

# VCE Summer Tutoring Program Managers' Report



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## **VCE Summer Tutoring Incorporated**

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VCE Summer Tutoring Inc. acknowledges the Traditional Owners of Country throughout Australia. We recognise their connection to Country and role in caring for and maintaining Country over thousands of years. We pay our respect to Elders past, present and emerging.



# Program Information

## Program Overview

VCE Summer Tutoring Inc. is a not-for-profit organisation created by University of Melbourne students in 2023. Our mission is to ensure high school students from across Victoria can access a high quality education through pursuing the following purposes:

1. To advance education by delivering academic support for high school students, particularly those commencing a Victorian Certificate of Education (VCE) year.
2. To support opportunities for volunteers to develop skills and experience related to education and the delivery of academic support for high school students.
3. To reduce educational disadvantage in Australia, particularly in Victoria.
4. To provide a safe, supportive and nurturing environment for all participants, and a child-safe environment for participants under the age of 18.

As we leave three years of disrupted learning in Victoria and enter a deepening cost of living crisis, it's more important than ever to support students experiencing disadvantage with strong preparation for their VCE years.

The VCE Summer Tutoring program runs for two weeks in January on and around the University of Melbourne campus in Melbourne, Victoria. The program combines academic classes, wellbeing support, social activities, and tertiary information seminars to prepare students for the year ahead, and increase the accessibility of resources to these students.

Through the program, students are also able to develop connections and support networks with each other, and find like-minded individuals to minimise the pressures of VCE study.

The program is youth-led, and also creates opportunities for young people to volunteer in facilitator and academic mentoring roles, and deepen their connections to the community.

At a glance, in January 2024 the VCE Summer Tutoring Program:

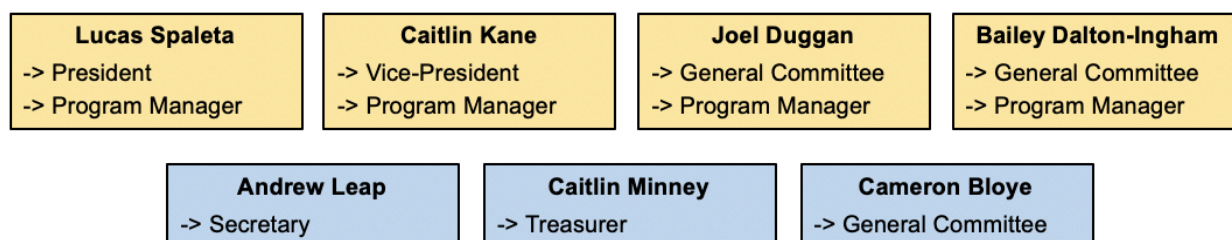
- Featured 61 high school students and 60 volunteer tutors
- Offered academic tutoring in 43 subjects, with capacity to deliver an additional 8 subjects based on student demand
- Provided partial or full bursaries for 31.1% of students
- Received Net Promoter Scores of 73, 47 and 43 from volunteer tutors, students and parents respectively, indicating strong program satisfaction and likelihood to recommend the program to peers, friends or colleagues



## Governance

VCE Summer Tutoring Inc. is governed by an active Committee of Management (Committee), which comprises seven individuals with previous experience in governance, volunteering and education. Four individuals from the committee are also the 2024 Program Managers. The team of Committee members and Program Managers is listed below.

Figure 1: Structure of the Committee and Program Manager team



## Acknowledgements

The VCE Summer Tutoring Program runs with monumental encouragement and contribution from a wide variety of supporters. Delivering the program would not be possible without them.

Firstly, we would like to thank our partner organisations and community supporters for their financial support and donations, in-kind support and operational assistance and advisory. This support has been instrumental in establishing the VCE Summer Tutoring program and facilitating meaningful bonding and enrichment opportunities for our students.

Secondly, we would like to thank our students for their commitment to this learning opportunity. We have cherished seeing our students learn and grow, make connections and come away from the program with newfound confidence and motivation for the VCE year ahead.

Finally, we would like to thank our army of dedicated volunteers who offer up two weeks of their summer break to support our cause. In 2024, our 60 volunteers amassed a combined total of well over 600 hours of volunteering, in the classroom and out. This is an extraordinary achievement and commitment to addressing educational disadvantage in Victoria, fostering aspiration within the next generation of students, and pursuit of individual growth.

The impact of our supporters is fittingly conveyed in one student's reflections on the program:

*Moving into year 12 I was so anxious and stressed, but the program allowed me to get a headstart on not only knowledge but also study skills. The people were amazing and so kind, and I also made friendships and met so many people. Thanks so much for this amazing opportunity!*

We look forward to what we can achieve together in the years ahead for VCE Summer Tutoring.



# Student Information

## Program Activities

The 2024 program included academic, tertiary information and social activities to help students prepare to make the most of their final years of school. Students were provided access to an online directory and student portal via the Tutor Management System (TMS), which provided access to program resources and information each day.

Firstly, academic elements of the program aimed to improve student skills, knowledge and confidence in their selected VCE subjects. This included academic classes across 43 subjects run online through Zoom. Students attended three 50-minute lessons for each of their subjects. Additionally, one-on-one and small group tutoring were offered online and on specific in-person days, with over 13 hours of time explicitly dedicated to facilitating this activity.

Students also received academic resources they could access for study support post-program. This included two to three pre-recorded 30-minute subject seminars for the 11 most popular VCE subjects. Further, students received booklets for most subjects they were studying. These booklets comprised curriculum content summaries, explanations of key topics, practice activities to implement learning, and links to additional resources to supplement their study.

Secondly, a mix of 12 live and pre-recorded workshops were offered on a wide range of topics. These workshops consisted of a panel of program tutors who answered pre-set and spontaneous questions curated by Program Managers or the facilitator, which provided insight into life during and after university. Topics included optimising study time, understanding VCE, relocating for tertiary study, study areas at university, and career pathways, the latter of which included professionals already working in industry for medicine, law, teaching and engineering.

Thirdly, dedicated in-person days were facilitated on Thursdays and Fridays to provide a social element to the program for students and to promote a healthy study-life balance for them to employ throughout the school year. Aforementioned one-on-one tutoring sessions were run on both Thursday afternoons to give students an opportunity to spend time on specialised topics within subjects. Panels were also run on these days on topics like Study Skills, ATAR and Study Scores, as well as Q&As hosted by a panel of tutors identifying as neurodivergent or disabled, People of Colour, or as part of the LGBTQI+ community.

Friday extracurricular activities were organised by the Group Activity Leader Coordinators and tutors guided students through activities such as an Incredible Race held at Princes Park, a campus tour of the University of Melbourne and a Jeopardy-style trivia event. This provided the students time to unwind from academic content as well as build social relationships with their peers in the program. Online-only students were also given access to a Mystery Detective Event and a virtual campus tour of the University of Melbourne for students unable to attend the in-person elements of the program.

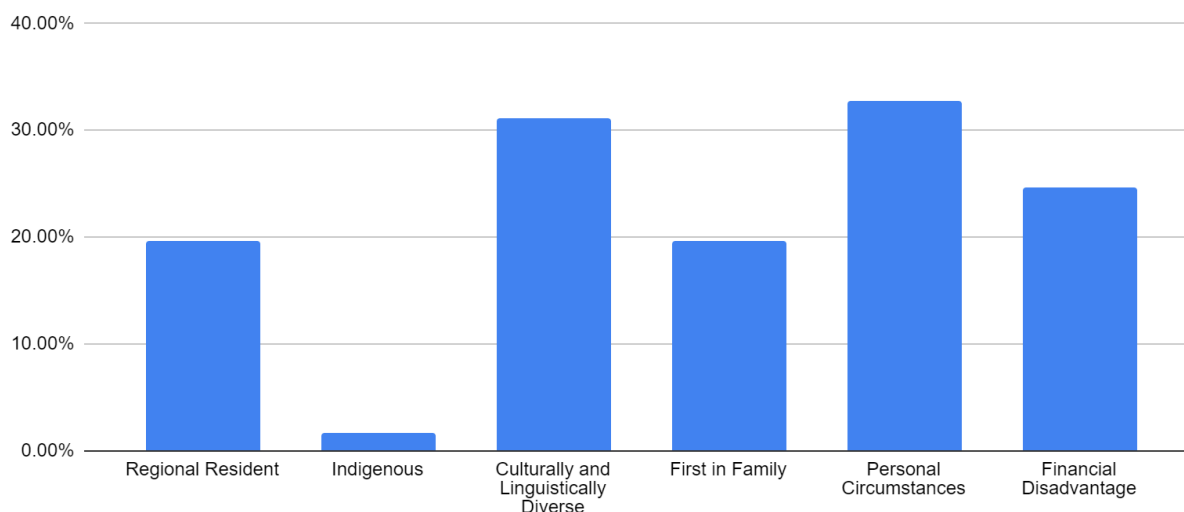


## Demographics of Students

In January 2024, the program enrolled 61 students from 47 schools. The majority of students were entering Year 12 (77.0%) and studying 4 (31.1%) or 5 (42.6%) program subjects. They also ranged in age from 14 (1 student, 1.6%) to 17 (41 students, 67.2%). All enrolled students were studying the VCE senior curriculum and attending high schools in Victoria.

