



VCE SUMMER TUTORING

ANNUAL REPORT

2024-25



**MARCH
2025**

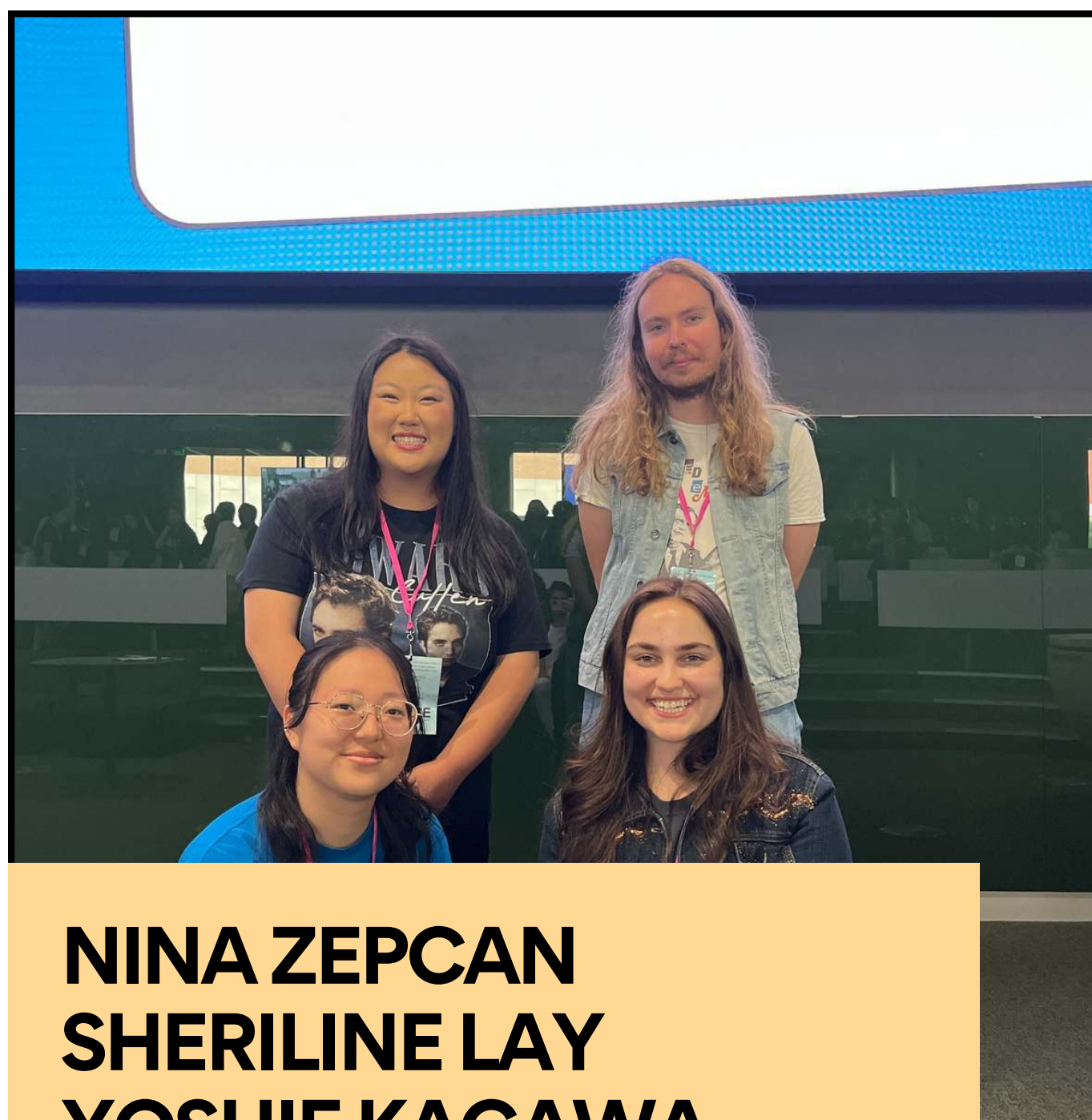
Prepared by
**PROGRAM
DIRECTORS**

Prepared for
**2025 ANNUAL
GENERAL MEETING**

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MESSAGE FROM THE DIRECTORS



NINA ZEPCAN
SHERILINE LAY
YOSHIE KAGAWA
JOEL DUGGAN

2024-25 Program Directors

Coming off our biggest program yet, fully in-person for the first time, there's plenty to look forward to in the future of VCE Summer Tutoring!

As Program Directors, we are responsible for all stages of the preparation and execution of the annual VCE Summer Tutoring program in January of each year. We're current or recent university students working in a volunteer capacity, all passionate about the social impact of giving high school kids an opportunity to learn from tutors that are both **highly qualified and highly relatable**.

Following our inaugural program in January 2024, our leadership team immediately got to work on **building the foundations for our 2025 program**, starting with our first long-term Strategic Plan and the commencement of a Governance Working Group.

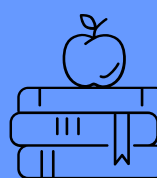
2025 PROGRAM AT A GLANCE



53 VCE students



92 volunteer tutors



55+ subjects offered

Over the rest of 2024, we welcomed Nina, Sheriline and Yoshie as Directors, received \$10,000 in grant and community funding, and secured the **beautiful and world-class Monash University Learning and Teaching Building** (affectionately, "the LTB") as our 2025 program venue.

Going into our 2025 program, we held a philosophy of **maximising the value of each student's dollar**. With a cost-of-living crisis firmly underway, we understand that families can struggle to justify the additional expense of paid schooling resources, especially when the price of a private tutor can be anywhere up to \$120 an hour.

That's why we're so happy we were able to run our program at a flat cost of \$150 – \$2 per hour.

And that wouldn't be possible without the generosity of our sponsors, our community supporters, and our many volunteers who gave two weeks of their summer to the cause of promoting **better, more accessible education**.

“ —

Getting the chance to be a Director for a second year running has been such a great privilege and highlight of my young adulthood!

The Director role continues to be an absolutely vital development opportunity for uni students wanting to learn how to run an organisation, create social impact, and work with young people. I honestly can't think of many other places I would be able to pick up the skills I have working here!

