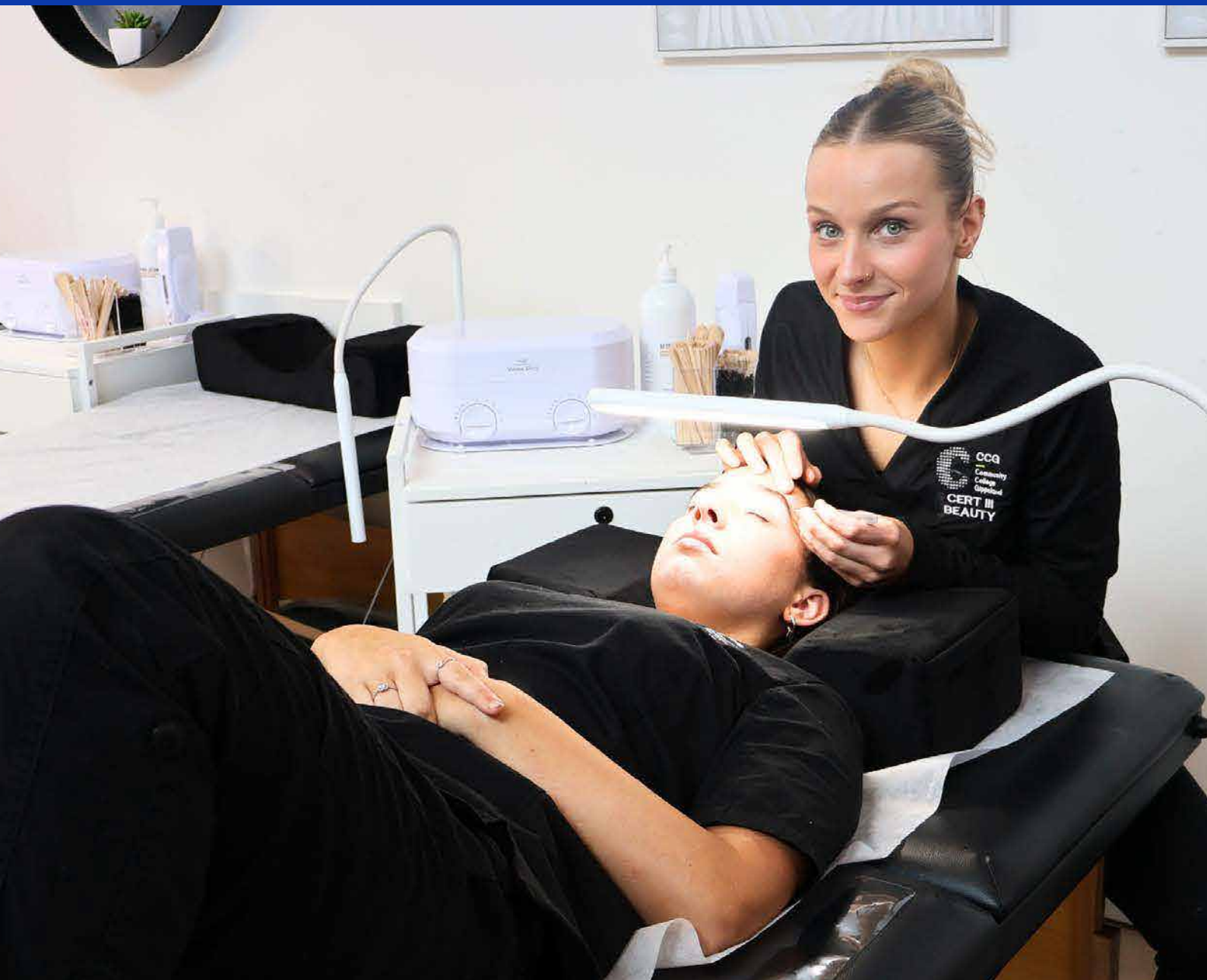


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ANNUAL REPORT



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CCG
Community
College
Gippsland

ACKNOWLEDGEMENT OF COUNTRY

Wominjeka, welcome to Community College Gippsland (CCG)

The CCG community welcomes people from all backgrounds, abilities and identities. We learn through inclusion, respect and understanding. United we belong. Together we thrive. We acknowledge the First Custodians of the lands we work and learn on. We pay our respects to them, their Elders and their ongoing connection to Country.

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ABOUT THIS REPORT

The Community College Gippsland (CCG) Annual Report for 2025 provides an overview of our performance, impact, and strategic direction over the past year. It showcases key achievements in education and training, highlights student success stories, and reflects the strength of our partnerships and community engagement, while outlining our ongoing commitment to financial sustainability.

This report includes:

- Our Performance
- Summary of Statistics
- Our Finances
- Our People
- Our Board & Governance
- Our Locations
- Philanthropy
- Our School - ECG Secondary College

Prepared in accordance with the state/territory education acts for Victoria, including the Education and Training Reform Act 2006, Education and Training Reform Regulations 2017, Guidelines to the Minimum Standard and Requirements for School Registration and Guidelines to the School Financial Capability Assessment and Australian Accounting Standards, this report ensures transparency and accountability in CCG's operations. All financial data is consistent with the audited consolidated financial statements for 2025.

We thank our students, staff, volunteers, partners, and the wider community for their continued support in inspiring us to deliver high-quality education and training across the regions we operate in.

IMAGE from left: Jasmine Reynolds, Brendon Mouser, David Fussell (Trainer), Kye Cleland, William Blackman and Cody Atkins-Gill, completing a gardening project.

ABOUT CCG

Community College Gippsland (CCG) is a not-for-profit, community-based training provider dedicated to delivering accessible, high-quality education and training across the Gippsland and South East Melbourne regions. With a strong commitment to inclusion, lifelong learning, and skills development, CCG empowers individuals to achieve their career and personal goals.

Since 1975, CCG has been a trusted education provider, offering a diverse range of vocational training, secondary education, and community programs that support individuals from all backgrounds. Our courses are designed to meet industry needs to provide pathways to employment, further study, and personal development. At CCG, we believe that education transforms lives. Our student-centred approach ensures small class sizes, hands-on learning, and wraparound support services, creating an environment where every learner can thrive. Our team of passionate educators and staff are dedicated to fostering confidence, resilience, and job-ready skills in all students.



With campuses in Warragul, Leongatha, Pakenham, Dandenong and Morwell, CCG is committed to strengthening the Gippsland and South East Melbourne communities through education and training that is flexible, supportive, and future-focused.

At CCG, we don't just teach skills - we change lives.

Our offerings

Vocational education and training (VET) Accredited courses in horticulture, early childhood education, community services, business, hairdressing, and more designed to meet workforce and industry needs.

ECG Secondary College

A supportive school environment offering an alternative education pathway for young people seeking a flexible and personalised approach to learning.

Skills and employment pathways

Programs that bridge the gap between training and employment, including traineeships, pre-apprenticeships, and work readiness programs.

Community engagement

Partnerships with local businesses, government agencies, and community organisations to enhance learning opportunities and strengthen workforce development.

Philanthropy and partnerships

Collaborations that support scholarships, funded programs, and innovative education initiatives that expand access and opportunity.

Work and Learning Centre

Targeted support for jobseekers and people living in public housing to gain employment, build skills or explore further education through confidence-building, strengthened connections and increased independence.

Copy Centre

A professional print service supporting the CCG community, as well as individuals and businesses across Baw Baw Shire.

IMAGE: CCG Hairdressing trainers, Anne Curtis and Susan Morgan, demonstrating styling techniques.



Five decades of learning, growth and impact

For 50 years, CCG has helped people find jobs, re-engage with learning, and transform their lives. Thousands of students, staff, volunteers, and partners have shaped CCG, with many returning to inspire the next generation. The milestones below highlight the key moments, programs, and partnerships that define our journey.

