

Annual Report 2023

Youth²
Industry
College
an inclusive community



Youth2Industry College acknowledges the traditional caretakers of the land it is based on, the Yaluk-ut Weelam Clan of Bunurong Wurrung people of the Kulin nation. We pay our respects to elders past, present, and emerging.

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Chairman's Message

The Youth2Industry College Annual Report allows you to gain insight into what it means to have a Y2IC education and be part of a safe and nurturing community. We are proud of what the College has achieved in only its third year! We were constantly reminded how important this community is as we work together to support students and encourage them to embrace challenge and opportunity. Our commitment to community is on display at numerous events including our annual end of year graduation. A wonderful celebration of all our young people, and an important part in recognising their achievements. The outcomes should make us all proud to be associated with the College.

On behalf of the Board and the College community, I would like to thank and congratulate our Principal Ms Penny Vakakis, staff and students for their work in creating a future for the College. Their collaborative efforts have further advanced the College's curriculum, community and wellbeing programs and have allowed our students to achieve positive educational and personal goals. Youth2Industry College cannot guarantee its students happiness. However, it can assist them to know happiness and give them confidence in their thoughts and in themselves. This is at the heart of the legacy that the school wishes for its students. It sits in parallel with the school's longstanding reputation for compassion and commitment to wellbeing.

We knew 2023 would be a year of transition with the announcement of Ms Penny Vakakis' retirement and the implementation of the new curriculum.

The changes to the senior school curriculum have been a priority this year. The College's Victorian Certificate of Applied Learning (VCAL) program was phased out and replaced by the Victorian Pathway Certificate (VPC) and VCE Vocational Major (VCE VM) in line with the Victorian Governments Senior Secondary Certificate Reform. Whilst this is a substantial certification change the College maintains its student-centred focus, its engagement with community and above all, the way it fosters positive and caring relationships.

At the forefront of our mind was also the legacy of Ms Penny Vakakis – our Founding Principal. Penny has provided outstanding leadership growing our College to the position it is in today. With her strong commitment to providing equitable education opportunities for students and a clear vision to make Youth2Industry College an exceptional alternative school, she has undertaken the role with total dedication and passion, strongly advocating to nurture students' learning and wellbeing.

She has worked hard to create a team that has developed a school from the ground up. Providing them with ongoing support and professional development to help create curriculum, and a model of teaching and learning which is engaging for young people who have decided to leave mainstream schools. I think you would all join me in saying, she has certainly created a safe and welcoming environment that revolves around our values of Resilience, Inclusion, Perseverance and Empathy.



Chairman's Message (cont.)

For Penny, the process of guiding our students on the path to self-discovery and self-realisation, supporting them to overcome self-doubt and make informed decisions, was crucial in achieving long-term engagement and participation in the life of the school. She aspired to ensure that students took ownership of their learning and behaviour; are courageous in their actions; foster connections to the wider community; and develop resilience in their approach to achieving their aspirations.

During her leadership much has happened and the College has undeniably taken a giant step forward in its development and progress. Penny engaged in a positive and cohesive manner with the College Board and was committed to continuing to pursue an ambitious agenda of ongoing quality improvement, to ensure the school is in a strong position to move forward.

There have been many huge successes, far too many to mention them all here. Penny and her team implemented a suite of curriculum, wellbeing, structural, infrastructural and administrative initiatives. A few highlights include expansion of applied learning and activities in the senior school curriculum; targeted supports through wellbeing services; literacy/numeracy tutoring; integration support; provision for modified learning; supported learning workshops; introduction of tailored pathways especially access to School Based Traineeships and Apprenticeships and VET courses; structured workplace learning initiatives; enhanced industry immersion and career program; enrichment programs eg Cracked Actors; introduction of restorative practices and circle time; comprehensive student engagement program that included House Teams; and strategic partnerships eg Coles, SecondBite and Stem Centre of Excellence.

As a result, we have had remarkable student attendance and engagement rates and more students completing their VCAL/VCE VM/VPC certificate and transitioning to meaningful pathways.

Following an extensive recruitment process in late Term IV the Board announced the appointment Mr Tom Witenden as Principal. We are delighted to have a leader of outstanding capabilities, to continue the wonderful work left behind by Penny. The number and strength of the applications shows the regard in which the College is held and is testament to the establishment work undertaken by all parties.