Joel Duggan, 2023-25 Director



WHAT WE DO

VCE Summer Tutoring is a youth-led, volunteer-run charity established to ensure high school students from a diverse range of backgrounds across Victoria can access a high-quality education.

We deliver a holistic two-week summer school program designed to prepare students for life during and beyond VCE. The program is entirely facilitated by volunteers, who share their time and knowledge to support our community of students.

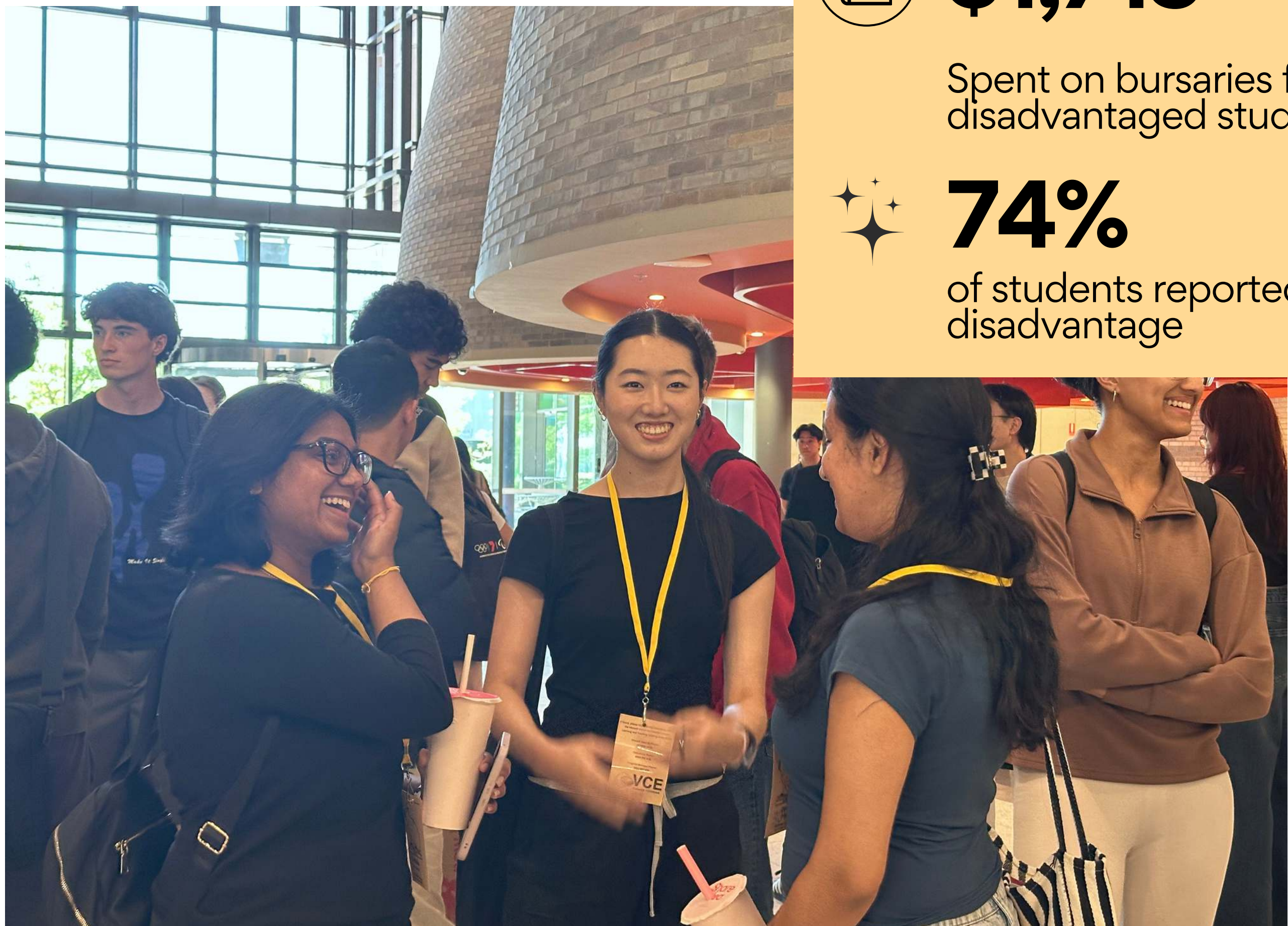
OUR VISION

To make a high-quality education accessible to all young people in Victoria.

OUR 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.

OUR IMPACT



\$1,713

Spent on bursaries for disadvantaged students



74%

of students reported disadvantage

In 2025, 92.3% OF STUDENTS INDICATED THEY WERE MORE LIKELY TO ATTEND UNIVERSITY BECAUSE OF VCE SUMMER TUTORING.

Coming from a low-socioeconomic background and a disadvantaged school, I felt as though this program allowed me to get ahead in ways I was never able to previously.

I made so many new friends and this entire experience meant so much to me. I can't recommend it enough!

VCEST was an incredible way to get me ready for Year 12. It took the stress out of it, and has given me skills I will keep for life.

2025 PROGRAM HIGHLIGHTS

A HOLISTIC CURRICULUM

What sets VCE Summer Tutoring apart from other study initiatives is **our emphasis on robust access to academic, extracurricular and social opportunities** through our summer program. With us, students do more than just take notes during sit-down lectures!

In 2025, our program included:

- Six 60-minute group classes per subject
- At-request access to one-on-one tutoring
- Daily homeroom-style Group Meetings
- A daily Zine to promote a strong program culture
- Tertiary Study Experience panels
- Skills-based seminars and workshops
- Daily breakfast and lunch

All offered at a flat program fee of \$150!

9:30am	Welfare Breakfast
10:00am	French Class
11:00am	Physics Class
12:00pm	Group Meeting
12:30pm	Lunch Break: UNO Tournament, Welfare Lunch
1:30pm	Workshop 1: Italian 101 Workshop 2: Programming
3:00pm	Free Block: for a Break OR One-on-one Tutoring
4:00pm	Music Performance Class

Check out a day in the schedule of one of our 2025 students – personalised to their subjects and interests!

