permitted. The TSO team provided extra support to tutors where necessary, and opened a drop-in space for tutors to visit for teaching support. Future teams should consider how to leverage the drop-in space to maximise tutor attendance and potential benefit outside of class observations for the TSO team, as very few tutors used this resource.

A crowning achievement was the redesign of tutor training from 60-min to 30-min workshops. This allowed TSOs to emphasise the practical elements of their training material and maintain significantly higher engagement from tutors during workshops. The TSO team showed great initiative in collaborating with the Operations and Welfare teams throughout the program and conducting a large number of observations during the program, contributing to improved teaching quality and professional development among tutors for their classes.

Welfare team

In 2023 the Welfare team was made up of 15 team members, including two Queer Representatives, two Disability and Inclusion Representatives, two People of Colour (POC) Representatives, and led by two Welfare Coordinators, William Ding and Amy Venema. The Welfare Team is responsible for supporting the wellbeing of all students and tutors. This includes running a welfare space with welfare tutors to talk to and relaxing activities such as colouring in, and running a silent 'Quiet Space' for program participants to unwind in. The Welfare Team ran the following workshops:
- Queer & A
- Mindfulness 101
- Self-Care (Slay-Care)

A focus of the Welfare team in 2023 was activating the Welfare team across campus as opposed to focussing Welfare activities on the Welfare Space. At all times two Welfare team members were designated 'Roaming Welfaeries' walking around campus, particularly in program hubs or common classroom locations. This was a highly effective strategy that increased the visibility of the Welfare Team and encouraged more proactive welfare checks, rather relying on students coming to the welfare space.

The Welfare team also ran a dedicated Canvas page with access to online resources for students and tutors. This resource was extensive and very valuable, and was used at several points during the program to refer students to more professional services when welfare tutors recognised students might need support from someone with mental health qualifications, or on more continuing basis after the program.

Zine team

In 2023 the Zine team was comprised of four members, including the Zine Coordinator Helen Shen, two Zine Editors, and a Media Officer. Similar to 2022, the Zine team was originally planned to have seven members but due to several members not accepting their offers was significantly smaller. Future director teams would benefit from putting particular emphasis on filling the zine team as the need to create daily content for a zine is a heavy workload for such a small team. While the team did an impeccable job of picking up the slack and created great work, on time, every day, it is recommended that future teams be kept at seven people to reduce the workload placed on individual team members.

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

In 2023, the daily VCESS Zine returned to a printed format. The return to physical copies was a great success and led to much better uptake and reading of the zine and was a boon to program culture. Future teams will need to keep printing considerations in mind, as printing on A3 paper is both slightly more difficult and more expensive than A4. A solution to allow the Zine Team to print the zine themselves rather than relying on the Director's availability would also smoothen the process for all parties.

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 as online website where photos articles and student content were published. This approach had both its pros and cons. Unlimited space for content resulted a greater representation of the program being published, and the website format was a fun and interactive idea well executed by the team. However, due to time constraints and a small Zine team, the website did not go live until after the conclusion of the program resulting in lower student engagement. The change from physical Megazines to the website was also not clearly communicated to tutors by the Directors, several of whom asked if a physical version would follow.

Future teams should decide well ahead of the program, perhaps during team's planning phase in the lead up to the program, what format the Megazine will take and make arrangements to either print or publish a website before the program begins, to ensure a timely delivery of the magazine without placing undue pressure on the Zine team.

Subject Coordinators

Subject Coordinators were responsible for creating a booklet on subject content for tutors and students to use during the program, and provide subject-specific advice to tutors for their classes. Subject Coordinators are managed by the Directors and do not formally operate as a team, but can communicate to share thoughts for their booklets. Training for Subject Coordinators has been outlined under "Volunteer Training."

Subject booklets are consistently noted as an invaluable resource for tutors and students and contribute to the program's overall accessibility. Tutors use the booklet to revise subject content and plan their lessons, and benefits those especially without previous tutoring experience or knowledge of the VCE curriculum. Students can supplement their learning with activities from their booklets, and refer to them as a learning resource in their VCE studies.

Subject Coordinators were given from mid-September to Friday 28 October to complete their booklets. This deadline was moved from November in previous years to allow Subject Coordinators to complete the booklet prior to the exam period. Extensions were available for Subject Coordinators who needed extra time to work on the booklet around other commitments, particularly exams and exam preparation, work and personal matters.

Special Role Coordinators

Special Role Coordinators were responsible for managing their Special Role teams and activities before and during the program. This included training and supporting their team, liaising with Directors, preparing and delivering key activities and events, and executing the team's vision. Training for Special Role Coordinators has been outlined under "Volunteer Training".

Every Special Role team except for the Zine team was led by two Coordinators, which maximised stability returning to the in-person VCESS program. A Director met with each Special Role Coordinator at the commencement of their role to discuss their vision and important information for the program, and answer questions. Coordinators liaised with

Directors continuously to plan their program activities and raise additional questions or concerns. During the program, Directors checked in on Coordinators ad-hoc throughout the day and attended Special Role team debriefs.

The Special Role Coordinators demonstrated excellent communication and initiative throughout the program, particularly while managing crisis situations on-program. They brought detailed knowledge of the program and their team's responsibilities to the role and positioned themselves as respectful and approachable leaders. The Directors enjoyed seeing the Coordinators grow over the course of their appointment to the role.

Tutor Demographics and Feedback

About one third of tutors (29.3%) were returning volunteers and many were previous students at the program (12.1%). As in previous programs, returning tutors share ongoing program culture and knowledge, which promotes valuable participant-led initiatives like Stüdmuffin voting and tutor social activities. Returning tutors held all Coordinator and Director leadership roles on program, which allowed invaluable experience to be incorporated into all program activities.

Educational demographics

The VCESS tutor pool is drawn from university students and recent graduates, reflecting a range of study backgrounds and degree areas. The main constraint on tutor demographics is our eligibility requirements as listed on the website:

Tutors must have completed at least six months of tertiary education (university or similar) before tutoring in January and hold a valid Working With Children Check (which are free for volunteers). It is not necessary that tutors have studied VCE in high school (IB, interstate or international equivalents are fine!) or be students at the University of Melbourne (other universities or already graduated work too).

Within these requirements, tutors reflected a wide range of study backgrounds. Most students were studying Bachelors degrees (67.5%) or Masters degrees (19.8%). Tutors' areas of tertiary study were dominated by the sciences (science, biomedical science, health, data or computer science, engineering). Given the diversity of subjects taught at VCESS, there is considerable room to expand the tutor pools in non-science areas, particularly arts and commerce degrees. Similarly, due to the program's relevance to education and teaching degrees, more recruitment from these students would be mutually beneficial.

Graph 1: Areas of tertiary study for tutors volunteering at VCESS 2023
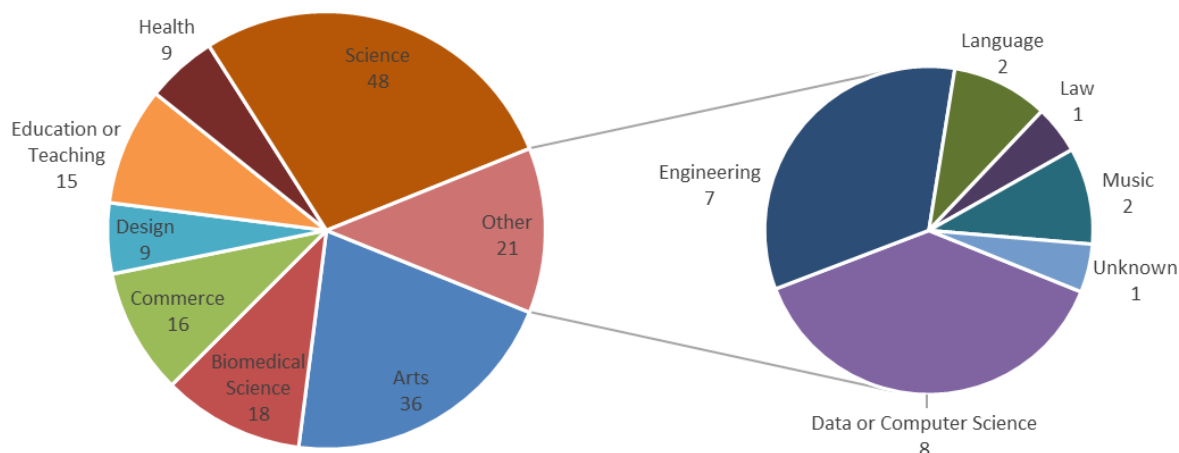
While a significant majority (135, 86.0%) of tutors most recently studied at the University of Melbourne, a wide range of other institutions were reflected, including six other Victorian universities and two non-university tertiary institutions. Students who had studied at a non-University of Melbourne institution were more likely to be highly involved in the program, and were overrepresented in all Special Role teams (except the three-person Zine team), which demonstrates the commitment and value that they bring to VCESS.

Additionally, having volunteers from other universities helps fight educational disadvantage in Victoria by creating a strong interinstitutional student network that is equipped to speak to the range of tertiary education pathways in Victoria. Reflecting this is critical to promote tertiary education options for students from regional or financially disadvantaged backgrounds who may find distance or expenses a barrier to accessing some institutions.

Personal demographics

As university students or graduates, VCESS tutors reflect the diversity of the university community. Most tutors completed high school in Victoria (71.3%), with others studying elsewhere in Australia (6.4%) or internationally (21.7%). The high proportion of interstate and international students highlights the importance of specific support for adapting to a VCE curriculum and Australian classroom environment.

Age also varied among program tutors, though the vast majority of tutors were 26 or under and in the first six years of tertiary study (both 95.5%). The mean age of all tutors was

21.2 years old, and the mean age of tutors in leadership roles (Directors and Coordinators) was 22.6 years old. The strong representation of young people among VCESS volunteers and leadership is critical for its relevance to participants.

