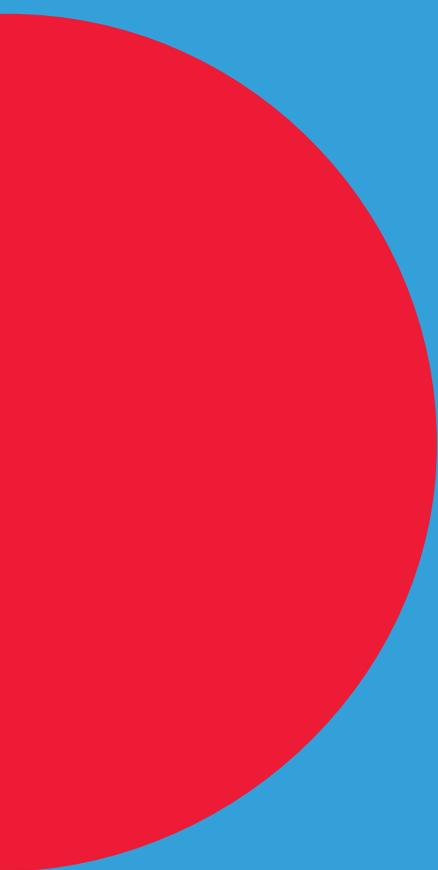


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RMIT Urban School  
**VCE Annual Report  
2018**





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## Program Manager's Statement

2018 was an eventful year for the RMIT VCE program. Relocation across the city campus from its Cardigan Street location of nearly three decades to its beautiful and brand new premises on Bourke Street, was a welcome change for staff and students alike. For the first time, all VCE classes were held on one location and it was also the first time that the program had dedicated facilities such as a Science laboratory, an Art studio, a computer laboratory, student areas and a staff lounge. There was also the final migration of the Learning Management System from Blackboard to Canvas. The biggest change was the plan to transform the VCE program into the RMIT Urban School and offer students new options and pathways to RMIT.

RMIT was the largest provider of Adult VCE in 2018 according to the VCAA completion report. The program provides a unique opportunity for students to complete their VCE in a university setting allowing for a smooth transition into university as well as preparing them for life and work. Since its inception in 1992, the program continues to cater to a very diverse student cohort drawn from all around Melbourne and its suburbs. On average 400 students enrol to do their VCE at RMIT. In addition, we have a partner school in China, delivering the VCE in Beijing.

With access to all the facilities of RMIT, students can avail themselves of world class libraries, latest technology, RMIT microcredentials, dual sector pathways and an RMIT extension program bearing credit towards a bachelor degree. Epitomising the RMIT values, we are committed to making a difference both locally and globally by providing an inclusive and supportive learning environment to create a transformative student experience. Our mission is to foster a sense of belonging and help students achieve their full potential irrespective of their age, gender, culture, socio-economic background or health status.



Dr Nancy Varughese  
Program Manager



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## Unit 3/4 Coordinator Statement

2018 proved to be an exciting year as the students embraced the new location. The student space, fresh classrooms which allowed for a variety of delivery methods, impressive science and art spaces contributed to an uplift in student expectations of what they could achieve. Students found the inclusive atmosphere of the program welcoming and frequently commented that they appreciated the opportunity to study VCE in our setting compared to previous schooling experiences. Student academic results improved, and for many students, completions of their VCE was a major achievement given the various personal challenges they confronted.

It was also a year when RMIT changed from blackboard to canvas as our support online delivery platform. This platform opened a broader range of communication between teachers and students, which will have developed further in 2019. Exposure for VCE students to the ways and means of a university setting as always been a significant benefit for students studying VCE at RMIT in preparing them for the expectations of tertiary education. Hence integrating canvas into VCE delivery ensures a familiarity which can assist their future studies.



Mr Damian Puglisi  
Units 3 & 4 Coordinator



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## Units 1 and 2 Coordinator Statement

One of the most rewarding aspects of working in the VCE program at RMIT is being able to see students benefitting from studying in an adult learning environment. Students frequently report that they prefer studying in this program compared to other school environments and, in 2018, students were heard to say that this has been “their most positive learning experience” so far. A respectful and inclusive environment is created in the program and in the university and this leads to many students really thriving whilst studying here.