- 1975: Began as West Gippsland Latrobe Valley Community Education Centre.
- 1996: Diversified into Adult, Community and Further Education (ACFE) Learn Local programs and became the office for Job Skills trainees.
- 1997: Established the Gippsland Harness Training Centre.
- 2000: Commenced delivering training programs at South East Melbourne to fill jobs.
- 2007: Delivered the first Diploma in Sustainable Agriculture course to help farmers and new entrants to the industry.
- 2009: Opened an independent school for VCAL students in Warragul.
- 2011: Renamed to 'Community College Gippsland' and delivered 110 accredited courses from Certificate I through to Advanced Diploma level.
- 2014: Leongatha Community Garden was opened with a hot house, meeting room, kitchen, playground and indigenous garden now run by a community-based committee.
- 2015: Commenced an alternative senior secondary school at Pakenham and Leongatha.
- 2019: Launched our philanthropic fund, giving people the opportunity to invest in potential and make learning accessible for students.
- 2023: ECG Secondary College opened its Dandenong campus to deliver secondary school curriculum to years 11 and 12.
- 2024:
 - Piloted tuition fee-free courses from March to November.
 - Launched 'Explore A Career in Early Childhood' program and 'Launch Your Hospital Career' program under a mutual partnership between industry stakeholders.
 - ECG Secondary College Warragul and Leongatha campuses opened doors to years 9 and 10 students.
 - Expanded the Leongatha campus with four new classrooms, funded by a \$1.5 million investment from the Victorian Government.
- 2025:
 - Expanded into the Latrobe Valley, continuing vital programs previously delivered by Gippsland Employment Skills Training (GEST) and re-establishing one of only five Work & Learning Centres in Victoria in partnership with the Brotherhood of St Laurence and Jobs Victoria.
 - Launched the first Launch Your Aged Care Career program, in partnership with Signature Care, JobFind, Latrobe Community Health Services, Warragul Community House and Learn Local, providing participants with a six-week pre-employment program followed by a 12-15 month paid traineeship.
 - Introduced a suite of free, industry-aligned programs across Warragul and Morwell, supporting jobseekers into careers in aged care, early childhood education and care, hospitality, warehousing, landscaping, contact centres and more.
 - Expanded our footprint in growth corridors, opening a new senior campus in Pakenham at the Toomah Community Centre, added year 9-10 programs in Pakenham and year 10 in Dandenong.
 - Invested in a new Dandenong Campus, establishing it in time to accept enrolments for 2026.
 - Secured \$1.89M in State and funding towards the next stage of the Leongatha campus redevelopment - with works scheduled for completion in 2026
 - Awarded the 2025 Learn Local Large Provider of the Year Award, recognising the passion, care and dedication of our staff and educators.
 - Celebrated student excellence, with Learn Local student Jessica Hastings nominated for the prestigious Ro Allen Award for outstanding student contribution.
 - Launched a regenerative agriculture crop trial at our Warragul campus in partnership with Green Lab Futures and Farming Our Future, supporting innovation and sustainability in agricultural training.
 - Achieved record enrolments at ECG Secondary College, with student numbers increasing by 34% on the previous year.
 - Celebrated 50 years of CCG, marking five decades of impact through our 50 Years of Changing Lives showcase with students, staff, partners and community stakeholders.

A WORD FROM OUR CHAIR

This year marked a momentous milestone as we celebrated 50 years of Community College Gippsland (CCG). For half a century, our organisation has offered a diversity of choice in educational excellence, built upon the vision and unwavering commitment of our founding patrons. We pay tribute to those pioneering individuals who had the foresight and courage to establish an institution that would transform lives through education. Their legacy continues to inspire us every day.

We extend our deepest gratitude to the thousands of learners and families who have chosen CCG as their educational partner over these five decades. Your trust in our mission, your dedication to learning, and your contributions to our vibrant community have been the foundation of our success. We remain committed to ensuring that each student who walks through our doors and every family who entrusts us with their education achieves their potential and goals. As we celebrate this significant anniversary, we honour the past while embracing the future with renewed commitment to educational excellence and innovation.

This year, the Board and Management continued to progress our strategic directions and review our priorities. As part of this process, the Board acknowledged our history and significant anniversary, reaffirmed our Purpose, and set the following priorities for the future:

- Ensure the organisation remains financially sound while prioritising reinvestment in programs and resources that improve educational outcomes
- Continue to provide an environment that enables the best learning and educational experience for our students
- Celebrate organisational growth while cultivating a healthy and positive organisational culture
- Pursue strategic partnerships that enhance our service delivery and create value for both our organisation and our students.

Despite challenges posed by the current fiscal and policy environment, our organisation adapted by embracing change and seizing opportunities as they arose. We thank the State Government for recognising the value of educational diversity and choice for communities by providing a building grant that enables us to continue serving our South Gippsland communities. We also expanded our services in Morwell and committed to further growth in programs and services in this area.



Our annual Student Awards event continues to flourish, made possible through the generous sponsorship and support of our business community and industry partners. We value these partnerships as they contribute significantly to better student outcomes and experiences. We are particularly proud that this year CCG was awarded Large Learn Local Provider of the Year. This is a significant achievement for our organisation, and we extend our thanks to our dedicated staff who work tirelessly to support their students.

I want to take this moment to acknowledge the Board, Management and the dedication and hard work of every individual who has contributed to CCG's 50 years of serving the community. Together, we look forward to transforming lives through education for many more years to come.

Joshua Chikuse
Board Chair



IMAGE: Joshua Chikuse, Board Chair, with Dale Gemmell, Chief Executive Officer, celebrating the 50 Years of Changing Lives Showcase.

A WORD FROM OUR CEO

Community College Gippsland has continued to go from strength to strength in 2025, in a year we celebrated our 50th anniversary.

We kicked off the year through the commencement of delivery of our Morwell operations, running both a Learn Local and Work and Learning Centre - the latter of which is run in conjunction with the Brotherhood of St Laurence and with the support of the Victorian Government.

We also commenced operations from our new Senior campus in Pakenham, located in the Toomah Community Centre. This enabled us to both accommodate more student enrolments for years 11 and 12, while also allowing us to establish programs for years 9 and 10 from our existing Pakenham campus.

Our Dandenong campus saw the introduction of a Year 10 program. We also sourced a new facility to move the campus to and commenced operating from there in early 2026.

We were honoured to be awarded the Large Learn Local Provider of the Year in recognition of the quality training delivery we provide in Gippsland. Our partnerships with local businesses have also enabled us to assist jobseekers through introductory courses into sustainable employment and further education, thus also addressing local skills shortages in a multitude of industries.

To cap it all off, we were successful in obtaining a \$1.89 million grant from the Victorian Government to enable the completion of the second stage of our Leongatha campus redevelopment. This will create additional infrastructure to support the overwhelming demand for our services in South Gippsland, including enhancing the ability to deliver our vocational education offerings in purpose-built facilities. The project will be completed in 2026.

I'd like to sincerely thank everyone who has made our 50th year special, from our amazing team to our students, their families, donors, corporate partners and the broader communities in which we operate. You have all contributed to assisting Community College Gippsland to fulfil its vision of positively changing lives and enhancing social inclusion through the transformative power of education.

Dale Gemmell
Chief Executive Officer

STRATEGIC PLAN 2024-2028

Vision

Positively changing lives and enhancing social inclusion through the transformative power of education

Purpose

To provide quality, inclusive and innovative learning opportunities to realise individual potential and benefit community

Pillars



Our Approach

Flexible, inclusive and innovative



Our People

Inspired, motivated and valued



Our Organisation

Progressive, accountable and sustainable



Our Future

Develop, enhance and sustain

Overall goal



Realise potential and relieve poverty through the delivery of our innovative educational programs



For people to aspire to be engaged with us



Provide socially responsible business foundations through being well-governed, agile, financially sustainable and responsibly managed, enabling the delivery of impactful services



Be a leading, trusted, and growing provider of inclusive and progressive learning opportunities

Strategic objectives

1. Engage and empower - deliver student centric educational experiences
2. Protect and support — provide a safe and supportive environment
3. Enhance and encourage - reward effort and celebrate achievements

1. Engage and empower - invest in building a committed and capable team
2. Protect and support - provide a safe and supportive environment
3. Enhance and encourage - reward effort and celebrate achievements

1. Agile and capable - able to seize and maximise opportunities
2. Responsible and compliant - exceeding expectations and requirements
3. Impactful and enabling - benefitting society beyond our services

1. Grow and diversify - sustainably expand our services
2. Innovate and evolve - leverage innovation and technology
3. Impact and influence - drive meaningful change

Values



Integrity



Collaboration



Inclusion



Safety



Quality

A YEAR OF SUCCESS: AWARDS, EVENTS & CELEBRATIONS

Celebrating 50 Years of Changing Lives

To mark a significant milestone in our journey, CCG proudly hosted a special 50-Year Showcase celebrating 50 years of changing lives. The event paid tribute to the educators, volunteers and community champions whose vision and dedication have shaped our organisation's success and built a lasting legacy of learning and opportunity.

The milestone celebration brought together past and present staff, students, stakeholders and community partners to reflect on five decades of CCG's commitment to providing inclusive, life-changing education across Gippsland and South East Melbourne. From humble beginnings as a small grassroots community initiative, CCG has grown into a leading education provider, supporting thousands of learners each year to build skills, confidence and pathways into employment.