Working alongside the Principal is the College Board. Made up of volunteers they have been integral to the good governance of the College. As we grow and work through challenges, the Board reinforces our core vision and philosophy. We thank and appreciate their dedicated involvement.

I present to you the 2023 Annual Report in celebration of our community engagement and achievements.

Trish Van Lint

Youth2IndustryCollege
Board Chairperson

Founding Principal End of Year Celebration Speech

As I reflect on our experiences at the College in 2023, it is clear we have collectively told a full and exciting story. There have been many notable events and achievements and there is much that we can all look back on with a sense of great pride and satisfaction, some of which were outlined in previous presentations tonight.

When a student joins the Y2IC community, they are given the opportunity to develop their potential and are supported through our teaching and learning programs and targeted student services to achieve their personal best. It was always our intent when submitting the application to set up an alternative school back in 2020, that our philosophy be centered on developing skill sets connected with Learning, Working and Engagement, with the aim of helping students achieve their individual pathway goals.

And whilst the College is still in its foundation years, it would be fair to say this has progressed.

The process of guiding our students on the path of self-discovery will continue with the introduction of the new 2024 College theme - Compass. As the College moves into the next chapter of its cycle, students will be encouraged to move beyond what is known and comfortable, they will be encouraged to strive for higher things and think about the set of values, beliefs and principles that guides their behavior - their reference point; their north.

Whether you joined us this year or whether you have been with us for a couple of years, I hope students can remember that you are valued and heard. We have always tried to put you first, creating an inclusive, and safe environment to create opportunities. At last year's celebration I said we are a small school that punched above its weight, and this still holds true. With what has been an unprecedented and challenging few years, we have tried to bring stability and certainty to an otherwise uncertain world.



Founding Principal End of Year Celebration Speech

To our students, 2023 has come to an end but your individual journeys will continue. You will understandingly look towards the next year with trepidation but remember this next period, whatever it brings, the mountains you may need to climb, neither define or defeat you. Whatever the next stage reveals, I have no doubt that as you have always done, whatever speedhumps you find before you, you will adapt and find a way forward.

In the words of Dr Zeus: You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.

I encourage you to be proud of yourself, something students sometimes struggle to do. Be proud of all your efforts, all your feats no matter how big or small. Have confidence in whatever lies before you. Embrace all the detours and the new path that lies ahead and select new adventures. What matters the most are the sights you see along the way, the relationships you form and the risks you take.

It's fair to say you did not get here alone. Beside each of you tonight is a family member who could not be prouder, who has supported you and I suspect made sacrifices and inspired you!

The College staff have also worked tirelessly, led by example and have tried to give students every possible opportunity to succeed. They are strong advocates of alternative schooling, demonstrating the values of the College, and have been there for student's best and worst days. And I am sure the students would join me in expressing gratitude, and thank them for their energy, tolerance, patience, encouragement and compassion for helping you to take this journey. And I am also sure the students would also like to thank our two volunteers David Weston and Stacey Slabe for generously giving their time and worldly experience to help guide, mentor and support our students.

The College Board made up of volunteers has been integral to the good governance of the College. As we grow and work through challenges, the Board reinforces our core vision and philosophy, so we thank them for their professionalism and guidance.

On the last day of school this year Rhianna one of the Year 12 students came up to me and said Penny do you realise we are the OGs – the ORIGINALS. So it's only fitting that as we started this journey together, we end it together and we bring the first chapter of the school's history to a close – and in the words of another OG – Abdek, don't forget we are the GOATS.

As we say goodbye to our Year 12s, I want you guys to look at your class, many of your classmates will be your lifelong friends and with others you will no doubt keep crossing paths. What will define you is your character, integrity, the relationships you make and ultimately what you contribute to your community. I hope this College has given you a running start to be successful however, you wish to define the term.

Enjoy your ride, bounce back from the lows, cherish the highs and never give up. Embrace your journey – all its scenic routes, the green lights, red lights, the ups and downs. Thank you, it's been a privilege and an honor to work alongside you and congratulations to each and every student.

Penny Vakakis
Principal

VISION

An inclusive community

PHILOSOPHY & VALUES

Our Philosophy and Statement of Values helps students strive for success and achieve their full potential:

1.

Our approach to education is student-centred and strength-based. There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

2.

We believe implicitly in a holistic approach to education, engagement and wellbeing that will allow development and progress in our students' attitudes, behaviours, and education goals.

3.

We aspire to build students' employability skills through experiential and integrated learning practices. We value achievement, curiosity, perseverance and responsibility.