Students reported varied educational disadvantage factors, particularly having a non-English speaking background (31.1%), financial disadvantage (24.6%), living in a regional area (19.7%), being the first in their family to attend university (19.7%) and being Aboriginal or Torres Strait Islander (1.6%). Additionally, students highlighted challenging personal circumstances that had affected their education, including school resources, disability and chronic illness, mental health, family conflict, traumatic events, and work or carer responsibilities. It is recommended that future programs continue to consider a broad picture of disadvantage while incorporating opportunities to verify disadvantage factors.

Figure 2: Disadvantage factors affecting students at the 2024 Program



Financial barriers to attending the program were addressed through low prices for all students (less than \$8 per day) and community-funded bursaries for all regional, Indigenous and financially disadvantaged students. Multiple families organised additional funding or payment plans to manage financial pressures in collaboration with the Program Managers. These bursaries covered half (17 students, 27.9%) or full fees (2 students, 3.3%) and were funded by community donations to the organisation.



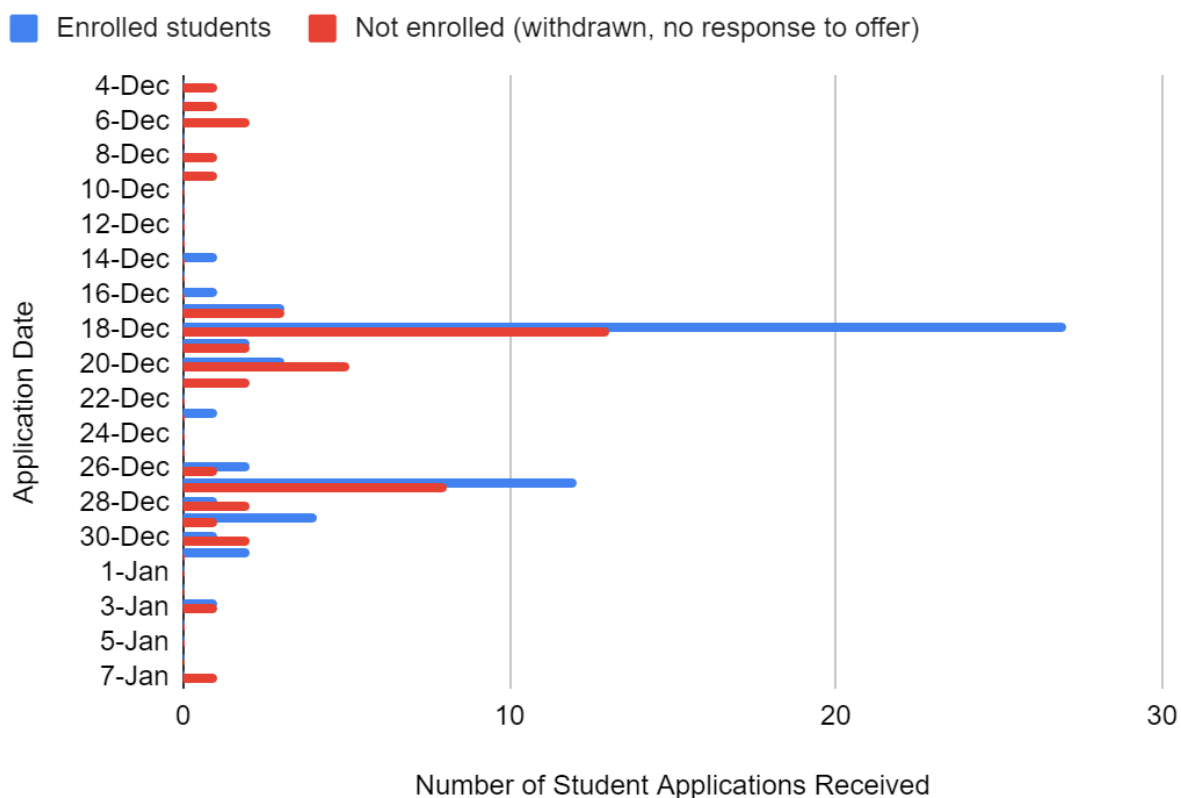
## Student Recruitment

Program Managers received applications through a Google Form advertised on the program website and social media. Students were asked for their personal details (name, contact information), studies (grade, subjects, school), disadvantage factors (financial disadvantage, Indigenous status, etc.) and about their program format preferences.

In total, 117 applications were received between 4 December, 2023 and 7 January, 2024. Significant peaks in application numbers likely aligned with major promotions made by program supporters on dates not known to the Program Managers. Promotion sources included:

- Social media posts on VCE Summer Tutoring accounts by the Program Managers
- Emails to schools with blurb for newsletters, including assistance from the University of Melbourne in reaching schools
- Non-profit partners who work with high school children

Figure 3: Submission date of student applications for the January 2024 program



Most students reported hearing about the program through online resources (website, social media; 40.2%), friends and family (29.9%), or school resources (teacher, notices; 20.5%). Promotion to students was significantly limited by the short timeline and lack of existing partnerships. Many schools were unable to assist with promotion as they had completed their school year, and other partners informed the Program Managers that they found the timeline difficult. Other partners were not receptive due to lack of an established program reputation.



While there was no timeline flexibility in this 2023-2024 cycle, other approaches are strongly advised in future to build long-standing relationships.

Once received, student applications were reviewed by at least one Program Manager and allocated to a bursary category, depending on whether they were offered full, partial or no fees. Full bursaries were offered to all Indigenous students, and half-bursaries were offered to all regional students and students whose families received certain Centrelink payments. Additional bursaries were offered to families on request, with a short statement collected explaining their circumstances. No specific evidence was collected before bursaries were offered, though this could be changed in future to improve the rigour of the bursary system.

Offers were sent between 30 December and 9 January, including information about bursaries and how to complete payment through Trybooking. Ten applicants did not receive offers because they were duplicates or from international students, 9 applications were withdrawn around enrolment, with several citing changes in program format, and 42 applicants did not enrol after receiving an offer. Enrolment rates were similar across all factors of disadvantage and a little higher for students from non-English speaking backgrounds, though lower in students who applied before the initial deadline of 20 December, 2023.

Reminders about enrolment were sent to everyone who had received an offer, but few late enrolments were received. Due to financial pressures, multiple families asked for additional time or an increased bursary to facilitate enrolment. It is likely that delayed offers, short timelines, the busy holiday period and changes to the program resulted in less enrolments, though some attrition would be expected regardless. Future programs should avoid similar timelines with significant delays between applications and offers, payments required on short notice, and significant changes in program timelines or features.





## Student Experience

In the month before the program, students were informed of multiple changes to program format, venues and activities caused by external factors. Careful communication and timetabling were used to maintain a positive experience for students and parents, including:

- **Creating certainty** in program details as soon as possible, particularly by guaranteeing online classes, timetable and the subjects students could study.
- **Written communication** to both parents and students via email, TMS, and a student masterdoc.
- **Values-driven decisions**, such as offering online classes to maintain access, decreasing costs and reminding families they are not obliged to enrol.

Informal feedback indicated that more timely notice of activities, more in-person classes, and more academic material would be preferred in future programs. A small number of students (<5) informed the Program Managers explicitly that the online format was the only reason they were choosing not to enrol, but all communications were respectful.

On Sunday, 7 January, more detailed program information was sent to students, including an update on in-person venues and activities for week one, access to student personal timetables (TMS), and child safety resources and policies. Contact details were also provided for program support tutors for use throughout the program: Operations Help Desk, Group Activity Leaders, Welfare Space, Program Managers, Child Safety Officer. The program commenced on Monday, 8 January with an online Opening Ceremony and Group Activity Leader meeting to introduce students to each other and the program resources. Information was mixed with activities, including ice breakers and a trivia Kahoot. Students and parents also needed to complete an Indemnity Form before the program commenced on Wednesday, and were encouraged to RSVP for the in-person activities in week one. Future teams are encouraged to send correspondence including similar information and the Indemnity Form on an earlier timeline, a week prior to the program would be advised.

Self-paced resources, such as academic seminars and subject booklets, were available for students to complete over Monday and Tuesday. One-on-one tutoring bookings also opened, and students were encouraged to bring questions from the self-paced material, lessons and their holiday homework or pre-reading. Additional panels and workshops were released throughout the program, covering topics like making friends at university, study skills, and studying law, medicine and engineering. The daily zine was also released on Monday and Tuesday, with a downloadable PDF or integrated text version on the student portal. All resources and program information were aggregated in the Student Masterdoc, which was introduced at the Opening Ceremony and linked in the student portal. The Student Masterdoc was found to be a useful resource during the program but would be enhanced with further promotion and being made available to students earlier.