The showcase highlighted the breadth of learning across our RTO and Learn Local programs, with staff presenting study areas through engaging displays and live demonstrations. Students proudly shared their passion projects and creative work, showcasing the skills and confidence developed through their learning journeys. Performances by our VDSS Music and Hair and Beauty students added energy and creativity, reflecting the diverse talents nurtured across our programs.

Held at the West Gippsland Performing Arts Centre in Warragul, the event was warmly supported by industry partners, students, staff and members of the local community, reinforcing the strong connections that underpin CCG's work.

Founded by a passionate group of volunteers in 1975, the West Gippsland and Latrobe Valley Community Education Centre, now known as CCG, has grown to deliver accredited and Learn Local programs across Gippsland and beyond. With campuses in Warragul, Leongatha, Pakenham, Dandenong and Morwell, one thing has remained constant: our unwavering commitment to transforming lives through the power of education.

IMAGES: Top: Gordon Talty, Executive Manager-Training, Dale Gemmell, CEO, Russel Praetz, Principal and Janine Ashton, Exec. Manager - Governance & Risk celebrates 50 years of CCG with cake.

Middle: Trainers, Nicole Gillard and Katrina Foster, are ready to answer questions of prospective students.

Bottom: A celebratory atmosphere was created by the ECG students' band, together with the music trainers Tim McClimont and Dean Roberts.



Annual awards

The 2025 Awards Ceremony celebrated the achievements of students from ECG Secondary College campuses, along with learners from CCG's RTO and Learn Local programs. This year marked a milestone, with the Learn Local Morwell campus joining the celebration for the first time and recognising both Learn Local students and Work and Learning Centre participants.

The evening included the presentation of 20 donor awards across ECG campuses, recognising excellence in Overall Achievement, Most Improved, Attendance and Engagement, Citizenship, and the AMPOL Best All-Rounder Award. RTO awards were presented for Classroom Student of the Year, Trainee/Apprentice of the Year, and VDSS Student of the Year, while Learn Local awards included the All Abilities and Pre-Accredited Awards.

Each award highlighted the commitment, resilience, and determination of students, reflecting the strength of the CCG community.

The 2025 awardees were:

ECG Secondary College

Warragul campus

- Overall Achievement Award - Isabelle (Frankie) Tippet
- Most Improved Award - Charlotte Grave
- Excellence in Attendance and Engagement Award - Emma Orchard
- Citizenship Award - Sabine Williams

Pakenham campus

- Overall Achievement Award - Lily Leach
- Most Improved Award - Alexander Anestopoulos
- Excellence in Attendance and Engagement Award - Nicholas O'Shannessy
- Citizenship Award - Blake Slegers

Leongatha campus

- Overall Achievement Award - Jasmine Black
- Most Improved Award - Maxwell Gostimir
- Excellence in Attendance and Engagement Award - Cameron Walker
- Citizenship Award - Lachlan McRae

Dandenong campus

- Overall Achievement Award - Westley Ott
- Most Improved Award - Tobias Serrano
- Excellence in Attendance and Engagement Award - Michael Heyward
- Citizenship Award - Thylysa Chey

CCG extends their heartfelt thanks to:

Platinum Event Sponsors

- Select Office Supplies
- Crosier Scott Architects / MIJASU
- Tanya Heaney-Voogt
- Little Saints
- Crownlea - Jana Group

Gold Event Sponsors

- Vocus
- Local Jobs Program
- Brotherhood of St Laurence
- James G Morrison Building Contractors

Bronze Event Sponsors

- Heenan Plumbing
- Ray White

Award Sponsors

- Skillinvest
- SELLEN
- BizIT Australia - Warragul
- SGBCLLEN
- Evans Petroleum
- Club Hotel
- Let's Do Hair

CCG gratefully acknowledges the generous support of our sponsors. Their contributions made this event possible and helped spotlight the achievements of our students.

AMPOL All Rounder Awards

- Warragul - Lani Toms
- Pakenham - Tyra-Lee Allen
- Leongatha - Asher Davis
- Dandenong - Jhye Weber

RTO awards

- Classroom Student of the Year Award - Pikun Wilrath
- Trainee/Apprentice of the Year Award - Olivia Gibbon
- VDSS Student of the Year Award - Vanessa McDonald

Learn Local Awards

- All Abilities Award - Paul Van Dord
- Pre-Accredited Award - James Trewin

Work & Learning Centre Award

- Morwell - Crystal Harris

General Category Awards

- Industry Partner Award - Warragul Community Aged Care
- Community Builder Award - Cher and Martin Spratt (The Lime Box Café & Food Hub)



Under the general category awards, the 2025 Industry Partner Award was presented to Warragul Community Aged Care, in recognition of the staff and support workers' collaboration with CCG to enhance opportunities for learners to grow and succeed.

This year's Community Builder Award was proudly presented to Cher and Martin Spratt, founders of The Lime Box Café and Food Hub, who support young people across Pakenham and the surrounding communities. As co-tenants at our new Toomah senior campus, Lime Box Café has been incredibly welcoming and supportive of our transition, creating a vibrant, inclusive space for students and the wider community.

The Lime Box Cafe operates as a not-for-profit social enterprise providing training and employment pathways for young people of all abilities. As a qualified Trainer and Assessor, Cher has delivered accredited hospitality training, with the training kitchen at Toomah purpose-built to provide practical, hands-on learning and real-world customer service experience.

Together, Cher and Martin have supported more than 530 young people to gain work-ready skills across a range of vocations, including students from ECG Secondary College. They also create employment pathways through DES providers and provide valuable placement opportunities for community members completing Diploma and Certificate IV Community Services qualifications.

We are proud to recognise Cher and Martin Spratt with this year's Community Builder Award, as their commitment to inclusion, opportunity, and community impact truly embodies the spirit of the award.



IMAGE from left: Joshua Chikuse, Board Chair-CCG, Cher Spratt, Lime Box Managing Director and Dale Gemmell, CEO-CCG.



Learn Local Award - Large Provider of the Year

We were honoured to receive the Learn Local Large Provider of the Year Award, recognising the passion, care, and dedication of our staff and educators. This achievement reflects our collective commitment to creating inclusive, supportive learning environments and delivering high-quality programs that empower learners to achieve their goals and build brighter futures.



Celebrating student success

We proudly celebrated student excellence this year, with Learn Local student Jessica Hastings nominated for the prestigious Ro Allen Award in recognition of her outstanding contribution. Jessica's nomination highlights the impact of Learn Local programs in supporting learners to thrive and make meaningful contributions to their communities.

IMAGES:

Top left: Irasha White, Linda Barry, Kirstin Fox, Jennifer McCafferty, Dale Gemmell, Luana Brock, Gordon Talty, Den Lim and Jessica Hastings accept the Learn Local Large Provider of the Year Award.

Bottom left: Den Lim, Jessica Hastings and Luana Brock celebrate Jessica's Ro Allen Award.

Right: Dale Gemmell, CEO, Tom McIntosh, MP Eastern Victoria and Russel Praetz, ECG Principal come together after the funding announcement.

Introducing years 9 and 10 at Pakenham and Dandenong

ECG Secondary College has expanded its South East Melbourne footprint by introducing year 9 and 10 classes at the Pakenham campus and year 10 classes at Dandenong. To support growing enrolments in years 11 and 12, a new senior campus has opened at the Toomah Community Centre in Pakenham.

With more than a decade of experience in applied learning, ECG's Toomah campus provides flexible, hands-on education that promotes student wellbeing and resilience. Co-located with Windermere Child and Family Services and the Lime Box Café and Food Hub, the campus offers valuable real-world learning and community connections.

By extending its model to years 9 and 10, ECG is addressing student disengagement and providing a supportive alternative where students can thrive both academically and personally. This expansion reflects ECG Secondary College's ongoing commitment to inclusive, high-quality education that transforms lives and strengthens communities.



\$1.89 million investment to expand Leongatha campus

We welcomed \$1.89 million in Victorian State Government funding to expand the ECG Secondary College Leongatha campus. The upgrade will accommodate an additional 40+ students and provide purpose-built classrooms, specialist spaces, and modern learning facilities that support wellbeing, engagement, and hands-on learning.

Since opening in 2015 with just nine students, the Leongatha campus has grown steadily, responding to strong demand for alternative education in South Gippsland, Baw Baw, Latrobe Valley, and surrounding areas. This expansion reinforces ECG's commitment to creating therapeutic, holistic, and individualised learning environments where students can rebuild confidence, reconnect with education, and thrive academically and socially.