As a team, the VCE teachers are a dedicated and experienced group, committed to providing an engaging and productive learning environment for all students. In 2018, students often commented on how “passionate” their teachers were and how this helped them to really engage with their subjects.

Many of the students who began their VCE studies in 2018 will continue into Units 3 and 4 in 2019 and thus be well placed to pursue further study at a tertiary level at RMIT in the years to come. Studying in this VCE program is great preparation for the transition to tertiary study, as students have already adapted to working in an adult learning environment. The new campus in Bourke Street with its modern facilities and generous student space assisted the class of 2018 to embark on their career as RMIT students.



Ms Patricia Ellis  
Units 1 & 2 Coordinator



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## Humanities Curriculum Coordinator's Report

2018 was a year of firsts. First time the VCE school was located in Building 108, first time we became the VCE Urban School, first time staff and students had their own space to gather to chat and share a meal together. It was the first time we had our own Art Studio, and Computer Lab. First time we saw a coming together of VCE and Higher Ed staff, sharing synergistic learning spaces. Here we had spaces that encouraged collaboration and challenged teachers to reflect on pedagogy and a mutual goal to enhance student engagement and satisfaction. Sounds exciting? Well it was.

Much of the foundation for the RMIT Urban School had its humble beginnings in this year and I congratulate the Humanities team on overcoming the challenges faced by such changes. There was also a great deal of passion, hard work and a shared vision spearheaded by the terrific work of Team Leaders. Highlights and successes for the Humanities Team were the Canvas rollover, MTP Master classes, AV Training, Vass analysis of School Results, City- scape excursions, RMIT Urban planning, mentoring MTP students, induction of new staff, supporting staff wellbeing through challenging times of illness and loss, and the opportunity to celebrate student work at the VCE Art show. All this took place along with the educational incentives such as the Gonski report, Literacy and Numeracy VCE government Review, reports on Authentic Assessment and Critical and Creative Thinking, while all along working towards VC Martin Bean's 2020 Growth Strategy for RMIT. A personal highlight was visiting schools implanting and offering vertical learning. It has been inspiring being part of this 21st century thinking in education and after 30 plus of being in the Education sector, it is still a privilege to serve staff and students in a dynamic way. I thank you for the opportunity and look forward to being part of an Educational Revolution where student centred learning and student efficacy invite both students and teachers to be global learners.



Elena Camera  
Humanities Curriculum Coordinator



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## STEM Curriculum Coordinator's report

It was a dynamic year with the move to Building 108, the setting up of a brand new Science lab and Computer lab exclusive to VCE programs, and the appointment of a dedicated lab technician for VCE. The TI-nspire CAS calculator software was installed in five classrooms enabling teachers to use this in their teaching. There was a sense of belonging for all concerned and it was encouraging to see the students and staff settle into the new facilities and spaces.

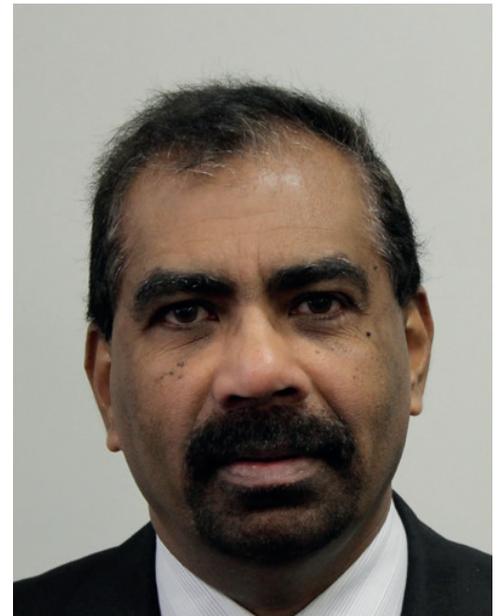
Several new initiatives were in place for STEM students and staff in 2018:

A series of support classes were arranged for Maths students on Wednesday afternoons, conducted by Brendon Cooney from the Study and Learning Centre. This was found helpful for all the students who attended these sessions. Unlike the drop-in sessions at the SLC, these were masterclasses on specific topics to cover the various VCE mathematics subjects.

A TI-nspire CAS calculator workshop was organised for Methods and Specialist students conducted by Ray Rozen.