Academic classes and one-on-one tutoring commenced on Wednesday, 10 January. On class days, students received assistance via the Operations Help Desk Zoom or email, and a number of small classes (where less than 3 students were expected) were permanently held in the Operations Zoom breakout rooms for child safety supervision reasons. Although Welfare Space was open (in-person and online) throughout these activities, student engagement was low. Online one-on-one tutoring was booked through a spreadsheet managed by the Operations team, and held in a supervised Operations Zoom breakout room. This system worked well overall, though difficulties with lost students or tutors could delay or disrupt lessons significantly.

In-person academic activities were held on both Thursday afternoons with one-on-one tutoring and workshops, such as CAS Calculator Skills. Most students attended with holiday homework and worked independently or with a tutor. Some students expressed that activities were less structured than expected and students were unlikely to approach tutors without facilitation. Helpful strategies included high tutor-student ratios in key subject areas, pre-organised subject area tables, and explicitly introducing students and tutors in the same subject areas. Non-academic workshops and panels struggled to attract students, but were successful when well promoted and attended.

In-person social and tertiary information activities were held on both Fridays. Detailed directions were provided as both days involved new off-campus venues. Food was provided on both fully in-person days of the program, though seeking their own lunch at Lygon St was preferred by all students on the final day of the program. Students were most interested in study skills and tertiary information activities, though small group activities and free time to interact with other students were also well received. Discussions with students revealed a wide range of comfort with travelling in the city, attending the university campus, and meeting new people from other schools, which is an important consideration as students settle into in-person program activities.

## Student Feedback

Surveys assessing the Teaching Quality were emailed to students after their final classes over the last three days of the program. Each survey form had pre-filled links with the subject and tutor names to avoid errors. Students were highly positive about class outcomes across all measures, particularly class safety (4.8), tutoring quality (4.6), and knowledge and skills (4.4).

Table 1: Student Tutoring Quality survey (n=65)

Responses scored from Strongly Disagree (1) to Strongly Agree (5).		
	Average agreement	Student satisfaction
I feel more prepared and confident for this subject in 2024.	4.2	96.9
I was able to see evidence of my own learning.	4.1	95.4
I gained knowledge and skills relevant to this subject.	4.4	96.9



I have a better understanding of the subject structure and assessments.	4.3	93.8
I am satisfied with the quality of my tutor in this subject.	4.6	99.1
I felt safe, welcome and comfortable in this class.	4.8	100

Surveys assessing the Program Quality were distributed to students via email on the final day of the program. Students attending the final program day were provided time to complete the survey during program time. Compared to a short pre-program survey, students improved their confidence for future studies after completing the VCE Summer Tutoring program, raising increased content knowledge and skills, meeting new people, confidence and resources as highlights of the program.

Table 2: Student Program Success survey (n=47, n=17)

Responses scored from Strongly Disagree (1) to Strongly Agree (5). <ul style="list-style-type: none"> <li><b>Average agreement</b> calculated for each statement before (first column) and after the program (second column).</li> </ul>		
I feel generally confident and prepared to approach VCE in 2024	3.3	4.2
I feel academically confident and prepared to approach VCE in 2024	3.2	4.1
I feel that I have resources that will help me through my study in 2024	3.5	4.3
I intend to complete tertiary study after high school	4.6	4.8
I feel like I understand what resources and opportunities exist for tertiary study	3.4	4.1
VCE Summer Tutoring increased the likelihood that I will attend university	N/A	4.0

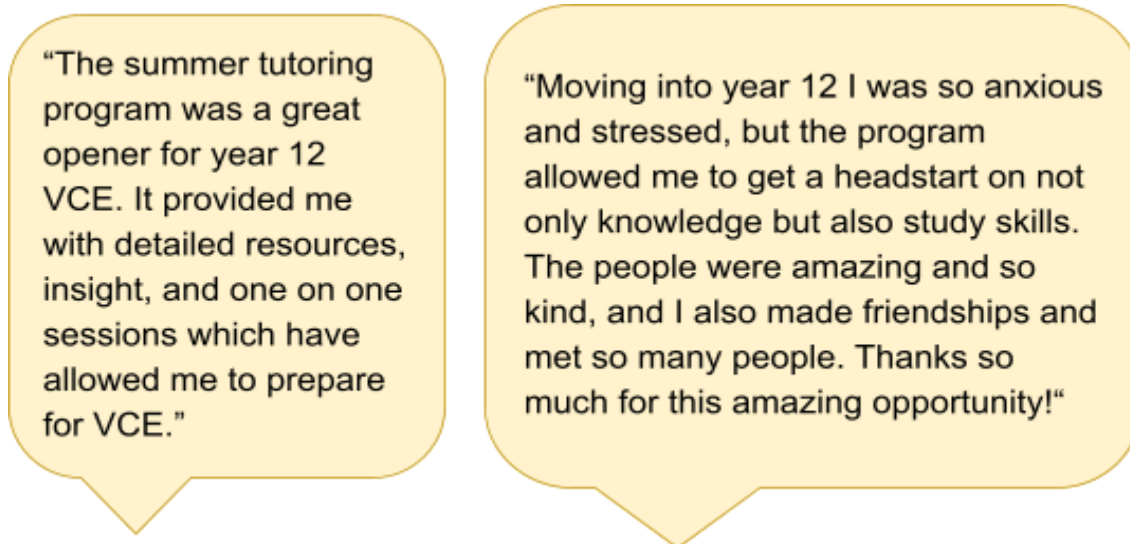
After the program, students were asked to review aspects of the program. Students highlighted one-on-one tutoring (4.2) as the most useful academic resource on program, with subject classes (3.7), recorded seminars (3.7), and subject booklets (3.8) also rating well. All program support services were praised by students, particularly the Student Portal (4.2), Operations Help Desk (4.6), and Group Leaders (4.5). Few students interacted with the Welfare team. When asked about their favourite part of the program, one student wrote *“I enjoyed how friendly everyone was and the atmosphere created by the amazing volunteers.”*



Additional activities were well-received by students, particularly the in-person Incredible Race (4.1) and Trivia (4.4). Among the additional seminars, students highlighted the ATAR Information, Study Skills, and UniQ&A seminars as favourites. Most students read 9+ issues of the daily zine (52.9%), and almost all read at least 3 issues (94.1%), with the main drawcards for students being entertainment and activities (70.6%), sense of belonging and inclusion in the program (58.8%) and “good memes,” as noted by several students. One student said their favourite part was *“Just the vibes. Made me less stressed about the year and reminded me to take it one day at a time.”*

In-person activities were consistently noted as a favourite part of the program. When suggesting improvements, several students suggested more in-person activities or being in-person every day, longer classes and more recorded seminars or classes. One student simply wrote *“I just hated that it was online. It honestly really impeded on my enjoyment.”* Students said they were 8.5 out of 10 likely to recommend the program to a friend, and several left testimonials:

Figure 4: Student testimonials for the 2024 program





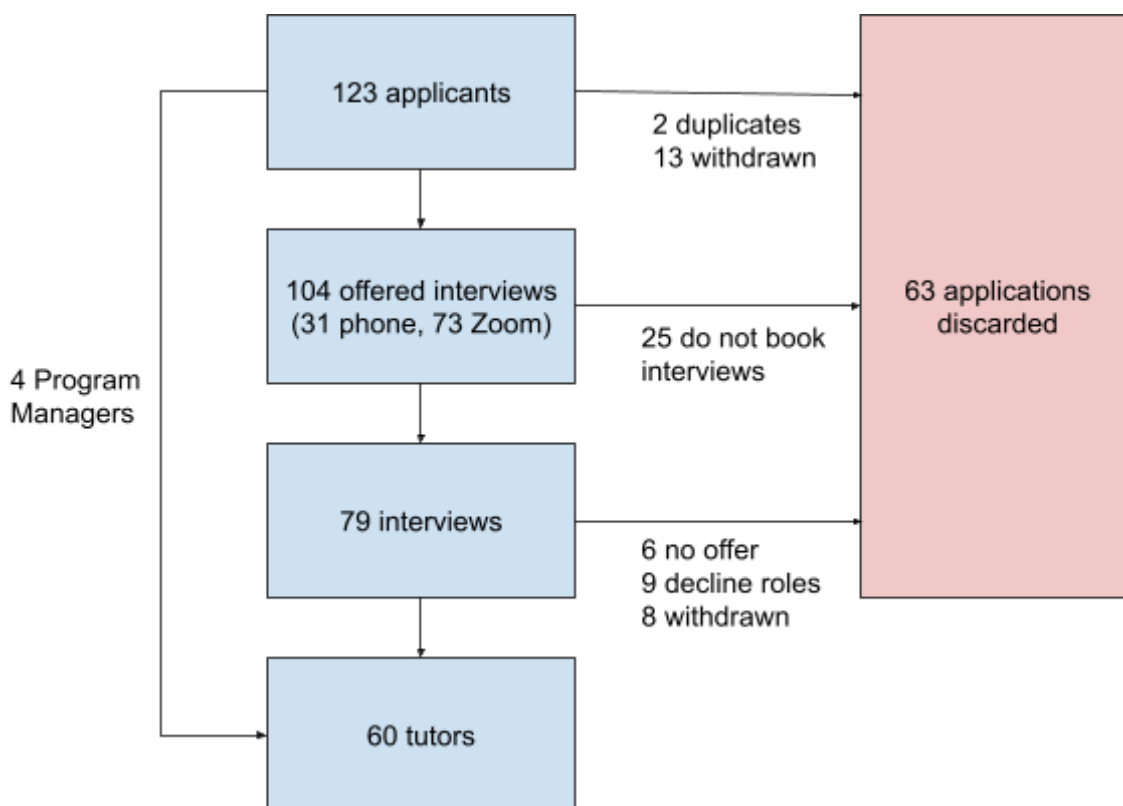
# Tutor Information

## Tutor Recruitment

The VCE Summer Tutoring recruitment process was coordinated by the Program Managers, who were responsible for writing role descriptions, preparing and promoting the application form, conducting interviews with each volunteer, assessing volunteer suitability for program, particularly by verifying Working With Children Check (WWCC) status, assigning volunteers to classes and roles, and emailing offers of role to applicants.

Tutor applications for VCE Summer Tutoring 2024 were open as part of one continuous round from mid-November 2023 to early January 2024. To be considered for a tutoring role, each applicant completed an Expression of Interest form recording their tertiary institution, subject knowledge, relevant experience, contact details, and how they found out about the program. Overall, 121 tutor applications were considered, with 60 of these completing roles as VCE Summer Tutoring tutors, see Figure 5 for more detail. Applications and interviews running concurrently was advantageous for the short timeline, but created difficulties in role targeting, and resulted in an overlap between key onboarding processes and other vital aspects of program preparation for the Program Managers and tutors. It is recommended that the recruitment timeline be extended and moved earlier for the 2025 program, with more discrete stages of recruitment and onboarding.

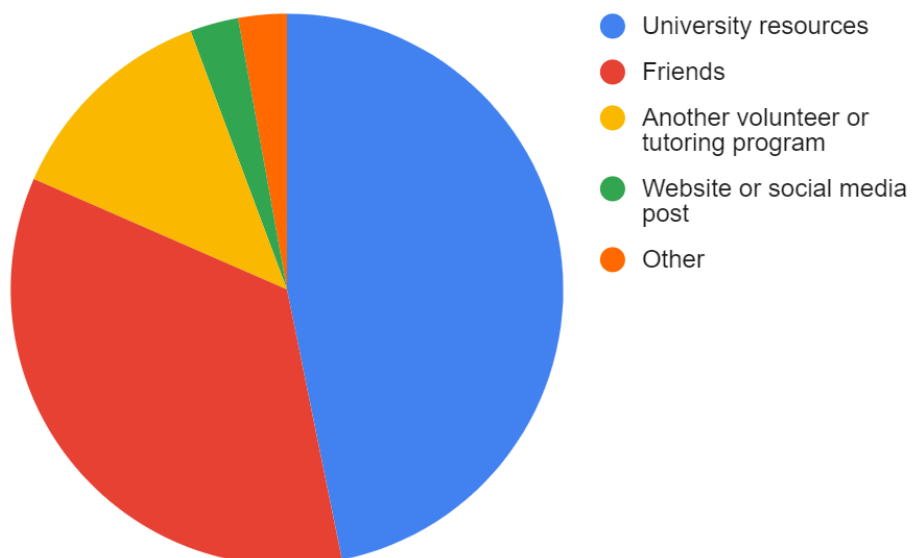
Figure 5: Outcomes of tutor applications





Promotion to tutors took place over November and December. Initially, this took place largely via word of mouth. Social media promotion began in early December through the [Facebook page](#) and the [Instagram page](#). From mid-December, VCE Summer Tutoring was listed on Melbourne Plus under a Sustainability Advocacy Credit. With 51.2% of applicants discovering VCE Summer Tutoring through university resources (see Figure 6), it is clear that partnerships with the University of Melbourne are a valuable promotion source for the program that future teams should continue to develop. The strong social networks that form around volunteering opportunities like VCE Summer Tutoring are also important for tutor recruitment, as 30.7% of applicants discovered the program via friends and 11.8% via experience in another program. The limited impact of social media as a volunteer opportunity marketing tool may be due to the limited reach of the VCE Summer Tutoring accounts as a new program. Future teams might consider a more expansive social media presence to target key university student demographics.

Figure 6: How applicants found out about VCE Summer Tutoring (n=131 sources)



Interviews started on 12 December 2023 and ran continuously until 7 January 2024. Applicants with relevant volunteer tutoring experience were offered phone interviews with one Program Manager. Less experienced applicants booked a 10-15 minute Zoom interview with two Program Managers, which included a one-minute teaching demonstration to observe Tutoring Quality. Applicants were assessed in Key Selection Criteria (KSC) of Awareness of Disadvantage, Tutoring Quality, Independence, Interpersonal Skills and Communication on a scale from 1 to 4. Program Managers discussed each interview to decide whether to accept an interviewee and roles the interviewee should be offered. Accepted applicants received an offer of role email which contained subject and team role allocations and information about formally accepting their offer. Of 79 applicants who completed an interview, 60 of these would go on to complete their roles as VCE Summer Tutoring tutors.



## Tutor Training

All tutors were required to complete mandatory training before commencing their roles on program. Training was prepared by the Program Managers and Teaching Support Officer Coordinators, with assistance from experienced tutors, who prepared a series of video modules covering important program information, child safe practices and teaching strategies, as listed below. Competency was assessed through a quiz requiring a 100% correct score to pass.

### **Set 1: Program Manager Modules (watch time: 85 minutes)**

- 1.1: Welcome to VCE Summer Tutoring!
- 1.2: Educational Disadvantage + Student Engagement
- 1.3: Tutor Expectations (Tutor Code of Conduct)
- 1.4: Tutor Expectations (Child Safety and Wellbeing)
- 1.5: Next Steps

### **Set 2: Teaching Support Officer Modules (watch time: 35 minutes)**

- 2.1: Intro to VCE Summer Tutoring
- 2.2: Lesson Planning
- 2.3: Teaching Essentials
- 2.4: Activity Integration
- 2.5: In the Moment Strategies (slides only, no recording)

Tutors were also required to read relevant program policies, the Tutor Code of Conduct and Child Safety and Wellbeing Policy, and agree to the Volunteer Agreement. These documents provide clear expectations for volunteer behaviour and were also covered in the training modules. Role descriptions for all roles were previously made available during the application process so that volunteers understood the commitment required for their roles.

Training was reinforced at Tutor Preparation Day on 5 January, an online event held the Friday before the program. Program Managers welcomed everyone and short subject meetings were facilitated by Teaching Support Officers to generate lesson planning and social cohesion. Additionally, drop-in spaces were operated by the Teaching Support Officers, Operations Officers and Welfare Officers, to support tutors and develop their team procedures and skills.

In their feedback on training, tutors were overall positive, agreeing that modules were informative (4.1), relevant (4.1) and clear and well-explained (4.1). Tutors also improved their understanding of key topics targeted by the training, including expectations for the role, educational disadvantage, and child safety and wellbeing.





Table 3: Tutor Training survey (n=65)

Responses scored from Strongly Disagree (1) to Strongly Agree (5).		
<ul style="list-style-type: none"> <li>• <b>Average agreement</b> calculated for participating tutors for each aspect of the program (first column).</li> <li>• <b>Tutor satisfaction</b> indicates the percentage of participating tutors rating 3 or higher (second column).</li> </ul>		
Through the Program Manager Modules, I have learned more about:		
The VCE Summer Tutoring Program, including program aims, timetable and roles	4.3	92.3
Educational Disadvantage and strategies to engage a diverse range of students	4.4	92.3
Expectations on Tutor Behaviour	4.4	92.3
Expectations for Child Safety and Wellbeing	4.5	92.3
I found the training modules:		
Informative	4.4	92.3
Relevant	4.4	92.3
Clear and well-explained	4.4	92.3
Answered my main questions	4.2	90.8
I feel comfortable and equipped to handle child safety issues and incidents at the VCE Summer Tutoring Program	4.4	93.8

Tutors reported increased confidence lesson planning, engagement, responding to issues and integrating activities compared to before the training. Qualitative feedback suggested more collaboration with tutors, ready-to-use resources, examples of activity development, and support from Teaching Support Officers would have been helpful. Additionally, tutors highlighted apprehension about online teaching and engagement, and that they would feel more confident with practical experience that this training could not provide.