Graph 2: Age of tutors at the start of VCESS 2023
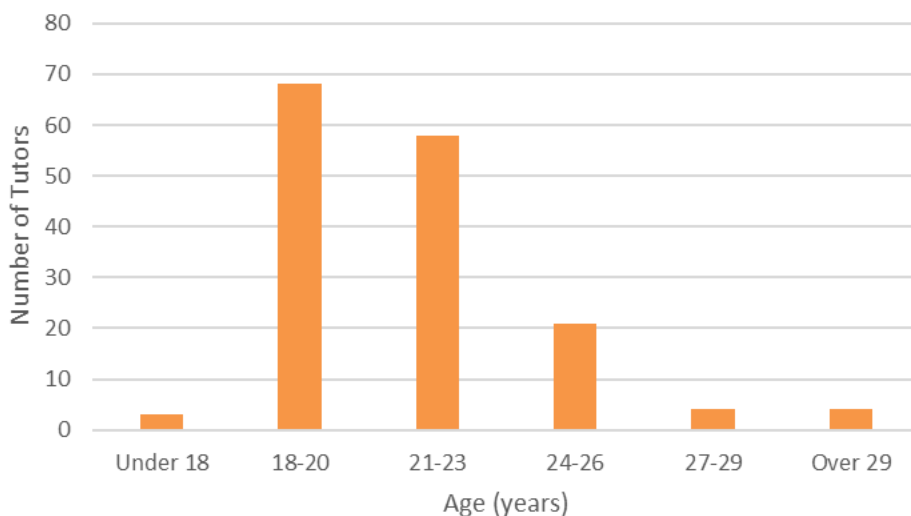
Gender diversity among tutors was higher than in previous programs. The program continued to be dominated by female tutors (56.1%), with a smaller number of male tutors (36.9%) and a significant minority of gender diverse tutors (7.0%). While most Special Role teams reflected overall program gender diversity, the Welfare and Events teams lacked male representation, which future Directors should address from the recruitment stage. Promoting balanced representation of all volunteers, including male and gender diverse tutors, is critical to program goals to create an inclusive educational space.

Graph 3: Gender of tutors volunteering at VCESS 2023
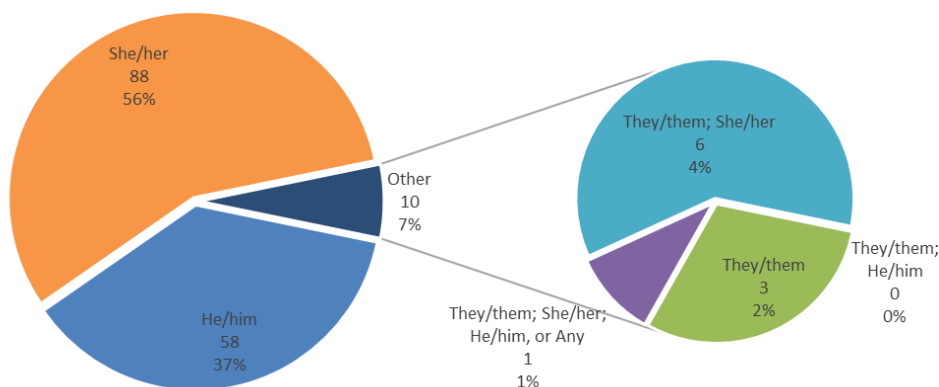
<u>Feedback survey</u>

A six-section feedback survey was sent to tutors after the program in February. It attracted an extremely small number of responses (n=9) and cannot be assumed representative of the VCESS tutor community. The survey covered overall program experience, application and interviews, training, communications and demographics.

Tutors highlighted connecting with tutors and students, and helping students learn as their favourite parts of the program. Similarly, subject classes were strongly rated the most valuable component of tutors' VCESS experiences, followed by Special Roles and Tutor Socials.

Table 4: Results from post-program tutor survey

Post-program tutor survey: key quantitative responses (scale: 1–5)	
Overall program experience	4.3
I felt like I could make a meaningful contribution to students during the two week program.	4.3
Overall application and interview process	4.4
Overall tutor training	3.7
I had everything I needed to prepare for my lessons and knew where to access support when necessary.	4.3
I found information about the Operations Help Desk (in-person, phone, Zoom and email) helpful and easy to access.	4.1
When I raised an issue, it was resolved quickly and courteously.	4.2

Tutors strongly rated key benefits gained from VCESS 2023 relating to professional skills, teaching experience, and program community. Six of seven benefits scored above 4 on a 1-5 scale, which demonstrates the value that VCESS brings to the university community and educational experience.

The highest rated benefits were:

- Experience working with diverse people.
- Communication, content delivery, collaboration skills.
- Adaptability, time management skills.
- New connections with VCESS participants.

Additional demographics were collected in this survey, including about other work or study activities. Two-thirds of respondents were occupied by other commitments during VCESS in January, which is important context for tutors' participation in the program. These commitments may be necessitated by degree type, learning preferences or disability, financial disadvantage or household circumstances. A range of approaches for engaging in VCESS should be kept in mind by future Directors to keep the program accessible and inclusive to all tutors.

Graph 4: Combined work and study commitment for surveyed VCESS 2023 tutors
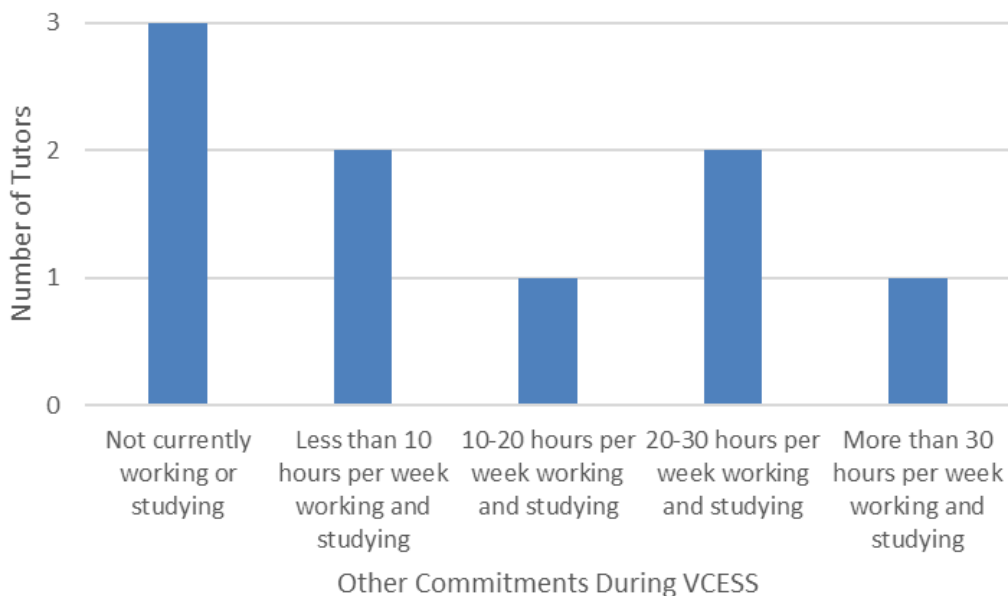
Many tutors also contributed written testimonials through an optional question at the end of the survey. Testimonial collection helps capture and share tutors' experiences of VCESS in their own words.

In their testimonials, tutors spoke about what they had gained from participating in the program, with the shortest testimonial just three words: "Worth it 1000%".

Example testimonials collected in the 2023 survey are included below:

> I did not know what to expect going into VCESS as it was my first time, but it turned out to be one of my highlights of my university experience so far. The people I met and connections that I made were so amazing, and it really felt like I belonged in the VCESS community. It also helped me to develop my communication skills, public speaking skills, problem solving skills, time management skills and so much more. I highly recommend to everyone, especially to those who have not yet had the opportunity to be a part of this wonderful program. Take that step and apply!!

> VCESS was a great opportunity for me to take small, gradual steps out of my comfort zone. I would highly recommend VCESS for anyone who is looking for a fun, somewhat relaxing, but extremely reward experience with teaching and working with others.

> I loved my time as a tutor during VCESS! I met the most amazing and hilarious students who were all so passionate about learning. I looked forward to all my classes, where the students made me laugh so hard, I cried. It was one of the best experiences in my life and I can't thank the students and VCESS enough! To make the experience better, I was also a part of the zine team and the people in that team were so kind and I loved coming back to them after my classes to joke around and create the most engaging zine ever.

It is strongly recommended that future Directors share the survey with tutors much closer to the end of program. The tutor survey was significantly adapted in 2023 to improve its relevance to program planning, which delayed its release to tutors. While some refinements can be made, particularly integrating feedback collection throughout the program cycle and shortening some sections, this survey can largely be reused and the data compared between years.

Student Information

Student Recruitment

Program promotion

Passive promotion occurred year-round, with the student EOI form on the website attracting hundreds of responses by the time applications opened. Students, teachers, and parents emailed with questions about the program from late May or earlier.

Directors also spoke with students at events like the University of Melbourne Open Day early in promotion. After student applications opened, promotion centred on outreach to schools and existing partners like the University of Melbourne, Murrup Barak and Western Chances. A cold promotion email was sent to 423 school contacts on 7 November, 2023 with modest response. Earlier and more specific outreach across all avenues could improve results.

Building long-term partnerships with staff at target schools may be more fruitful in reaching disadvantaged students, but this requires consistency each cycle. Preliminary efforts were made to build a "Schools Data" document which includes key demographics, contact information and history for hundreds of schools in Victoria. Additionally, previous programs used tutor or Director school visits to evangelise the program, which could be another way to build deeper school partnerships.

In their applications, 71.3% of applicants reported hearing about the program from either friends and family, or teachers and school staff members—one touching note read "Both parents attended at the same age". Our bursary partners Western Chances, Kwong Lee Dow, and Murrup Barak together accounted for the next largest source, followed by printed materials, University events, and the website.

Table 5: Source of application for VCESS 2023 student applicants

Source		# of applicants	% of applicants
	Friends/family	140	41.4%
	Teacher/school staff	125	37.0%
People	Bursary partners	37	11.0%
	Brochure, postcard or newspaper	35	10.4%
	UMSU website	32	9.5%
Advertising	Social media	17	5.0%
	University of Melbourne event	33	9.8%
	VCESS spoke at school	16	4.7%
Events	Attended VCESS 2022	14	4.1%
	Internet search	9	2.7%
Research	Looking for programs	3	0.9%

Late in the application period, an optional additional question was added: "If you were referred by a school or organisation, please let us know who!" These responses are a valuable starting point for deepening connections, as they indicate who is already promoting the program. It is highly recommended this question is kept in future.

