VCE REVISION LECTURES

2021 SCHOOL IMPLEMENTATION GUIDE

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# Introduction

VCE revision lectures are part of the rural and regional education reform initiative that seeks to bridge the gap in educational outcomes between metropolitan and rural and regional students. This guide has been developed to help regional and rural schools implement VCE revision lectures and improve access to the lectures for students – ensuring no student is left behind.

## background

The Expert Advisory Panel for Rural and Regional students recommended that the Victorian Government consider additional support to ensure rural and regional students have access to VCE study resources. The Victorian Government supported this recommendation and on 5 September 2019 announced $13.2 million to support rural and regional students to attend VCE revision lectures in Melbourne.

VCE revision lectures provide students with an opportunity to revise the content of VCE Units 3/4 with a subject matter expert. The lectures provide advice on exam techniques and skills, enabling students to use their exam time more effectively. Students gain access to experienced VCE teachers through the VCE revision lectures. This includes teachers with previous exam assessment experience, who can provide expert advice that students may not have access to at their school.

Generally, VCE revision lectures are delivered in metropolitan areas, regional centres and online. They are delivered by not-for-profit organisations (such as teacher subject associations) or private businesses (companies or sole proprietor) and in some instances, in partnership with schools. Lectures are usually two to three hours long, although some are longer. Lectures are held mid-year and at the end of the year.

## Schools lead implementation

The needs of students across the State are different. Schools are best placed to respond to student needs and preferences to determine how students should access VCE revision lectures. Schools can provide access to VCE revision lectures to students through excursions and incursions as detailed in the next section.

## covid-19 impacts

Schools must consider current health advice regarding COVID-19 at all stages of planning and delivery. The Department regularly updates its COVID-19 pandemic advice and guidance for schools in the school operation guide. The [school operations guide intranet page](https://edugate.eduweb.vic.gov.au/sites/i/Pages/school.aspx#/app/content/3336/support_and_service_(schools)%252Fcoronavirus_and_learning_from_home%252Fschool_operations%252Fschool_operations_guide) contains the operations guide.

## benefits of melbourne based attendance

It is expected that schools consider the benefits of Melbourne based attendance in determining the best approach to meet student needs and preferences.

Melbourne based attendance for VCE revision lectures was highlighted as important during the extensive consultation that occurred as part of the Expert Advisory Panel for Rural and Regional Students because of the opportunities available to students that they may not be able to access in rural and regional Victoria. It was also highlighted that the costs of travel and accommodation to engage in opportunities such as attending a VCE revision lecture is a significant barrier for rural and regional students. The funding for this initiative is an opportunity to provide students access to a range of experiences that rural and regional learners may miss out on due to cost, as well as attending lectures.

Student travel to Melbourne to attend VCE revision lectures is an opportunity to raise student awareness and understanding of pathways and in turn, contribute to enhanced student aspirations. Some examples of opportunities that can enhance aspirations are:

* visiting a university to get an understanding of life on campus / advice on how to get into University,
* attending networking events with other students,
* attending career events and university open days, and
* visiting cultural institutions.

These activities may assist in providing students with extension and enrichment opportunities as well as exposure to real practical knowledge to support them in the transition from school to their chosen pathway (e.g. understanding what life is like on campus, how to get a rental property, how to navigate the public transport system).

If another type of access is deemed more appropriate, schools should consider the potential benefits of Melbourne based attendance and consider ways to incorporate this to ensure the student is exposed to these opportunities (e.g. networking with other students, attending a career expo at a university).

There are a range of organisations that offer activities that could be integrated into an excursion or incursion for VCE revision lectures. Examples of these organisations are outlined in Appendix 2.

# funding requirements

The section includes information that schools need to know to plan and implement VCE revision lectures and to meet funding requirements.