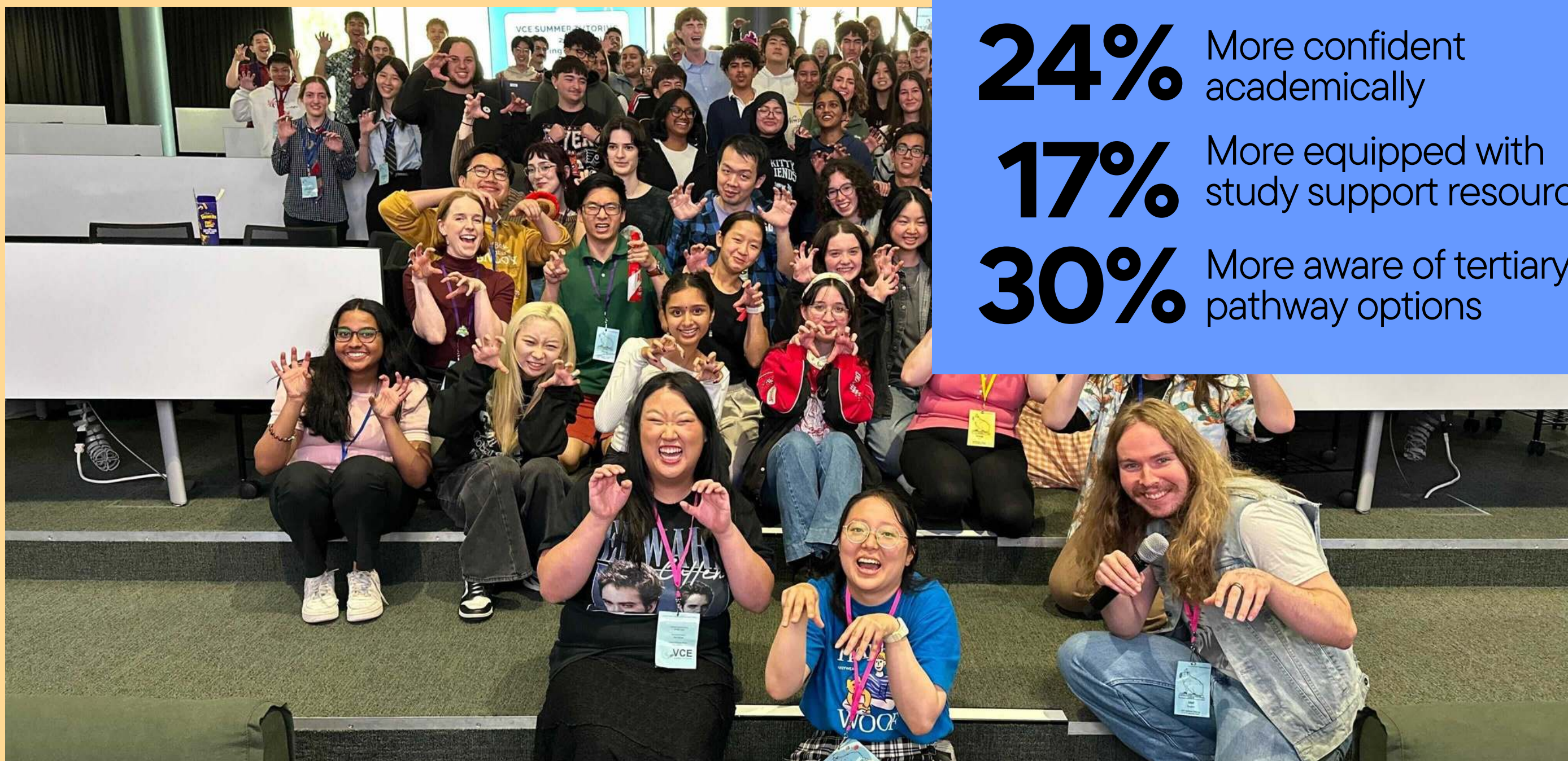
Students left program feeling...