4.

We provide opportunities for real world exposure to work and workplaces to support informed career choices and exploration of current and emerging industry pathways.

5.

We embed a culture of child safety and ensure the learning environment is safe and supportive, where their voice is heard and considered.

6.

We ensure that our College programs and supports are respectful and inclusive. We do not repeat previous experiences of educational exclusion - we make use of students' energy, creativity, and uniqueness.

Our **Statement of Values** is derived from positive education frameworks and emphasizes our commitment to students having the support to LEARN, WORK and ENGAGE.



Resilience



Inclusion



Perseverance



Empathy

Youth2Industry College (Y2IC) Board



Trish van Lint
Y2IC Chairperson

Trish has extensive experience in the education sector and a passion for helping young people transition to a fully engaged and economic life following secondary school. As a secondary school teacher, she worked for many years to address the societal barriers faced by young people in educational settings. Trish also worked in Community and Regional Partnerships at RMIT, with a focus on bringing schools and industry together which also brought opportunities to advocate for changes to structural and educational barriers faced by young people. Trish contributed to her community in her capacity as an active volunteer for several organisations, including Local Learning and Employment Networks in the Northern Region, the Inner Melbourne VET Cluster (where she was Chair) and the Spark Foundation.



Tracey Fenton
Y2IC Deputy Chairperson

Tracey works in the not-for-profit sector and is committed to improving outcomes for people in need. As an accomplished Business and Program Manager, she has over 25 years' experience servicing the needs of adults, youth and families within the education, employment, welfare, and community sector. Tracey has an extensive background in developing, implementing, and managing multiple and concurrent programs, in driving execution at a highly detailed level and building workforce capability via development of training programs, specifically for young people. Her current position at the Inner Eastern Local Learning and Employment Network provides opportunities to deliver education programs and initiatives that support reengagement of young people to overcome barriers and experience sustainable outcomes. Tracey also serves on the Y2IC Finance Subcommittee.



Trevor Ryan
Y2IC Treasurer

Trevor is semi-retired after 40 years working in the Finance industry. Trevor has been a senior member of the Telstra Corporation Finance group and has held several positions in the Finance and Commercial departments. During his professional career he has held various Finance-related positions in the Not-for-Profit, Retail and Energy sectors. He is currently volunteering on several Boards in the Education, Arts and Building sectors including Youth2Industry College. Trevor is also the Chair of the Finance Subcommittee.



Brighdie O'Dwyer
Y2IC Secretary

Brighdie has developed an extensive skill set within the community services sector. As a Social Worker, she has worked with the homeless, people impacted by substance abuse, people exiting the criminal justice system, young people and recently people with disability. Brighdie's significant work experience is complemented by a Bachelor of Applied Science (Disability), Bachelor of Social Work and a Master of Public Policy.

Brighdie is committed to promoting social justice and diversity within community, education, and mainstream services. Through her current role as a Disability and Community Services Project Specialist, she advocates to address barriers faced by people with disability. Through her ongoing practice Brighdie enhances opportunities for people with disability to access, participate and achieve their goals in education and employment.



Mandy Ellwood

Mandy is dedicated to empowering young people by helping them transition from school to meaningful work or further study. In addition to her extensive teaching experience, Mandy completed post-graduate studies in career education at RMIT, leading to a careers role at CBC St Kilda for the next 25 years. Responsible for coordinating Work Experience and VET, she also introduced the VCAL program and taught VCAL Literacy. Mandy took on a second careers position at Simonds Catholic College whilst being an active member of the Yarra Careers Group and the Yarra Careers Cluster in the Inner North. Her passion for ensuring a smooth transition from school to work or study saw her involvement in the establishment of the Inner Melbourne VET Cluster, which aimed to provide affordable access to a wide range of VET courses for students across all school sectors. Currently the Careers Counsellor and VET Coordinator at St Mary's College, Mandy also serves on the Y2IC Human Resources Subcommittee.



Yun Sheng Chin

Yun Sheng is a senior manager at the University of Melbourne. He was previously a consulting practice leader at SMS Management & Technology and ASG Group. He has led teams, advised senior executives on technology risks, designed business strategies and implemented transformational change in multiple industries. In addition to his management consulting roles, Yun Sheng is passionate about the transformative impact of education, especially when students from all backgrounds are nurtured to thrive and succeed. He mentors university students and was previously a casual academic in the Faculty of Engineering and Information Technology at the University of Melbourne. He holds an MBA from Melbourne Business School and is a Graduate Member of the Australian Institute of Company Directors (GAICD). Yun Sheng also serves on the Finance Subcommittee.