## Funding guidelines

Schools must use the available funding to support VCE students who are studying scored VCE Units 3/4 to access VCE exam revision lectures. Schools can provide access to a range of VCE exam revision lectures to their students:

* face to face Melbourne based attendance – which can provide a range of benefits, and
* face to face Regional based attendance (including onsite at a school), and
* virtual online attendance.

Schools must facilitate access to lectures through one or more of the following methods:

* sourcing external provider(s) ­­– schools can source an external provider/s through a market approach to provide access to VCE revision lecture/s
* form a cluster and source external provider(s) – schools can form a cluster and nominate a lead procurement school
* direct reimbursement – schools can provide direct financial assistance to students for revision lecture registration, accommodation (if required) and travel costs.

The model facilitated by DET regions in 2020 in response to COVID-19 will not be offered in 2021. Unless schools are directly reimbursing families, schools will be required to engage an external provider.

Guidance to support schools to plan and arrange access is provided in the next section.

###

## Funding formula

The funding formula considers the number of Year 11 and 12 students and the school’s location, with those schools furthest from Melbourne and other major centres receiving a higher subsidy to account for the higher costs. Therefore, the funding amount per student varies from school to school.

The funding is calculated using a percentage of Year 11 (15%) and Year 12 (30%) student enrolments, which is an estimate of how many students will access lectures. This is multiplied by a base student rate and location indexed funding is applied.

Schools are best placed to determine how they use the allocated funding to meet the needs of their school community.

The base student rate may differ from year to year.

Further information about location index funding is available [here](https://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref039.aspx).

**The funding formula for 2021 is:**

[(15% × Year 11 enrolments) × $150] + [(30% × Year 12 enrolments) × $780] + [Location index base + (Location index × Senior secondary enrolments × Location index per student rate)]

## funding for administrative costs

Schools can use up to five per cent of annual funding for the administrative costs associated with facilitating access to VCE revision lectures.

## direct financial assistance for students and families

If schools provide direct financial assistance to students and families, the following maximum funding amounts apply:

* transport costs up to the value of the return V/Lline ticket;
* accommodation costs up to $120 per night (if required); and
* registration costs up to the actual value of the registration fee.

Where travel via train or coach is not practical, schools can determine the level of reasonable financial transport support for students. The amount of transport assistance should be for the least expensive form of transport that is reasonable for the journey.

Where possible, students who wish to attend more than one lecture should consider whether a single trip is feasible.

If the teacher is attending the VCE revision lecture to supervise students, the funding can be used to cover the reasonable travel costs of a teacher or education support staff.

A parent with a government issued Health Care or Pension card is eligible for assistance with travel. The accommodation assistance of $120 per night should be sufficient to cover one night of lodging for both the parent and a student.

## Use of unspent funding in 2021

If, after providing students with access to revision lectures, schools have unspent funds in 2021, they can use these funds to provide VCE Unit 3/4 students with additional support or resources for exam preparation and completion of the VCE.

Some examples of additional support and resources that schools could provide include:

* purchasing resources to support students with exam revision, such as revision videos, booklets with sample exam questions, and exam guides
* engaging a provider to deliver general sessions on preparation for exams, including revision, recall and calming techniques and mindfulness
* having all students sit a practice English examination and engage an experienced exam assessor to provide extensive feedback
* purchasing a membership for online revision resources and opportunities.

If schools have unspent funds after supporting VCE Unit 3/4 students, then as a second priority, schools can also use the funding to support students undertaking VCE Unit 1/2 who are at risk of not completing their VCE study. The Policy and Advisory Library provides guidance on [identifying students at risk of disengaging.](https://www2.education.vic.gov.au/pal/student-engagement/policy?Redirect=1)

## requirement to complete annual survey

Schools that receive funding are required to complete a short annual survey. The survey provides valuable information on the implementation of the VCE revision lectures initiative and the results will be used to inform continual improvement.

The survey should be completed at the end of each year. The exact timing will be communicated to schools by DET towards the end of the year. The Department will advise schools how to complete the annual survey to Principals and Business Managers by email.