20% More confident about VCE

24% More confident academically

17% More equipped with study support resources

30% More aware of tertiary pathway options

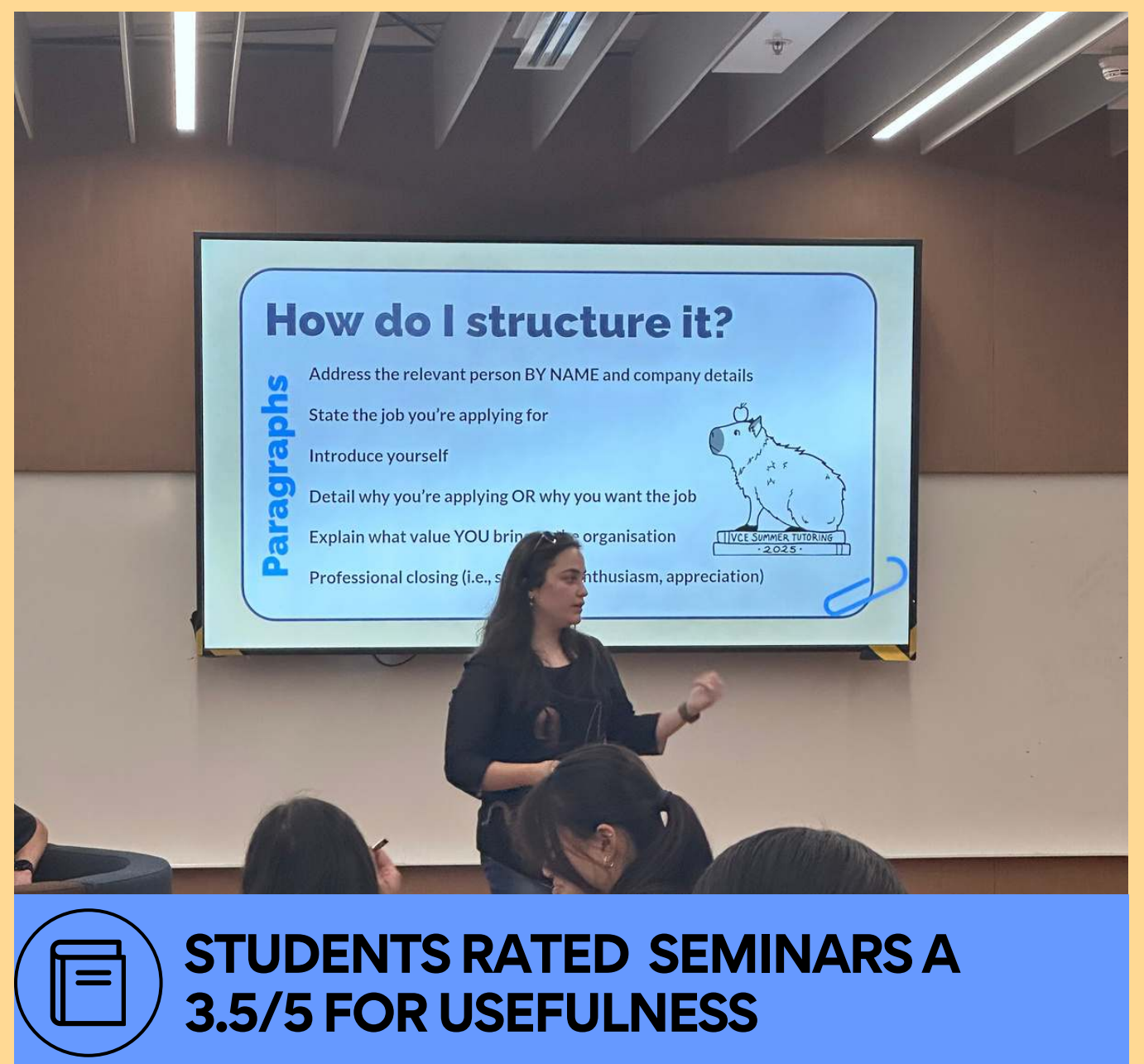
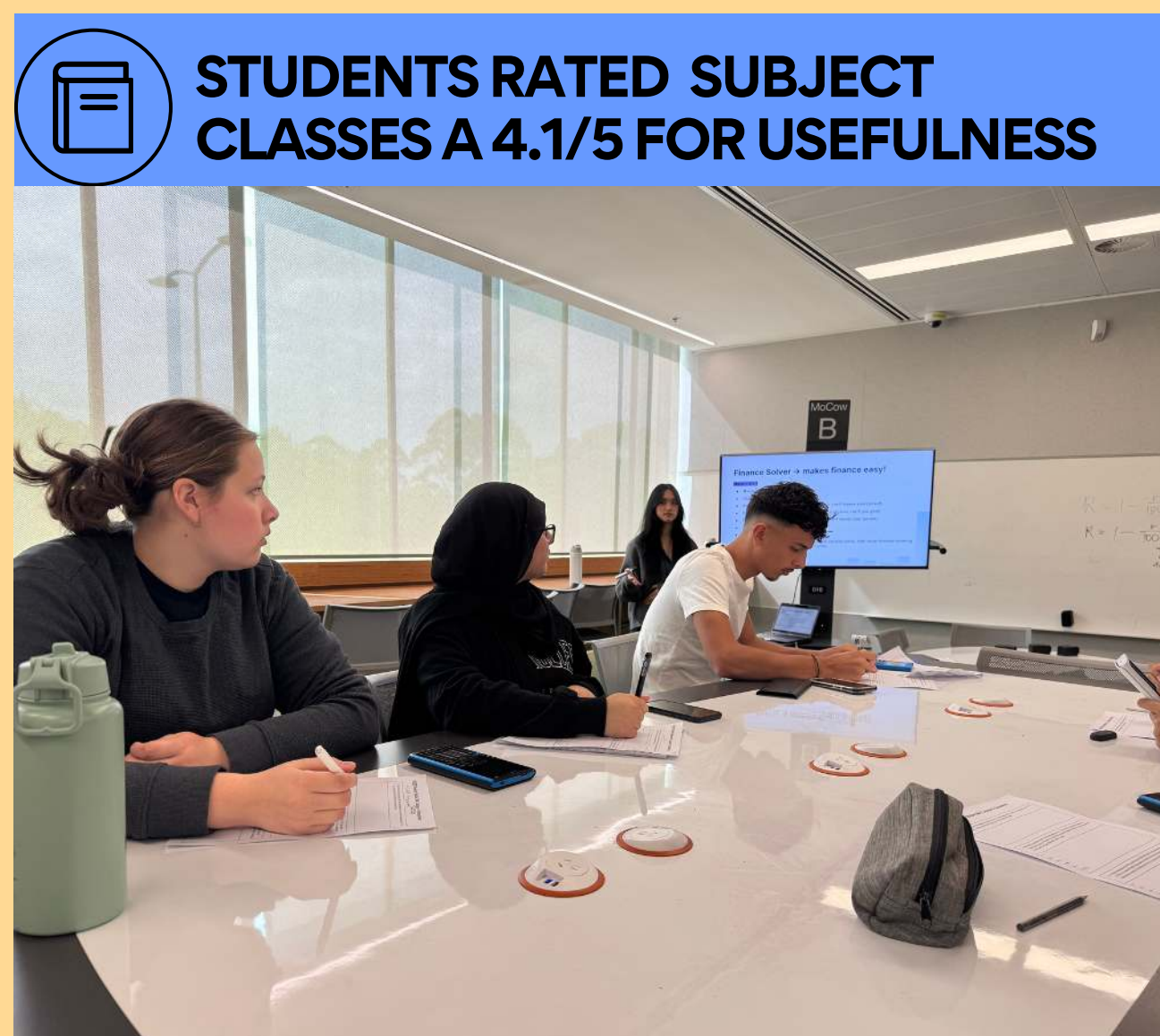


2025 PROGRAM HIGHLIGHTS

SUBJECT CLASSES

Subject classes ran in 60-minute blocks 3-5 times a day as small group tutorial-style lessons, led by one or two of our volunteer tutors. They're an opportunity to engage with fellow students and to learn from tutors who very often have university-level experience in what they're teaching!

In 2025, we delivered **61 classes** across **42 VCE subjects**. See Appendix A for full details.



SEMINARS

Seminars are tutor-led sessions intended to teach students key life skills for succeeding in school and beyond.

