

OUR SCHOOL

ECG SECONDARY COLLEGE IN 2024



SCHOOL NO: 2062



ECG
Secondary
College

A WORD FROM OUR PRINCIPAL

Successful delivery of quality education in a Special Assistance School setting requires a deep connection of hearts and minds, along with the right approaches, support, and environment.

Since stepping into my role as College Principal in May 2024, I have come to appreciate the significant legacy built by ECG Secondary College since its inception in 2009. Through discussions and observations with staff, we identified best practices across our four campuses to improve student outcomes. My focus has been on unifying staff under our shared vision of enhancing social inclusion through the transformative power of education with agreed practices that were implemented with consistency and fidelity across all sites.

For our staff to drive meaningful improvements, it has been essential to cultivate a true culture of collegiality, collaboration and trust. We have created a supportive environment where reflective practice is encouraged, and every team member contributes to our mission of providing quality, inclusive, and innovative learning opportunities that empower individuals and enrich our community.

Our students arrive at ECG Secondary College from diverse backgrounds, often marked by past education disengagement and disenfranchisement. Our work aims to provide connection, identity, and belonging, aligning students with both our organisation's purpose and their personal goals, stimulating aspiration through improved wellbeing and attainment of accomplishments. We create a positive cycle, by enhancing wellbeing and supporting achievement. Wellbeing fuels success and success reinforces wellbeing, benefiting both individuals and the collective community.



IMAGE from left: Janine Ashton, Executive Manager Governance and Risk, Russel Praetz, ECG Principal and Tayla Diggerman, Youth Worker

2024 achievements

This year, our staff have actively implemented strategic initiatives, purposefully implemented new programs and enhanced existing programs.

The successful completion of the VRQA school review in 2024, affirms our commitment to continuous improvement.

To strengthen teamwork and professional growth, we designed, refined and implemented a collaboration model that provides a structured framework to guide high performance teams through continuous improvement. Through this, we developed the ECG Education Model, which honours the legacy of our history, recognising current excellence, and embracing future opportunities. Its design principles ensure agility and responsiveness, enabling quality improvements that meet the evolving needs of our learning community.

Key initiatives in 2024 include:

- Launch of year 9 and 10 programs: across Warragul and Leongatha campuses and conducted a review to enhance program delivery in 2025.
- Professional Learning Teams: Staff have completed training and established a structured framework for 2025, ensuring weekly collaboration to drive excellence in practice and support student success.
- Student Enrichment Programs: Each campus hosted a camp program for all students, complemented by an extensive excursion program to enrich learning through extracurricular experiences.
- Enhanced Vocational Pathways: We expanded VET taster offerings to ensure year 10 students have greater access to vocational pathways, integrating career education with work experience programs, and providing students with practical insights and real world opportunities.
- Strengthened Leadership: We appointed three Campus Principals and an Assistant Principal for Wellbeing and Engagement to enhance leadership across campuses.
- Strategic Planning: We developed an annual business implementation plan outlining key initiatives, actions, performance targets and measurable outcomes.

Looking ahead to 2025

As we prepare for continued growth and development in 2025, I extend my sincere gratitude to our staff, students, parents and caregivers. Your dedication and invaluable partnership have been instrumental in creating meaningful benefits for our learning community and beyond.

Russel Praetz

Principal — ECG Secondary College



IMAGE from left: Jorja Butler, Charli Redpath and Jakeb Taylor-Smith

OUR STORY

In July 2009, Education Centre Gippsland (ECG) Secondary College was established as a flexible, supportive alternative to traditional education, providing a pathway for students who faced challenges in the conventional system. ECG's responsive approach is designed to remove triggers, break down barriers to learning and support students on their educational journey.

Over the past fifteen years, ECG Secondary College has continued to grow, often exceeding demand for places. By 2022, the school exclusively offered the Victorian Certificate of Applied Learning (VCAL). In 2023, ECG introduced a new curriculum, replacing VCAL with two streams: the Victorian Pathways Certificate (VPC) and the VCE Vocational Major (VM). In 2024, ECG expanded its offerings by introducing Year 9 and 10 classes at its Warragul and Leongatha campuses, as well as Year 10 at its Pakenham campus.

The college's educational approach focuses on practical, hands-on learning that develops both work and life skills. With quiet and calm classrooms, students enjoy positive and effective relationships through personalised attention, allowing them to progress at their own pace.