Application process

As in previous years, students applied and enrolled in a two-step process. An initial Typeform created by the Directors collected personal details, study details, format preferences, and disadvantage and bursary details. The form was reviewed by Cara Scobie from the University of Melbourne Future Students team, and her valuable advice on the disadvantage section is hugely appreciated.

Significant changes included:

- Student email and parent/guardian email collected
- Schools list reviewed and suburb included
- Letter of Recommendation required (except for Western Chances and Murrup Barak students who have other additional application requirements)
- Detailed guidance on the Letter of Recommendation provided online for students
- Financial disadvantage defined by receipt of Centrelink payments and verified using specific documentation
- Kwong Lee Dow status verified by the University of Melbourne, and Indigenous status recorded and verified separately by Murrup Barak

338 total applications were received to this form from 25 October to 5 January. Timely applications were due on 22 November with a designated late application period until 20 December. Offers were sent to students on a rolling basis from 22 November, with all enrolments due on 20 December to allow for timetabling. Even later applications were considered at the Director's discretion, and generally accepted up to 28 December. Unavoidable delays in Residential Program and sponsorship arrangements necessitated a much later student application period than is advisable.

Graph 5: Submission time of student applications for VCESS 2023
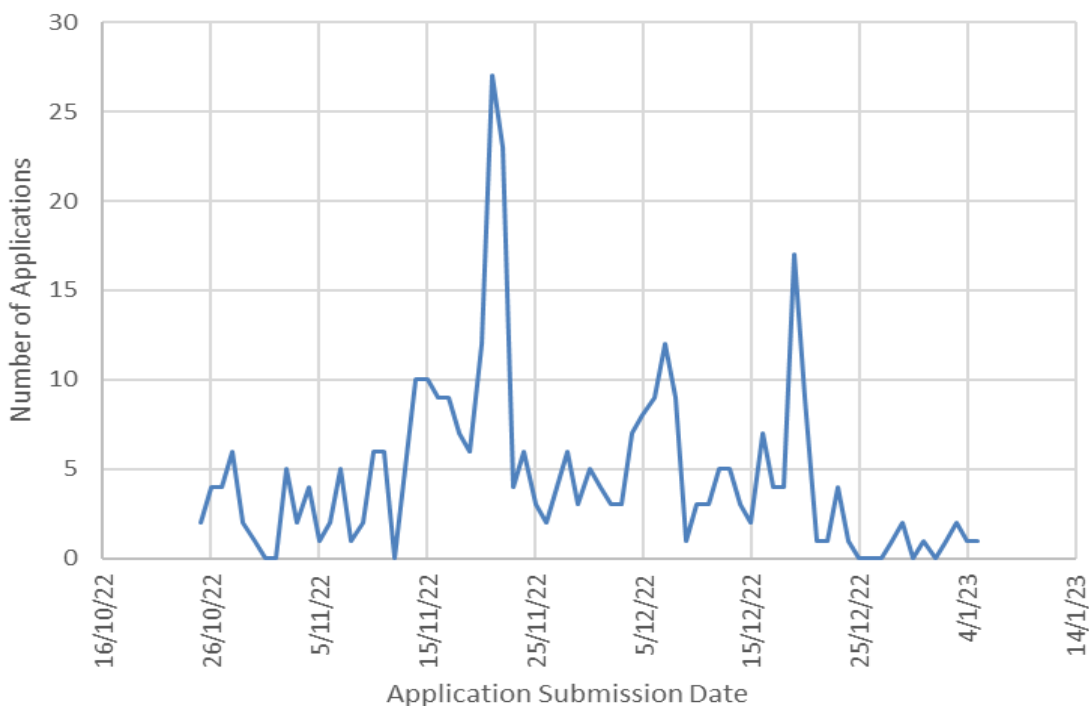
For application review, Directors scored letters of recommendation and format preference statements, verified financial disadvantage documents and external bursary status, and read statements of disadvantage. Offers were sent to parent and student by email, with instructions to enrol using a second Trybooking form, which facilitated payment, emergency and accessibility information, and T-shirt size.

Format and bursary allocation

All eligible applicants were offered a place in the program in some format, though not always their first preference as 75 applicants were considered for 50 Residential spaces. Format preference statements indicated distance or difficulty travelling remained the major motivator for Residential or Online program applications. For most students, disadvantage was not identified as a major motivator for enrolment in the Online Program.

Table 6: Reasons students applied to the Residential and Online programs for VCESS 2023, ordered from most to least frequently mentioned

Residential Program	Online Program
- Distance from Melbourne (regional) or difficult to travel to campus - Exposure to university environment and accommodation options - Meeting new people and enjoying program activities - Improved study experience, or poor internet at home - Experiencing independence and exploring city	- Distance from Melbourne (regional) or difficulty travelling to campus - Convenient for student or parents - Holiday or extracurricular activities - Less preferred option if in-person not available - Personal health or family carer responsibilities - Cost to attend (program fees or transport), work commitments

Student fees increased significantly for VCESS 2023, particularly for the Residential Program, reflecting the difficulty of subsidising costs for Residential students. Bursary partners become increasingly important in this environment as financial support can be targeted by need to best mitigate high prices.

Table 7: Program fees for various formats for VCESS 2020 to VCESS 2023

Program Type	Day students	Residential students
2020 (fully in-person)	$219	$419
2021 (fully online)	$50	N/A
2022 (mixed)	$90 online $190 mixed	$290 mixed
2023 (mixed)	$70 online $250 in-person	$700 in-person

This program, 38 (13.2%) students received full bursaries and an additional 85 (29.5%) received partial bursaries. Bursary funding came from the following sources:

- VCESS (13.2% of students) based on demonstrated financial disadvantage
- University of Melbourne (24.0% of students) based on Kwong Lee Dow, Melbourne Connect or indigenous status
- Western Chances and other external bursary providers (10.1% of students) based on pre-existing relationships or other various student characteristics

VCESS would like to thank all bursary providers, particularly the University of Melbourne and the Western Chances program. Community bursary providers who reach arrangements with individual students, particularly Lions Clubs, Rotary Clubs and schools, make it possible for many students to attend VCESS. Previous programs have also used travel bursaries to address additional financial barriers to attending the program. As with the daily Welfare breakfasts initiated this year, Directors could expand consideration of barriers beyond program fees.

Student Experience

Experience before program

In advance of the program, communication with students and parents was by email, with some additional information available on the VCESS website. Common enquiries were updating subjects or format, issues with the enrolment form, discussing bursary eligibility, asking about materials or timetables, and requesting partial attendance arrangements. Both student and parent email addresses were included on all pre-program communications, which is strongly recommended for both transparency and effect.

When students organised a bursary, Directors followed up with both the student and the organisation to confirm the arrangement and plans for payment. This created a smooth experience and helped students and organisations straightforwardly navigate uncertainty around deadlines and financial arrangements.

During December and January, many enrolled students and their parents emailed about VCESS leading to an extremely high volume of incoming emails and more delayed response times in some cases. While all emails were read quickly, labelled and prioritised, many questions could have been answered by providing certain information sooner to anticipate enquiries. Additionally, emails could be simplified to the most important notices by adding general information to the Canvas page and website. However, many enquiries still needed to be addressed on an individual basis, and this was effectively handled with labels, email templates, and delegation of Directors.

Experience on program

Students began the program at the Amphitheatre in the centre of the new Student Precinct, informally meeting participants for icebreakers before attending the nearby Opening Ceremony. Expectations for students were reiterated at the Opening Ceremony, including rules for tolerance and appropriate behaviour (no frat). Teams like Operations and Welfare were introduced, and students were led around campus by their Group Leader. Students were delivered their shirts, hats and uncollected lanyards at their first Group Leader meeting. This event was complicated, and could be more cohesive by simplifying its aims and logistics, and creating more comprehensive support for tutors.

Most student issues on program were addressed by the Operations, Welfare or Group Leader teams, with Coordinators available if tutors were unsure how to address enquiries. More serious issues were escalated to the Directors at regular debriefs, or by messages during the day. Students were also able to email the program inbox, and at some periods could call the Director and Operations phone numbers. Due to unexplained issues, both Skype numbers were unable to make or receive calls at times, and a more reliable alternative is recommended for future programs.

Program activities were well-received by students, with workshops, group meetings, and the daily Zine receiving strong feedback and engagement. The larger events had more variable attendance, with 20% of students reporting that they didn't attend Scavenger Hunt or trivia. Poor weather during the Scavenger Hunt was frequently mentioned as a major detractor, though students noted that they enjoyed the activities otherwise. The campus tour, distance between activities and issues navigating campus were consistent

negatives raised by students and should be addressed for future programs. Several students suggested more breaks or independent study time be incorporated.

Attendance at seminars was similarly variable, with students preferring activities that were easy to find, engaging and that they expected to find valuable. Clear targeting and communication should be prioritised in future programs, and structured alternatives for students could be considered. Students' time at program ended with the Closing Ceremony on the last afternoon of program. Feedback was collected through Quality of Tutoring surveys during final classes and the Quality of Program survey at the start of the Closing Ceremony, with results reported in the Student Feedback section below.

Characteristics of Students and Schools Represented

288 high school students enrolled in the 2023 program, representing 140 schools across four Australian states (VIC, NSW, QLD, WA). 253 attended the program in-person, including 48 in the Residential Program, while 35 students attended fully online.

Personal characteristics and circumstances

As in previous years, about two thirds of VCESS students were starting Year 12 and one third Year 11, with a small number in Year 10. At the commencement of the program, 157 (89.2%) of students were 16 or 17, with an additional 21 (7.3%) students 14 or 15, and 10 (3.5%) students 18 or 19. The program is intended for students studying Year 11 or Year 12 and is generally not appropriate for students outside 14 and 21 years old.