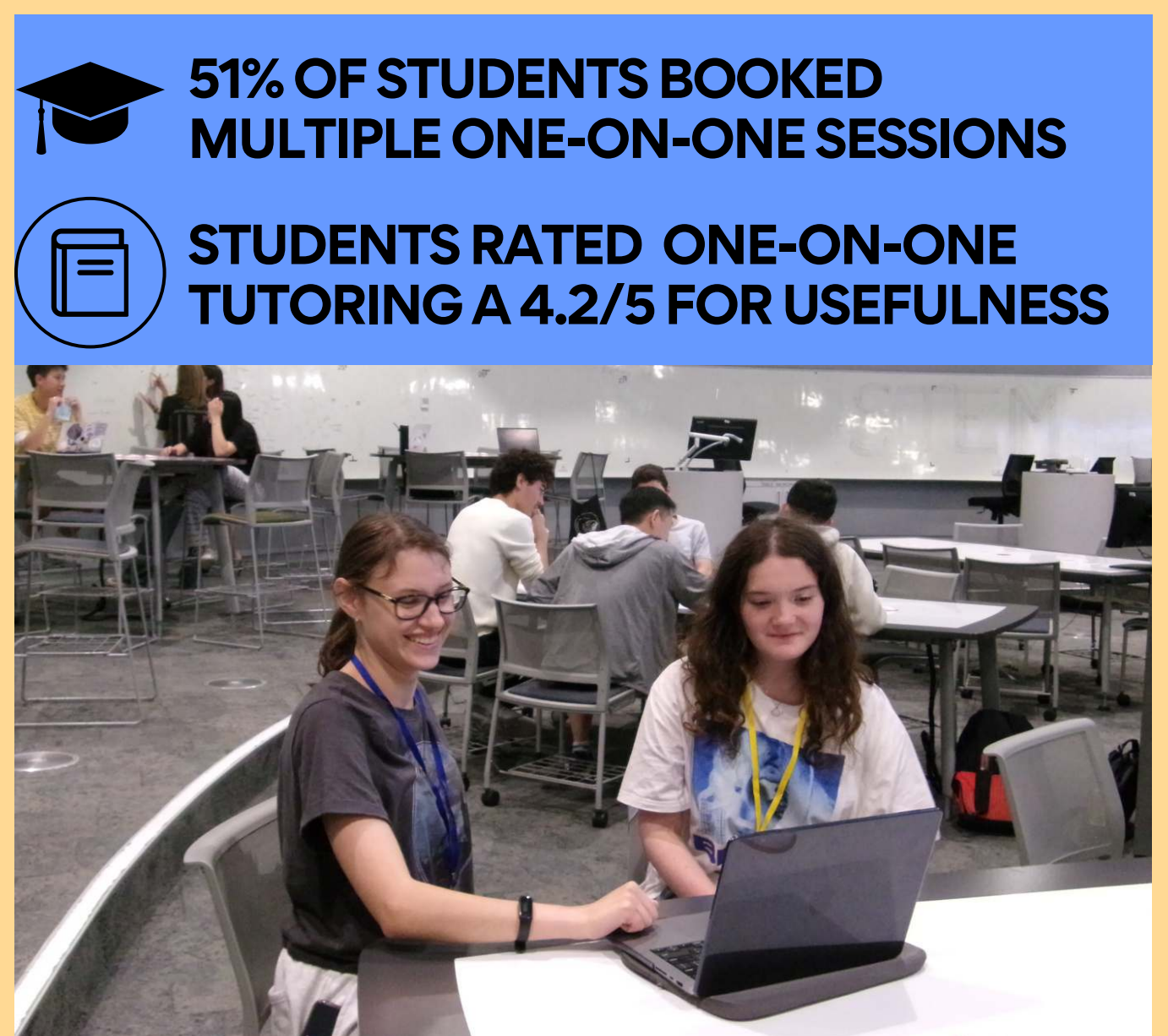
This year, our seminars covered topics including ATARs, using public transport, getting a job, study skills, personal finance, and moving out of home.

ONE-ON-ONE TUTORING

Students could book a one-on-one session with **any of our 91 tutors** whenever they had a free period or during a dedicated weekly one-on-one tutoring block.

One-on-ones are a way for students to receive **specialised support**, with many students bringing their holiday homework or revisiting difficult topics that may have been raised in class.

The one-on-one booking system was overseen by our Operations Team, who this year spearheaded new systems for ensuring maximum satisfaction of tutoring requests!



2025 PROGRAM HIGHLIGHTS

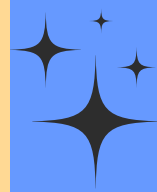
GROUP MEETINGS

Group Meetings are run as small homeroom-style sessions for 30 minutes every day at 12pm. Groups consisted of 9-10 students and were overseen by 1-2 volunteer Group Activity Leaders, who would take their Groups through social activities and program news each day.

Groups are intended to provide students with a social network they can use to bond during their time on program, as well as a point of contact and mentor figure in their Group Activity Leader.