Youth2Industry College (Y2IC) Board (cont.)



Sophie Keele

Sophie is a registered Psychologist and an endorsed organisational Psychologist. Sophie has worked in areas spanning mental health services, careers counselling and lecturing/ research in higher education. Sophie is currently working as a School Psychologist in the secondary school setting. She is also completing a clinical bridging program to become endorsed as a clinical Psychologist. Sophie is passionate about student wellbeing and the provision of appropriate education and training opportunities, which enable young people to pursue a diverse range of learning and employment pathways. Sophie is also the Chair of the Human Resources Subcommittee.



Sheridan White

As a parent representative on the Youth2Industry College Board, Sheridan is a successful small business operator with extensive skills in business development and strategic planning. Sheridan is interested in alternative education and believes mainstream schooling does not suit all students. She is an advocate of caring school environments where children feel valued, connected and supported with a curriculum tailored to creating opportunities to learn and gain skills for employment. She has a strong interest in mental health for young people and believes a positive and engaging learning experience is important to building relationships, resilience and confidence.



The Y2IC Experience

Located opposite the beautiful Albert Park Lake, Youth2Industry College is a small, alternative, flexible senior secondary school in South Melbourne that provides educational opportunities to support students who require a non-traditional education setting.

Our environment is sensory-sensitive, combining more traditional classroom learning with a large breakout area and includes self-regulation zones, small, shared escape spaces and a mindfulness room with a self-care wellness station.

We aim to create an environment that is safe, and understanding and responsive to the needs of each student

We keep our student numbers purposely small to enable us to effectively form close relationships with each student, supporting them to develop their skills and identify their goals through an Individual Pathway Plan.

Our curriculum is applied – we aim to teach our subjects in a very practical way with a strong focus on each student's individual support needs and unique learning style.



Coles Thank You Morning Tea for everything they do for us through the SecondBite program.

Our students typically:

- Have an interest in learning but many have not flourished in mainstream education settings and require additional support or a safe place to complete their senior school studies;
- Have vocational aspirations and are interested in pursuing pathway options such as apprenticeships, traineeships or further study;
- May also present with cognitive or social emotional barriers such as anxiety and mental health disorders.

Thanks to our partnership with South Melbourne Coles and SecondBite, we are also able to offer a free breakfast and lunch program to our students to help energise them and promote a healthy lifestyle.

More than a school, we are a community where everyone is respected and able to be themselves.



Wellbeing at Y2IC

We are a Restorative Practice School

Better relationships equals greater connectedness leading to improved wellbeing. Our wellbeing program aims to build resilience and ensure students receive the tailored support needed to address barriers, in order to participate effectively in their education journey. Our work is underpinned by the following principles and practices:

- ✓ Our College is a safe and nurturing school community
- ✓ We relate through relationships
- ✓ We clearly define our values and refer to our values at all times
- ✓ We promote an open culture where problems can be discussed respectfully, there is respect and people are responsible and accountable for their actions
- ✓ We encourage positive behaviours and aim to use preventative interventions rather than punitive actions
- ✓ We foster a positive school climate with improved student engagement and consistent and clear rules
- ✓ We support a continuous improvement philosophy. We survey our students and run focus groups, such as Youth2Voice, to discuss, analyse and action survey results
- ✓ Students are encouraged to be self-regulating and better problem solvers

“Many of our students face barriers to education therefore our wellbeing program is a major component of our day-to-day operations...”

Our wellbeing program encompasses many facets and in 2023 included the following:

- **Intake Assessment** interview to identify interests, supports and help draft a tailored Individual Pathway Plan;
- **Restorative practice philosophy** that comprises of: Classroom agreements and expectations; ready to learn behaviour management strategies; self-regulation zones and toolkit; house teams to build connections and empowerment; small group circle time; and restorative practice conversations;
- Access to our **Wellbeing Team** (youth/social workers) and an in-house Psychologist facilitated in partnership with JobCo. Where needed, we also facilitate access to external support agencies;
- Access to **escape spaces** such as, the breakout space, mindfulness room, the fishbowl, to support mindfulness;
- Access to a breakfast and lunch program to support student engagement and readiness to learn;
- Free **MYKI** cards as needed;
- Access to **Enrichment** workshops aiming to give students an opportunity to explore and grow their interests and skills in activities outside their regular classroom. In 2023 examples included Cracked Actors and Boot Camp;
- A comprehensive calendar of **engagement** activities to promote connectedness and a positive sense of social-emotional wellbeing. Highlights included: Harmony Day, International Friendship Day (students enjoyed special lunch and photo booth to celebrate friendships created at the College); Halloween festivities; Wear it Purple Day; World Mental Health Day; Anything but a Backpack Day; Basketball Competition; Soccer Competition; World Chocolate Day; R U Ok Day; End of Year/Term Activity Day.