In preparation, it is recommended that schools consider their data collection methods at the outset whilst planning for delivery.

As a guide and to support data collection processes, the survey will seek the following information:

* what was the total number of year 11 students and number of year 12 students who have accessed VCE revision lectures?
* how many lecture places were accessed by students in year 11 and how many places were access by students in year 12 according to the type of access? One lecture place is one student attending one lecture. The total number of lecture places might exceed the number of students.
* which VCE subjects did students at your school access VCE revision lectures?
* which external providers were engaged to deliver VCE revision lectures?
* if there was remaining VCE revision lecture funding, what additional support to VCE students were provided?
* was the School Implementation Guide accessed as part of preparing to implement VCE revision lectures and how useful was it in preparing for the VCE revision lecture delivery?
* how useful was attendance at VCE revision lectures?

Whilst the survey is a requirement, you can also provide feedback at any time by emailing rural.regional.reform@education.vic.gov.au.

# planning, implementation, evaluation AND MONITORING

The information in this section supports schools to plan, implement and evaluate for VCE revision lectures.

## planning

Before considering how access will be provided to students, and to which VCE revision lectures, schools may wish to consider:

* whether VCE exam performance and results have stayed the same, increased or decreased over the last three years
* how students have performed in tests and school-assessed coursework in a subject over the year
* how access to VCE revision lectures can contribute to the current VCE program
* what outcomes are expected if students access VCE revision lecture(s).

Schools can access VCE results through the VCE Data Service in the [Victorian Assessment Software System](https://www.vass.vic.edu.au/login/CoverPage.cfm). The Victorian Curriculum and Assessment Authority (VCAA) provides professional learning sessions on analysing school’s VCE results. These are promoted through [the VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Schools can develop a VCE revision lecture program that is suitable for the local context based on student demand and needs. It may not be practical or possible to provide access to every VCE subject offered at a school. Schools can prioritise subjects based on demand, need and available funding. Schools can also work together to provide access to VCE revision lectures where appropriate.

**End of year exam revision lectures should be prioritised. If there is available funding to provide access to mid-year lectures as well as end of year lectures, students should be able to access both.**

A planning checklist with indicative timing is provided at Appendix 2.

## covid-19 impacts

Schools must consider current health advice regarding COVID-19 at all stages of planning and delivery. The Department regularly updates its COVID-19 pandemic advice and guidance for schools in the school operation guide. The [school operations guide intranet page](https://edugate.eduweb.vic.gov.au/sites/i/Pages/school.aspx#/app/content/3336/support_and_service_(schools)%252Fcoronavirus_and_learning_from_home%252Fschool_operations%252Fschool_operations_guide) contains the operations guide.

If COVID-19 restrictions are in place and face to face delivery is not possible, providers may be able to deliver online. A range of providers deliver VCE exam revision lectures online. Broadly, online end of year exam revision lectures are provided in the following formats:

* live lecture webinars with an opportunity for students to ask questions during the webinar;
* pre-recorded lectures which students can access at any time; and
* pre-recorded lectures and a live webinar.

Schools should confirm with providers that they have the ability to deliver online if needed in the event of COVID-19 restrictions.

## implementation: type of access

The following types of access are available for schools to consider to arrange lectures:

* face to face Melbourne based attendance – which can provide a range of benefits, and
* face to face regional based attendance (including onsite at a school), and
* virtual online attendance.

The preferences and needs of students and families are important to consider in determining the most appropriate type of access to meet student needs.