Graph 6: Age of students attending VCESS 2023

19 1%
18 3%
17 47%
16 42%
14 0%
15 7%
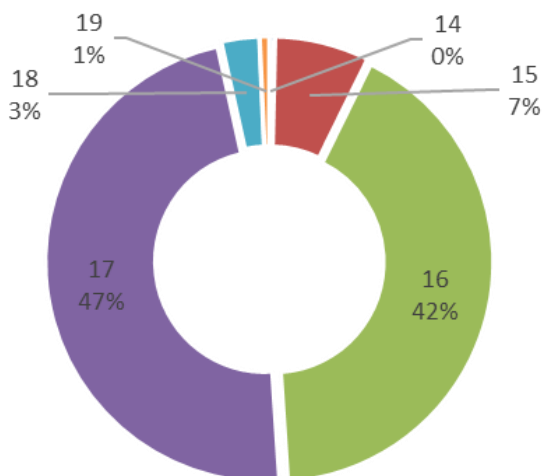
Graph 7: Year level of students attending VCESS 2023

Year 10 3%
Year 11 31%
Year 12 66%
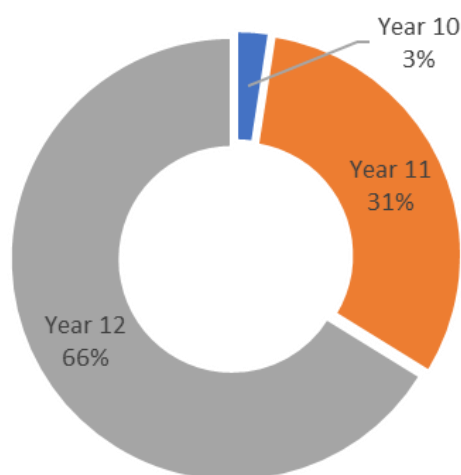
Students from a mix of genders attended the program, with 188 (65.3%) female-identified, 85 (30.0%) students male-identified, and a sizeable minority of students (15, 5.2%) eschewing binary pronouns. This data highlights the importance of supporting gender diversity on program, including training for tutors, guidelines for inclusive practices, and avenues for autonomous advocacy by tutors and students.

Graph 8: Pronouns used by students attending VCESS 2023
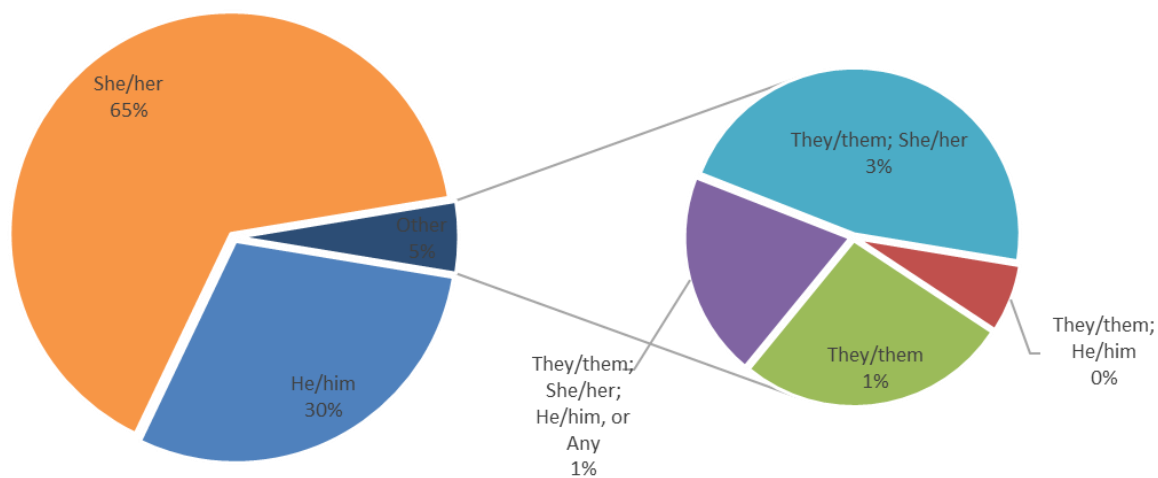
In their applications, students provided demographic information relevant to educational disadvantage, and 63.9% of students completed an optional Statement of Disadvantage to provide context for other factors affecting their studies. 52.1% of students were affected by at least one demographic factor, with 17.0% affected by multiple factors. Additionally, 95 students attended Melbourne Connect schools (underrepresented for university attendance), and 21 students were Western Chances scholarship recipients (disadvantaged circumstances).

Table 8: Disadvantage factors for students at VCESS 2023

Disadvantage Factor	# of students	% of students
Non-English speaking background	109	37.9%
First in family to attend university	54	18.8%
Financial disadvantage (with assessed documentation)	41	14.2%
Indigenous (with assessed documentation)	3	1.0%

Additional students may be financial disadvantaged or Indigenous as these factors were assessed with specific documentation, adding a barrier inclusion in these factor groups. For example, two students provided evidence of refugee status and were awarded external or VCESS bursaries outside the standard pathway, which requires evidence of Centrelink benefits. Other students did not finalise documentation as they were eligible for other bursaries or did not require a bursary.

Similarly, in their Statements of Disadvantage, students wrote about a range of experiences that are not easily verifiable (at least by VCESS procedures) like school resourcing, home internet issues and queer identity discrimination. Further, other serious issues may be verifiable, like flooding, family violence and serious illness, but this would be invasive and beyond the scope of a program like VCESS.

Community and local area characteristics

As in previous years, VCESS draws students from a wide range of schools, regions and backgrounds across Victoria. The full list of schools and the number of students from each is included in the report appendices. Also reported is school Index of Community Socioeducational Advantage (ICSEA) data, which represents educational disadvantage factors present in a school community, like parental education and employment.

Graph 9: Comparison of ICSEA quintile for VCESS 2023 students
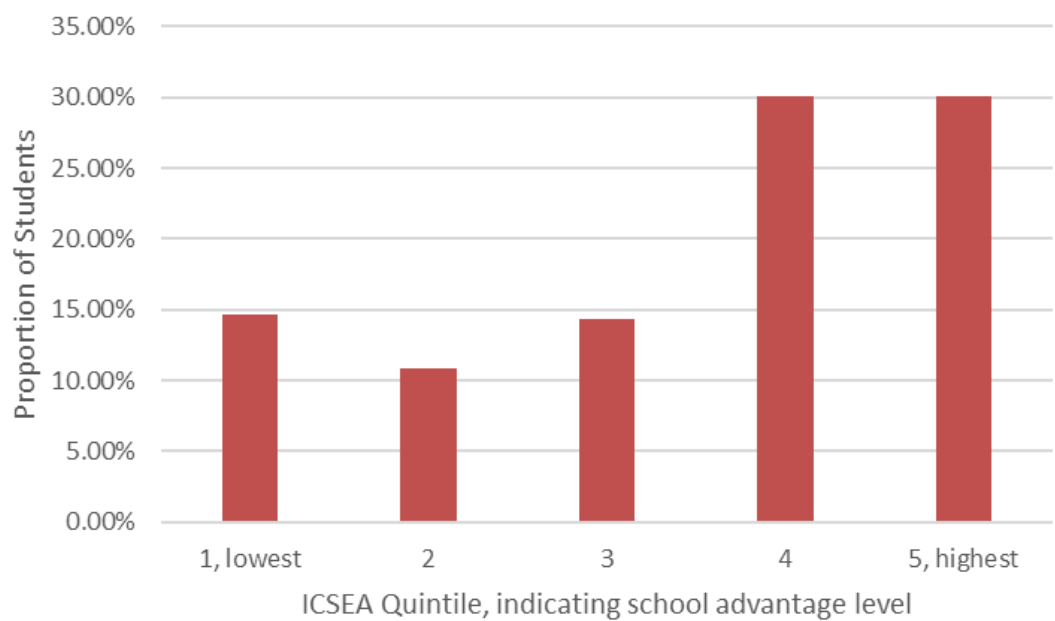
Schools in the highest 40% of ICSEA scores have a much stronger representation at VCESS, which suggests that students at these schools have less barriers discovering and applying for VCESS. Future Directors can consider focusing promotion on schools in the lowest 60% of ICSEA scores and target any barriers to knowledge, interest or inclusion. Barriers may include perceived cost of a program like VCESS which could be addressed by publicising the bursary program, or feeling unwelcome or unrepresented in a university environment which could be addressed by focusing on fun and approachable marketing. More can be done to characterise this discrepancy and the causes behind it to focus future efforts targeting lower ICSEA schools.

Using postcode and school data sourced from the Australian Bureau of Statistics and Australian Curriculum and Assessment Authority (ACARA), students' local context can be characterised. While remoteness can be directly inferred from students' home address, local socioeconomic and advantage indices are measures of students' whole communities and may not directly reflect students' personal circumstances. However, in the absence of collecting highly personal data from students' families, these measures are reasonable indicators of the diversity and reach of the VCESS community.

Table 9: Area of remoteness for students at VCESS 2023

Area of Remoteness	# of students	% of students
Major cities of Australia	217	75.3%
Inner regional Australia	60	20.8%
Outer regional Australia	10	3.5%
Remote Australia	1	0.3%
Very Remote Australia	0	-

There was an increased proportion of students from regional and remote Australia compared to recent programs, likely due to the return of the Residential Program. In 2022, discussions with students and parents who would have attended the cancelled Residential Program indicated limited interest an Online Program due to the importance of visiting Melbourne, meeting other rural and regional students, and poor internet connection. In 2023, the online program catered for a small number of regional and remote students alongside a larger number of students based in major cities.