STUDENTS RATED THEIR GROUP ACTIVITY LEADERS A 4.7/5 FOR VALUABLE SUPPORT



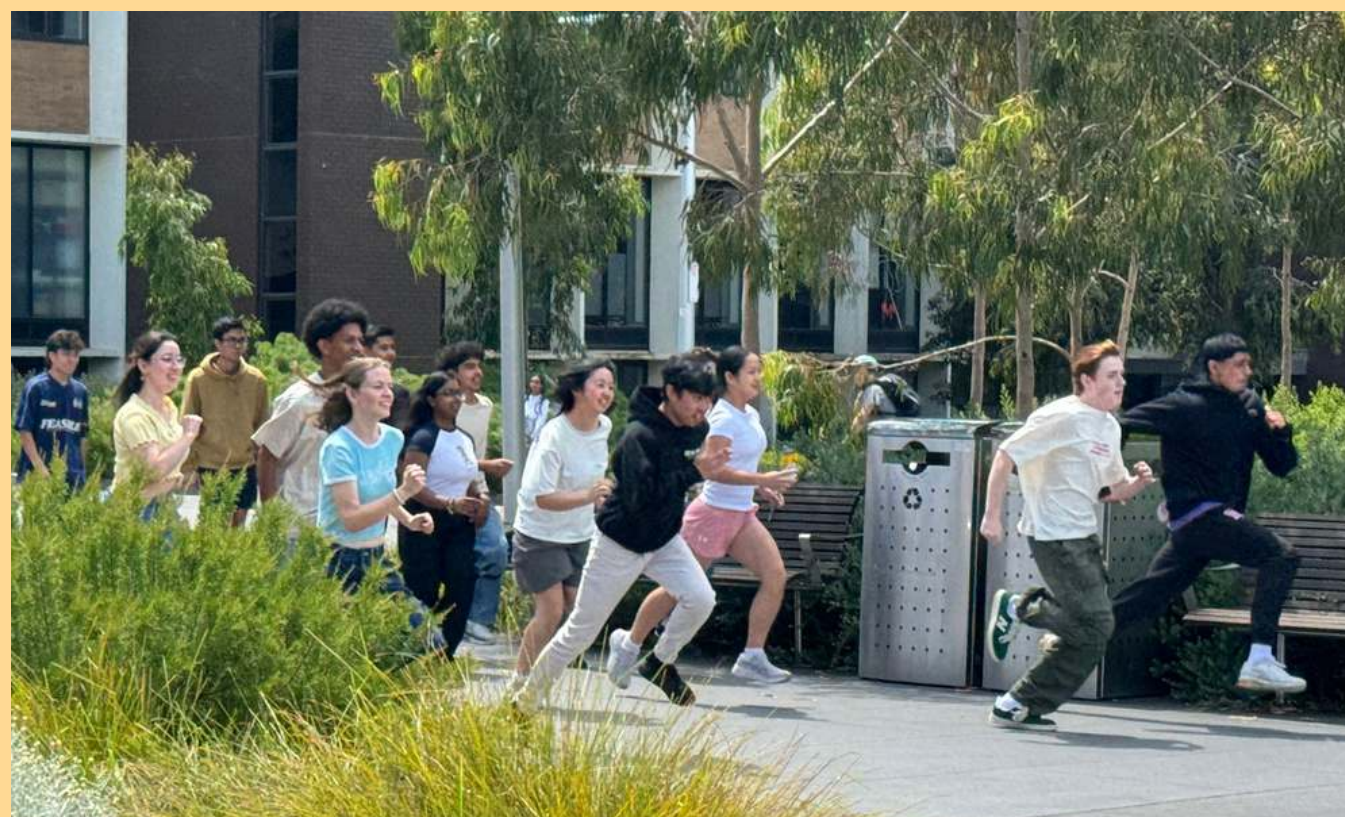
STUDENTS RATED GROUP MEETINGS A 4.4/5 FOR FUN



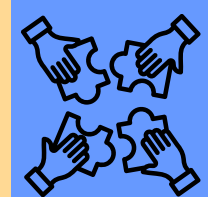
DAILY ZINE

The Zine is our daily program publication, put together by our Communications Team. It includes program updates, photos from around program, student creative work, memes, and the “Stutzies,” a competition where students and tutors vote for someone or something they appreciate on program.

At the end of program, students receive a Megazine, intended to serve as a yearbook to commemorate their time with us.



STUDENTS RATED THE “INCREDIBLE RACE” A 4.3/5 FOR FUN



STUDENTS RATED TRIVIA A 4.0/5 FOR FUN

GROUP ACTIVITIES

Over the course of the two weeks, students participated in a variety of Group-based activities intended to facilitate team-building and ensure a balanced, multifaceted program curriculum.

This year, these activities formed part of a program-wide competition called the “Jurassic Cup,” where Groups would receive points that were tallied up at the end of program.

Group activities included:

- **Incredible Race:** a scavenger hunt-style event where Groups compete against each other to collect points at different games
- **Trivia:** run in the style of Jeopardy, students compete in their Groups to collect the most points
- **Campus Tour:** an opportunity to familiarise students with Monash Parkville campus
- **Squid Game:** our take on schoolyard classic, Octopus!
- And a bunch of other smaller activities, including an Uno Tournament and Book Club!



98% OF STUDENTS ENGAGED WITH THE DAILY ZINE



2025 PROGRAM HIGHLIGHTS

DAILY MEALS

Courtesy of financial support from Woolworths and our volunteers, we were able to provide daily breakfasts and lunches for students from Days 2 to 8 of the program. Student feedback indicated a desire for greater breadth of food options, which we would hope to be able to deliver with any future food initiatives!

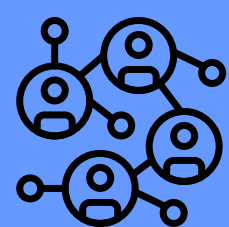
On Day 9, we were able to run a BBQ lunch for students, tutors, and community stakeholders, thanks to donations and help from Give a Fork.



**STUDENTS RATED WELFARE
BREAKFASTS A 3.0/5 FOR
SATISFACTION**



**STUDENTS RATED WELFARE
LUNCHES A 2.8/5 FOR
SATISFACTION**



**STUDENTS RATED STUDY
EXPERIENCE PANELS A 3.9/5 FOR
VALUE**

STUDY EXPERIENCE PANELS

At our Study Experience Panels, students get to hear from our university student tutors about the wide range of tertiary options they might pursue – across different degrees and different universities.

This year, we delivered five panels covering Commerce & Law, Teaching & Education, Arts & Humanities, Medicine, and STEM.