A workshop for Mathematics teachers by Prof Dianne Siemons on new technology, learning trends and the development of multiplicative thinking was inspirational.

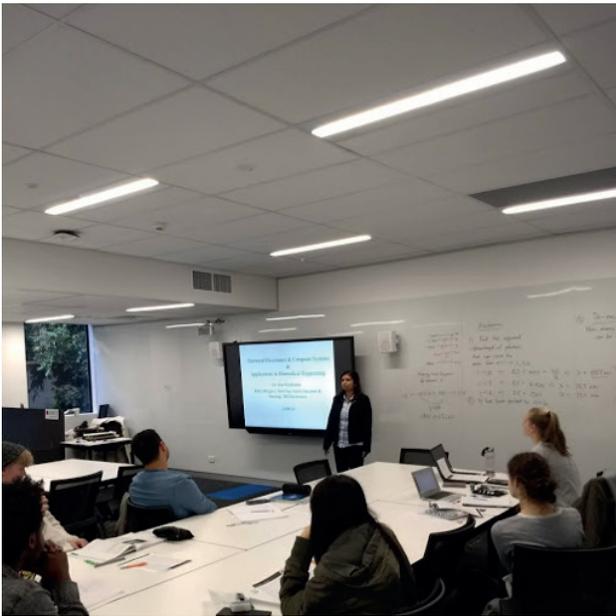
Another initiative was a session for Physics students by Dr Gita Pendharkar from RMIT Vocational Engineering as part of her project of Enhancing female participation in Engineering. Several interesting engineering projects in the VE Sector at RMIT were highlighted.



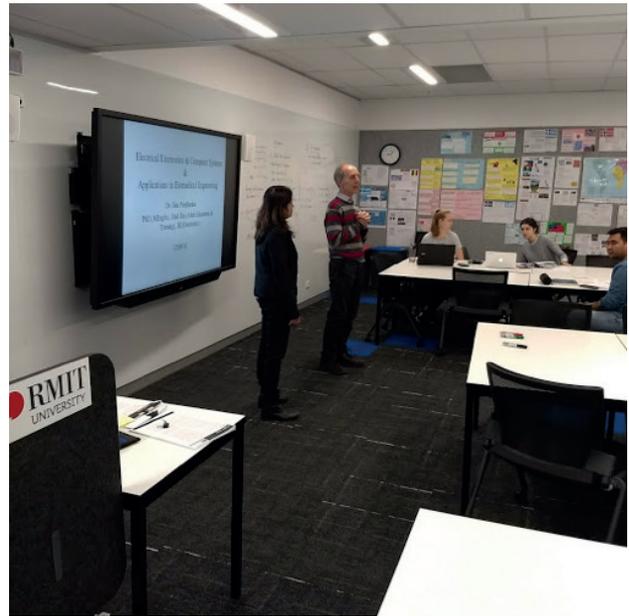
VK Varughese  
STEM Curriculum Coordinator



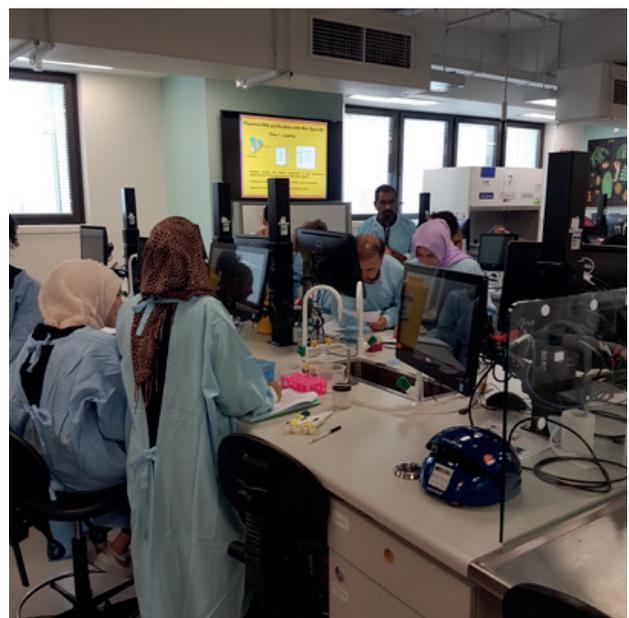
As part of a microproject, a connection was established for the first time between the VCE program and the Science school at RMIT. Dr Anna Walduck Senior Lecturer in Applied Microbiology and Head of Host-pathogen laboratory conducted a masterclass for the the Year 12 Biology students and the students got the opportunity to attend two of their Biology practicals on immunology and genetic engineering in the Higher Education practical laboratory under the supervision of lab technicians and PhD students. This is envisaged to be a continuing arrangement for the future which is a big win for VCE Biology students.