Expanding into Latrobe Valley

We expanded into the Latrobe Valley to ensure the continuation of key programs previously delivered by Gippsland Employment Skills Training (GEST), which had served the Morwell community for over 35 years. CCG has been appointed the preferred provider to operate GEST's Learn Local programs and the Work & Learning Centre (one of only four in Victoria), in partnership with the Brotherhood of St Laurence and Jobs Victoria.

This expansion allows CCG to continue delivering vital training, employment support, and work placement opportunities for job seekers across Gippsland, while also supporting ECG Secondary College students in transitioning into the workforce. By working closely with former GEST staff and local employers, CCG is committed to building on GEST's legacy and providing inclusive, practical learning pathways that strengthen the community.

Regenerative Crop Trial Program

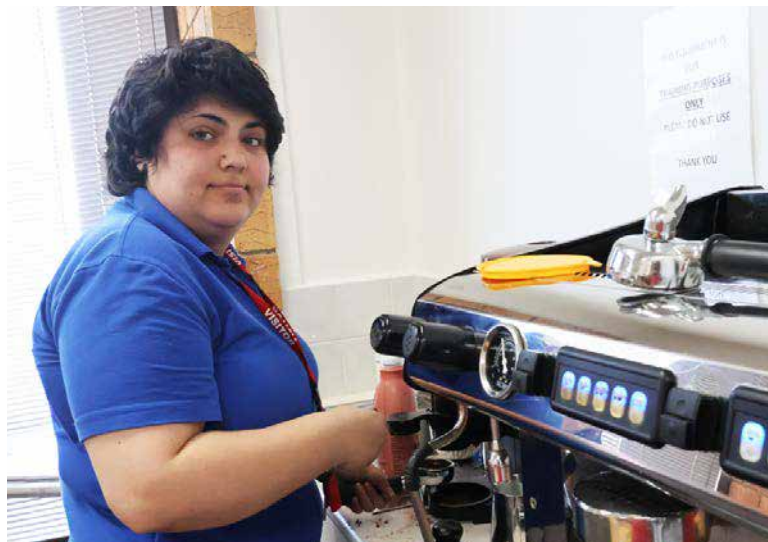
Green Lab Futures and Farming Our Future have partnered with Community College Gippsland (CCG) to launch a Regenerative Rotational Circular Bioeconomy (RRCiBC) crop trial at CCG's Warragul campus.

The trial will test regenerative crops that improve soil health, sequester carbon and support biodiversity, while producing high-value commodities for local and global markets. The first stage will focus on sunflower varieties, reflecting strong local interest and industry potential.

The project will provide hands-on learning opportunities for CCG students and the wider community, strengthening collaboration between education, industry and local growers. Key objectives include:

- Testing regenerative crop practices suited to Gippsland's conditions
- Building practical skills for students and local farmers
- Supporting sustainable agriculture as a driver of regional growth and climate resilience
- Exploring zero-waste, circular-economy farming approaches

Delivered over multiple growing seasons, the trial will share findings through field days, community workshops and an open-access digital platform, supporting broader adoption of regenerative practices across the region.



Learn Local expansion

In 2025, we delivered 11 Learn Local programs at the Warragul campus. Expansion into Latrobe Valley saw 14 new programs at the Morwell campus and provided an opportunity to trial hybrid delivery between campuses, increasing accessibility for students across both campus locations.

IMAGES: Top left: Learn Local Morwell staff, Josh Mongta, Jennifer McCafferty, Linda Barry and Deb Smith.

Top right: Trainer Tami McGregor with students Jodi Hughes, Britt Lamb, Demi Ashmore, Warwick Drayton, Stewart Dalton, Kerry Whitworth, Colleen Fenton and Shae Tapner.

Middle Left: A student from the Brew Crew team taking part in the Barista training course.

Bottom right: (back row) Jodi Hughes, Tami McGregor (trainer) Stewart Dalton, Ramon Spidla (Jobfind Warragul) Kylie McNair (West Gippsland Healthcare Group), Luana Brock (CCG), Britt Lamb, Demi Ashmore. (Front Row) Andrew Lupton, Kerry Whitworth, Shae Tapner, Colleen Fenton Forbes, Warwick Drayton.

OUR PERFORMANCE

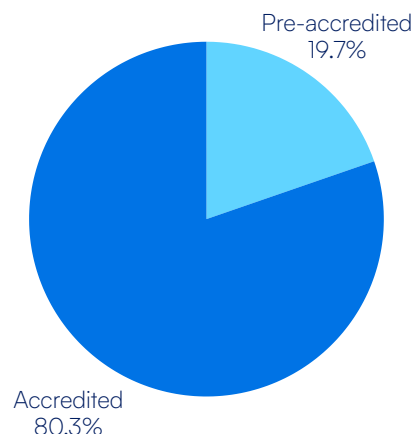
Total student contact hours

In 2025, CCG delivered a total of 111,759 student contact hours. Of this, 22,031 hours were allocated to pre-accredited programs, benefiting 294 students, contributing to a total of 536 enrolments.

We have delivered 89,728 hours of accredited programs, serving 324 students.

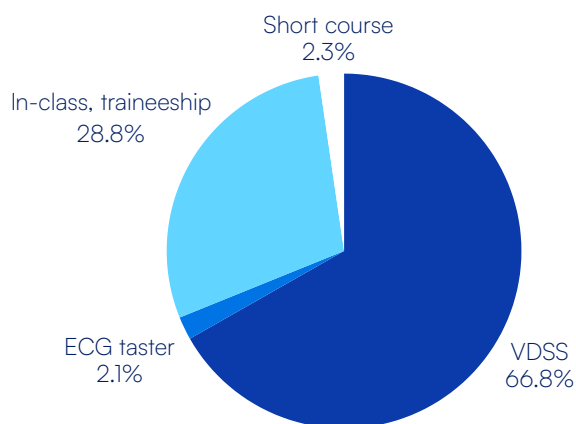
Of which, 61,802 VDSS hours were provided to 191 students across 19 schools, which included 1,892 hours to ECG Secondary College, where 85 students participated with 157 enrolments in our Taster program.

- Pre-accredited: 22,031 hours
- Accredited: 89,728 hours



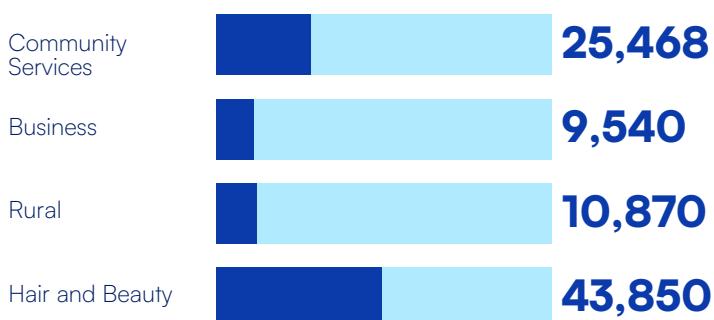
Accredited program contact hours

- VDSS: 59,910
- ECG taster course: 1,892
- In-class, apprenticeship and traineeships: 25,851
- Short courses: 2,075



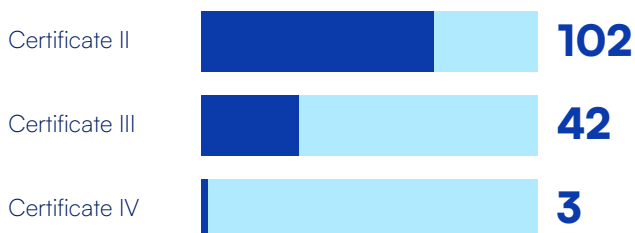
Accredited program contact hours by department

The total accredited program contact hours across in-class delivery, apprenticeships and traineeships, ECG taster programs and VDSS programs were delivered in four departments.



Qualifications by level

CCG awarded 147 nationally recognised qualifications and 178 statements of attainment for students who achieved passes in one or more units of study.



Qualifications issued by department

The delivery of training and education within CCG is grouped into the following departments:

Business Services:

- Business (includes Administration)

Hair and Beauty:

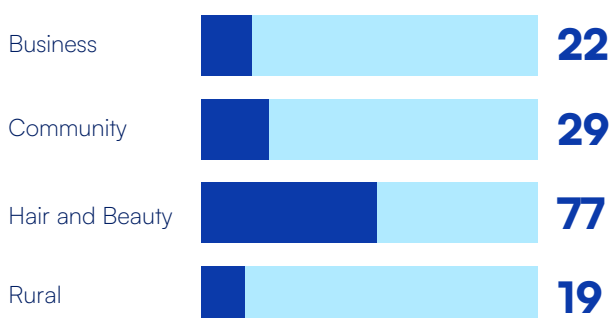
- Hairdressing
- Barbering
- Beauty

Community Services:

- Individual Support
- Early Childhood Education and Care
- Community Services

Rural Studies:

- Horticulture



ECG Secondary College:

- VCE Vocational Major
- Victorian Pathways Certificate

Short Courses:

- First Aid
- CPR

VET Delivered to Secondary Schools (VDSS):

Vocational Education and Training delivered to students who are enrolled as part of their secondary schooling.