This feedback suggests that highly structured academic resources and interactive practice should be integrated into future training. This could be achieved with subject booklets that include topic suggestions for each lesson and ready-to-use activities, and explicit teaching practice led by Teaching Support Officers.





## Additional Tutor Roles

Volunteers participated in a number of pre-program activities, including academic resource creation and preparation for additional roles on program. The significance of tutor contributions to the program's success cannot be overstated: tutors responded with enthusiasm and great commitment to a large number of requests in a very short timeframe, from mandatory participation requirements to additional opportunities to support the program. However, these stressful requirements were a barrier to participation and enjoyment for some participants and generally resulted in a lower quality of contribution than may have been possible with more time and support for volunteers. It is critical that future Program Managers do not seek to replicate these timelines for volunteers, and accept their criticisms and viewpoints, to develop a robust and rewarding program.

In offers, tutors who held Subject Coordinator roles were asked to prepare a subject-specific booklet for tutors and students to use as a learning resource during the program. Due to the timeline, training was not offered for this role; instead, brief instructions, a four-page Subject Booklet Guidelines document, and a Word file template were shared over email. The guidelines reviewed the intended audience, inclusive educational principles, contents and accessibility guidelines relevant to VCE Summer Tutoring. Volunteers were also linked with key resources, including the VCAA study designs. Subject Coordinators were instructed to aim for 5-10 pages for Units 1&2 and 10-20 pages for Units 3&4, which was not well adhered to by volunteers, who often ran longer or struggled to produce anything in the timeline. All resources were reviewed by Program Managers before distribution, which was time consuming. This process should be reviewed for future programs, with input from Subject Coordinators and Program Managers.

Several tutors were additionally asked to prepare 30-minute pre-recorded academic subject seminars for students to use as a self-paced resource. Tutors were selected based on demonstrated tutoring ability and general availability before the program, as seminars were produced on a very short timeline. A short Pre-Recorded Seminar Guide containing background information and a sample lesson plan was provided. Upon submission, seminars were reviewed by the Program Managers before distribution to students, with minor edits made if needed. Seminars were produced for 10 subjects, with 17 seminars created by 11 tutors in total. Seminars were overall of a very high quality, though the short timeline caused stress for a number of tutors. It would be highly feasible to re-use these recorded academic seminars and potentially add additional topics in future programs.

Alongside academic tutoring roles, the majority of volunteers also supported the program in operational roles organised across five teams. Role descriptions outlined the key responsibilities and selection criteria for each role, and were distributed in advance of interviews. Selection to a team role was competitive and based on interest and suitability assessed in the interview. Each team was supervised by the Program Managers and a Team Coordinator who planned activities and mentored their team. Delegating these tasks greatly expanded and improved the program, and provided opportunities for tutors to develop skills and friendships on program.



Table 4: Description of the Additional Team Roles

Team Role	Structure and Activities
Communications Team	Eight team members led by Nat Stutz. Published a daily zine to communicate important program information, entertainment and “good vibes”. Recorded program events through photos. Administered inner beauty competition called “the Stützies”.
Group Activity Leader Team	Twelve team members led by Alicia Maddock and Ven Dunn. Facilitated daily meetings and Friday social activities for small student groups. Ensured student wellbeing, understanding of key program information and submission of group memes to the zine. Team Coordinators planned in-person activities on social Fridays.
Operations Team	Nine team members led by Andrew Leap and Kirsten Liu. Managed venue changes, tutor absences, one-on-one tutoring, child safety ratios, and the student portal. Supported tutors, students and parents with enquiries through the Help Desk and email.
Teaching Support Officer Team	Ten team members led by Felix Zhou and Kia van der Vliet. Reviewed subject booklets. Supported tutors in developing activities and lessons, including on Tutor Preparation Day. Observed classes and provided feedback to ensure quality of teaching.
Welfare Team	Seven team members led by Claire Minney. Promoted wellbeing and child safety through an online and in-person welfare space, vibe checks and participation at events. Held autonomous Q&As for queer, disabled or neurodivergent, and students of colour.

Further to this, a number of tutors held significant presenter, facilitator and mentoring roles on program. Tutors were selected for their experience and leadership, as well as role-specific skills.

- **Academic Workshop Facilitators** Andrew Leap, Felix Zhou and Lucas Spaleta developed and presented workshops to teach students about ATAR and study scores, CAS calculators skills and study skills, respectively.
- **Child Safety Officer** Claire Minney coordinated any responses to child safety concerns and promoted child safe practices on program.
- **Rural and Regional Coordinator** Maddy Spence created tertiary information seminars to support students outside metropolitan Melbourne with information about moving out of home, living in a residential setting and managing finances at university.
- **Tertiary Panel Facilitators** Alicia Maddock, Caitlin Kane, Lucas Spaleta, Nat Stutz and Ven Dunn organised and facilitated panels about adjusting to university, specific study areas and career pathways.
- **Training Contributors** Ahsan Masqool, Alicia Maddock, Claire Minney, Felix Zhou, Jenny Lin, Kia van der Vliet, Nat Stutz, Ven Dunn and Zoe Borghouts developed modules for tutor training based on their previous teaching experience.
- **Young’un Mentors** Brett Eskrigge and Zoe Borghouts provided outreach and support to program tutors who were recent high school graduates.



# Program Planning and Operations

## Key Dates

11 November to 5 January	Tutor Expression of Interest and Application Period
6 December to 5 January	Student Expression of Interest and Application Period
12 December	Program Managers appointed by Committee
12 December to 5 January	Subject Coordinator Training
16 December to 31 December	Tutor Training modules developed by TSOs
17 December to 5 January	Timely Subject Booklet Submission Period
21 December	Trivia Fundraiser
28 December	Budget approved by Committee
29 December	Student offers sent
1 January to 9 January	Tutor Training Period
3 January	Block List released to Tutors
5 January	Tutor Preparation Day
8 January	VCE Summer Tutoring program began
19 January	VCE Summer Tutoring program concluded
30 January	Post-program update emailed



## Leadership and Management Team

VCE Summer Tutoring Inc. was registered with Consumer Affairs Victoria as an incorporated association on 10 December 2023 using the model rules as its constitution. The organisation currently has 13 members. The Committee was also elected on this date by members, and the Program Managers were formally appointed at a committee meeting on 12 December 2023 by the Committee. Future management teams are encouraged to develop formal selection criteria and processes for the Program Managers, alongside materials that explicitly define role responsibilities and time commitments, such as a role description. This aims to streamline recruitment processes, application review and decision-making procedures, and represent the role accurately to prospective applicants.

The Committee is responsible for setting the strategic direction of the organisation and its overall management. For the 2024 program cycle, this included assisting with program timetable development, budget review and approval, and refinement of governance and strategic practices. The Committee met on a fortnightly or monthly frequency depending on the amount of business to discuss, with Special Meetings convened as necessary. The Program Manager team is responsible for preparing and delivering the VCE Summer Tutoring Program. This includes managing promotion, recruitment and enrolment processes for all participants, devising and implementing program structure and activities, stakeholder liaison and administration of backend program functions and logistics.

The Program Manager team enlisted several processes to collaborate and manage program preparation. Firstly, for collaboration, this included a consistent formal meeting schedule (weekly from Nov-Dec, every 1-2 days through January until end of program) and a Slack workspace on which to communicate within the team and with tutors. Furthermore, informal collaboration took place through coworking sessions over Zoom or ad-hoc meetings to prepare program activities. The team also maintained an “office hours” spreadsheet that outlined Program Manager availability and allotted time each day for program responsibilities.

These systems were ultimately beneficial for collaboration. In January 2024, Slack in particular saw strong uptake from tutors. Future teams should identify beneficial coworking and communication strategies or expectations as early as feasible, as these are useful tone-setting mechanisms to acclimate team working styles and maximise output from collaboration. Review the utility of strategies regularly as team and program needs change throughout the cycle.

Secondly, systems for task management included an Excel spreadsheet with categories of program preparation and their respective tasks (labelled “buckets”), Slack threads in a dedicated task-focused channel breaking, and personal to-do lists. The team alternated between task management systems based on situational effectiveness. This is because team needs varied between long-term planning and visibility, clarifying immediate next steps for an individual task or devising a systematic approach for a substantial number of concurrent tasks with competing priority, particularly due to tight preparation timelines.