Dr Gita Pendharkar presenting to a VCE Physics class



Biology students in the HE Lab





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## International Coordinator's report

### Offshore Partnership

2018 saw the second cohort of VCE students at RMIT's partner school in Beijing, Beijing Zhongguancun Foreign Language School, complete the two-year program with all 33 students satisfactorily completing the program and graduating with the VCE. These students had commenced in the pre-VCE Gateway Program in September 2016. In 2018 90 students were enrolled in Years 11 and 12 with an additional 23 students enrolling in the Gateway Program in September 2018.

All completing students were offered places at RMIT Melbourne although only 17 accepted their offers which included courses in Information Technology, Economics and Finance, Accounting, HR Management, International Business, Logistics and Supply Chain Management, Interior Design and Design Communication. Most of these students were offered Pathways into their undergraduate program, mostly English Program courses.

Essential to the success of this partnership is the Mentor System. Mentors – VCE onshore teachers - communicate regularly with their teaching peers in Beijing, set assessment tasks and moderate all assessments. Several Mentors attended the annual VCE Transnational Conference in Xi'an and also undertook a School Visit in July to work with their counterparts and students. RMIT provides induction to new staff either in Melbourne or in Beijing. In February 2018 the second annual Study Tour took place with 34 students from the partner school visiting RMIT over three days. The Program Coordinator VCE International continues to liaise between RMIT, the partner school and the VCAA, overseeing all academic and administrative processes and made five visits to the partner school in the course of the year. The purpose of these visits is to give recruitment presentations to prospective new students and also to preside over the official VCAA examination periods in June and October-November. The Program Coordinator also represented RMIT at the graduation ceremony in November accompanied by the then-Associate Dean, School of Education.



Craig Proctor  
International Coordinator



## Onshore International Program

There were seven international students enrolled in VCE Units 1 and 2 and three in VCE Units 3 and 4 in 2018. These students came from China (5), Taiwan (1), Vietnam (2), Malaysia (1), Bhutan (1) and India (1). Three of the four Units 3 and 4 students successfully completed the VCE qualification.





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## VCE Staff 2018



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## A Student Story

An outstanding student success story from 2018 was that of Year 12 student James Dale.

Congratulations James, who won a scholarship to the Apple World Wide Developers Conference (WWDC) held at the San Jose McEnery Convention Center in June this year.

James went to obtain an internship at Apple with the Artificial Intelligence/Machine Learning (CoreML) Team at Apple Park in California.

In another win, James participated in the RMIT Hackathon and his team won the first place. At 17, James Dale has demonstrated an outstanding passion for IT and is currently enrolled in RMIT's BTech Computing Studies program. The VCE program is extremely proud of this outstanding student and wishes James a bright future.



