

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

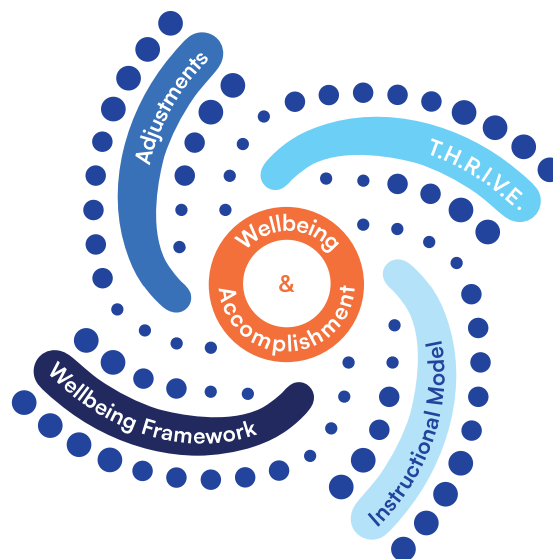
The ECG Education Model consists of four elements contributing to our objectives of wellbeing and accomplishment.

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

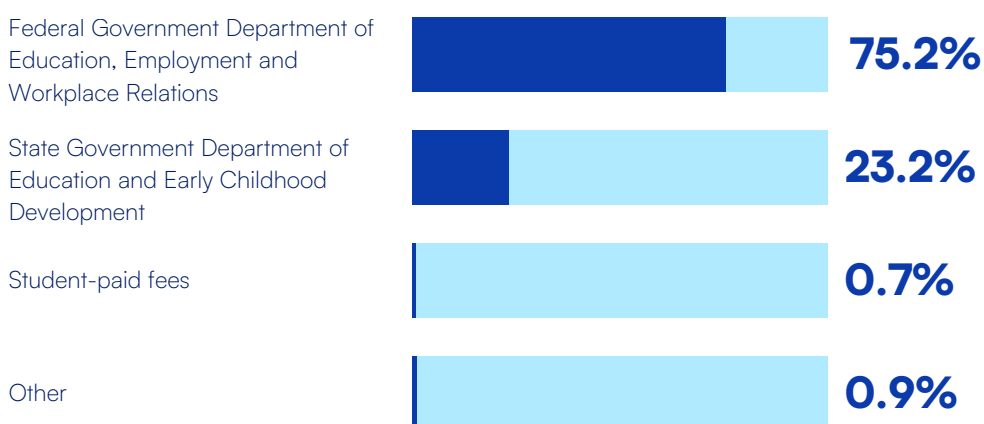
Work Rural	Selected units from	AHC20416	- Certificate II in Horticulture
Work Skills	Selected units from	BSB20120	- Certificate II in Business
Community Care	Selected units from	CHC22015	- Certificate II in Community Services
Hair Care	Selected units from	SHB20216	- Certificate II in Salon Assistant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

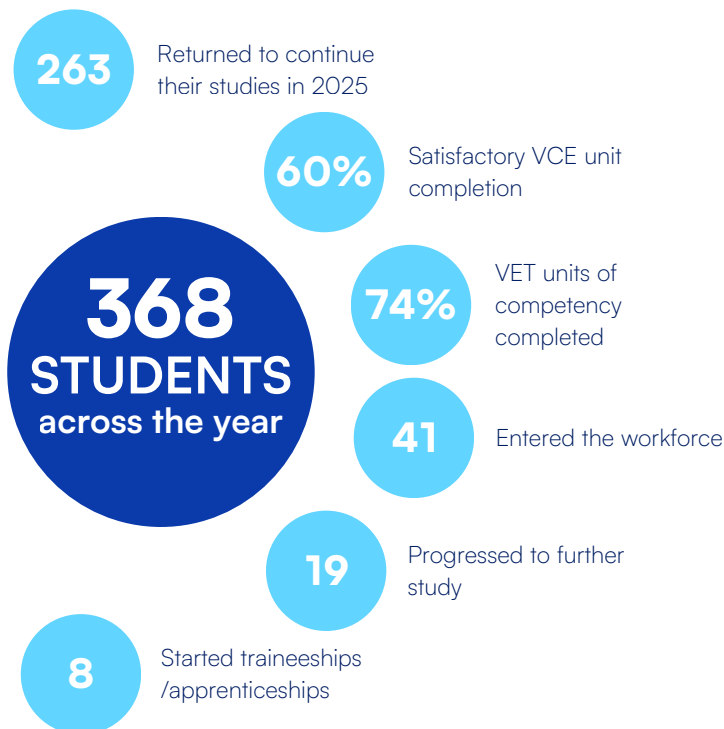
1. Staff Wages
2. VDSS
3. Other Expenses





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

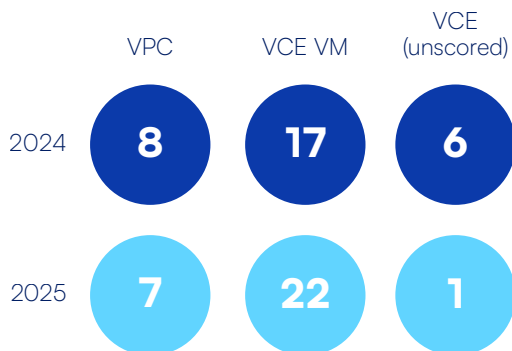
Destination data



Census data (August)



Certificate completion by level



Attendance

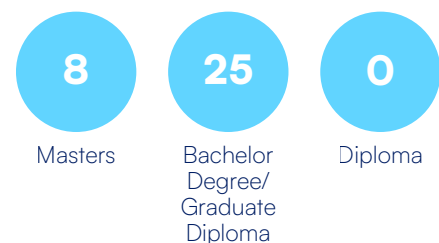
The ECG Secondary College cohort includes students from all walks of life facing various obstacles to their education. These challenges include financial difficulties, unstable housing, limited transportation access and mental health issues. As a result, many of our students find maintaining regular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