WORKSHOPS

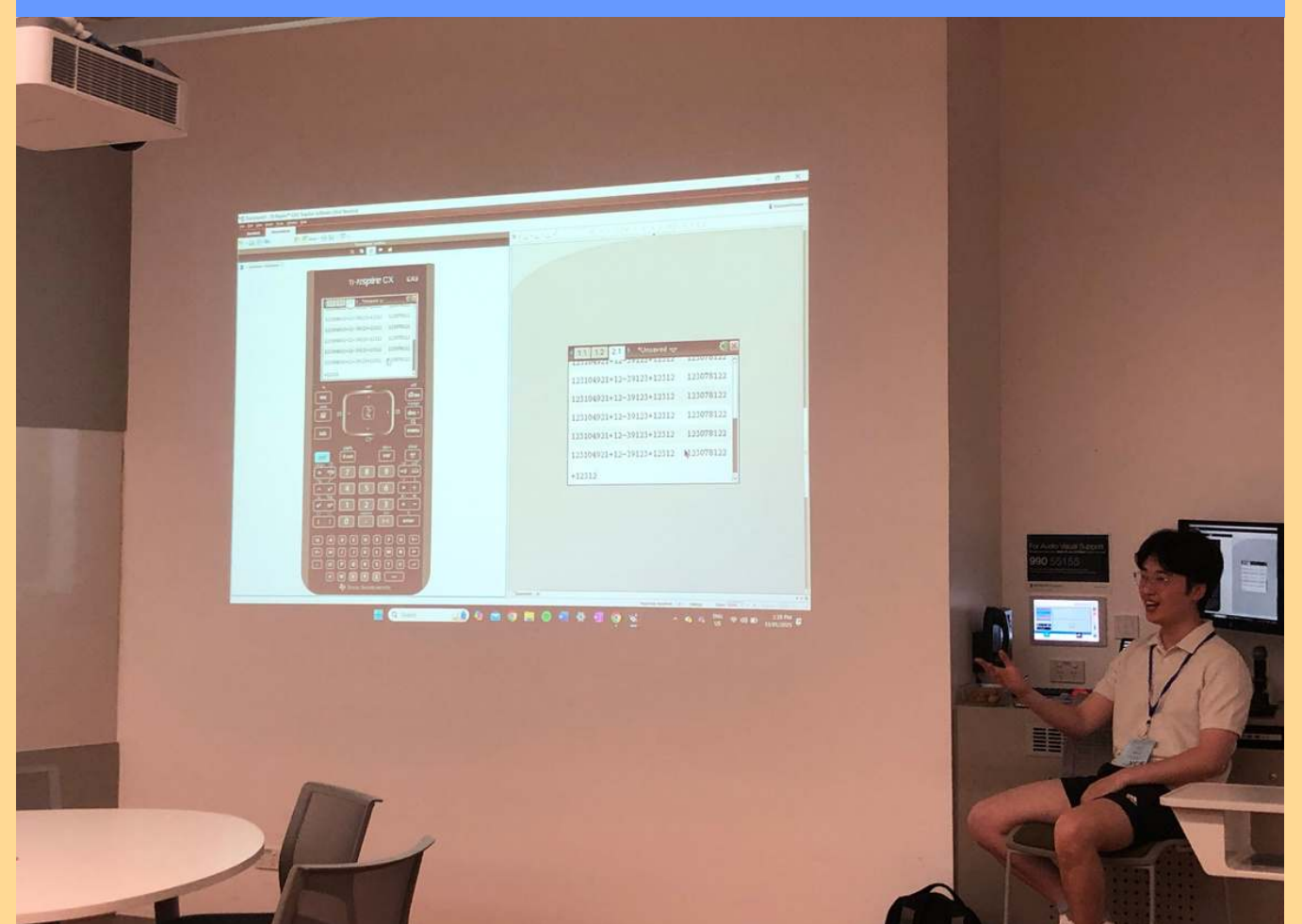
During a 90-minute block in Week 2 of program, students had the opportunity to participate in two skills-based workshops delivered by tutors, spanning a wide range of topics and areas of interest.

This year, we ran workshops in:

- **Languages:** Ancient Egyptian, Turkish, Korean, Italian
- **Academic skills:** CAS Calculator Hacks, Programming
- **Dance:** Hip Hop, Tap



**STUDENTS RATED WORKSHOPS A
3.9/5 FOR ENGAGEMENT**



2025 PROGRAM HIGHLIGHTS



STUDENTS RATED THE CONTENTS OF THE WELCOME PACK A 3.6/5 FOR RELEVANCE AND USEFULNESS



WELCOME PACKS

Courtesy of sponsorship funding from the University of Melbourne's Peter McPhee Community Impact Grant and in-kind support from Officeworks, all students received a branded Welcome Pack during the Opening Ceremony of program. Welcome Packs contained around \$50 worth of goods each.

The contents of the Welcome Pack were intended to be directly relevant to students' education, and included:

- Tote bag
- 500ml drink bottle
- 4-colour pen
- 4 pack of highlighters
- 13-pocket expanding folder
- Study tips handout
- Monash Virtual School informational handout

FULLY IN-PERSON AT A WORLD-CLASS VENUE

Thanks to the generosity of the Monash University Education Faculty, the 2025 VCE Summer Tutoring program was hosted fully in-person at the Monash Learning and Teaching Building (LTB). This gave students the opportunity to build a real familiarity with the LTB and to get a sense of what campus life is like at Monash's Clayton campus.

Designed by award-winning architects, the LTB is home to more than 60 formal and informal learning spaces and is purpose-built to facilitate collaborative and innovative forms of learning. We were able to take full advantage of these spaces during our two weeks in the building.

With Monash's Education Faculty being ranked #1 in Australia, both students and tutors were able to immerse themselves in an elite academic institution that prizes the value of education.



