

2019 advance

Advance is a school-based program that provides practical opportunities for young people to participate in their local community. The goal of Advance is to enable young people's participation in community life.

The essential elements are that young people participate in their community, in PARTNERSHIP with a community organisation based on their CHOICE.

Through participation in the program young people:

- Develop transferable vocational skills to participate in their communities.
- Are engaged in and connected to community activities.
- Are supported by their communities.

School campuses delivering Advance

- Advance was delivered by **429** Victorian Government secondary school campuses in 2019 via a range of school settings including:
- English as a Second Language campuses targeting culturally and linguistically diverse young people (**1.4%**)
- Special, Special Developmental or other schools that target young people with an intellectual and/or physical disability (**20%**) and
- Campuses located in rural and regional Victoria (**43%**).

Young people involved in Advance

In 2019, **28,256** young people enrolled in Advance, including:

- Indigenous young people (**2.8%**)
- Young people identified as having a disability (**15.8%**)
- Young people identified as having culturally and linguistically diverse backgrounds (**18.3%**).
- Young people identified as LGBTQI+ (**1.2%**)
- Young people identified as refugee or asylum seeker (**3.4%**)

In 2019, **27,138** young people completed their school's Advance program, a retention rate of **96%**.

- The average number of young people participating per school campus was **64**.
- There were more young males participating in Advance with **54.3%** of participants being male and **45.7%** female with **0.1%** identifying as other.
- Year 9 recorded the most number of participants with **39%** of the total number of participants being Year 9 students.
- Year 10 was the second most common year level, with **17%** of participants being year 10 students.

Advance contributes to educational pathways

- Schools indicated that Advance contributed to the fulfilment of Essential Learning Standards (VELS / AusVELS) (**36%**).
- Schools indicated that Advance contributed to the fulfilment of the Victorian Certificate of Applied Learning (VCAL) (**21%**).
- Schools indicated that Advance

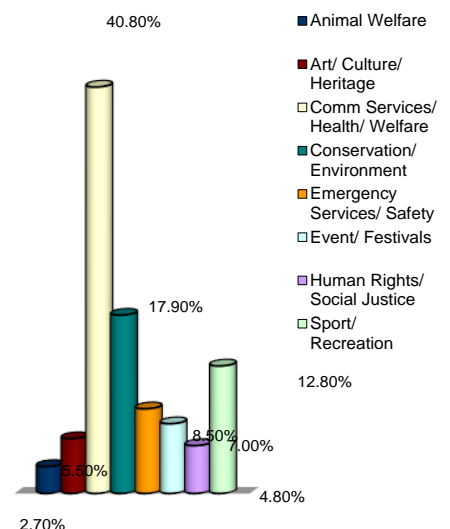
contributed to Vocational and Educational Training (VET) attainment (**2.5%**).

- Schools indicated that Advance contributed to a combination of education links (**33.7%**).

Partnerships in Advance

Undertaking volunteering projects and developing community partnerships are a key focus of Advance.

- Young people and schools formed over **2000** community partnerships.



Benefits of working in partnership

- Schools reported that **51%** partner organisations reported improvement in their organisation's value of young people and improved knowledge of youth issues as a result of working in partnership with the Advance schools.
- **39%** of partner organisation reduced barriers for young people's involvement as a benefit of working in partnership with the Advance schools.

Recognised Training

Recognised Training is an important component of Advance in which young people build confidence and skills while undertaking training and certificates in a diverse range of areas such as food handling, first aid, construction, fire safety and animal husbandry.

In 2019:

- Over **630** Recognised Training Courses were provided.
- Over **350** organisations provided training to young people in Advance.
- **53%** of recognised training was identified by schools as being nationally recognised.

Advance provides opportunities

Additional benefits for young people from their involvement in Advance include:

- Increased interpersonal confidence including team work and networking skills **(96%)**
- Increased healthy/safe life choices and behaviours **(81%)**
- Identification of potential career pathways **(80%)**
- Continuation of involvement in volunteering activities **(71%)**
- Mentoring opportunities **(71%)**
- Re-engagement in education **(66%)**.

Acknowledgement and Celebration of Achievements in Advance

Celebrating young people's achievements in a public forum provides important recognition of what they have accomplished through their partnerships. The majority of schools reported that young people were recognised by more than one type of celebration, including:

- Awarding of certificates.
- Holding a formal event and presentation.
- Being profiled in the local media
- Participating in a celebratory camp.
- Presentations at school assembly.

Case Study

The Victorian College for the Deaf

The Victorian College for the Deaf used Advance to implement a travel education program for senior students. On a weekly basis, students led and participated in the program to identify their needs as they related to independent travel and road safety. Students planned and lead the class to visit various destinations within Melbourne CBD and surrounds as well as to their home suburb. After travelling, the students reported back through their class digital portfolio, Seesaw, to explain their journey. Teachers worked further with specific students from the middle and senior years identified by the College for independent travel to and from school.

Year 10 and 11 students were provided interpreters and education support to access and complete their Certificate II in VET Hospitality & Kitchen Operations (dual program) via The Inner Melbourne VET cluster. Another student participated in a School Based Apprenticeship and Traineeship as part of his final year of the Victorian Certificate of Applied Learning (VCAL) which required support on the job.

A whole school Art Exhibition was held. Both 2D and 3D art was exhibited. Artists spoke about their work to parents, staff and members of the deaf community. Students also participated in a selection of clubs throughout the year giving greater rise to student voice. Students made suggestions for enriching clubs based on their interests. One such club was self-defence for girls.

These initiatives and programs enhanced student leadership, teamwork, employability and communication skills. Student wellbeing and independence was also boosted especially through the participation in deaf community events.

Some programs were led by students with support from teaching staff and interpreters. VCAL and Award Scheme Development and Accreditation Network (ASDAN) students negotiated their program tasks to achieve learning outcomes. They were expected to discuss, plan, lead and reflect on projects. Students rallied to get club ideas off the ground. Students who travel trained worked with teachers to support parents to help them travel to and from school.

Students were celebrated by the deaf community during an art exhibition in which recognised their achievements. Students who took part in other programs such as VET and Travel Education Program were celebrated by the school and community through school assemblies, presentations and awards.

(Adapted from the school's 2019 Advance end of year report).