Graph 10: Remoteness level for students in each program format at VCESS 2023
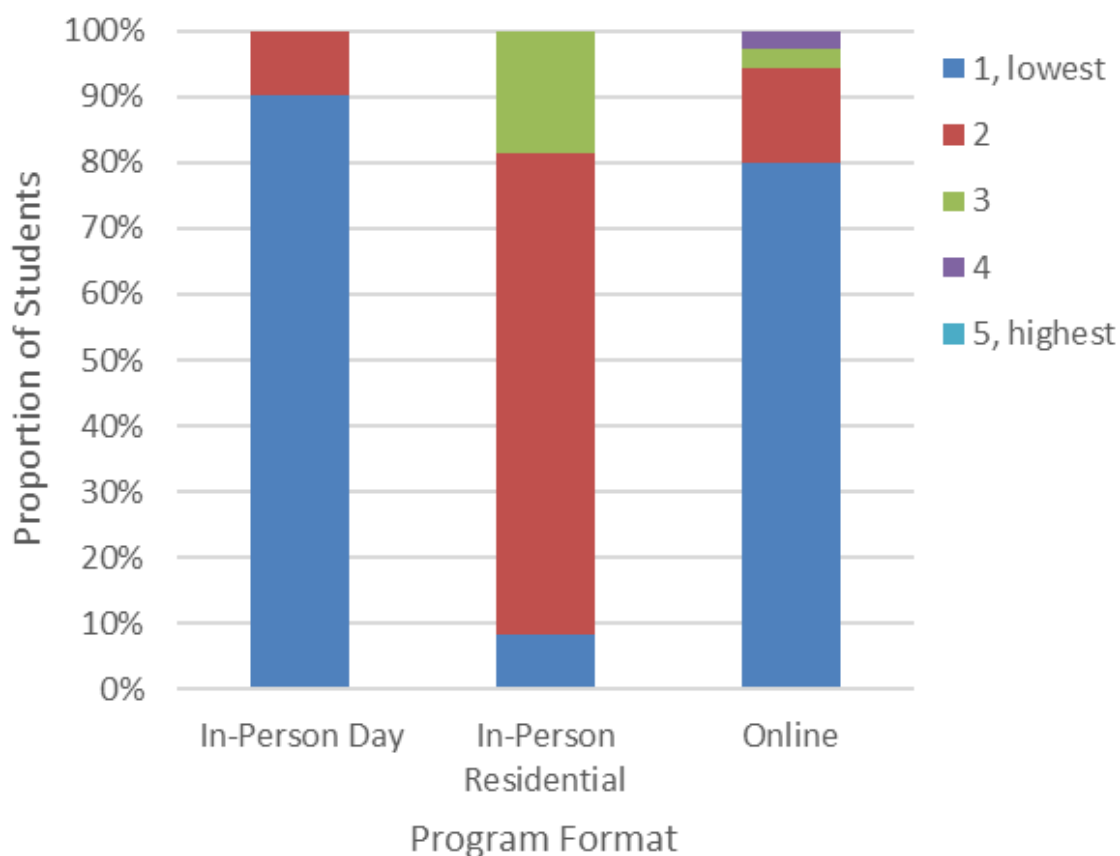
It is relevant to note that the remoteness quintile reflects access to resources and distance from urban centres, so does not directly correlate with distance from Melbourne specifically. For example, the Residential students in the lowest remoteness quintile lived in Geelong and the Mornington Peninsular, which are both far enough from Melbourne for distance to be a significant barrier in accessing the program.

Two indices for local socioeconomic status were determined from students' postcode data. The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) is more relevant as it effectively captures both advantage and disadvantage. The Index of Relative Socio-economic Disadvantage (IRSD) is more limited in this context and is reported to allow direct comparison to IRSD data reported in 2022.

Table 10: Local socioeconomic indices for students at VCESS 2023

Socioeconomic Status of Area	Number of students by IRSD (compare to 2022)	Number of students by IRSAD
1, lowest	38 (13.2%)	34 (11.8%)
2	49 (17%)	44 (15.3%)
3	55 (19.1%)	51 (17.7%)
4	68 (23.6%)	71 (24.7%)
5, highest	78 (27.1%)	88 (30.6%)

This year VCESS reached students from a wide range of socio-economic areas. While living in an area with socio-economic disadvantage 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 Western Chances and Melbourne Connect students.

Graph 11: Comparison of IRSD quintile for VCESS students
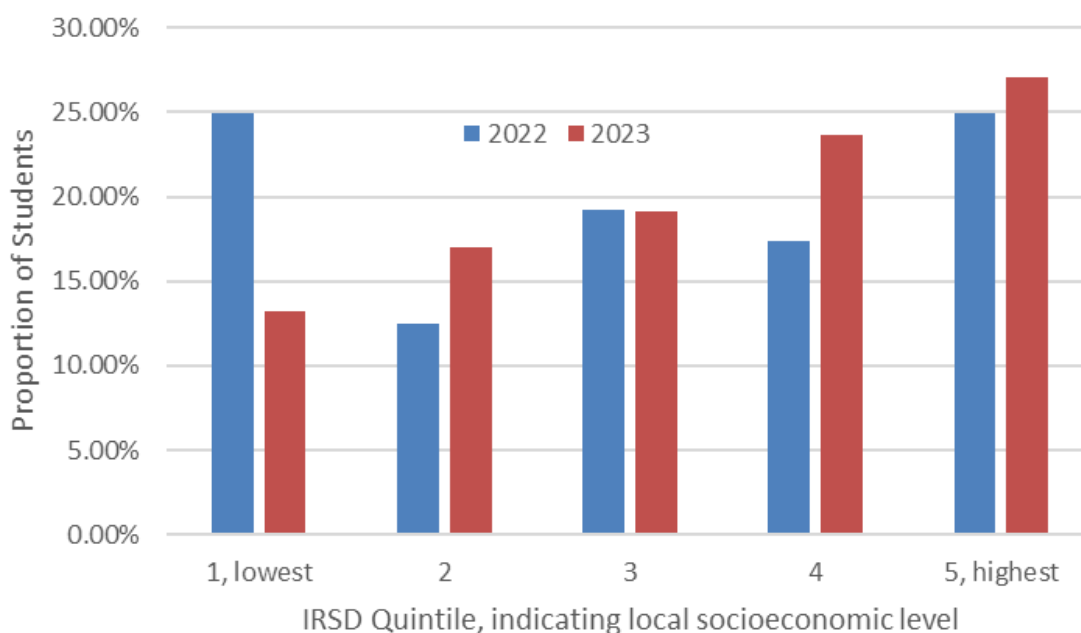
Compared to 2022, the proportion of students from socioeconomically disadvantaged areas attending VCESS has decreased significantly. This was coupled by a change in the overall trend to linearly increasing by local socioeconomic level. This could be explained by the increased cost of attending VCESS this year, from higher program fees to the transport and food costs associated with the in-person program.

Graph 12: IRSAD quintile for students in each program format at VCESS 2023, indicating local socioeconomic level.
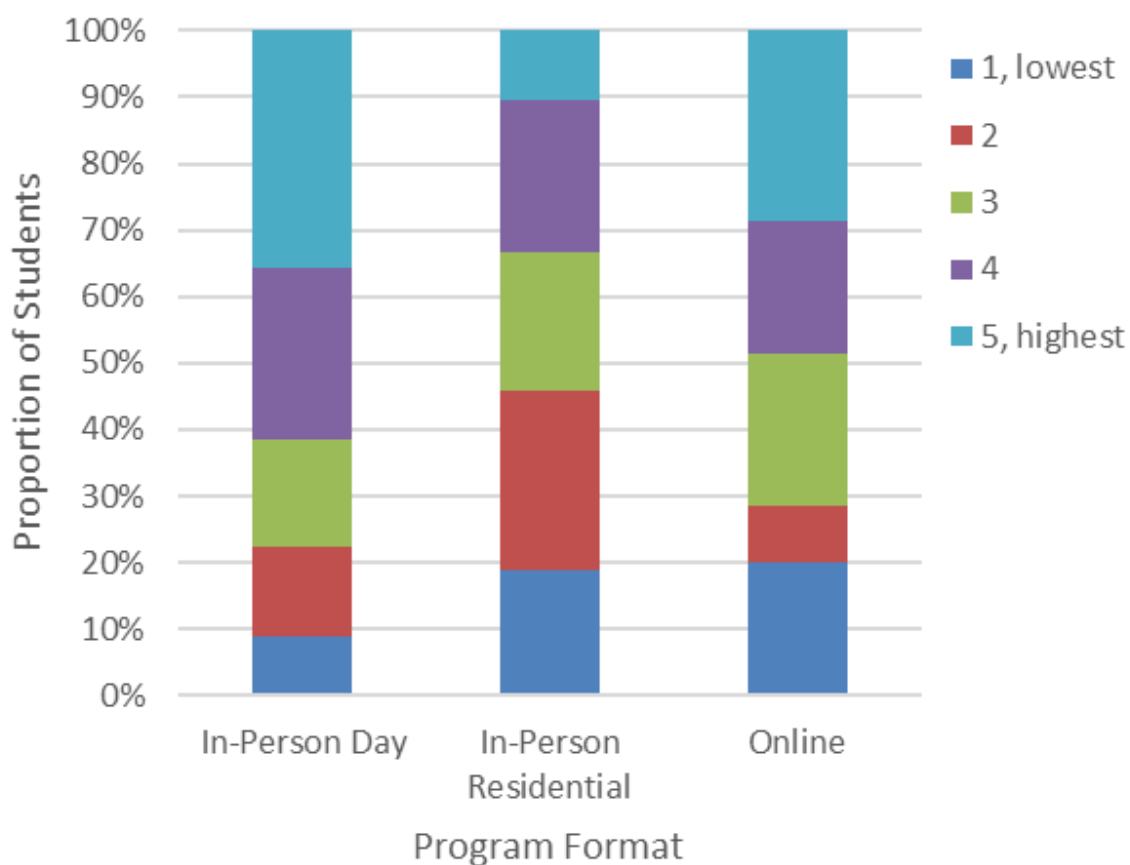
As VCESS aims to attract a diverse group of students, particularly those experiencing educational disadvantage, using indices to track this diversity is incredibly important. Data collected over time indicates program trends and indicates new avenues for promotion and pathways to meet student needs. While the current data is valuable, more investigation is always recommended to explore trends and their dynamics.

Student Assessments of the Quality of the Program

Quality of Program (QoP) surveys were distributed to students on the last day of the program before the Closing Ceremony began. The survey covered overall program experience, program logistics and activities, and progression to tertiary study.

Please note the rating scale was maintained from VCESS 2022, where students can select from 1–5 for applicable questions. Students could also select "0" to indicate they did not engage with certain resources or events, and their responses have been excluded from the feedback scores accordingly.