Trade Pathway Program (TPP):

Hands-on vocational training delivered to year 9 students from external schools. This includes a second program, the Special Trade Pathway Program (STPP), designed to engage students with a disability.

TPP:

- Term 1 - Community Care
- Term 2 - Hair and Beauty
- Term 3 - Work Rural and Hair
- Term 4 - Work Rural and Beauty

STPP:

- Term 1 and 2 — Work Rural

Pre-accredited:

Courses offered to people in preparation for their future enrolment in accredited training or employment. These courses were delivered to 294 students in 2025.

SUMMARY OF OPERATING STATISTICS



Social impact



12,840
hours of wellbeing support and counselling provided to students



58%
women in leadership positions within our organisation

Staff satisfaction

The top five words our staff use to describe our culture in 2025:

- Inclusive
- Friendly
- Supportive
- Welcoming
- Flexible



Student impact

368

lives transformed through alternative secondary school

618

lives equipped through vocational education and training



22,031

hours of training delivered through our Learn Local



80.0%

of CCG students achieved their main reason for training
2025 Victorian average: 79.9%

81.8%

of CCG graduates with an improved employment status after training
2025 Victorian average: 54.0%

83.3%

of CCG students reported a positive perception of teaching
2025 Victorian average: 72.3%

100%

of CCG students reported a positive perception of the assessment process
2025 Victorian average: 84.2%

85.7%

of CCG students were satisfied with their training.
2025 Victorian average: 79.4%

81.8%

of CCG students would recommend us for training.
2025 Victorian average: 78.3%

Data source: Victorian Skills Authority Community College Gippsland Limited (4181) 2025 RTO Performance Summary Report.



100%

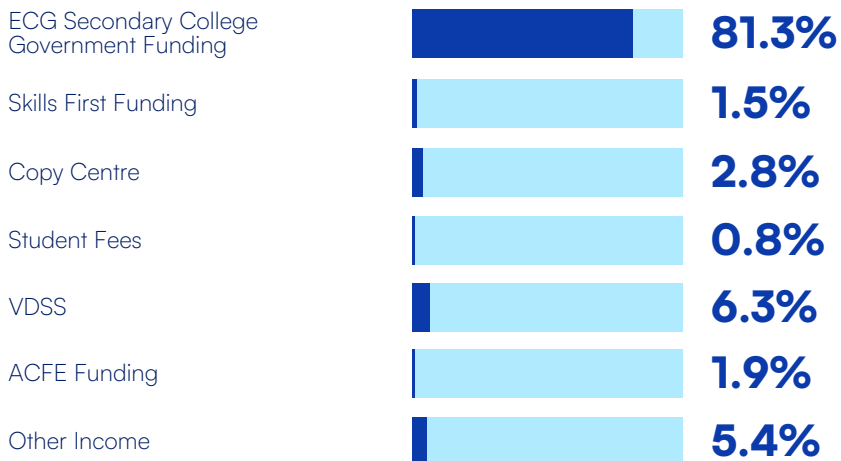
of ECG Secondary College students benefit from educational adjustments to enable effective learning

Data measure: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

OUR FINANCES

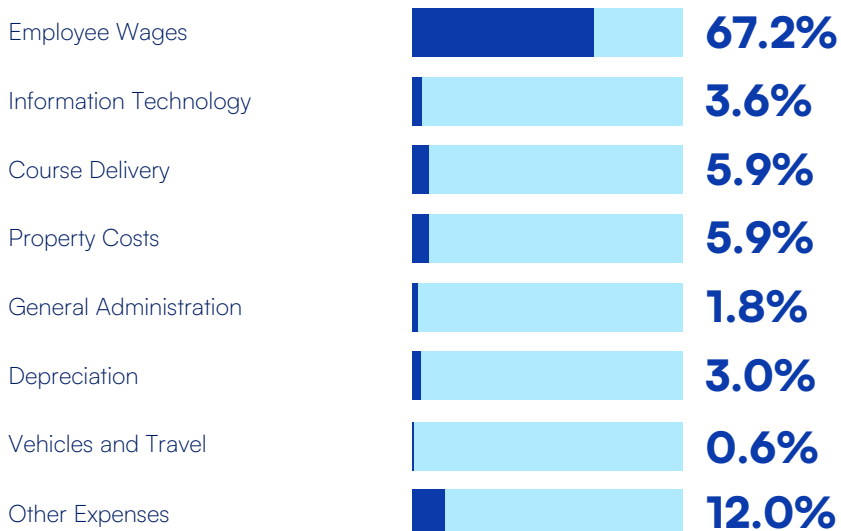
Income

CCG is funded through a diverse range of income streams, helping to ensure financial stability and sustainability.



Expenditure

As is the case with many service-driven organisations, our greatest resource and expenditure is our people. While this is a cost, we see it as an investment. Our people are our greatest asset. They are the product that we deliver to our students each and every day, in sharing their skills, knowledge, expertise and passion.





OUR PEOPLE

As an organisation built on sharing skills, knowledge and experience, our people are the driving force behind our growth. Their expertise, commitment and passion enable us not only to deliver our mission, but to continually expand our reach and strengthen our impact across the community we serve.

Throughout the 2025 teaching year, CCG employed 187 staff at various times across a diverse range of roles and our five campus locations. This reflects both the scale of our operations and our ongoing growth. During the year, 50 new staff members joined our team, bringing fresh perspectives, new capabilities and expanded expertise to support emerging programs and increased student demand. At the same time, 26 staff members moved on to new opportunities, demonstrating the strength of CCG as a place where people develop, grow and take their skills into the broader community.

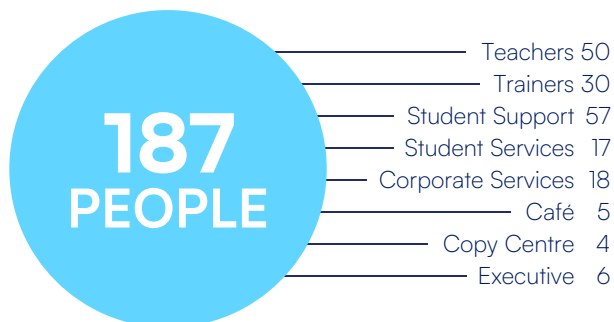
Our growth is further strengthened by the invaluable contribution of our volunteers, who generously dedicated their time and energy to supporting student success. In 2025, 29 volunteers contributed across governance, student support and operations. This included 17 members serving on our Board and committees:

- 9 directors
- 6 ex- officio
- 2 cadet appointments.

We were also supported by eight student placement volunteers, three classroom support volunteers and one reception volunteer, all playing a vital role in helping students thrive both inside and outside the classroom.

Together, our staff and volunteers form a dynamic and growing community whose collective skills, knowledge and experience continue to strengthen CCG's capacity, sustainability and long-term growth.

Staff



Volunteers



OUR BOARD

Community College Gippsland is governed by a Board of Directors and community representatives who are from a range of education, health, manufacturing, engineering and community services industries and backgrounds. They volunteer their time and talent to enable CCG to drive its strategic objectives.



Joshua Chikuse
CHAIR

Joshua has experience in strategic planning, change and project management, achieving sustainable and economic solutions for government and community. Joshua is a collaborative leader, passionate about diversity, inclusion and positive change. Joshua joined the Board as a voting director in 2021. Joshua was appointed Chair in 2024.



Kirstin Fox
DEPUTY CHAIR

Kirstin has dedicated her career to the health sector, first joining the industry as a nurse and progressing to Residential Care Manager. Kirstin is passionate about creating community connections and is invested in providing students with real-world experience. Kirstin joined the Board as a voting Director in 2018.



Jemma Swan

Jemma is an economics and social policy specialist with experience in the private sector and Victorian Government. She is a Graduate of the Australian Institute of Company Directors. She grew up in both east and west Gippsland and has a strong interest in youth engagement. Jemma joined the Board as a voting Director in 2017.