James (far right) at the WWDC conference



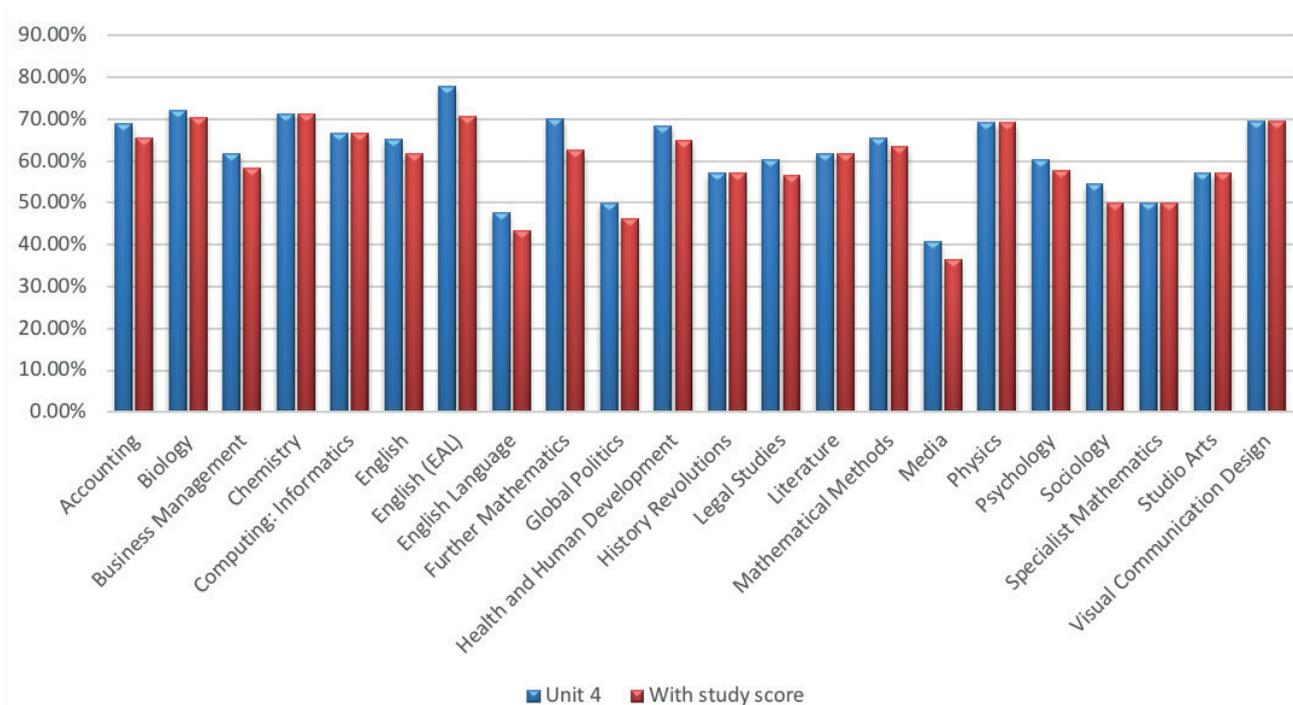
## 2017 Year 12 Outcomes

### Completions by subject

As a non-secondary provider of VCE, the RMIT VCE program results outperform the results of the TAFE sector every year. In 2017, despite many special needs students struggling with severe disadvantages, our students have again performed better than the TAFE sector average. We have had a number of success stories of people completing their VCE under many difficult circumstances.

Six students received ATARs above 90 placing them in the top 10% in the state, with the top score being ranked in the top 3% in the state. Another ten students received ATAR scores above 80 placing them in the top 20% of the state.