Table 11: Results from the student quality of program survey

Quality of Program survey: all quantitative responses (scale: 1–5; n: 112)	
As a result of the VCE Summer School, I feel more academically prepared for the year ahead.	4.0
I found Subject Classes a useful academic resource	3.7
I found Guided Private Study a useful academic resource	3.2
I found One-on-One Tutoring a useful academic resource	3.9
I found Recorded Subject Seminars a useful academic resource	3.1
I found Subject Booklets a useful academic resource	3.3
I found Live English Seminars a useful academic resource	3.0
I found Independent Study Blocks a useful academic resource	3.7
The student timetable portal was easy to use for accessing lesson information and resources.	4.0
Campus map resources were easy to use for accessing lessons and activities.	3.3
I found the activities on the timetable to be well-paced and spread out throughout the day [Average Score]	3.6
When I raised an issue, it was resolved quickly and courteously.	3.9
I understood where to ask for assistance when I needed it.	4.1
I enjoyed the extra-curricular activities at VCESS. [Average Score]	3.3

I felt the Seminars were a valuable part of the program. [Average Score]	3.4
I felt supported by my Group Leader throughout the program	4.0
I felt as though I was part of the VCESS community.	4.1
I felt there was a good balance between academic and extra-curricular activities.	3.1
I intend to undertake tertiary level education after my VCE studies.	4.7
The Tertiary Expo and tutor-led seminars made me more aware of my tertiary options after VCE.	3.8
VCESS increased the likelihood I will attend university.	3.9
The program's association with the University of Melbourne makes me want to study at the University of Melbourne.	3.8

Students consistently report classes and self-guided study opportunities including 1-1 tutoring and study breaks the highest among available academic resources. The most notable takeaways from the academic program included knowledge (80.7%) and skills (64.9%) in their subjects, and resources useful for studying their subjects (72.8%). More than half of students also reported higher confidence and understanding of subject structure and assessments (55.3%).

Most students attended all their classes (61.4%). Common reasons for absence included personal reasons (22.8%) or rooms being too far away or hard to find (20.2%). Effort should be invested each year to ensure the value of classes is preserved, including through tutor training, classroom logistics and support systems that enable students to return to class across the program.

Logistics are fundamental to student perception of the overall program. Most students felt program activities were well spread out, though noted through qualitative comments and informal feedback that an earlier lunch break would have been beneficial. This applies especially to students (and tutors) staying on campus in the Residential program. Students overall felt very knowledgeable in where to seek support, with many students engaging with the Welfare team (58.8%)..

The campus tour also forms consistent feedback under logistics and activities, as students reported they did not have sufficient time to visit all locations. Care should be taken to ensure students can comfortably navigate the campus, especially considering

VCESS' student demographic and construction taking place on campus in the summer, and that the Group Leader team feel equipped to undertake their role effectively.

Qualitative comments indicate students enjoyed social activities for being enjoyable, facilitating opportunities to meet other students and developing sense of community and belonging within the program. Students also valued the workshops for skill development and building greater understanding of university-related processes.

Some students indicated personal program highlights in their testimonials:
- "VCESS has left me with valuable skills, various resources and greater confidence as I enter VCE. The academic and social experiences have greatly benefitted me and I hope to return again next year!"
- "This is a really good program that opened my eyes to the possibilities of university. It also enabled me to better understand my subjects."
- "They provided such a welcoming community where I felt all people from all walks of life could come together over education free from judgement."
- "The 2 weeks of the Residential Program was the longest amount of time that I have ever spent away from home, and it was possibly one of the most uplifting, confidence-boosting, and fantastic experiences I have ever had. Every tutor was genuinely engaged and interested in treating me with respect and friendliness, while also giving me tons of help with all of my studies. I met so many fantastic friends and had so many awesome moments throughout the program."

In addition to the QoP survey, a Quality of Teaching (QoT) survey was released to students in their final class of each subject. The survey covered student preparedness in their subjects, tutor and academic resource quality, and student comfort in the class. 781 responses were received.

Table 12: Results from the student quality of tutoring survey

Quality of tutoring survey: all quantitative responses (scale: 1–5; n: 781)	
Because of my tutor(s), I feel more prepared in this subject for the year ahead.	4.13
I am satisfied with the quality of Tutor 1 in this subject.	4.34
I am satisfied with the quality of Tutor 2 in this subject. (if relevant)	4.19
I am satisfied with the quality of any other tutors I have had in this subject. (if relevant)	4.19
I am satisfied with the quality of this subject's booklet.	3.91
I felt safe and comfortable in this class.	4.73

Summary of Recommendations

<u>Program Information</u>

<u>Residential Program:</u>

- Continue expanding the Residential program where possible to satisfy demand and optimal number of students.

<u>Program Planning and Operations</u>

Director recruitment:

- Uphold four-person Director team to balance responsibilities, skillsets and perspectives, and maintain a consistent recruitment process.

Data management and online communication:

- Continue existing tutor and student data management practices, especially the use of Microsoft Excel.
- Create forms on Qualtrics instead of Typeform to improve user experience.

Community Partnerships:

- Seek partnerships and funding arrangements, particularly in the form of donations, to increase the accessibility of the program to students.
- Facilitate cross-promotion or formal arrangements to promote the program, source volunteers and further VCESS' mission.

Merchandise and Printing:

- Finalise the sponsorship agreement earlier in the year to ensure clarity over University branding requirements for VCESS.
- Continue partnering with Southern Impact for printing orders.
- Continue creating an online Megazine to decrease printing requirements for VCESS and maintain easy access to the Megazine.
- Collect information on merchandise requirements and coordinate with UMSU Design earlier in the year to source cheaper merchandise quotes and simplify the ordering process.

Sessions and Timetabling:

- Address later lunch and program finish times to improve student experience of the program.

- Re-evaluate the utility of Guided Private Study sessions, and discontinue the online Guided Private Study format due to poor uptake from students.
- Release the timetable three weeks before the program around 20 December. Use explicit deadlines to finalise tutor availability and student enrolment in a timely manner.

Workshop and seminar timetabling:

- Continue methods for engaging tutors to deliver workshops, including directly approaching tutors to deliver specific workshops and providing example workshop topics for tutors to nominate interest in.
- Source tertiary panellists for the Pathways Panel and UniQ&A at least in mid-December to decrease Director workload on program and provide panellists time to prepare.

Venues and Facilities:

- Establish designated "hang out" spaces on program to build cohesion among tutors and students.
- Provide more explicit guidance to students on navigation resources and support to use them. Make paper maps and timetables available for students who cannot easily access devices in transit.

Classroom facilities:

- Improve accessibility of program venues, including closer proximity, confirming accessible entrances, and proactively gathering mobility-related accessibility requirements to better support students.
- Liaise with university room booking services to ensure adequate room bookings for program requirements, and to source rooms with sufficient resources for classroom teaching.
- Finalise IT access for Special Role Coordinators and team members before the program, including resolution of IT issues to avoid disruption on-program.

Residential facilities:

- Source accessibility training for Directors to improve participant experience and establish systematic approaches to resolving or preventing accessibility issues.

Resources Provided by UMSU:

- Leverage the space offered by the new Student Precinct to improve program offerings and centralise key operations around Building 168.
- Maximise knowledge and use of UMSU technology resources to decrease workload and improve program logistics.

Tutor Information

Tutor Recruitment and Retention:

- Begin and complete the application process earlier and continue to maximise applications, as a higher number of tutors also allows a greater number of subjects to run with smaller class sizes.
- Schedule recruitment rounds early in the year to avoid overlap with program activities, when Director bandwidth is especially limited.
- Attend University events to promote interest in the program and the tutor expression of interest form, even in the first half of the year.
- Expand promotion avenues and establish consistent relationships or partnerships to engage a diverse range of volunteers and avoid significant gaps in less popular subjects.
- Continue making rolling invites for tutor interviews to improve applicant engagement by shortening the time from application to booking an interview.
- Continue investigating ways of reducing pre-program attrition to mitigate the disruption it causes.

Volunteer training:

- Produce smaller scale training workshops for tutors to maintain engagement and practicality of the workshop content.
- Organise tutor training earlier to give Tutor Support Officers sufficient time to prepare their workshops and liaise with the Welfare and Director teams for feedback on inclusive and accessible teaching practices.

Tutor communications:

- Consider how to shorten and better clarify important takeaways and action items for tutors in Tutor News emails to increase tutor engagement.
- Use Slack and Canvas instead of Facebook to respond to tutor preferences for informal communication and smaller program updates.

Other tutor socials

- Organise promotion for tutor social events to maximise tutor attendance, particularly the first social event to assist its function as an orientation event.

Events team:

- Incorporate the Events Team into pre-program events and generally increase the pre-program preparation for this special role team.
- Incorporate some small-scale icebreaker-style events into the program alongside the major events.

Group Leader team:

- Oversubscribing volunteers to this group is highly recommended.
- Group Leader Coordinator office drop-ins, and a daily updates/instructions text are highly encouraged to continue.
- Consider reinstating Group Pods for a more consistent student experience
- Increase Group Leader Training Significantly, focusing on teaching practical activities such as icebreakers, and interpersonal skills/student management.

Operations team:

- Practical training opportunities, as well as strong training in VCESS policies and systems, are both highly recommended.
- As a team that handles a lot of the program's logistical elements, stronger processes and systems should be both implemented and documented for future teams in a variety of areas. This could include improving systems for Tutor sign-ins, email management and printing procedures

Residential team:

- Previous training materials should be kept by Directors to provide to future Coordinators.
- Program facilities and activities should be assessed for suitability for students with mobility issues or diverse religious/cultural backgrounds.
- Opportunities for more downtime for students should be explored.

Tutor Support Officer team:

- The team should explore working more closely with other Special Role teams, such as Welfare or Operations.

- The team should be given more time to prepare their tutor training workshops, and reach out to Subject Coordinators about their booklets ASAP once these workshops have been delivered.
- The TSO space could be more effectively utilised as a resource for tutors to improve their classes.
- A more sustainable rostering system for class observations should be explored.

Welfare team:

- Future Welfare team training should place a heavier emphasis on the boundaries and limitations of the Welfare role, to ensure that all Welfare Officers are operating within their scope of practice.

Zine team:

- The Zine team should be kept at 7 people to decrease the shared workload.
- Options for the Zine team to print the zine without support from the Directors should be explored.
- Megazine should be planned and arrangements for distribution should be finalised before the start of the program.

Subject Coordinators:

- Hard deadlines for subject booklet submission should be brought forward to at least a month before the program, to allow tutors time to prepare for their classes.
- The feasibility of printing physical copies of subject booklets should be explored as this is frequently requested.

Educational demographics:

- Expand tutor recruitment to new degree areas, particularly arts, commerce and education degrees, which are underrepresented among current tutors.

Personal demographics:

- Provide support to tutors for adapting to a VCE curriculum and Australian classroom environment due to the high proportion of interstate and international students.
- Promote representation of male tutors in Special Role teams from the recruitment stage, particularly for the Events and Welfare teams.
- Collect tutor feedback throughout involvement in the program, and reuse relevant sections to allow data comparison between years.