Applying the most useful system to the current situation was fruitful for the Program Managers. Moreover, the Excel spreadsheet was identified as a valuable mechanism to introduce incoming team members to the role, as it outlined tasks performed as part of the role and what each category of program preparation required for completion. Future teams are encouraged to maintain a comprehensive record of tasks required to deliver the VCE Summer Tutoring program alongside key instructions, timelines, learning and examples of previous work (such as email templates, data collection forms, video recordings and slide decks). This facilitates process optimisation, maintains institutional knowledge, functions as handover material for incoming team members, and refines articulation of the Program Manager role and responsibilities, particularly for potential applicants.

## Program Delivery

The 2024 program ran in hybrid format with activities delivered both in-person and online according to a preset timetable, which is available in the appendices. To overcome barriers to engagement with online learning, including lack of connection with peers, “Zoom fatigue” and burnout, and technological disruptions, the timetable was designed and reviewed by the Program Managers and Committee with substantial care and intention. Previous experience in and feedback from online learning environments was incorporated.

The online elements of the timetable were designed to maximise student engagement for face-to-face learning and leverage technology with self-paced components. This included recorded subject seminars, tertiary information sessions, and digital subject booklets, meaning that more resources can be available for students throughout the school year. Furthermore, in identifying the areas of greatest value online learning provides, the timetable sought to maximise personalised contact with volunteer tutors. This included three structured hour-long classes with small class sizes, and up to 13 hours of 1:1 tutoring opportunities for students to take advantage of for tailored learning across the two-week program.

The program utilised connections with the Faculty of Business at the University of Melbourne to host in-person events at The Spot Building during the first week of the program. Rooms were secured at the Kathleen Syme Library opposite the Sidney Myer Asia Centre during the second week. In-person venues were invaluable for providing students insight into the types of spaces and learning environments they may encounter if they choose to undertake tertiary education.

Subject timetabling was completed through a Tutor Management System (TMS) operated by an external contractor. Program Managers allocated tutors to classes based on estimated student enrolments and tutor suitability, collected tutor availability and developed the overall lesson times and timetable. This data and student subject combinations were provided securely to the contractor to produce a personalised timetable with minimal scheduling conflicts. All students were enrolled in their preferred subjects (if available) for the 2024 program. Students also received their personal timetable, daily schedule, class Zoom links and any announcements regarding the program through the TMS Student Portal, and tutors accessed their Zoom links, attendance forms and uploaded documents for students through the TMS Tutor Portal. Tutors



and students would both likely benefit from an earlier release of the timetable, but the need to confirm both student enrolments and tutor recruitment to create individualised timetables delayed the release from occurring earlier before the program.

The program start time on academic class days was 10am, allowing for both students and tutors to begin their day before classes commenced. Classes ran for an hour with tutors advised to start and finish with a 5-minute grace period to encourage all program participants to take a screen break away from their devices. On these days classes and activities concluded by 5:00pm and also included hour-long lunch breaks and other half-hour-long assigned breaks in the form of group meetings or recess. Activities over Zoom required tutors to provide links to their personal or university Zoom rooms, which were distributed to students through the TMS.

Both in-person Fridays had activities beginning from 11am and concluding by 4pm to allow additional time for students and tutors to travel to venues, and maintain program accessibility for those located further from campus. For week one, the program was able to utilise the use of The Spot at the University of Melbourne. This functioned as a hub for the Program Managers and Operations teams to operate out of for the beginning of the program. The Welfare team also utilised this space to host a well-being space by promoting a safe space for both students and tutors if they felt overwhelmed at any point on program.

The Program Managers obtained bookings of multipurpose rooms at the Kathleen Syme Library for the 18 & 19 January. This was used to host a one-on-one tutoring session that was attended by students and a Jeopardy-style quiz social event. Both days had a consistent attendance rate with many students attending both events. Princes Park was also utilised for an Incredible Race as well as public barbeque facilities available for use which allowed for lunch to be provided to students and tutors.



## Events and Partnerships

Collaboration with external supporters and organisations expands program scope and supports the growth of our students and volunteers. Please do not hesitate to contact the team with an enquiry regarding partnership, sponsorship or collaboration with VCE Summer Tutoring Inc..

Community donations were the first main form of partnership for the VCE Summer Tutoring 2024 Program. \$1,290.00 of donations were received through a trivia fundraiser event, with an additional \$1,000.00 donated during program preparation. Collaborations with the University of Melbourne were the second main form of partnership for the program. This included venue support from the Faculty of Business and Economics, and promotion and extracurricular recognition systems for volunteers from the Melbourne Plus initiative.

Future management teams should investigate opportunities to establish relationships with organisations and community members who can materially support VCE Summer Tutoring. These efforts can produce synergy to advance the shared purposes of many organisations and provide cohesive support portfolios for students to overcome educational disadvantage.

Community support is instrumental to the delivery of the program, both monetary and in-kind. In particular, community donations supported student attendance through bursaries and improved program financial stability. Furthermore, partnership with the University of Melbourne's Melbourne Plus initiative provided a valuable promotion pathway and extracurricular activity recognition system for tutors, which motivated participation. The 2024 Program Manager team wish to express their gratitude for the generosity of all community members and organisations who provided resources to optimise the delivery of the January 2024 program.



## Budget and Resources

Table 5: VCE Summer Tutoring 2024 Financial Summary

Income		Expenditure	
Line Item	\$	Line Item	\$
Program fees	3,660.00	Insurance	(1,921.27)
Donations & fundraising	2,290.00	Bursaries	(600.00)
		Consumables & supplies	(223.25)
		Operational & administrative expenses	(208.49)
		GST payments	(208.00)
		Equipment & venue hire	(106.80)
		Online service fees	(103.42)
<b>Income subtotal</b>	<b>5,950.00</b>	<b>Expenditure subtotal</b>	<b>(3,371.23)</b>
		<b>Total</b>	<b>2,578.77</b>

In January 2024, the two-week program fee for students was \$60, with partial or full bursaries available for eligible students. Low-cost pricing allows VCE Summer Tutoring to attract students facing educational disadvantage as per its constitutional purposes, and increase their access to academic and tertiary preparation resources which is often impeded by disadvantage factors. Pricing was also adjusted based on the hybrid online and in-person delivery of the program.

Program expenditure was funnelled into resources that optimise experience and minimise barriers to participation at the program. In January 2024, this included free lunches for participants each Friday, stationery supplies, and venue bookings to conduct academic, social and experiential activities around the University of Melbourne Parkville campus and expose students to possible future learning opportunities.

We would like to thank every one of our financial contributors and partners for their instrumental role in enabling VCE Summer Tutoring Inc. to advance education for high school students and facilitate personal and professional development for our volunteers.





# Summary of Recommendations

## Program Activities

- Do whatever is possible to move academic activities back in-person, as tutors and students derive greater utility and enjoyment compared to online delivery.
- Minimise class sizes, as qualitative comments from students indicated more comfort asking questions and advancing their learning with fewer students around them.
- Recorded seminars and subject booklets have been excellent and well-valued resources, so continuing to produce them is encouraged.
- Workshops, Q&A panels and information sessions should be prepared ahead of time. Upkeep connections with industry professionals or seek out new ones, as having a diverse range of experiences represented on panels was phenomenal.
- Support Welfare team to signal boost events, and ensure they have done so themselves, as autonomous panels were poorly attended.
- Continue to offer study skills and ATAR seminars, as students valued them and appreciated the opportunity to tackle multiple skills across a number of seminars.
- Extracurricular events were well-prepared by the Group Activity Leaders, and their plans are an excellent foundation for future events. Ensure contingency plans are in place if events run undertime, if weather conditions change or if resources are unavailable.

## Student Recruitment

- Continue to consider a broad picture of disadvantage while incorporating opportunities to verify disadvantage factors.
- Longer and more flexible timelines are strongly advised to build long-standing relationships with bursary partners. Future outreach is strongly recommended.
- Consider collecting specific evidence before bursaries are offered to improve the rigour of the bursary system.
- Avoid enrolment timelines with significant delays between applications and offers, payments required on short notice, and changes in program timelines or features.

## Student Experience

- More timely notice of activities, more in-person classes, and more academic material.
- Send introductory correspondence including first day schedule, key contacts and the Indemnity Form on an earlier timeline, a week prior to the program would be advised.
- Promote the Student Masterdoc earlier to enhance its usefulness.
- Online venue management through the Help Desk worked well overall, though difficulties with lost students or tutors could delay or disrupt lessons significantly.
- Use structured one-on-one tutoring to encourage student interaction. Helpful strategies included high tutor-student ratios in key subject areas, pre-organised subject area tables, and explicitly introducing students and tutors in the same subject areas.
- Consider ways to accommodate a wide range of comfort with travelling in the city, attending the university campus, and meeting new people from other schools as students settle into in-person program activities.