Michael Klein

Michael has experience in quality analysis, process improvement, team leadership and management, both in the health sector and the computer industry. Michael also has strengths in governance, compliance, risk management and reporting. Michael joined the Board as a voting Director in 2022.



Christina Campbell

Christina holds a Master of Business Administration and is a registered nurse with over 30 years of extensive experience in the health sector. Christina is passionate about making a difference in healthcare and community education across Victoria, recognising the importance of accessibility and meaningful connection in achieving excellent outcomes. Christina brings experience in strategic planning, workforce planning, and project management. Christina joined the Board as a Cadet Director in 2024 and has continued to serve as a voting Director since 2025.



Benjamin Hollier

Ben has over 20 years of experience in the financial services sector, and currently works in the corporate trustee services and fund management sector. He has spent over eight years abroad, where he taught English as a second language and is passionate about helping students get access to education due to the benefits this can bring to a person's future. Ben joined the Board as a voting Director in 2024.



Anita Tan

Anita is a systems thinker with more than 15 years of clinical and leadership experience in the health, non-profit, and forensic sectors. Professionally, Anita is a registered psychologist (AHPRA) with a PhD (Psychology) and a Master of Clinical Psychology. As a board director, Anita holds a Master in Corporate Governance and was a Victorian Board Leadership Program scholar. In the education domain, Anita is a psychology board-endorsed supervisor and clinical educator. Anita joined the Board as a voting Director in 2024.



Sarah Wilton

Sarah Wilton has over 20 years of experience in senior finance roles across the education, legal and property services sectors. A Certified Practising Accountant and Member of the Australian Institute of Company Directors, she brings strong expertise in strategic planning, financial sustainability and organisational performance. With experience as a secondary teacher and a Master of Teaching, Sarah offers valuable insight into curriculum, pedagogy and student wellbeing. Sarah joined the Board as a voting Director in 2025.



Jennifer Sorthi

Jenn brings extensive experience in education governance, quality assurance, and organisational oversight across the vocational and community education sectors. She brings a strong capability in strategic planning, risk, audit, and compliance oversight, as well as financial stewardship, supporting accountable and sustainable governance. Jenn is deeply committed to providing accessible, inclusive education and strengthening regional communities through meaningful educational opportunities and workforce pathways. Jennifer joined the Board as a voting Director in 2025



Sam Lineham
CADET OUTGOING

Sam is a Civil and Environmental Mining Engineer with a specialized focus on environmental regulatory compliance and complex mine rehabilitation. He brings extensive experience in project management and community consultation and is an active member of Engineers Australia and the Australian Institute of Company Directors. A proud resident of Gippsland, Sam has a deep connection to the area, with four generations of his family having lived there. He and his wife are raising three children in the region, and Sam is passionate about providing young people in Gippsland with access to quality education and training opportunities to help them succeed. Sam joined the CCG Board in a non-voting Cadet position in 2025.



Charlene Kenney
CADET OUTGOING

Charlene is a CPA and teacher with over 30 years of experience in finance and education. She has worked in the manufacturing, education, and property development sectors, which has allowed her to develop skills in finance, human resources, management, training, and leadership. She has a genuine passion for educating and inspiring students to make a positive impact in society. Charlene enjoys collaborating with others and views the Cadet Board position as an excellent opportunity to learn how the Board operates while contributing her experience and knowledge to CCG. Charlene joined the CCG Board in a non-voting Cadet position in 2025.

EX-OFFICIO

In addition to elected and appointed members, we acknowledge the contributions of ex-officio members, who offer valuable insights and help maintain continuity in our governance and decision-making. As past board members, they bring experience and a deep understanding of CCG's purpose.



Marianne Shearer
EX-OFFICIO MEMBER



Jennifer Carmichael
EX-OFFICIO MEMBER

BOARD CADET PROGRAM

For the seventh consecutive year, CCG delivered its Cadet Director Observer Program, offering two participants the opportunity to take part in a 12-month director development journey. This innovative program provides insight into the organisation's Board through deep-dive learning sessions, monthly board meetings, and invitations to participate in specialist sub-committees.

"I am inspired by the quote, 'When we give everyone the chance to learn, we open the door to endless possibilities,' and this strongly reflects the vision we uphold at CCG, particularly through our Cadet Director Program," said Board Chair Joshua Chikuse. "The program offers aspiring leaders a transformative learning experience that supports their development into capable, forward-thinking future board directors."

Reflecting on his experience as a Cadet Director, Sam Lineham described the program as a valuable opportunity to step outside his professional comfort zone and gain a deeper understanding of governance and leadership within a community-focused organisation.

"Coming from a civil and environmental engineering background, most of my experience has been centred on technical problem-solving and project delivery," Sam said. "I was curious to understand how decisions made at a board level shape education outcomes and create opportunities across the community."

Through his participation in board discussions and strategic planning, Sam gained insight into the importance of governance in maintaining accountability, transparency, and long-term sustainability. He noted that board conversations were consistently grounded in the organisation's purpose and its impact on students and the broader Gippsland community.

"What stood out to me was how every decision came back to the same core question - how does this support students and strengthen the community? That focus really reinforced the importance of values-based governance." Sam also highlighted the collaborative nature of the boardroom and the value of respectful challenge and diverse perspectives in shaping strong decision-making.

"Being part of discussions with people from different professional backgrounds showed me just how important diversity of thought is in governance. Listening, questioning, and learning from others was one of the most rewarding aspects of the program."



Overall, Sam described the Cadet Director Program as a meaningful and formative experience that broadened his understanding of leadership and governance.

"The program has given me a strong foundation in how effective boards operate and has supported my growth both personally and professionally. It's an experience that will stay with me and influence how I approach leadership and future governance roles."

Other Cadet Director, Charlene Kenney echoed these sentiments, describing their time in the program as invaluable. With a background spanning finance, education, and manufacturing, they were keen to develop a stronger understanding of governance.

"Participating in board meetings, strategic planning, and CCG events was incredibly rewarding. The cadet sessions were informative and interactive, helping to expand our understanding of board operations."

They also expressed appreciation for the support provided by board members, the CCG Executive, and staff, and valued being part of a board made up of people with diverse backgrounds, perspectives, and experience.

"If you are considering a board position in the future, this program is an excellent opportunity to build your knowledge and confidence," Charlene said.

The CCG community can be proud of the significant difference the college continues to make, not only in the lives of students, but also for families and the wider community. Many communities would benefit from the presence of a college like CCG.

SENIOR LEADERSHIP TEAM



Dale Gemmell

CHIEF EXECUTIVE OFFICER

The Chief Executive Officer is responsible to the Board of Directors for the effective management of Community College Gippsland overall as well as the achievement of its strategic goals. In addition to providing guidance and support to the senior leadership team, the role ensures that sound policies, procedures and practices are in place that mitigate risk and maximise the organisation's ability to fulfil its vision and purpose sustainably. The CEO also holds the position of the Executive Principal of ECG Secondary College.



Russel Praetz

PRINCIPAL (ECG SECONDARY COLLEGE)

The Principal is responsible for ensuring the delivery of quality education outcomes for ECG Secondary College students aligned to relevant VCAA and ACARA guidelines. The principal provides operational oversight of all ECG Secondary College campuses to ensure alignment to CCG/ECG policies and procedures and VRQA requirements. The role promotes and enhances a culture of exemplary Child Safe practices aligned to CCYP standards. The principal also provides instructional leadership to ensure staff capacity development aligns to VIT and AITSL standards.



Brad Michie

EXECUTIVE BUSINESS MANAGER

The Executive Business Manager is responsible for the operation of the organisation's business services functions, ensuring the efficient operation of CCG and ECG Secondary College's educational services.

This role manages key areas, including Finance, Facilities, Information Technology, the CCG Copy Centre, and the Warragul Campus Café.



Janine Ashton

EXECUTIVE MANAGER GOVERNANCE AND RISK

The Executive Manager Governance and Risk ensures CCG and ECG Secondary College comply with all statutory and regulatory requirements, including compliance and quality assurance against relevant standards, frameworks, guidelines, and contract obligations. The role also ensures risks are monitored in line with CCG's risk management framework, recorded in risk registers, and supported by effective assessment and mitigation strategies, while leading continuous improvement across the organisation.



Gordon Talty

EXECUTIVE MANAGER TRAINING

The Executive Manager Training provides academic and operational leadership and management of the RTO. The Executive Manager is responsible for the delivery of quality training and assessments whilst driving and promoting innovation and best practice across the RTO.