Program promotion

- Improve partner outreach with earlier and more specific contact, building long-term relationships, and promoting consistency across program cycles. Tutor visits has also been used for promotion at schools in the past.
- Include space for students to list an organisation or person who has referred them in the application form, and use this data to deepen connections.

<u>Student Information</u>

Application process:

- Open and close student applications earlier than the VCESS 2023 period.

Experience before program:

- Provide important notices sooner and more simply to avoid unnecessary enquiries from students and parents. Student Canvas can be used to provide additional information.

Experience on program:

- Simplify aims and logistics for the Opening Ceremony to improve student experience. Create more comprehensive support for tutors.
- Instead of Skype phone numbers, use a more reliable alternative for the Directors and Operations team.
- Address campus experience issues for students including the campus tour, distance between activities and issues navigating campus.
- Keep program activities easy to find, engaging, and targeted to student values in order to attract students.
- Accommodate students who prefer more breaks or independent study time with structured alternatives to program activities.

Community and local area characteristics:

- Target promotion to schools in the lowest 60% of ICSEA scores and address barriers to interest or inclusion in the program, such as publicising the bursary program or highlighting the relaxed environment. Investigate barriers further.

Appendices

Appendix 1: Subjects Taught on Program

The 71 subjects taught in-person and 12 subjects taught online are listed in the tables below. In-person subjects covered Units 1 & 2, Units 3 & 4 or all units. Online subjects were all focused on Units 3 & 4 content but could enrol students studying Units 1 & 2.

Table 13: Subjects taught in-person at VCESS 2023

Subject	Total Classes	Total Students	Student-Tutor Ratio
Accounting	2	17	5.7
Algorithmics: Units 3 & 4	1	2	2.0
Ancient History	1	3	3.0
Applied Computing: Units 1 & 2	1	6	3.0
Art Creative Practice	2	12	6.0
Art Making and Exhibiting	1	9	9.0
Australian and Global Politics: Units 1 & 2	1	7	7.0
Australian History: Units 3 & 4	1	6	6.0
Biology: Units 1 & 2	3	22	5.5
Biology: Units 3 & 4	8	79	6.6
Business Management: Units 1 & 2	2	12	6.0
Business Management: Units 3 & 4	3	23	5.8
Chemistry: Units 1 & 2	4	40	8.0
Chemistry: Units 3 & 4	8	81	6.8
Chinese Second Language	1	4	2.0

Classical Studies	1	4	4.0
Dance	1	1	1.0
Data Analytics: Units 3 & 4	1	4	2.0
Drama	1	4	2.0
Economics: Units 1 & 2	2	12	4.0
Economics: Units 3 & 4	1	7	3.5
English: Units 1 & 2	5	51	7.3
English: Units 3 & 4	9	128	10.7
English as an Additional Language: Units 1 & 2	1	2	1.0
English as an Additional Language: Units 3 & 4	1	8	8.0
English Language: Units 1 & 2	2	12	6.0
English Language: Units 3 & 4	2	11	2.8
Environmental Science	1	5	2.5
Food Studies	1	6	3.0
French: Units 1 & 2	1	8	4.0
French: Units 3 & 4	1	11	5.5
General Mathematics: Units 1 & 2	2	22	7.3
General Mathematics: Units 3 & 4	7	86	6.6
Geography	1	4	4.0
German	1	3	3.0
Global Politics: Units 3 & 4	1	8	8.0
HHD: Units 1 & 2	2	12	4.0

HHD: Units 3 & 4	3	28	7.0
Hindi	1	1	0.5
Indonesian	1	2	2.0
Japanese	1	10	10.0
Latin	1	9	4.5
Legal Studies: Units 1 & 2	2	17	8.5
Legal Studies: Units 3 & 4	3	35	7.0
Literature: Units 1 & 2	2	20	6.7
Literature: Units 3 & 4	3	30	7.5
Mathematical Methods: Units 1 & 2	4	44	5.5
Mathematical Methods: Units 3 & 4	9	97	6.5
Media	2	13	3.3
Modern History: Units 1 & 2	1	12	12.0
Music: Units 1 & 2	1	4	4.0
Music Inquiry: Units 3 & 4	1	1	1.0
Music Performance (Contemporary and Repertoire): Units 3 & 4	1	2	1.0
Outdoor and Environmental Studies	1	4	4.0
Philosophy	1	11	11.0
Physical Education	1	13	6.5
Physics: Units 1 & 2	2	15	5.0
Physics: Units 3 & 4	4	35	5.0

Psychology: Units 1 & 2	2	18	6.0
Psychology: Units 3 & 4	5	51	6.4
Religion and Society	1	6	6.0
Revolutions: Units 3 & 4	2	15	5.0
Sociology	1	6	6.0
Software Development: Units 3 & 4	1	1	0.5
Specialist Mathematics: Units 1 & 2	2	18	4.5
Specialist Mathematics: Units 3 & 4	2	19	4.8
Systems Engineering	1	3	3.0
Texts and Traditions	1	2	2.0
Theatre Studies	1	7	7.0
Vietnamese	1	1	0.5
Visual Communication and Design	1	13	6.5

Additionally, tutors were available for the following in-person subjects which did not run due to lack of student enrolment:

- Chinese First Language
- Chinese Second Language Advanced
- Classical Greek
- Extended Investigation
- History Empires 1/2
- Koren
- Italian
- Music Composition 3/4
- Product Design and Technology

Table 14: Subjects taught online at VCESS 2023

Subject	Total Classes	Total Students	Student-Tutor Ratio
Biology	2	13	6.5
Business Management	1	3	3.0
Chemistry	3	23	5.8
English	3	20	6.7
English Language	1	9	9.0
General Mathematics	2	10	5.0
HHD	1	4	2.0
Literature	1	3	3.0
Mathematical Methods	3	21	4.2
Physics	1	8	4.0
Psychology	2	16	8.0
Specialist Mathematics	1	7	3.5

Additionally, tutors were available for Legal Studies (online) which did not run due to lack of student enrolment.

Appendix 2: Timetables for In-person, Online and Residential Programs

Timetable for in-person Day Program

Week 1 - VCESS 2023

	Mon 9	Tues 10	Wed 11	Thurs 12	Fri 13	
9:30am	Opening Ceremony	1A	1B	2B	1C	9:30am
10:30am		2A	Seminar	3B	2C	10:30am
11:30am	Group Leader Meeting					11:30am
12:00pm	Seminar	Workshop	4B	Workshop	3C	12:00pm
1:00pm	3A	4A	5B	4C	Seminar	1:00pm
2:00pm	LUNCH					2:00pm
3:00pm	5A	Guided Study	Event	Guided Study	5C	3:00pm
4:00pm	6A	6B		6C		4:00pm
5:00pm						

Week 2 - VCESS 2023

	Mon 16	Tues 17	Wed 18	Thurs 19	Fri 20	
9:30am	1D	2D	1E	2E	1F	9:30am
10:30am	3D	3E	Seminar	3F	2F	10:30am
11:30am	Group Leader Meeting					11:30am
12:00pm	Seminar	Workshop	Tertiary Expo	Workshop	4F	12:00pm
1:00pm	4D	5D		4E	Workshop	1:00pm
2:00pm	LUNCH					2:00pm
3:00pm	Seminar	Event	5E	5F	Closing Ceremony	3:00pm
4:00pm	6D		6E	6F		4:00pm
5:00pm						

Timetable for in-person Residential Program

VCE SUMMER SCHOOL RESIDENTIAL PROGRAM TIMETABLE
SUNDAY 8TH JANUARY – FRIDAY 20TH JANUARY 2023

	Sun 8 Jan	Mon 9 Jan	Tues 10 Jan	Wed 11 Jan	Thurs 12 Jan	Fri 13 Jan	Sat 14 Jan
7:00-7:45		Morning run	Morning run	Morning run	Morning run	Morning run	Weekend (tutor change over approx. midday)
8:00-9:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
9:00		Depart College	Depart College	Depart College	Depart College	Depart College	
9:30-4:00		Refer to day program timetable					
	3:00pm onwards student arrivals and games						
4:00-5:00		Refer to day program timetable				Group debrief and student departures	
5:00-5:30		Group debrief	Group debrief	Group debrief	Group debrief	Weekend	
5:30-6:00	Welcome session at St. Mary's	Resi dance and free time – St. Mary's	Resi dance and free time – St. Mary's	Resi dance and free time – St. Hilda's	Amazing Race and Dinner – Melbourne CBD (Depart from UniMelb)		
6:00-6:45	Dinner	Dinner	Dinner	Dinner			
6:45-9:30	Banner making and group activities at St. Mary's	Mystery Night – St. Mary's	Lygon St Bingo – Lygon St	Study Night – St. Mary's			
9:30-10:00	Free time	Free time	Free time	Free time	Free time		
10:00	Bed time	Bed time	Bed time	Bed time	Bed time		

	Sun 15 Jan	Mon 16 Jan	Tues 17 Jan	Wed 18 Jan	Thurs 19 Jan	Fri 20 Jan
7:00-7:45	Weekend	Morning run	Morning run	Morning run	Morning run	Morning run
8:00-9:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00		Depart College	Depart College	Depart College	Depart College	Depart College
9:30-4:00		Refer to day program timetable				Refer to day program timetable
	3:00pm onwards student arrivals and games					3:00pm - Closing Ceremony
4:00-5:00						Student departures
5:00-5:30		Group debrief	Group debrief	Group debrief	Group debrief	
5:30-6:00		Resi dance and free time – St. Mary's	Resi revue planning and free time – St. Mary's	Resi revue planning and free time – St. Mary's	Resi revue planning and free time – St. Mary's	
6:00-6:45	Dinner	Dinner	Dinner	Dinner	Dinner	
6:45-9:30	Resi Disco – St. Mary's	Quiet Night/Games Night – St. Mary's	Study Night – St. Mary's	Trivia – St. Mary's	Resi revue – St. Mary's	
9:30-10:00	Free time	Free time	Free time	Free time	Free time	
10:00	Bed time	Bed time	Bed time	Bed time	Bed time	

Note – this timetable is subject to change but your tutors will make every effort to inform you of any changes

Timetable for Online Program

Week 1 - VCESS 2023

	Mon 9	Tues 10
12:00pm	Seminar	Workshop
1:00pm	7A	8A
2:00pm	LUNCH	LUNCH
3:00pm	10A	9A
4:00pm	11A	12A
5:00pm		

	Thurs 12	
12:00pm	Workshop	
1:00pm	8B	
2:00pm	LUNCH	
3:00pm	10B	
4:00pm	11B	
5:00pm		
5:30pm	Guided Study	
7:00pm		

Week 2 - VCESS 2023

	Mon 16
12:00pm	7B
1:00pm	9B
2:00pm	LUNCH
3:00pm	Workshop
4:00pm	12B
5:00pm	
5:30pm	Guided Study
7:00pm	

	Wed 18	Thurs 19
12:00pm	Seminar	Workshop
1:00pm	7C	8C
2:00pm	LUNCH	LUNCH
3:00pm	10C	9C
4:00pm	11C	12C
5:00pm		
5:30pm	Event	
7:30pm		

Appendix 3: Additional Student Characteristics Data

List of schools with students who attended the program

287 students reported which school they attended, with one reporting that they studied at home. Most students attended high schools in Victoria, with five studying at interstate schools—two in NSW, two in QLD, one in WA—and one studying interstate in India.