## implementation CONSIDERATIONS

The table below outlines some examples as to how schools can approach delivery of VCE revision lectures to students and details the conditions that must be met to succeed and other conditions that should be considered. These are not exhaustive, and schools may combine options to provide students with a breadth of experience and to meet demand and student needs.

| Example of implementation  | Must have to succeed | Other considerations  |
| --- | --- | --- |
| FOR ALL OPTIONS  | * must be in alignment with current health advice regarding COVID-19
* an understanding of the guidelines and how the funding can be used
* understanding of how to choose a provider including that they must:
	+ use an experienced VCE teacher and/or teacher with exam assessing expertise.
	+ comply with child safety requirements
* a designated staff member to lead planning and coordination
* data collection process in place, to support completion of compulsory annual survey
 | * student and family preferences regarding best implementation approach
* providers may be able to supply the content of their lectures for review.
* providers may offer additional resources for students such as lecture notes or practice exam questions
* reflection with students after attendance at a lecture
* a follow up session with students to answer their questions about Unit 3/4 content
 |
| Overnight camp to a Melbourne lecture  | * appropriate choice of accommodation
* school’s excursion policies are followed
* if a school staff member is not supervising the student, the [unsupervised excursions](https://www.education.vic.gov.au/parents/going-to-school/Pages/school-types.aspx) policy must be followed
 | * where possible, planning so students can access more than one lecture to minimise impact of time and travel
* options on weekends or school holidays where classes/schooling will not be impacted
* link with other activities available in Melbourne (e.g. a career expo at a university) to maximise the benefits of attendance in Melbourne
* check if the provider has an appropriate online platform to deliver the lecture if needed as a backup in the event of COVID-19 restrictions
 |
| Same day excursion to Melbourne or regional centre  | * well planned itinerary to and from lecture
* school’s excursion policies are followed
* if a school staff member is not supervising the student, the [unsupervised excursions](https://www.education.vic.gov.au/parents/going-to-school/Pages/school-types.aspx) policy must be followed
 | * link with other activities available in Melbourne or regional centres (e.g. a career expo at a university) to maximise the benefits for students
* check if the provider has an appropriate online platform to deliver the lecture if needed as a backup in the event of COVID-19 restrictions
 |
| Incursion delivered by an external VCE revision lecture provider | * an appropriate space for presenter and students
* VCE lectures are promoted to students by their VCE teachers
* school’s incursion policies are followed
 | * consider the best time to schedule a lecture or number of lectures for students (date and time)
* lectures are integrated in the VCE program for a specific subject
* a debrief with VCE teachers (either in a school or across other schools) on how VCE Unit 3/4 are delivered and where the delivery can be improved
* consider opportunities (e.g. networking) that students may have missed out on from not having travelled to Melbourne or a regional centre to attend face to face and consider ways to integrate these opportunities into this type of access
* check if the provider has an appropriate online platform to deliver the lecture if needed as a backup in the event of COVID-19 restrictions
 |
| Provision of financial assistance to students to attend VCE revision lectures  | * guidance to parents and the community on the assistance available
* provisions in place ensuring student safety and wellbeing during travel and overnight stay
* confirmation of student’s attendance at a lecture and recording of data
* if a school staff member is not supervising the student, the [unsupervised excursions](https://www.education.vic.gov.au/parents/going-to-school/Pages/school-types.aspx) policy must be followed
 |  |
| Online access to VCE revision lectures as a class or individual access | * adequate internet and software to access online lectures
* providers must use a compatible platform
 | * ability to access a lecture more than once, to enable additional reviews
* an online lecture which allows students to ask questions of the presenter/s (e.g. chat functionality)
* view the lecture as a class, to enable post viewing discussion with students
* consider opportunities (e.g. networking) that students may have missed out on from not having travelled to Melbourne or a regional centre to attend face to face and consider ways to integrate these opportunities into this type of access
 |

## Selecting a provider

There are a range of providers available to deliver VCE revision lectures. Some providers are delivering lectures in one VCE Unit 3/4 while others provide lectures in more than one VCE Unit 3/4.

The providers can be sourced through online research. Using the following terms through web search engines will display a list of providers who promote their services online:

* “VCE revision lectures 2021”
* “VCE exam revision 2021”.

Except when directly reimbursing families, all schools will be required to engage an external provider, regardless of the delivery mode and method to facilitate access.

It is important to consider quality when selecting a provider.