Spotlight: Cracked Actors

A 10 week 'Introduction to Theatre Making: From Page to Stage' program, where students are taken through the production process of a one act play. Students explore different theatre components (ie production, directorial, technical and creative, managerial and marketing) enabling them to get an understanding of a working theatre whilst also receiving one credit for VCE VM Unit 2 Work Related Skills.

After the conclusion of the program the Cracked Actor students produced and performed their play 'Friends & Family' to their own friends and family! A fantastic afternoon saw the whole school cheer on their peers up on stage who thrived in the theatrical environment, and during the making of this one-off performance.



The Y2IC Learning Program

Implementing the new Senior Secondary Certificate changes was a priority this year and reinforced the College's commitment to applied learning.

Teaching and learning focus on building students' employability skills, applying experiential and integrated learning practices to develop personal knowledge, abilities and core work-ready skills.

Our students LEARN, WORK and ENGAGE, and are enrolled in either the new Victorian Pathway Certificate (VPC) or VCE Vocational Major (VCE VM). Each certificate allows students to negotiate their learning, share knowledge and connect with communities and share real life experiences. Students build resilience, confidence and self-worth by integrating real life tasks and accessing a diversity of learning styles and teaching methods that best 'fits' their needs.

Each student is encouraged to undergo a Language, Literacy and Numeracy assessment which, in addition to an enrolment interview, helps advise and shape their Individual Pathway Plan and options for personalised learning approaches. To maximise student engagement, the College delivers differentiated learning activities and assessments; provides access to Education Support staff who help deliver learning adjustments for students with disability; encourages goal setting and action planning; offers a best practice career counselling and support service; provides access to volunteers during study sessions; hosts individualised supported learning sessions; and conducts a two day orientation program for new students in Term IV.

This year we were also pleased to announce the Department of Education approval as a partner school assigned to the STEM Centre of Excellence (SCoE) at the University of Melbourne. This partnership delivered innovative education programs for our students to work on real-world problems, side-by-side with industry and subject experts, using the latest technology. Students had access to over 17 modules, (refer to <https://melbourne.sciencegallery.com/scoe-modules-2023>) to support their senior school curriculum.

To maximise student engagement, the College delivers differentiated learning activities and assessments

VET Delivered in Secondary School (VDSS)



Integrated in VPC and VCE VM is access to an extensive range of VDSS programs both in-house and off-site, in partnership with TAFEs/private RTOs. In 2023 students enrolled in the following programs:

- Cert II in Visual Arts (In-house offering)
- Cert III in Make Up
- Certificate III in Beauty Services
- Certificate II in Electrotechnology Studies
- Certificate II in Animal Care
- Certificate III in Allied Health Assistance
- Certificate II in Hospitality
- Certificate II in Automotive Vocational Preparation
- Certificate III in Sport and Recreation
- Certificate II in Furniture Making Pathways
- Certificate III in Information and Communications Tech
- Certificate II in Building and Construction
- Certificate II in Engineering
- Certificate III in Screen and Media
- Certificate III in Music
- Certificate II in Community Services
- Certificate II in Applied Fashion Design and Tech
- Certificate II in Cookery
- Certificate III in Lab Skills
- SBAT: Certificate II in Supply Chain Operations
- SBAT: Certificate III in Early Childhood Education and Care



In 2023, 93% of VCE VM and 94% of VPC students participated in VDSS/SBAT courses – an overall increase of 6% from the previous year. Of the students who undertook VDSS/SBATs, 84% of students achieved VET units of competency.

VET Job Camp

In addition to the above VDSS/SBAT programs, students were offered the opportunity to brush up on their Hospitality skills. The VDSS Job Camp allowed students to receive one credit towards their senior school studies and a portfolio of accredited Hospitality certificates covering Barista, Responsible Service of Food, Mocktails, Greeting Customers and Responsible Service of Alcohol.