The Index of Community Socioeducational Advantage (ICSEA) score is reported for each school, with data collected from My School, a website by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Factors considered for this score are socioeconomic advantage (parental occupation and education level), remoteness and Indigenous student enrolment data. Increases in score indicate higher advantage, with 1000 indicating average advantage. ICSEA scores from 2022 were used. More information about the ICSEA is available on the My School website.

Table 15: Schools with students attending VCESS 2023

School	Location	ICSEA	Total students
Sirius College - Eastmeadows Campus	Broadmeadows, VIC	1054	12
Salesian College Sunbury	Sunbury, VIC	1052	11
Viewbank College	Viewbank, VIC	1108	9
Loyola College	Watsonia, VIC	1056	8
Xavier College	Kew, VIC	1159	8
Ilim College	Broadmeadows, VIC	1014	6
Matthew Flinders Girls' Secondary College	Geelong, VIC	1018	6
St Albans Secondary College	St Albans, VIC	960	6
Suzanne Cory High School	Werribee, VIC	1141	6
Kurunjang Secondary College	Melton, VIC	943	5
MacRobertson Girls High School	Melbourne, VIC	1170	5

Melbourne Girls' College	Richmond, VIC	1129	5
Seymour College	Seymour, VIC	940	5
Bendigo Senior Secondary College	Bendigo, VIC	1000	4
Craigieburn Secondary College	Craigieburn, VIC	934	4
Haileybury Girls College	Keysborough, VIC	1181	4
Hume Anglican Grammar	Mickleham, VIC	1084	4
St Catherine's School	Toorak, VIC	1159	4
University High School	Parkville, VIC	1127	4
Wellington Secondary College	Mulgrave, VIC	1000	4
Al-Taqwa College	Truganina, VIC	1047	3
Cathedral College	Wangaratta, VIC	1069	3
Catholic College Wodonga	Wodonga, VIC	1046	3
East Preston Islamic College	Preston, VIC	976	3
Elwood College	Elwood, VIC	1101	3
Goulburn Valley Grammar School	Shepparton, VIC	1122	3
Haileybury College	Keysborough, VIC	1181	3
Lalor North Secondary College	Epping, VIC	946	3
Lauriston Girls School	Armadale, VIC	1188	3
Lyndale Secondary College	Dandenong North, VIC	931	3
Sirius College - Keysborough Campus	Keysborough, VIC	1054	3
Academy of Mary Immaculate	Fitzroy, VIC	1081	2
Albert Park College	Albert Park, VIC	1119	2
Ave Maria College	Aberfeldie, VIC	1066	2

Ballarat Grammar	Wendouree, VIC	1121	2
Balwyn High School	Balwyn North, VIC	1130	2
Brunswick Secondary College	Brunswick, VIC	1108	2
Buckley Park College	Essendon, VIC	1084	2
Camberwell Anglican Girls Grammar School	Canterbury, VIC	1187	2
Camberwell Grammar School	Canterbury, VIC	1175	2
Camberwell High School	Canterbury, VIC	1122	2
Caulfield Grammar School	Wheelers Hill, VIC	1130	2
Copperfield College	Delahey, VIC	958	2
Galen College	Wangaratta, VIC	1030	2
Heathdale Christian College Werribee Campus	Werribee, VIC	1146	2
Kardinia International College	Bell Post Hill, VIC	1134	2
Mill Park Secondary College	Epping, VIC	1004	2
North Geelong Secondary College	North Geelong, VIC	950	2
St Columba's College	Essendon, VIC	1098	2
St Kevin's College Toorak	Toorak, VIC	1179	2
St Paul's Anglican Grammar School	Warragul, VIC	1102	2
Templestowe College	Templestowe Lower, VIC	1092	2
Thomas Carr College	Tarneit, VIC	1040	2
Warracknabeal Secondary College	Warracknabeal, VIC	965	2
Werribee Secondary College	Werribee, VIC	1031	2
Wyndham Central Secondary College	Werribee, VIC	925	2
Altona College	Altona, VIC	1012	1

Beaconhills College - Berwick	Berwick, VIC	1087	1
Beaumaris Secondary College	Beaumaris, VIC	1102	1
Beechworth Secondary College	Beechworth, VIC	1032	1
Bellarine Secondary College	Drysdale, VIC	999	1
Birchip P-12 School	Birchip, VIC	988	1
Blackburn High School	Blackburn, VIC	1087	1
Boort District P-12 School	Boort, VIC	1000	1
Brauer College	Warrnambool, VIC	992	1
Carey Baptist Grammar School	Kew, VIC	1167	1
Castlemaine Secondary College	Castlemaine, VIC	1036	1
Catholic Regional College Melton	Melton West, VIC	1006	1
Charles La Trobe P-12 College	Macleod, VIC	952	1
Christian College Geelong	Waurn Ponds, VIC	1097	1
Coburg High School	Coburg, VIC	1072	1
De La Salle College	Malvern, VIC	1118	1
Doncaster Secondary College	Doncaster, VIC	1060	1
Donvale Christian College	Donvale, VIC	1156	1
Drouin Secondary College	Drouin, VIC	981	1
East Doncaster Secondary College	Doncaster East, VIC	1098	1
Eltham High School	Eltham, VIC	1092	1
Emmanuel College	Warrnambool, VIC	1063	1
Essendon Keilor College	Essendon, VIC	989	1
F.C.J. College	Benalla, VIC	1031	1

Firbank Grammar School	Brighton, VIC	1157	1
Fitzroy High School	Fitzroy North, VIC	1088	1
Geelong Baptist College	Lovely Banks, VIC	1032	1
Geelong High School	East Geelong, VIC	999	1
Gippsland Grammar - Senior	Sale, VIC	1100	1
Glen Waverley Secondary College	Glen Waverley, VIC	1118	1
Good News Lutheran College	Tarneit, VIC	1096	1
Greater Shepparton Secondary College	Shepparton, VIC	938	1
Hillcrest Christian College - Ayr Hill Campus	Clyde North, VIC	1096	1
Hoppers Crossing Secondary College	Hoppers Crossing, VIC	972	1
Ilim College Kiewa Campus	Dallas, VIC	1014	1
Keilor Downs College	Keilor Downs, VIC	1006	1
Kew High School	Kew East, VIC	1103	1
Korowa Anglican Girls' School	Glen Iris, VIC	1189	1
Kyabram P-12 College	Kyabram, VIC	959	1
Laverton P-12 College - Bladin Campus	Laverton, VIC	927	1
Loreto College	Ballarat, VIC	1065	1
Mallacoota P-12 College	Mallacoota, VIC	1040	1
Marian College Ararat	Ararat, VIC	1010	1
McKinnon Secondary College	Mckinnon, VIC	1116	1
Melbourne Grammar School	Melbourne, VIC	1172	1
Mentone Grammar School	Mentone, VIC	1142	1
Mercy Regional College - Camperdown	Camperdown, VIC	1031	1

Mernda Central P-12 College	Mernda, VIC	1009	1
Minaret College - Officer Campus	Officer, VIC	983	1
Monivae College	Hamilton, VIC	1024	1
Mt St Michaels College	Ashgrove, QLD	1145	1
Newhaven College	Rhyll, VIC	1071	1
Nhill College	Nhill, VIC	953	1
Northcote High School	Northcote, VIC	1137	1
Nossal High School	Berwick, VIC	1136	1
Notre Dame College	Shepparton, VIC	1006	1
Overnewton Anglican Community College	Keilor, VIC	1102	1
Penleigh and Essendon Grammar School	Keilor East, VIC	1166	1
Penola Catholic College	Broadmeadows, VIC	987	1
Perth College	Mount Lawley, WA	1148	1
Point Cook Senior Secondary College	Point Cook, VIC	1018	1
Police DAV Public School	Jalandhar, Punjab, INDIA	N/A	1
Rochester Secondary College	Rochester, VIC	966	1
Rosehill Secondary College	Niddrie, VIC	1018	1
Somerset College	Mudgeeraba, QLD	1166	1
South Oakleigh Secondary College	Oakleigh South, VIC	1033	1
St Bernard's College	Essendon, VIC	1084	1
St Joseph's College - Echuca	Echuca, VIC	1008	1

St Peter's College	Cranbourne, VIC	1031	1
Star of the Sea College	Brighton, VIC	1129	1
Strathcona Baptist Girls Grammar School	Canterbury, VIC	1153	1
Sydney Distance Education High School	Woolloomooloo, NSW	1027	1
Tarneit Senior College	Tarneit, VIC	995	1
Taylors Lakes Secondary College	Taylors Lakes, VIC	1002	1
The Knox School	Wantirna South, VIC	1146	1
The Scots School Albury	Albury, NSW	1136	1
Trinity Grammar School	Kew, VIC	1161	1
Victoria University Secondary College - Cairnlea Campus	Cairnlea, VIC	963	1
Victorian College of the Arts Secondary School	Southbank, VIC	1138	1
Warrnambool College	Warrnambool, VIC	977	1
Waverley Christian College	Wantirna South, VIC	1144	1
Westall Secondary College	Clayton South, VIC	960	1
Western Port Secondary College	Hastings, VIC	958	1
Yea High School	Yea, VIC	979	1