

# 2018 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 skills to participate in their communities.
- Are engaged in community activities.
- Are supported by their communities.

## School campuses delivering Advance

- Advance was delivered by **425** Victorian Government secondary school campuses in 2018 via a range of school settings including:
  - English as a Second Language campuses targeting culturally and linguistically diverse young people (**1.2%**)
  - Special, Special Developmental or other schools that target young people with an intellectual and/or physical disability (**18%**) and
  - Campuses located in rural and regional Victoria (**43%**).

## Young people involved in Advance

In 2018, **24,640** young people enrolled in Advance, including:

- Indigenous young people (**2.8%**)
- Young people identified as having a disability (**16%**) and
- Young people identified as having culturally and linguistically diverse backgrounds (**18.5%**).

In 2018, **23,635** young people completed their school's Advance program, a retention rate of **96%**.

- The average number of young people participating per school campus was **59**.
- There were more young males participating in Advance with **54%** of participants being male and **46%** female.
- Year 9 recorded the most number of participants with **40%** of the total number of participants being Year 9 students.
- Year 10 was the second most common year level, with **20.5%** of participants being year 10 students.

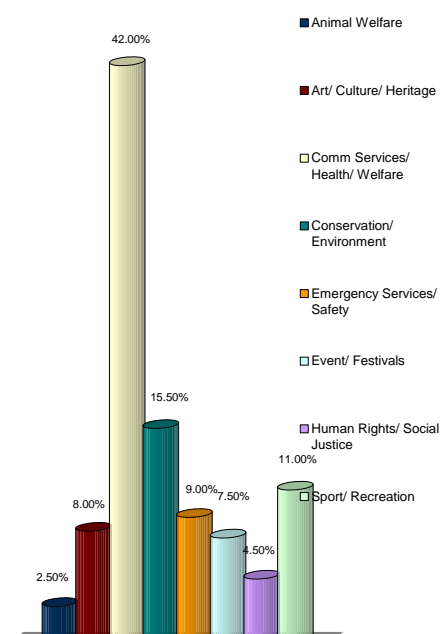
## Advance contributes to educational pathways

- Schools indicated that Advance contributed to the fulfilment of Essential Learning Standards (VELS / AusVELS) (**38%**).
- Schools indicated that Advance contributed to the fulfilment of the Victorian Certificate of Applied Learning (VCAL) (**20%**).
- Schools indicated that Advance contributed to Vocational and Educational Training (VET) attainment (**3.5%**).
- Schools indicated that Advance contributed to a combination of educational links (**31.5%**).

## 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 **44%** 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.
- **33%** 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 2018:

- Over **780** Recognised Training Courses were provided.
- Over **350** organisations provided training to young people in Advance.
- **52%** 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 **(94%)**
- Increased healthy/safe life choices and behaviours **(79%)**
- Identification of potential career pathways **(79%)**
- Continuation of involvement in volunteering activities **(73%)**
- Mentoring opportunities **(68%)**
- 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

### Greensborough College

The Year 11 and Year 12 Victorian Certificate of Applied Learning (VCAL) students from Greensborough College participated in the Advance program in 2018 by focussing on personal development skills. The Year 11 class completed community projects in units including Walkability, The Royal Children's Hospital Appeal, The Environment, Us and finally a Gambling unit. They also partnered up with the Diamond Valley Special Development School and created workshop activities that enabled students to work with students with disabilities. They also completed an RSPCA Unit which related to visiting animal shelters and building skills to care for animals.

The Year 12 classes worked on the unit of 'Homelessness' (Sem 1) that focused on programs offered by the Salvation Army and The Big Issue. In Semester 2, students worked on the unit of 'RACV' which allowed them to understand the possible dangers of driving. Students were given strict timelines to complete outcomes while in the classroom.

Students were able to develop their leadership skills, communication skills, maturity and knowledge through the VCAL programs. Students in VCAL Year 11 completed their Level 2 First Aid, 20 weeks of classroom workshops and 15 weeks of RSPCA Programs. Students in Year 12 were involved in the Fareshare program for the homelessness and worked and received talks with guest speakers from The Big Issue. The Year 12 students were also involved in programs run by RYDA that linked to the RACV car safety outcomes. The Year 12 students were also able to complete their RSA and Barrista Courses/Certificates.

These programs enabled students to understand the impact and consequences of their decisions. For example, understanding that 100,000 Australians sleep on the streets each night or the significant number of deaths on our roads under the age of 25.

While teachers provided the VCAL program, all units of work were student-led. Students were given the task to initiate contact with the variety of VCAL institutions and organise times when they could run set programs. For example, students organised a roster of classmates to ring venues each fortnight to book in events (RYDA), guest speakers (The Big Issue), bus companies etc. Students also organised their own projects (RSPCA approved Foundations), fundraising activities (Salvation Army) and food drives (Fareshare) to meet unit requirements. Both Year 11 and 12 students created school-wide events for the Royal Children's Hospital and Cupcake Day for Animal Awareness.

All Year 11 students received their First Aid Certificate after completion of the First Aid Course. Students were given opportunities to work with the Salvation Army and at Animal shelters as part of volunteer/paid work. Students were rewarded with a VCAL certificate of intermediate and senior levels for successfully completing the required VCAL units.