### Tutor Recruitment and Tutor Training

- Recruitment timeline should be extended and moved earlier for the 2025 program, with more discrete stages of recruitment and onboarding.
- Continue to develop partnerships with the University of Melbourne as a valuable volunteer promotion source for the program.
- More expansive social media presence to target key university student demographics.
- Integrate highly structured academic resources and interactive practice into tutor training. For example, subject booklets with topic suggestions for each lesson and ready-to-use activities, and explicit teaching practice led by Teaching Support Officers.

### Additional Tutor Roles

- Do not aim to replicate 2023-2024 pre-program timelines. Accept tutor criticisms and viewpoints to develop robust and rewarding processes for volunteers.
- Review process for subject booklet development with input from Subject Coordinators and Program Managers.
- Develop training for panel facilitators, as optimising panel discussion is not necessarily an intuitive task.

### Leadership and Management Team

- Develop formal selection criteria for Program Managers, alongside materials that explicitly define role responsibilities and time commitments, to streamline recruitment.
- Identify beneficial coworking and communication strategies or expectations as early as feasible, and review utility as needs change throughout the program cycle.
- Comprehensively record tasks required to deliver the program with key instructions, timelines, and previous work product, such as email templates, forms and slide decks.
- Minimise the impact of high workloads on program, particularly when early starts, late finishes and daily commutes are required. For example, sourcing accommodation close to the site of program delivery or scheduling volunteering for each Program Manager.

### Program Delivery

- Replace Tuesday break in first week with an actual program day with program activities.
- Demand for one-on-one tutoring exceeded tutor capacity, which should be mitigated with careful system planning, including the times one-on-one tutoring should be available.
- Confirm tutor availability early to allow for the release of the timetable to occur earlier.

### Events and Partnerships

- Establish relationships with organisations and community members who can materially support the organisation, or provide venues and promotion.
- Leverage the program's role supporting students in the summer holidays when other academic programs are not available.
- Expand fundraising, particularly through grants, in-kind donations, and pursuing tax deductible status. Consider partners with shared values, large and small.



# Appendices

## Academic Program Details

43 subjects were delivered at the 2024 program and are listed in the table below. Classes covered either Units 1&2, Units 3&4 or All Units in the case of subjects with few enrolments.

Table 6: VCE Summer Tutoring 2024 Subjects

Subject Name	No. of Classes	No. of Students
Accounting ALL	1	4
Art ALL	1	4
Australian History 3/4	1	2
Biology 1/2	2	7
Biology 3/4	3	16
Business Management ALL	2	6
Chemistry 1/2	2	7
Chemistry 3/4	5	31
Chinese Second Language ALL	1	2
Economics ALL	1	6
English 1/2	2	9
English 3/4	6	32
English as an Additional Language ALL	1	1
English Language 1/2	1	6
English Language 3/4	2	9
Food Studies ALL	1	1
French ALL	1	5
General Mathematics 1/2	1	5
General Mathematics 3/4	4	22

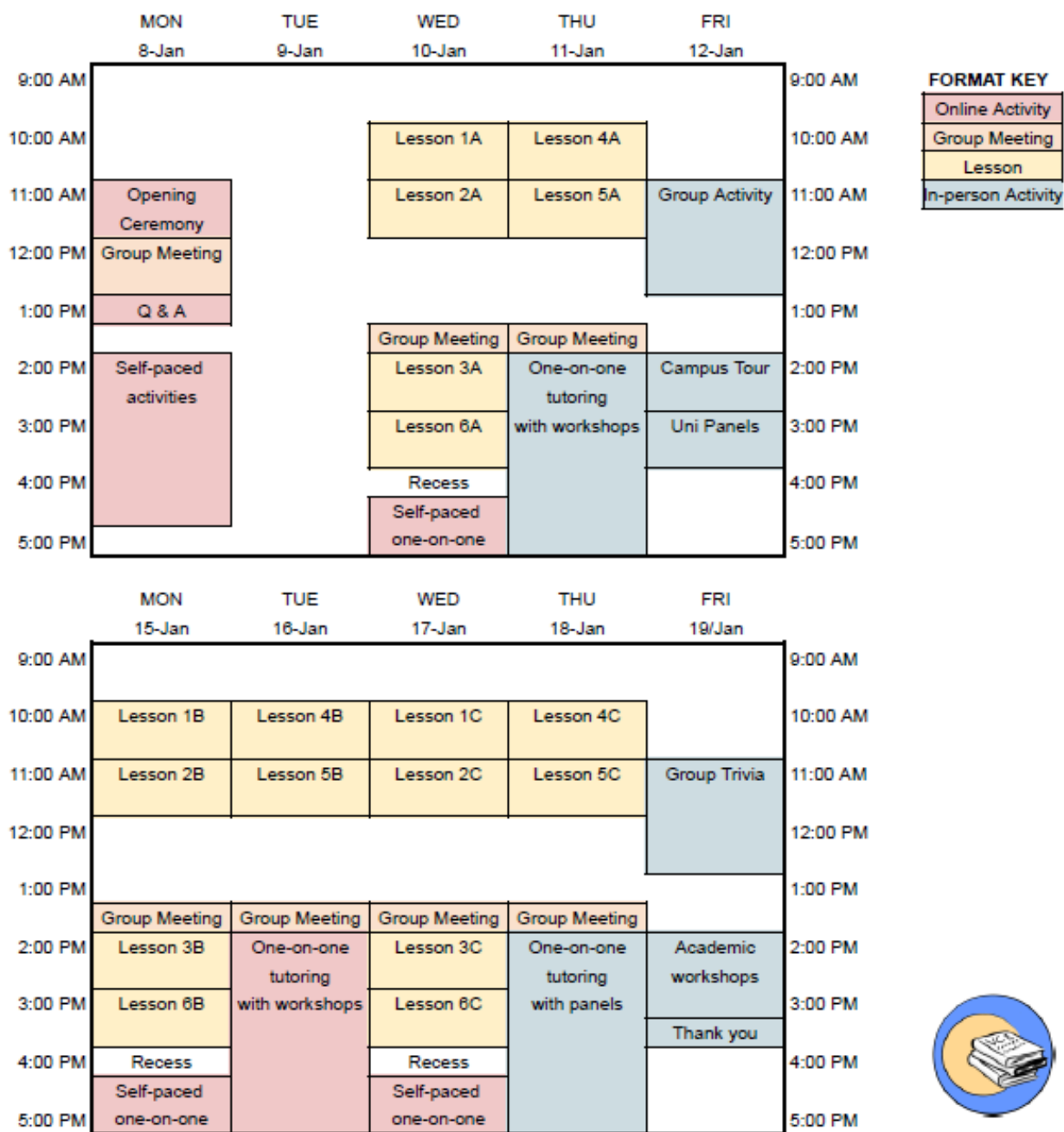


Geography ALL	1	3
Global Politics 3/4	1	3
HHD 1/2	1	1
HHD 3/4	2	6
Indonesian ALL	1	1
Latin ALL	1	1
Legal Studies ALL	2	7
Literature ALL	2	9
Mathematical Methods 1/2	2	10
Mathematical Methods 3/4	5	25
Media ALL	1	4
Philosophy ALL	1	2
Physical Education ALL	1	4
Physics ALL	3	12
Psychology 1/2	1	6
Psychology 3/4	3	14
Religion and Society ALL	1	1
Revolutions 3/4	1	5
Sociology ALL	1	1
Specialist Mathematics 3/4	2	11
Visual Communication and Design ALL	1	2

Tutors were also available in the following subjects that ultimately did not run; Algorithmics 3&4, Classical Studies, Dance, Modern History 1&2, Software Development 1&2, Specialist Mathematics 1&2, Systems Engineering and Vietnamese.



Figure 7: Timetable for the VCE Summer Tutoring 2024 program





## School Characteristics

Students had attended 47 different high schools, which are reported below with the [Geolocation \(Remoteness\) and Index of Community Socio-educational Advantage \(ICSEA\) score for each school](#). ICSEA scores are calculated by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and incorporate direct student and school data to indicate educational advantage for schools. Remoteness levels use the Accessibility/Remoteness Index of Australia Plus framework also used by the Australian Bureau of Statistics.