When selecting a provider, schools **must** ensure that the provider selected:

* uses an experienced VCE teacher and/or teacher with exam assessing expertise.
* complies with child safety requirements

When selecting a provider, other strategies that may assist in determining if the services are

quality include:

* conducting a referee check with a school that has used them previously to understand their experiences;
* considering other supports and resources available through providers;
* considering how students will engage with the content (for example, if there as an opportunity to ask questions); and
* reviewing the content the provider uses.

The table in the next section also includes this information on how to select a provider.

## evaluation and monitoring

Schools are encouraged to monitor and evaluate the impact of providing access to VCE revision lectures and consider lessons to improve planning, delivery and evaluation, throughout all stages. Evaluation and monitoring efforts are most effective when established at the outset, in planning stages.

As part of the implementation and evaluation of the VCE revision lectures, schools should consider how to record student participation in the program at the outset. Participation data will be required to complete the annual survey, which is required to be completed by schools that have received funding for this initiative.

This may include developing a tracking spreadsheet of VCE students, which shows what lectures students have accessed and how they have accessed them (e.g. online, incursion, excursion, overnight camp, financial assistance provided).

Once you have defined the outcomes your school is expecting to see from this program, consider what your evaluation questions are. The evaluation questions will guide what type of data needs to be collected and what evaluation methods are used. Based on the outcomes of the VCE revision lectures, some suggested evaluation questions are:

* How effective was the student’s attendance at the VCE revision lectures in improving student understanding of the subject content?
* How effective was the student’s attendance at the VCE revision lectures in improving student confidence?
* How appropriate was the delivery mode and access type of VCE revision lectures for students?
* How useful was the revision lecture content in better preparing students?

There are several options schools can consider on how to approach an evaluation of the delivery of VCE revision lectures. Some of the evaluation methods are:

* review students’ responses to practice exam questions pre and post attendance at VCE revision lectures;
* review student interaction and understanding prior to and following attendance at VCE revision lectures questions pre and post attendance (e.g. what questions were students asking prior and post attendance about the VCE unit content);
* develop a student survey which collects data on students’ attendance as well as an assessment of usefulness of lectures with regards to increased confidence and content knowledge, as well as, appropriateness of delivery and suggested areas of improvement;
* organise a group interview with students, post exams, to ascertain the impact of VCE revision lectures; and
* conduct a survey of participating teachers to ascertain if they have observed improvement in students’ confidence and understanding of the VCE unit during and post attendance (this could be reflected also in improved completion of practice exams).

## Contact and further information

For queries and further information, please contact rural.regional.reform@education.vic.gov.au for further information regarding VCE revision lectures.

# Appendices

### Appendix 1: Planning checklist

Below is a planning checklist for schools to utilise.

| Complete | Activity | Suggested timeline | Person/s responsible |
| --- | --- | --- | --- |
| Planning stage  |
|  | * Develop a plan to consider:
	+ student and family needs / preferences and school community needs
	+ subjects for which access to VCE revision lectures will be provided
	+ who will be involved in implementation and what their responsibilities will be
	+ key activities to deliver access to VCE revision lectures
	+ evaluation and monitoring processes including collecting data to meet the requirement to complete the annual survey
* Develop a detailed budget breakdown.
* Consider all factors outlined in the implementation considerations table in the section above called Planning, implementation, evaluation and monitoring section.
 | July  |  |
|  | * Contact provider/s to establish the cost, how lectures are delivered, who is delivering the lectures, what additional resources are available, timing and access to lectures.
* Consider quality of the lecture providers in selecting the provider.
* Select provider/s and consider the most appropriate ways to facilitate access based on student needs and school community needs
* Start collecting data for the annual survey about implementation.
 | July  |  |
|  | * Inform the school community of how the school will provide access to VCE revision lectures as well as any requirements and expectations of students and families (e.g. non-attendance, expression of interest/registration in available VCE revision lectures).
 | July  |  |
|  | * Ensure that all conditions outlined in the “must have to succeed” column in the section above called Planning, implementation, evaluation and monitoring section are met.
* Complete a final check to ensure that the lecture registrations are confirmed.
* Send a reminder to registered students about the access to VCE revision lecture/s.
* Send an email to participating VCE teachers about provision of online VCE exam revision lecture/s to remind students to access the lectures.
 | Before delivery  |  |
| Delivery stage  |
|  | * Students attend VCE Revision lectures.
 | September to November  |  |
| Closing stage  |
|  | * Conduct a debrief with staff/students involved in VCE revision lectures including what improvements can be made (if any) for the following year.
* Collect any further data or feedback.
* Review the collected data and feedback.
 | November  |  |
|  | * Complete VCE revision lectures annual survey, using data collected through the year.
 | End of the year. Schools will be advised how and when to complete the survey via email.  |  |