Rebekah Lee

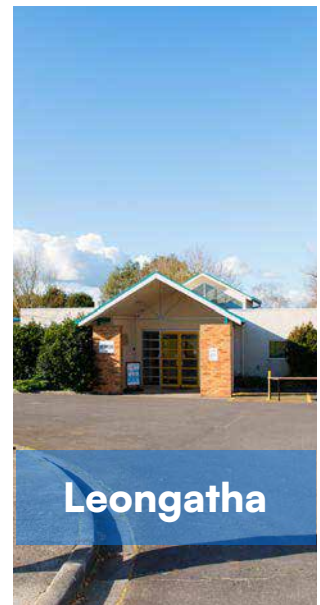
EXECUTIVE MANAGER, PEOPLE, CULTURE AND SAFETY

The Executive Manager People, Culture and Safety is responsible to lead and ensure the successful implementation of strategic initiatives that build a positive, engaging, supportive and safe working environment. The role plays a key role in achieving compliance and enhancing a safety culture that supports the work our staff do for students and clients.

OUR LOCATIONS

From 2025, CCG expanded its operation to service our broad customer groups within eight locations.

- Warragul
 - 71 Korumburra - Warragul Road
 - 88 Smith Street
- Copy Centre - 3/57 Smith Street, Warragul
- Leongatha - Howard Street
- Pakenham - 126 Princes Highway
- Toomah - 18 Golden Green Street, Pakenham
- Dandenong - Level 3, 126 Walker Street
- Morwell - 1 Hoyle Street, Morwell





PHILANTHROPY

Community College Gippsland is a registered Not-for-Profit organisation and Charity. Our Philanthropy arm plays a vital role in raising funds to support students in overcoming barriers to successful school engagement and study completion.

Each year, we are deeply grateful for the generosity of individuals, businesses, organisations and community groups whose support makes a meaningful difference in the lives of our students.

Be a changemaker.

IMAGE from left: Pakenham students with Teacher. Kim Caldwell took part in a Colour Run activity to promote inclusion and celebrate diversity

2025 Philanthropy program highlights

Annual awards

Each year, CCG hosts annual awards to recognise the efforts and dedication of our students, and each year we are blown away by the support given by business sponsors. Thank you to our 2025 Annual Awards sponsors

Platinum Event Sponsors

- Select Office Supplies
- Crosier Scott Architects / MIJASU
- Tanya Heaney-Voogt
- Little Saints
- Crownlea - Jana Group

Gold Event Sponsors

- Vocus
- Local Jobs Program
- Brotherhood of St Laurence
- James G Morrison Building Contractors

Bronze Event Sponsors

- Heenan Plumbing
- Ray White

Award Sponsors

- Skillinvest
- SELLEN
- BizIT Australia - Warragul
- SGBCLLEN
- Evans Petroleum
- Club Hotel
- Let's Do Hair

Community support and partnerships

Impact summary

At ECG Secondary College, strong community partnerships help us remove barriers to learning and support students' wellbeing, engagement, and personal growth. Generous contributions from local organisations and families in 2025 enabled students to access essential resources, equipment, and programs that enhance learning, health, and social connection across our campuses.

Key initiatives and outcomes:

Sports and physical activity equipment

Support from the BNI Foundation and BNI Melbourne South enabled the College to purchase essential sporting equipment. This increased student participation in team sports and recreational activities, promoted physical and mental wellbeing, and supported confidence-building, social skills, and classroom engagement.

Musical equipment

Generous funding from The Jana Group (Crownlea) and Trinity families expanded our music program across Gippsland and South East Melbourne. Music has been a powerful tool for student wellbeing, engagement, and self-expression, resulting in increased confidence, participation, and creative connection.

Food support

With assistance from Longwarry and Eat Up Food Relief, students can access cheese sandwiches during the school day. This simple support ensures students have the energy and focus to engage in learning, while promoting dignity, inclusion, and overall wellbeing.

Start-up top-up program

Funds raised by the Melbourne United Motorcycle Club supported students to access essential items and practical resources, including clothing, tools, laptops, and work-ready equipment. The program has helped students re-engage with learning, overcome personal and financial challenges, and successfully transition into training, education, and employment pathways.

Equipment donation

A pool table donated by Manny Singh's family provides a daily positive engagement and social connection tool at the Pakenham campus, supporting relationships, wellbeing, and a sense of belonging for students. These initiatives demonstrate the vital role of community partnerships in supporting student outcomes, improving engagement, and fostering an inclusive and supportive school environment.



IMAGE from left: Patricia Castle, Jana Group presenting the Classroom Student of the Year Award to Pikun Wilrath.



Empowering students through targeted support

In 2025, philanthropic funding played a vital role in supporting students to overcome financial and personal barriers to education, training, and employment. By providing access to essential tools, equipment, and resources, this support enabled students to remain engaged in their studies, transition confidently into the workforce, and improve their overall wellbeing.

Several students accessed funding to purchase laptops, ensuring they could fully participate in their studies and complete assessment requirements. In one case, access to appropriate technology directly supported a student to secure and continue a hairdressing apprenticeship. Other students used funding to purchase trade-specific equipment, including a drill kit and assorted tools, assisting with the transition from their final year of study into apprenticeships and paid employment.

The funding also responded flexibly to students' changing personal circumstances. One student experiencing an unexpected home relocation and increased caring responsibilities was supported to purchase items that improved privacy and personal connection within a new living environment. Access to creative and craft materials further supported emotional regulation and mental health, demonstrating the broader wellbeing benefits of practical, student-centred assistance.

In addition, many students accessed funding to support job readiness. Applications frequently focused on safety footwear and appropriate work clothing—essential items that often present a financial barrier to commencing employment. By reducing upfront costs, the funding eased financial stress, removed obstacles to participation, and supported students to engage confidently in work and training opportunities.

Overall, the funding was used effectively and was very positively received. Its impact extended beyond material support, contributing directly to improved wellbeing, increased participation, and stronger readiness for the workforce. As reflected by students and families:

“Funding helped me to reconnect with a hobby, which then helped me to refocus my attention and I’m now happier and able to participate in more activities, including school.”

“We are so grateful for the help this program offered. It gave us a great head start in helping our daughter get through a very challenging time and made her feel more in control of her situation.”

Through targeted philanthropic investment, students were empowered not only to continue their education and training, but to build confidence, stability, and hope for their future.

OUR SCHOOL

ECG SECONDARY COLLEGE IN 2025



SCHOOL NO: 2062

IMAGE: Dandenong campus students joining hands to show camaraderie



A WORD FROM OUR PRINCIPAL

2025 has been a busy and highly productive year at ECG Secondary College. Demand for our unique model of education remained strong, with enrolments growing from 228 to 306 students across the year. This growth was supported by our move to a new site at Toomah, adjacent to Cardinia Road Train Station in Pakenham, which enabled an increase in senior school capacity.

To support continued growth, we backfilled our Princes Highway site by introducing a year 9 and 10 program at the start of term 2. Additional space was also accessed at our Dandenong campus to launch a year 10 program. While this arrangement was short-lived due to the sale of the premises in September, we successfully sourced an alternative site and completed a full refit, ready for operations by mid-December. Meanwhile, our Warragul and Leongatha campuses operated at full capacity throughout the year.

Alongside this expansion, we worked cohesively to embed our new Education Model across the organisation. Staff embraced our Learning Model of T.H.R.I.V.E, developing shared value statements and observable actions to guide how we work with students and each other. This has been central to creating an environment where all stakeholders can thrive in their work, wellbeing, and accomplishments.

We implemented four cycles of Professional Learning Teams (PLTs), with staff working collaboratively, predominantly in triads, through a cycle of continuous improvement focused on our Instructional Model. Senior school teams undertook a deep dive into developing common approaches to assessment, including shared assessment tasks, consistent assessment practices, and work sample moderation aligned with VCAA VCE and VPC best-practice guidelines. Middle school teams worked in learning-domain groups to map and align curriculum to the new Victorian Curriculum 2.0.

A series of targeted working parties addressed priority areas for continuous improvement. These included backend administration processes, streamlined enrolment procedures, improved excursion risk management, and strategies to increase student engagement and motivation. Our Wellbeing Model also continued to evolve, with new practices and interventions introduced to improve student wellbeing outcomes. Several new programs were identified and onboarded for 2026, enabling us to more effectively map and measure collective wellbeing improvements. We also strengthened processes for identifying, implementing, and documenting individual adjustments, ensuring students receive the support they need to succeed. This work has been pivotal in improving holistic student outcomes.

Student transitions and retention improved, reflecting growing learner confidence and aspiration within our middle school programs. Destination data also strengthened, with the majority of students moving into positive pathways including employment, apprenticeships or traineeships, and further education. Student attitudinal data improved again, with the largest increase recorded in overall satisfaction—clear evidence that we are positively impacting school climate.