Certificate II Visual Arts and Exhibition

Delivered at Youth2Industry College for the first time in 2023, the Certificate II in Visual Arts was designed to provide students with the opportunity to build skills and knowledge in art and design, as well as folio preparation for further study in the creative industry. Students explored a range of techniques in drawing, sculpture and paintings and applied these skills to independent and group projects.

Artwork produced was showcased in partnership with Melbourne University's STEM Centre of Excellence, at the College inaugural Arts Exhibition held at the Science Gallery Theatre. This wonderful night displayed over 60 visual arts pieces. Special guest Dr. Ryan Jeffries, Director of Science Gallery Melbourne, expressed his enthusiasm for our students' work and the ongoing opportunity to collaborate. We could not be prouder of all those involved and this, now, annual event.

Structured Workplace Learning (SWL)

Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study as part of the VPC or VCE VM. SWL at the College provides the opportunity for:

- Enhanced skill development
- Practical application of industry knowledge
- Assessment of units of competency
- Achievement of some learning outcomes
- Enhanced employment opportunities.

In 2023, SWL was optional with 45% of students undertaking a placement in a variety of skill shortage industries:

Total number of days involved that students undertook SWL	Total SWL hours for 2023
10 days x 14 students = 140 days 7 days x 1 student = 7 days 6 days x 1 student = 6 days 5 days x 10 students = 10 days 4 days x 2 students = 8 days 2 days x 1 student = 2 days	213 days x 7.3 hours = 1554.9 hours

Note: Retention rate is based on the number of students who commenced at the beginning of the school year and were retained at the end of the school calendar year.

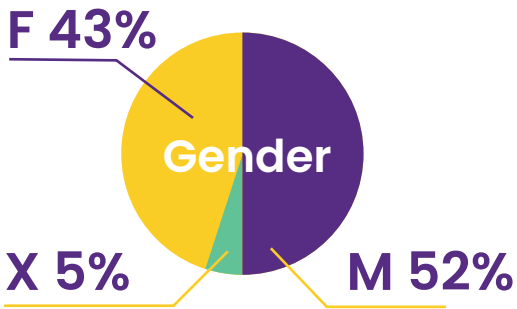
Students in Focus



16.9
in Year 12

48.6
in Year 11

65.5
students enrolled fulltime



19.9
students required cognitive adjustments

7.8
students required support with social emotional needs

70.5%
average attendance for the year

Student Outcomes

VPC

- 47% completing VPC over a 2 year period (started in 2023 and continuing in 2024)
- 35% successfully completed VPC in 2023
- 12% successfully completed VPC core units but not VDSS
- Retention rate: 94%

VCE VM

- Completion rate: 71% (substantial improvement from 2022)
- VCE VM Units 3 & 4 retention rate: 88% (please note one student withdrew and moved into employment before census and one transitioned into an apprenticeship after census)

Note: Retention rate is based on the number of students who commenced at the beginning of the school year and were retained at the end of the school calendar year.

Student Destinations

All exiting students received personalised career counselling and were supported to achieve successful transitions.

Destinations	
Employed*	65%
Further study	20%
Looking for Work	10%
Gap Year	5%

* includes employment in Traineeships/Apprenticeships

End of Year Celebration

With over 180 guests at the End of Year Celebration, the overwhelmingly positive attendance and response of families and students, solidified the College impact on young people. College staff were appreciative and grateful of families recognizing the hardwork, commitment and passion displayed in nurturing students to reach their full potential. It was a great night celebrating the achievements and milestones of all our students.



“Just wanted to say thank you for a beautiful night. Well done to you all. From the amazing emcee to the most beautiful Year 12 video. It was a moving special night. Congratulations to you all. And thank you for what you all do. We parents appreciate it. And the kids do too.”

“Congratulations on an outstanding graduation ceremony last night. Happy Retirement! Students and school staff will undoubtedly miss you. May God continue to bless you as a source of hope for students and parents”.



Staff in Focus

In 2023 College staffing comprised: Four teachers; Leader of Senior School; Stakeholder Engagement Officer (for four five months); Welfare Officer, Part time Career Practitioner, Part time Marketing & Communications Manager, Part time Administrative Officer, Part time Education Support Coordinator and Principal. Financial Services were outsourced.

All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All classroom teachers held a teaching degree or higher qualification.