### Appendix 2

There are organisations that offer services that can be utilised to enhance and complement VCE revision lectures by providing further information and support to students to support them in their transition beyond school and in their understanding of pathways. Schools may wish to consider connecting with these organisations to integrate relevant activities into an excursion or incursion for VCE revision lectures, to ensure that students are getting the most out of their experience and the benefits of attending a VCE revision lecture are maximised.

Some example organisations that offer relevant services and activities includes:

* The Regional Education Support Network (RESN) - RESN is a not-for-profit student network that offers free educational support to rural and regional students from years 10-12, providing a range of services including a question-and-answer portal with 24-hour response times, face-to-face group tutoring sessions, seminars about goal-setting and aspirations, university and careers information nights, and revision workshops for VCE exams. Students can ask recent graduates about post-school pathways and life on campus, including through a face to face session. If schools are interested in arranging a session like this to complement and enhance VCE Revision lectures, RESN can be contacted at: hello@resn.com.au. More information on RESN is available [here](https://www.resn.org.au/).
* The Country Education Partnership (CEP) – CEP offers a range of programs aimed at enhancing outcomes for learners in rural and remote Victoria. This includes the Rural Youth Ambassadors and Rural Inspire initiatives - aimed at increasing the aspirations of rural and remote young people through expanding opportunities within their communities. Through these initiatives, students can connect with other rural students to seek advice on careers and the experience transitioning from school. CEP hosts a number of pathways focused events and has developed a number of resources for students (including with regard to practical skills such as moving out of home). CEP has also established a mentoring program, to connect students to people who went to school in rural and regional areas. The mentors can provide advice and information on transitions and pathways. CEP can be contacted at: admin@cep.org.au and more information is available [here](https://cep.org.au/)*.*
* The Tertiary Information Service (TIS) – TIS is a collective of universities, TAFE institutes and independent tertiary colleges that aims to help students prepare for future careers. TIS provides free events for year 11 and year 12 students that provide information on VTAC and transitioning to tertiary education after high school. TIS offers a range of events in rural and regional Victoria. Where possible, TIS will tailor the information to the cohort in attendance. If schools are interested in arranging students to attend a session like this to complement and enhance VCE revision lectures, TIS can be contacted at: tisinformationservices@gmail.com. More information and resources for students can be found [here](https://www.tis.org.au/about/).

There is also a dedicated team in the DET Area and DET Regions which can be engaged to provide advice to schools on pathways supports and activities that could be integrated into an excursion or incursion for VCE revision lectures. Schools can seek advice from:

* Jobs, Skills and Pathways Managers in DET Areas - this role works with multi-disciplinary teams at the Area and Regional level to strengthen the vocational and applied learning pathways offered within schools and lead place-based support to school based staff including Careers Education initiatives, Head Start, VET delivery and funding initiatives and VCAL and VCE support.
* Manager, Youth Pathways and Transitions in DET Regions.
* Senior Regional Pathways Officer in DET Regions.

To determine the best DET Region or DET Area to contact based on your location, information on the offices is available [here](https://www.education.vic.gov.au/about/contact/Pages/regions.aspx).