### 2018 Completion Report by subject

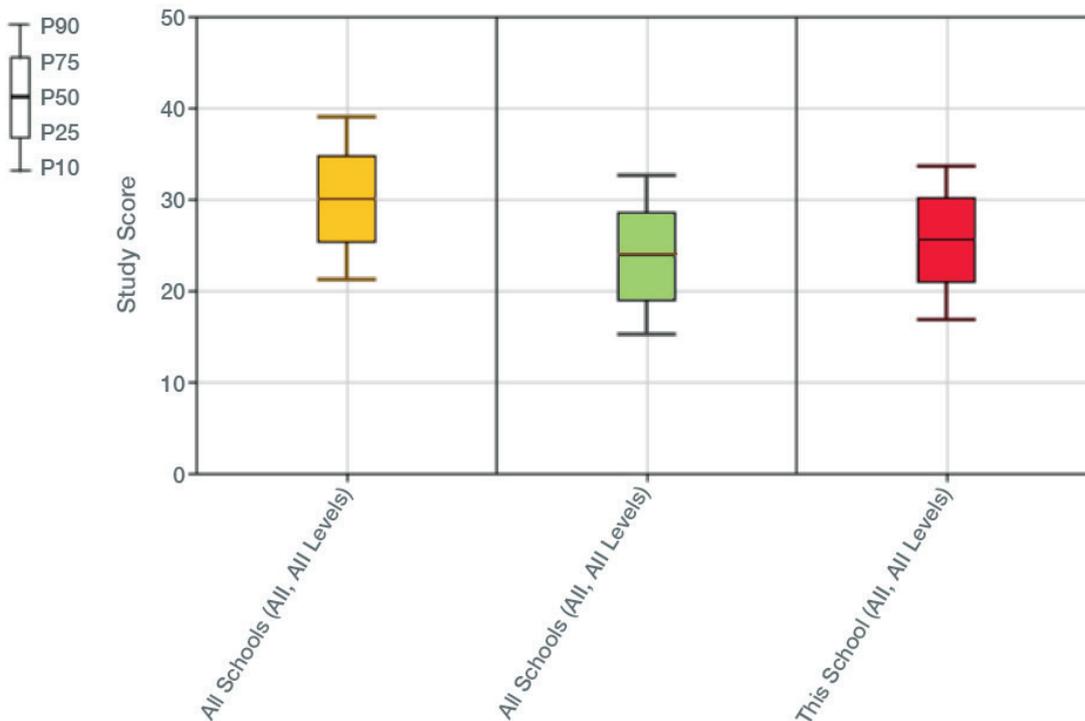




## Comparison of All VCE Study Scores 2018

Data from VASS (the Victorian Assessment Software System) reports generated from VCAA data were used for the following analysis of performance. The boxplots below represent the distribution of all the study scores of all the students and are a comparison of all schools in Victoria and the TAFE sector against RMIT VCE. The data shows that RMIT VCE has performed better than the TAFE Sector and not far below the state averages despite the disadvantages faced by a large number of the students.

### 2018 RMIT TAFE Home School Data



#### Description

All Schools (All Gender, All Levels) This School Sector (All Gender, All Levels)  
This School (All Gender, All Levels)