At ECG, diversity is celebrated, and students from all backgrounds are welcomed and encouraged to embrace their individuality. The tailored curriculum reflects this commitment to inclusivity and support.

ECG Secondary College now operates campuses in Warragul, Leongatha, Pakenham, and Dandenong, with plans for further expansion to meet the increasing demand for alternative education options in the community.

OUR PHILOSOPHY

ECG Secondary College is dedicated to providing a holistic learning experience that prioritises student welfare and wellbeing. At ECG, students and staff work together in a supportive learning community where everyone is encouraged to THRIVE—both academically and personally. Our values celebrate each student's unique journey, helping them set meaningful goals and reach their full potential.

Our Education Model

The ECG Education Model consists of four elements contributing to our objectives of wellbeing and accomplishment. The first element, our Learning Model provides the philosophical overarching statements of who we are, what we do and how we approach our work and is based on an acronym of the word THRIVE.

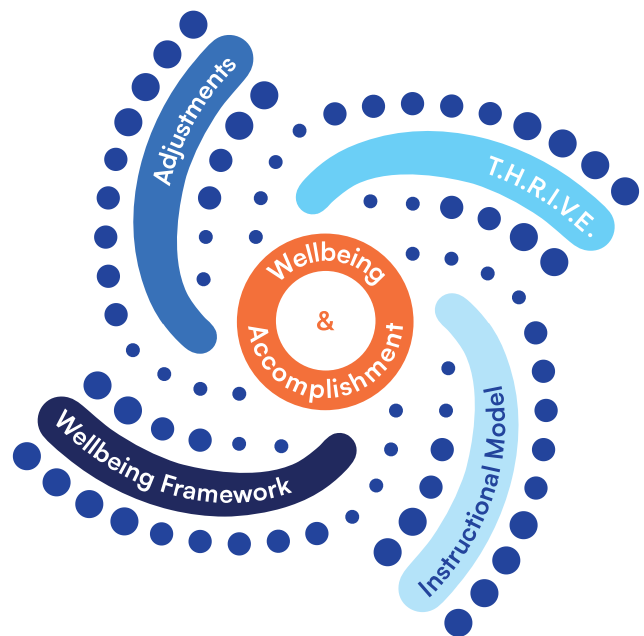
The T.H.R.I.V.E Learning Model forms the foundation of our curriculum, fostering a Therapeutic environment that supports the Holistic development of essential life skills. We focus on building Relationships that nurture growth while delivering Individualised education plans and differentiated instruction tailored to each student's needs. With a strong emphasis on Vocational pathways, ECG connects students to VET education and taster programs, ensuring Engagement, Enrichment, and Excellence at every stage of their education.

Our curriculum promotes resilience, confidence, health, wellbeing, and practical life skills, all tailored to student interests. At the heart of ECG's educational offerings are the four pillars of applied learning, supported by rich experiential learning opportunities in years 11 and 12, and project-based learning aligned with the Victorian Curriculum Standards for years 9 and 10.

With a student-centred, flexible learning approach, we provide a tailored curriculum that develops personal, social, academic and life skills. Our goal is to ensure that each student is empowered to enter the workforce or pursue further studies with the confidence and skills to manage a successful transition into the adult world.

Our Instructional Model

The second element of the model is the Instructional Model, which captures and documents our pedagogical and collaborative approaches for ensuring excellence in teaching and learning through the delivery and refinement of nine domains of instructional practice.



Wellbeing Framework

The third element of the ECG Education Model is our Wellbeing Framework which documents our wellbeing curriculum and programs through a tiered intervention approach based on the positive psychology education model of PERMAH+. The acronym PERMAH+ is built from the concepts of Positive emotions, Engagement, Relationships, and learning that have Meaning and purpose leading to Accomplishment and Healthy lifestyle choices through (+) effective positive decision making. Our Wellbeing framework includes key elements, guiding principles and effective collaborative practices to support our school community build and maintaining safety, positive relationships and wellbeing. It supports our staff to build a positive and inclusive environment through flexible and individualised learning, evidence-informed practice, provision of wellbeing support and the explicit teaching of holistic mental health and emotional regulation so our students can focus on themselves, their learning and their positive futures.

Implementation

The final element of the ECG model is the development, documentation and implementation of a diverse range of adjustments to ensure our learners are supported based on individual needs to engage effectively as learners to experience accomplishment.

LEARNING EXPERIENCES

VDSS

As part of the senior secondary curriculum, students also participated in the Vocational Education and Training Delivered to Secondary Students program, known in the school as 'VDSS'.