Staff members engage and provide additional feedback to the school leadership through individual discussion, staff, curriculum and student management meetings. Staff feedback was also sought through annual probation and performance reviews. It was felt a formal Staff Satisfaction Survey would be difficult to achieve statistically significant or anonymous feedback, while the College is so small.

Professional Development

- School Supervisor Information webinar
- Vocational Major Flexible delivery options webinar
- VM / VPC Coordinator Induction webinar
- ISV – Building and Measuring Social Capital
- Child Information Sharing and Family Violence Reform
- Berry Street Education Model Day 1 – Day 4
- Be You Postvention Planning Webinar
- ADD/ADHD Workshops
- Trauma Informed Practices
- First Aid Mental Health
- Structured Workplace Learning Recognition Seminar
- 2023 VET Statewide Webinar
- 22578VIC Course in First Aid Management of Anaphylaxis
- VDSS Place Based Learning Workshop
- Managing Concerns about Employees Performance
- Student-driven differentiation
- VCE VM Flexible Delivery Options webinar
- First Aid and Anaphylaxis Training
- “Like” School Network



Summary of Parent Survey

Section 1: Student Learning

No	Statement	Strongly Agree	Agree	Neither agree or disagree
1	My child is happy at this school	29%	42%	29%
2	My child feels the school provides a safe environment to learn	50%	38%	12%
3	The school is effective at helping my child achieve his/her best	38%	50%	–
4	The learning program offered at this school meets the needs of my child	38%	25%	12%
5	My child enjoys the learning they do at school	43%	29%	28%
6	This school treats my child with respect	63%	24%	13%
7	My child can explore their own interests when it is related to their class work	50%	38%	12%
8	The school provides my child with opportunities to build their confidence	50%	50%	–

Section 2: Teaching at this College

No	Statement	Strongly Agree	Agree	Neither agree or disagree
9	I am given opportunities to find out how my child is going	43%	43%	14%
10	Teachers understand the different abilities of students and teach accordingly	71%	22%	–
11	Teachers are enthusiastic and positive about teaching	71%	22%	–
12	There is effective two-way communication between the teachers and parents at this school	57%	25%	–
13	My child gets extra help with learning from teachers when needed	72%	14%	14%
14	My child feels motivated by his or her teachers to learn	72%	14%	–

Section 3: About our College

No	Statement	Strongly Agree	Agree	Neither agree or disagree
15.	I feel comfortable about approaching this school with any concerns I might have	75%	25%	–
16.	This school takes parents' concerns seriously	75%	25%	
17.	Positive behaviour is reinforced and rewarded in the school	75%		13%
18.	The school uses a broad range of communication types to keep parents informed	88%	12%	–
19.	Overall, I am very satisfied with my decision to send my child to this school	75%	–	13%
20.	The College promote mental health and wellbeing	62%	25%	13%
21.	There are many opportunities for my child to express ideas, opinions and feelings in a respectful and safe way	62%	13%	25%

Summary of Student Survey

Section A: My Attitude to School

No	Statement	Strongly Agree	Agree	Neither agree or disagree
1	I usually pay attention in class	5%	47%	36%
2	I ask my teacher for help when I find my work difficult	31%	24%	35%
3	I always try to attend school	48%	45%	7%
4	My parents expect me to attend school	72%	18%	5%
5	I try to catch up on work if I am absent from school	21%	43%	26%
6	I take responsibility for what I do	41%	38%	18%

Section B: Teaching at this College

No	Statement	Strongly Agree	Agree	Neither agree or disagree
7	My teachers communicate the learning outcomes for lessons	17%	29%	43%
8	I help decide class activities and projects	7%	17%	36%
9	My teachers give me feedback about my work	23%	25%	34%
10	I like my teacher	31%	24%	27%
11	My teachers use more than one way to check that I understand	9%	31%	46%
12	If I don't understand something, my teachers explain it another way	16%	27%	48%
13	My teacher makes the work we do in class interesting	15%	16%	35%
14	My teacher sets clear rules for classroom behaviour	24%	28%	25%
15	If students are distracting in class, my teachers manage it effectively	12%	29%	35%
16	Learning is exciting at this school	8%	28%	29%
17	Teachers are prepared for class	21%	29%	28%
18	The teachers have my respect	24%	31%	26%