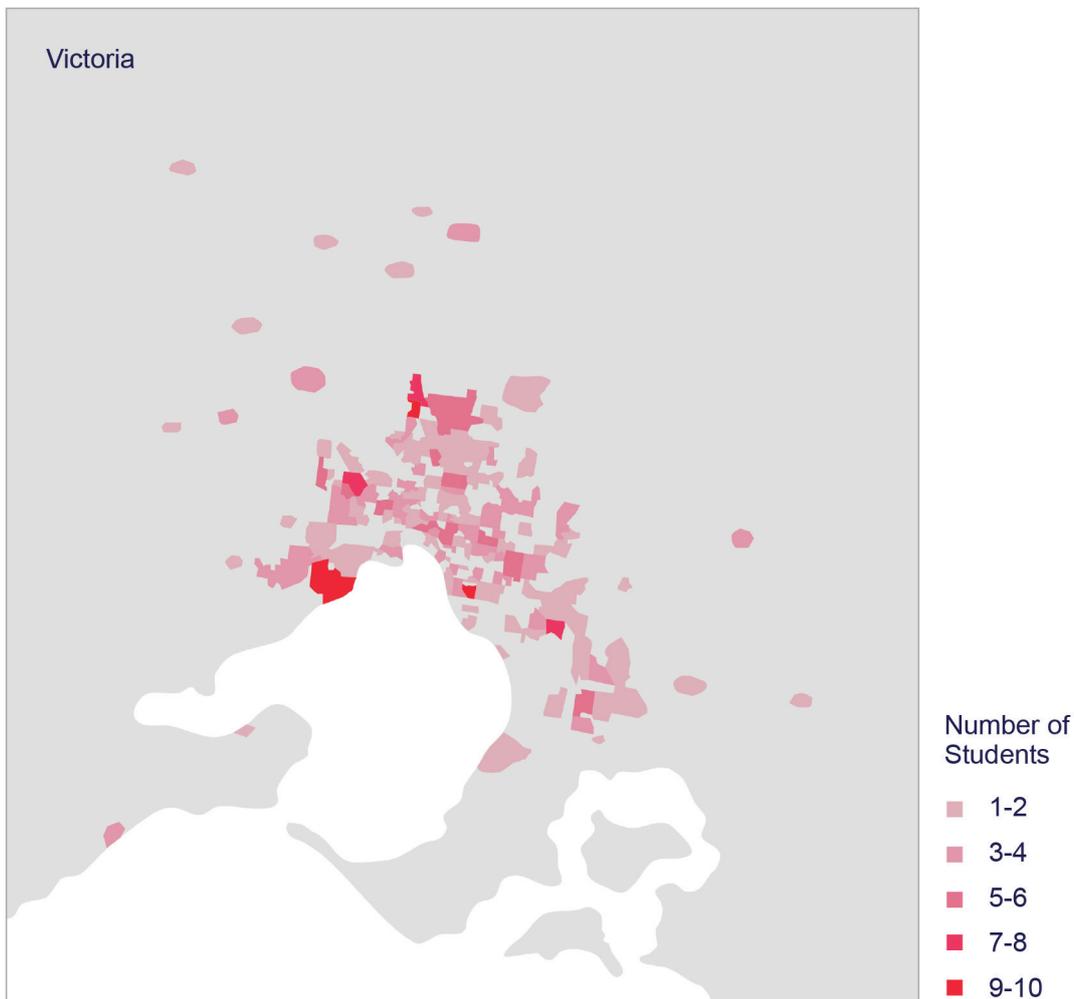




## Demographics

### VCE student home locations

RMIT VCE's prime location enables it to service a wide range of students from across Melbourne. Easy travel allows our mature age students to fit in this program around their work and family commitments, thus providing an opportunity to many who could not otherwise have achieved this. The home locations of the 2018 cohort are shaded with the darker shades indicating denser population of students from the suburb.



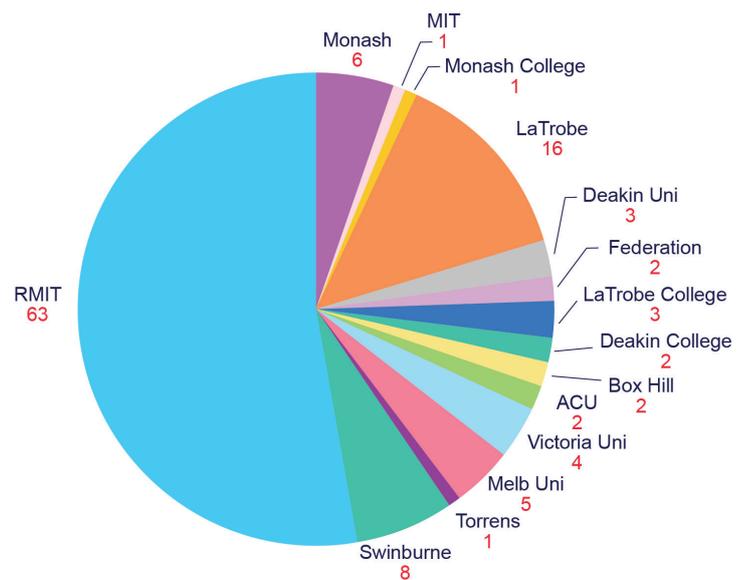


## Student Destination Data

APPLICATIONS AND PREFERENCES	TOTAL
Students enrolled in a Unit 3-4 course	276
Students eligible to receive the Victorian Certificate of Education	157
Students who made an application to VTAC	143
Students with preferences (i.e. Completed their VTAC application)	138
Students with RMIT as their 1st preference	66
Students with RMIT as their 1st or 2nd preference	95
Students with RMIT in their preference list	118

OFFERS BY AREAS OF INTEREST	TOTAL
Agriculture, Environmental and Related Studies	3
Architecture and Building	5
Creative Arts	16
Health	26
Information Technology	26
Management and Commerce	18
Mixed Field Programs	2
Natural and Physical Sciences	14
Society and Culture	23

OFFERS BY INSTITUTION	OFFERS ACCEPTED
ACU	2
Box Hill	2
Deakin College	2
Deakin University	3
Federation	2
Latrobe College	3
LaTrobe	16
MIT	1
Monash College	1
Monash	6
RMIT*	63
Swinburne	8
Torrens	1
University of Melbourne	5
Victoria University	4
	119



\*63 students received offers into programs at RMIT. This makes up 53% of students with offers, compared with 44% in 2017 – a 20.5% increase.



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## Plans for 2019

- Access more equipment for the Science laboratory.
- Provide more diverse materials for Art and Design students.
- Introduce new VCE subjects of Art and Extended Investigation.
- Encourage best practice in pedagogy and learning technologies in the new teaching spaces.
- A greater emphasis on disciplines and the appointment of discipline leads.
- More initiatives in collaboration with the Belonging Project Team.
- Embark on a pilot for the RMIT Urban School.
- Provide options of VE courses, HE courses and microcredentials to this pilot group.



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### Report Produced by:

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Program Manager  
VCE Programs  
School of Education  
RMIT University  
June 2019.