These achievements are the result of the dedication and commitment of the entire team at ECG Secondary College and Community College Gippsland. The work we do is powerful in transforming lives and building self-belief for improved life outcomes. To all staff and volunteers who nurture, support, encourage, and motivate our students, I extend my sincere thanks for your expertise and unwavering commitment.

Russel Praetz
Principal - ECG Secondary College



IMAGE from left: Lily Leech receiving her Overall Achievement Award from Russel Praetz, ECG Secondary College Principal.



IMAGE: ECG Leongatha students taking part in Teen Mental Health First Aid Live4Life activities.

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 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). ECG expanded its secondary education offerings in 2024 with the introduction of year 9 and 10 classes at its Warragul and Leongatha campuses, followed by the Pakenham campus and the introduction of a year 10 program at the Dandenong campus in 2025.

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, Toomah Community Centre and Dandenong, with plans for further expansion to meet the increasing demand for alternative education options in the community.

OUR PHILOSOPHY

The philosophy we apply to our approach to education is directed by the purpose and mission of the overarching organisation, Community College Gippsland. We take the opportunity to impact positively upon the community through the transformative power of education as a motivational force for team learning and collective efficacy to improve student outcomes.

ECG Secondary College is an environment where all students and staff experience accomplishment and wellbeing, and truly thrive in their work and learning.

Our Education Model

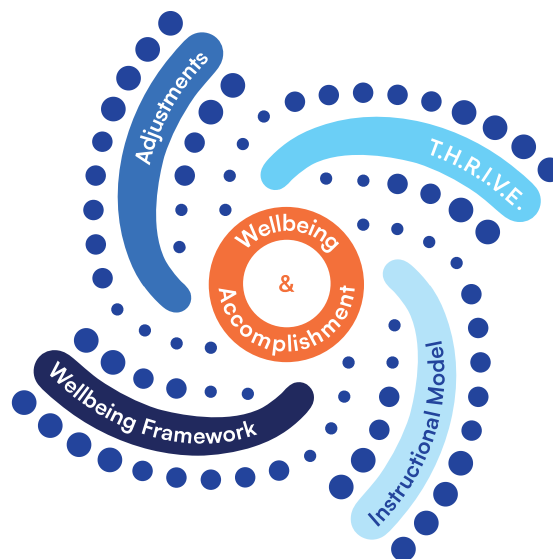
The ECG Education Model consists of four elements contributing to our objectives of wellbeing and accomplishment.

1. Learning Model (T.H.R.I.V.E)

Provides the overarching philosophy of who we are, what we do and how we approach our work. It underpins our curriculum through a therapeutic environment that supports holistic development, focusing on building relationships that nurture growth while delivering 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.



2. Instructional Model

Captures and documents our pedagogical and collaborative approaches, ensuring excellence in teaching and learning through the delivery and ongoing refinement of nine domains of instructional practice.

3. Wellbeing Framework

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 in building 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.

4. Adjustments

Focuses on the development, documentation and provision of a diverse range of adjustments to ensure our learners are supported based on individual needs, enabling them 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 2025, 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



IMAGE from left: Taster Trainer, Haley Naylor, delivering hands-on learning.



IMAGE from left: Trainer, Tim McClimont and Taster students making a garden deck.

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

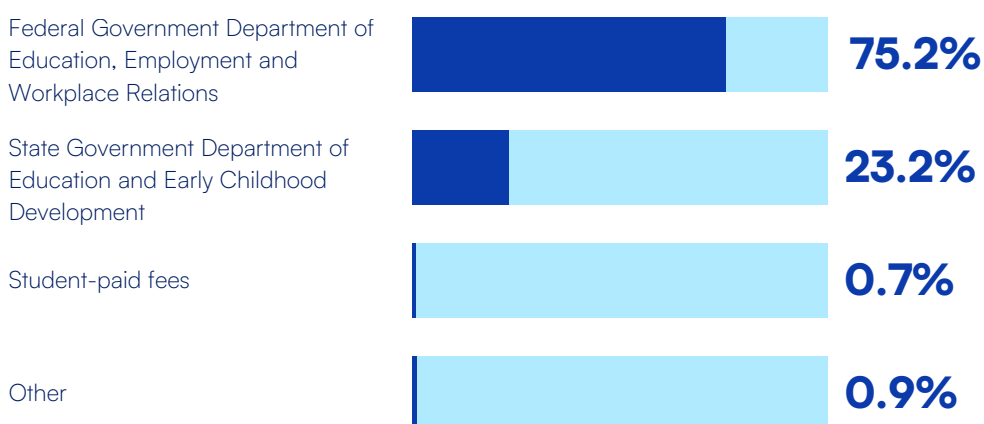
Work Rural	Selected units from	AHC20416	- Certificate II in Horticulture
Work Skills	Selected units from	BSB20120	- Certificate II in Business
Community Care	Selected units from	CHC22015	- Certificate II in Community Services
Hair Care	Selected units from	SHB20216	- Certificate II in Salon Assistant
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:

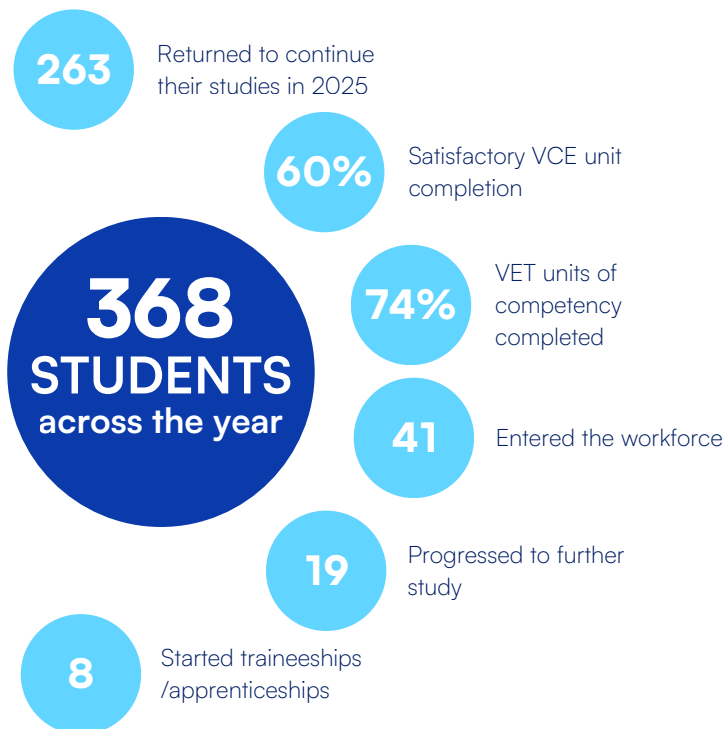
1. Staff Wages
2. VDSS
3. Other Expenses





IMAGE from left: Teacher David Robinson rises to the challenge posed by Michael Donaldson student, showcasing a friendly competition.

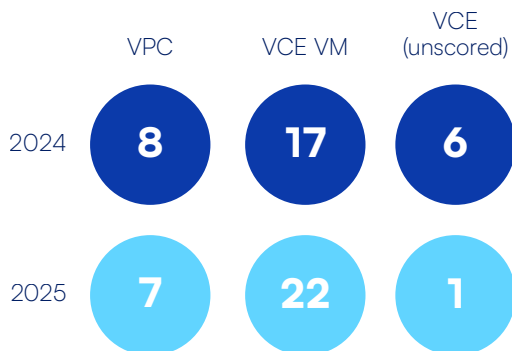
Destination data



Census data (August)



Certificate completion by level



Attendance

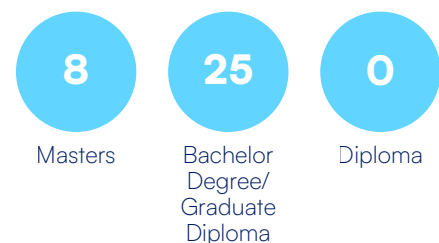
The ECG Secondary College cohort includes students from all walks of life facing various obstacles to their education. These challenges include financial difficulties, unstable housing, limited transportation access and mental health issues. As a result, many of our students find maintaining regular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

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 2025, ECG Secondary College recorded an attendance rate of 55.5%, reflecting the impact of our flexible and student-centred approach in re-engaging learners with education.

Teacher qualifications



Benchmarking

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

The 2025 NAPLAN data for ECG College can be accessed by visiting <https://myschool.edu.au/school/40835/naplan/results>

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25

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