Table 7: Schools attended by VCE Summer Tutoring students

Schools	Number of students	ICSEA	Remoteness
Al-Taqwa College, HOPPERS CROSSING	3	1060	Major Cities
Berwick Secondary College, BERWICK	2	1024	Major Cities
Camberwell Girls Grammar School, CANTERBURY	1	1180	Major Cities
Camberwell High School, CANTERBURY	1	1121	Major Cities
Carey Baptist Grammar School, KEW	1	1175	Major Cities
Carwatha College P-12, NOBLE PARK	1	979	Major Cities
Cathedral College Wangaratta, WANGARATTA	1	1078	Inner Regional
Catholic College Wodonga, WODONGA	1	1060	Inner Regional
Dandenong High School, DANDENONG	1	904	Major Cities
East Doncaster Secondary College, DONCASTER EAST	1	1112	Major Cities
Eltham High School, ELTHAM	1	1100	Major Cities
Genazzano FCJ College, KEW	1	1132	Major Cities
Glen Waverley Secondary College, GLEN WAVERLEY	1	1120	Major Cities
Hume Anglican Grammar, MICKLEHAM	2	1090	Major Cities
Ivanhoe Grammar School, IVANHOE	1	1154	Major Cities
Loreto Mandeville Hall, TOORAK	1	1164	Major Cities
Lowther Hall Anglican Grammar School, ESSENDON	2	1145	Major Cities
Loyola College, WATSONIA	1	1051	Major Cities
Lyndale Secondary College, DANDENONG NORTH	1	926	Major Cities
MacRobertson Girls High School, MELBOURNE	1	1182	Major Cities



Marcellin College, BULLEEN	1	1108	Major Cities
Melbourne Girls Grammar, SOUTH YARRA	1	1181	Major Cities
Melbourne High School, SOUTH YARRA	4	1170	Major Cities
Melton Secondary College, MELTON	2	941	Major Cities
Mernda Central P-12 College, MERNDA	1	1011	Major Cities
Mill Park Secondary College, MILL PARK	2	1010	Major Cities
Monivae College, HAMILTON	1	1032	Inner Regional
Montmorency Secondary College, MONTMORENCY	1	1074	Major Cities
Mount Beauty Secondary College, MOUNT BEAUTY	1	1049	Inner Regional
Sacred Heart College, NEWTOWN	1	1097	Major Cities
Sacred Heart College, KYNETON	1	1074	Inner Regional
Salesian College Sunbury, SUNBURY	1	1058	Major Cities
Scotch College, HAWTHORN	1	1185	Major Cities
Sirius College, BROADMEADOWS	1	1080	Major Cities
South Oakleigh Secondary College, OAKLEIGH SOUTH	2	1038	Major Cities
St Anne's College, KIALLA	1	1025	Inner Regional
St Mary Mackillop College, SWAN HILL	1	1028	Outer Regional
St Peter's College, CRANBOURNE	2	1043	Major Cities
Strathcona Baptist Girls' Grammar, CANTERBURY	1	1151	Major Cities
Sunbury Downs Secondary College, SUNBURY	1	1006	Major Cities
Suzanne Cory High School, WERRIBEE	3	1145	Major Cities
Tarneit Senior College, TARNEIT	1	1003	Major Cities
University High School, PARKVILLE	1	1123	Major Cities
Wellington Secondary College, MULGRAVE	1	998	Major Cities
Williamstown High School, WILLIAMSTOWN	1	1108	Major Cities
Wyndham Central Secondary College, WERRIBEE	1	927	Major Cities
Xavier College, KEW	1	1153	Major Cities



## Additional Program Feedback

Students provided feedback on the program through the Student Pre-Program survey, Teaching Quality surveys and the Student Program Quality survey. These are discussed in the Student Information section with some additional data available below.

Table 8: Student Program Quality survey (n=17)

<p>Responses scored from Strongly Disagree (1) to Strongly Agree (5), or as Did Not Use It (0).</p> <ul style="list-style-type: none"> <li>• <b>Average agreement</b> calculated for participating students for each aspect of the program (first column).</li> <li>• <b>Student satisfaction</b> indicates the percentage of participating students rating 3 or higher (second column). Student participation indicates the percentage of students rating non-0 (third column).</li> </ul> <p>More Student Program Quality survey data is available in the Student Feedback section.</p>			
I found the following a useful academic resource:			
Subject Classes	3.7	82.4	100
One-on-One Tutoring	4.2	100	76.5
Recorded Subject Seminars	3.7	86.7	88.2
Subject Booklet	3.8	81.3	94.1
The Student Portal was easy to use for accessing:			
Activity times and locations	4.4	199	100
Uploaded class resources	4.2	94.1	100
The Student Masterdoc	4.0	100	100
I found information about the Operations Help Desk (in-person, Zoom and email) helpful and easy to access.	4.6	100	100
When I raised an issue, it was resolved quickly and courteously.	4.7	100	100
I understood where to ask for assistance when I needed it.	4.8	100	100
I enjoyed the extra-curricular activities at VCE Summer Tutoring:			
Group Meetings	3.9	82.4	100
Incredible Race (Fri W1)	4.1	93.3	88.2
Campus Tour (Fri W1)	3.6	80.0	88.2
Online Detective Mystery	3.6	71.4	41.2





Trivia (Fri W2)	4.4	100	82.4
I felt the Seminars were a valuable part of the program:			
ATAR and Study Scores and Study Skills	3.9	78.6	82.4
UniQ&A (Study Area Panels, Making Friends at University)	3.7	72.7	64.7
Careers Panels (Law, Education, Engineering)	3.8	83.3	70.6
Welfare Panels (Queer, Disability and Neurodivergence, etc.)	3.5	83.3	35.3
Rural and Regional (Moving Out of Home, Finances, Q&A)	3.6	75.0	47.1
I felt supported by my Group Activity Leaders throughout the program	4.5	100	100

Tutors provided feedback on the program through the Pre-Training survey, Post-Training survey and Tutor Program Quality survey. These are discussed in the Tutor Information section with some additional data available below.

Table 9: Tutor Training survey (n=61, n=69)

Responses scored from Strongly Disagree (1) to Strongly Agree (5).		
<ul style="list-style-type: none"> <li><b>Average agreement</b> calculated for each statement before (first column) and after the program (second column).</li> </ul>		
More Tutor Training survey data is available in the Tutor Experience section.		
I am confident about what to expect in the day in the life of a VCE Summer Tutoring 2024 tutor.	3.7	4.0
I am confident in effective lesson planning.	4.0	3.9
I am confident in keeping my lessons engaging.	4.0	3.9
I am confident in dealing with unexpected problems in-the-moment.	3.9	3.9
I am confident in effectively integrating activities into my lessons.	4.0	3.9



Table 10: Tutor Program Quality survey (n=22)

Responses scored from Strongly Disagree (1) to Strongly Agree (5), or as Did Not Use It (0).			
<ul style="list-style-type: none"> <li>• <b>Average agreement</b> calculated for participating tutors for each aspect of the program (first column).</li> <li>• <b>Tutor satisfaction</b> indicates the percentage of participating tutors rating 3 or higher (second column).</li> <li>• <b>Tutor participation</b> indicates the percentage of students rating non-0 (third column).</li> </ul>			
As a result of participating in VCE Summer Tutoring 2024, I have gained...			
Confidence in a classroom setting	3.8	91.3	100
Communication, content delivery, collaboration skills	4.0	91.3	100
Adaptability, time management skills	3.7	87.0	100
New connections with VCE Summer Tutoring participants	3.8	91.3	100
I felt like I could make a meaningful contribution to students during the two week program.	4.1	91.3	100
I found the following components of the program valuable as part of my VCE Summer Tutoring experience:			
Subject Classes (and Academic Seminars)	3.9	87.0	100
One-on-One Tutoring	3.7	85.7	91.3
Program Events (Social Fridays, Panels)	4.0	90.5	91.3
Team Roles	4.1	85.7	91.3
Overall, how did you find the application and interview process?	4.2	95.7	100
I found the pre-interview resources useful and insightful for:			
Learning more about VCE Summer Tutoring and its goals	3.8	81.8	95.7
Preparing a teaching demonstration	3.4	80.0	87.0
Learning interview strategies	3.3	75.0	87.0
Changes in program format were clearly communicated and there were opportunities to raise questions or concerns.			
I understood the change in format.	3.6	73.9	100
I knew how to raise questions or concerns.	3.7	78.3	100
Overall, how did you find VCE Summer Tutoring training?	4.1	91.3	100
I relied on tutor training resources or experiences to succeed in my classes and role/s at VCE			



Summer Tutoring 2023.			
Program Manager-run training (recorded)	3.6	81.8	95.7
TSO-run training (recorded)	3.7	82.6	100
Tutor Preparation Day (including subject meetings)	3.7	82.6	100
Previous experience tutoring	3.5	81.0	52.2
I had everything I needed to prepare for my lessons and knew where to access support when necessary.	3.8	78.3	78.3
I found the Subject Booklets helpful for:			
Learning and/or understanding the subject content	3.7	80.0	56.5
Lesson planning	3.7	78.9	52.2
Online Classroom activity ideas	3.5	78.9	54.5
I found Tutor update emails from the Program Managers:			
Clearly informed me of important information or updates for the program	3.9	82.6	81.8
Clearly outlined any actions I needed to take after receiving the email	4.0	87.0	78.3
Contained a good amount of information	4.0	87.0	78.3
Were received in a timely fashion	3.6	78.3	72.7
I found information about the Operations Help Desk (Zoom and email) helpful and easy to access.	4.0	87.0	100
When I raised an issue, it was resolved quickly and courteously.	3.7	78.3	100