Section C: About our College

No	Statement	Strongly Agree	Agree	Neither agree or disagree
20	The work I do is preparing me for the future, the things I am learning will help me in my adult life	21%	32%	27%
21	I like this school	22%	43%	26%
22	I have a staff member at this school I can share my problems with	39%	23%	22%
23	The school provides a safe environment to learn	33%	42%	16%
24	Students in this school respect each other's differences	14%	36%	43%
25	The College makes me feel good about myself	9%	38%	41%
26	The College supports me	25%	41%	27%
27	I have friends at this school	55%	30%	4%

Student Case Study

Hannah showcased outstanding performance in her senior school program at Youth2Industry College. Her educational journey commenced in VCAL in 2022, after transitioning to the College's alternative setting in Year 11. She was simultaneously challenged with mental health issues, encompassing autism, ADHD, and OCD, alongside navigating significant social-emotional hurdles like social anxiety. Despite these obstacles, Hannah graduated from Year 12, with the support of the College welfare staff and the development of a tailored Individual Pathway Plan, with customized adjustments and interventions.

Noteworthy achievements during her studies included Hannah's adept utilisation of her project management skills. This was illustrated in the successful implementation of a school-wide recycling program, a venture that stemmed from the research into environmentally sustainable community issues in Personal Development Skills.

A standout has been her exceptional skills in advocating for people with disabilities and ensuring that all students demonstrate the use of inclusive behaviour.

Additionally, Hannah demonstrated her entrepreneurial spark by establishing a small dog-walking business in Work-Related Skills. This involved overseeing various facets, including marketing strategies, branding, business planning, budget management and risk assessment.

Hannah's accomplishments showcase not only her knowledge and skill-sets but her resilience in overcoming intense personal challenges. Her commitment to her initiatives reflect incredible personal growth, and her story is one any student should be proud of.



A standout has been her exceptional skills in advocating for people with disabilities and ensuring that all students demonstrate the use of inclusive behaviour. She was a key driver of the College Code of Conduct providing valuable input and feedback where appropriate.

Hannah's journey within VCE VM reflects her dedication to exploring and pursuing her passion for early education as a career pathway. With the guidance and support of the College and Careers Counsellor, she created her perfect pathway to fit in with her personal and educational requirements. The key moment of success for her was when she enrolled in the School Based Apprenticeship, undertaking the Certificate III in Early Childhood Education and Care, which led to her being offered a permanent part-time position at her childcare centre, Poet's Grove Family & Children's Centre. This showcased her remarkable employability skills and her substantial personal and professional growth.

Her initial strategic plan was to enroll in a university course in primary teaching. With the support of the College Careers Counsellor she applied and was accepted for the Diploma in Teacher Education at Swinburne University but she elected to take a gap year and continue her employment at the childcare centre.

Hannah's drive solidifies valuable skills and knowledge necessary to lay the foundation for a career in early education. Her strengths and qualities have not only contributed to her success in her current role but position her as an asset in any organization. Congratulations Hannah!

Parent email to Principal:

"I am writing to thank you for all your support of Hannah over the last 18 months. There were times that I thought she would never get through school and yet we have made it! She not only made it, but also has a purpose for the next phase of her education/career - such an achievement and is in no short measure down to your leadership and the support of the school. You should be very proud what you have managed to achieve at the school in such a short time and I wanted to wish you the very best for the next phase of your career which I hope brings a good rest too."

Financials

Please note Youth2Industry College does not charge student fees. All resources including excursions, materials, Vocational Education and Training Delivered to Secondary Students (VDSS) tuition fees and laptops are covered by the College.

Income		
Recurrent Commonwealth Funding	\$1,555,399	74%
Recurrent State Funding	\$369,917.82	17%
Other	\$191,931.52	9%
Total	\$2,117,248	

Expenditure		
Employee Expenses	\$1,079,320	58%
Education Expenses	\$ 137,516	7%
Advertising and Marketing Expenses	\$34,432	2%
Computer consultancy and Software Expenses	\$13,057	1%
Depreciation Expenses	\$82,549	4%
Insurance Expenses	\$13,777	1%
Investment Expenses	\$578	0%
Professional Services	\$35,609	2%
Occupancy Expenses	\$259,383	14%
Student Support Expenses	\$92,724	5%
Other	\$104,578	6%
Total	\$1,853,521	

Net Surplus	
	\$263,727

Balance Sheet as at 31 December 2023	
Total Assets	\$1,655,966
Total Liabilities	\$271,480
Total Equity	\$1,384,486

An Independent Auditor's Report, prepared by Simon Aukstin (CA), McBain McCartin & Co is available on request.



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INDUSTRY
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