In 2024, this program included:

Qualifications

Community College Gippsland

- BSB20120 - Certificate II in Workplace Skills
- CHC22015 - Certificate II in Community Services
- SHB20216 - Certificate II in Salon Assistant
- SHB20121 - Certificate II in Retail Cosmetics
- AHC20422 - Certificate II in Horticulture
- SHB30121 - Certificate III in Beauty Services



Other training providers:

- 22586VIC - Certificate II in Integrated Technologies (3D Printing & Robotics)
- UEE22020 - Certificate II in Electrotechnology (Career Start)
- R1120720 - Certificate II in Civil Construction
- 22338VIC - Certificate II in Building and Construction Pre-apprenticeship
- FBP20217 - Certificate II in Baking
- SIT20316 - Certificate II in Hospitality
- AUR20720 - Certificate II in Automotive Vocational Preparation
- TLI20420 - Certificate II in Supply Chain Operations
- ACM20121 - Certificate II in Animal Care
- SIT30916 - Certificate III in Catering Operations
- CUA31020 - Certificate III in Screen and Media
- ICT30118 - Certificate III in Information Digital Media and Technology
- HLT33015 - Certificate III in Allied Health Assistance
- TLI30321 - Certificate III in Supply Chain Operations
- BSB30120 - Certificate III in Business (online) VDSS



Taster Program

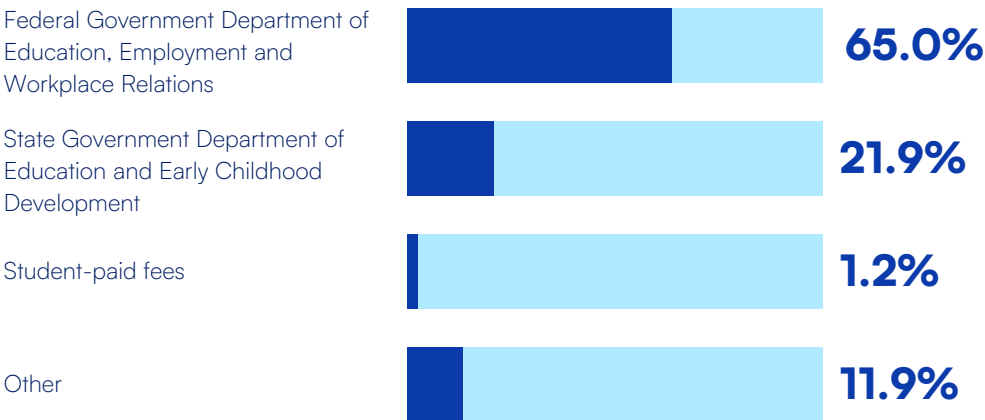
Work Rural	Selected units from	AHC20416	- Certificate II in Horticulture
Work Skills	Selected units from	BSB20120	- Certificate II in Business
Community Care	Selected units from	CHC22015	- Certificate II in Community Services
Hair Care	Selected units from	SHB20216	- Certificate II in Salon Assistant
Beauty	Selected units from	SHB20121	- Certificate II in Retail Cosmetics
First Aid	One unit	HLTAID010	- Provide basic emergency life support

OUR STATS SNAPSHOT

Funding sources

The funding for ECG Secondary College comes from four sources:

- 1.Federal Government Department of Education, Employment and Workplace Relations (DEEWR)
- 2.State Government Department of Education and Early Childhood Development (DEECD)
- 3.Student-paid fees
- 4.Other



Expenditure

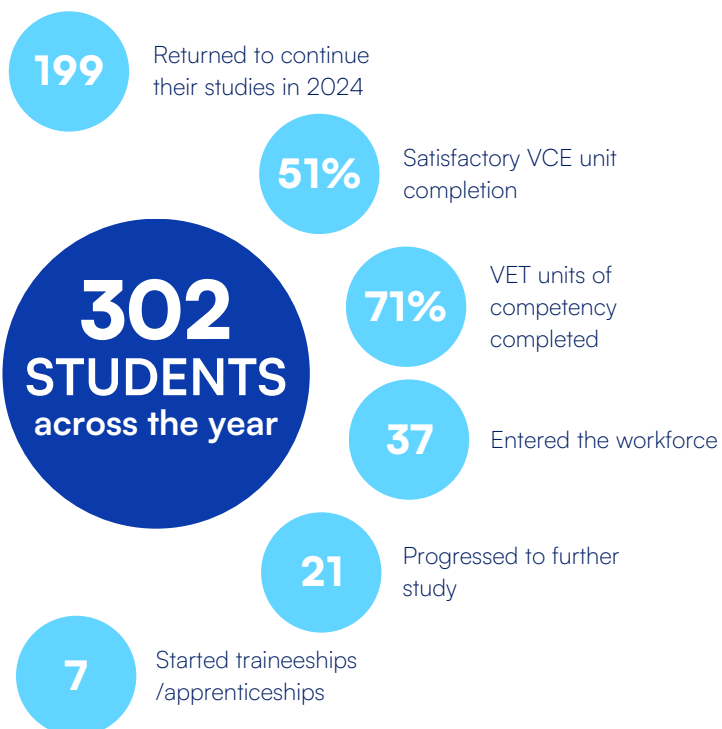
The expenses of ECG Secondary College fall into three categories:

- 1.Staff Wages
- 2.VDSS
- 3.Other Expenses

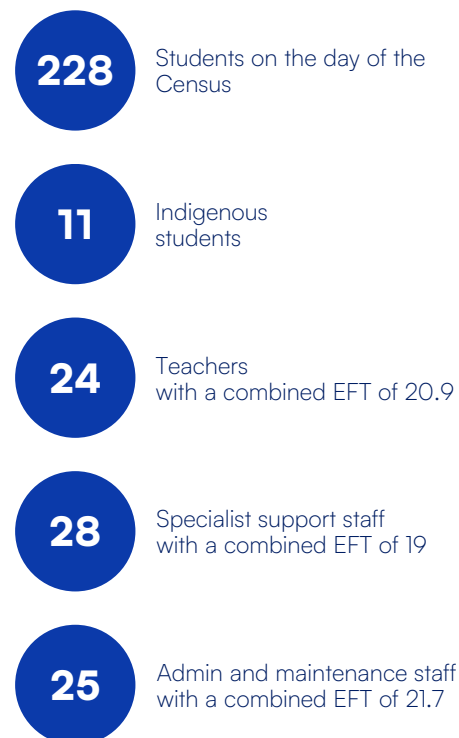




Destination data

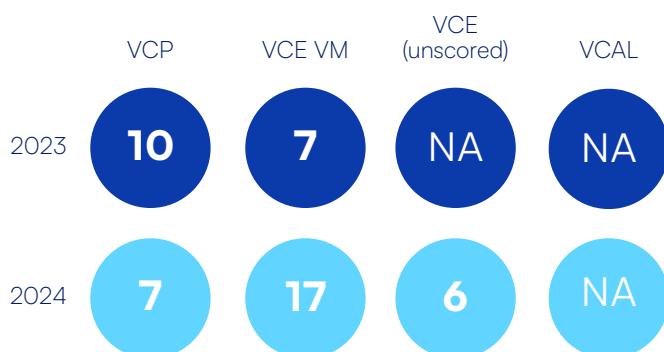


Census data



Certificate completion by level

In 2022, 27 students were awarded a VCAL qualification.



Attendance

The ECG Secondary College cohort includes students from all walks of life facing various obstacles to their education. These challenges include financial difficulties, unstable housing, limited transportation access and mental health issues. As a result, many of our students find maintaining regular attendance at school challenging.

It is encouraging to see that this group of students typically experiences a notable increase in attendance at ECG compared to their participation in other educational settings. This improvement is largely due to the unique environment of our school, which offers smaller class sizes, a higher level of support, and learning opportunities that align with future employment. ECG provides daily assistance to keep our students engaged and attending school.

The ECG program is intended to operate five days a week, but we adopt a highly individualised approach to learning for students returning to the classroom after extended absences. This method tailors the experience to meet each student's specific needs, helping them engage more fully in school. It aims to rebuild their ability to focus, regulate their emotions, and socially reconnect in a safe and supportive environment.

In 2024, ECG Secondary College recorded an attendance rate of 56%, reflecting the impact of our flexible and student-centred approach in re-engaging learners with education.

Teacher qualifications



Benchmarking

Benchmark results and comparisons with previous year. ECG Secondary College conducted NAPLAN testing for eligible students in line with the ACARA processes.

The 2024 NAPLAN data for ECG College can be accessed by visiting <https://myschool.edu.au/school/40835/naplan/results>.

20
24

RTO No: 4181



(03) 5622 6000
info@ccg.asn.au
ccg.asn.au



CCG
Community
College
Gippsland