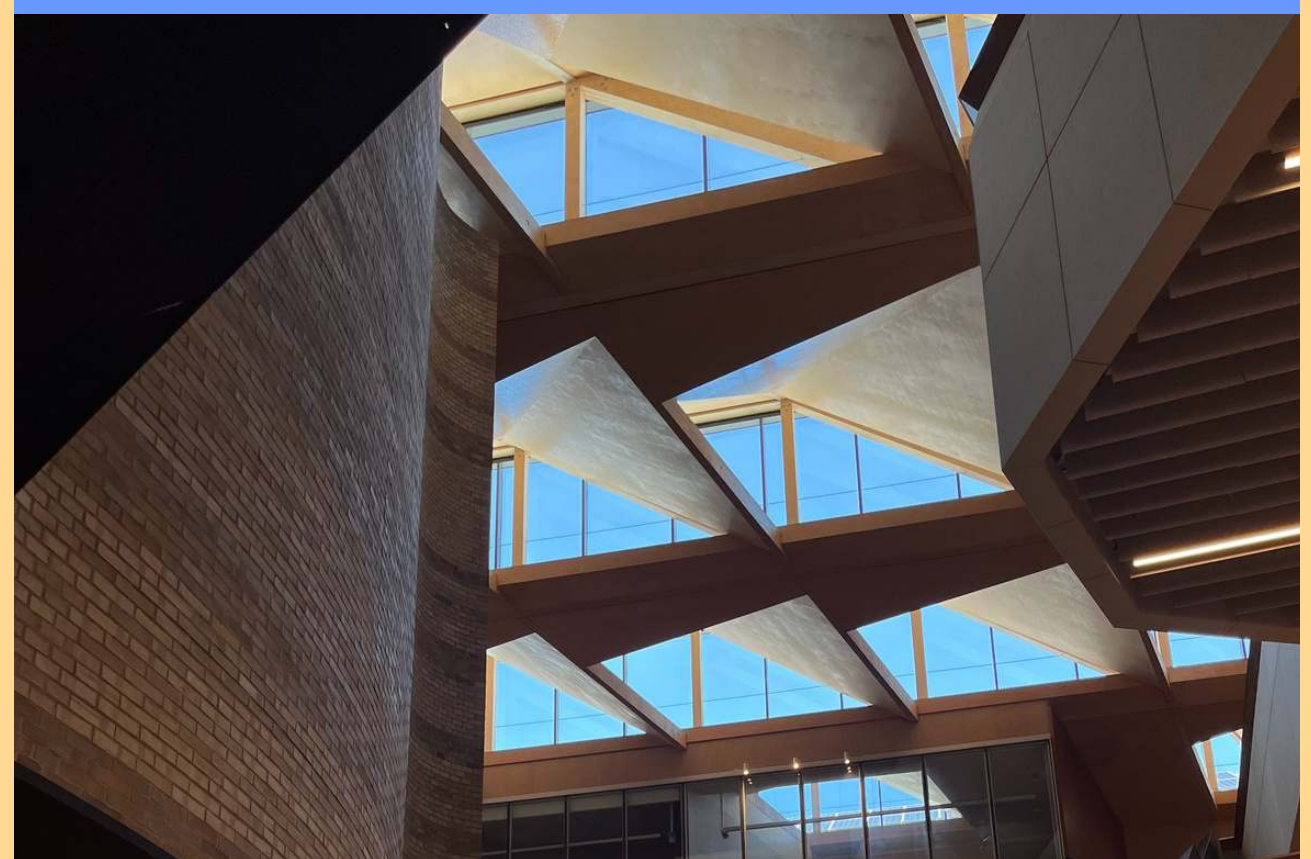
88% OF STUDENTS SAID THAT THE LTB MADE THEM WANT TO PURSUE STUDY OPTIONS AT MONASH



95% OF STUDENTS SAID THE LTB HAD FACILITIES THAT SUPPORTED THEIR LEARNING



95% OF STUDENTS SAID THE LTB GAVE THEM A SENSE OF WHAT ATTENDING UNIVERSITY WAS LIKE



GOVERNANCE

As an incorporated association registered with Consumer Affairs Victoria, in 2024-25, VCE Summer Tutoring Inc. was governed by a Committee of Management comprising seven individuals with previous experience in governance, volunteering and education.

In May 2024, VCE Summer Tutoring filed an application with the Australian Charities and Not-for-profits Commission (ACNC) that resulted in our successful registration as a charity.



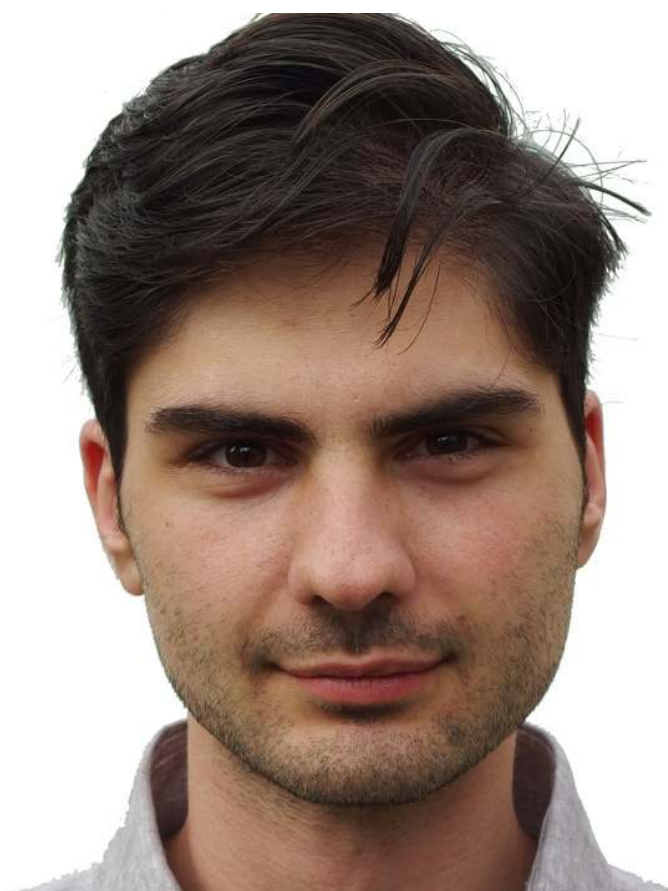
STRATEGIC REFORMS

In 2024, VCE Summer Tutoring Inc. undertook a rigorous assessment of its governance practices via a Governance Working Group recruited from Members experienced in management and governance, developing a series of recommendations aimed at optimising the organisation for long-term success. As of this report, 13 of 19 recommendations have been successfully implemented.

Key reforms implemented include:

- Expansion of membership to a new cohort of experienced volunteers
- Inauguration of an Operational Risk Subcommittee to oversee day-to-day risk management on program
- Development of more robust procedures for Program Director recruitment and onboarding

OUR INCOMING 2025-26 COMMITTEE



President: Lucas Spaleta

Lucas graduated from a Bachelor of Commerce (Economics and Management) and a Diploma in Languages (Ancient Greek) at the University of Melbourne. His professional background includes 5 years in the education industry as a business consultant and student programs facilitator, working with families, tertiary institutions and charitable organisations to design and deliver bespoke academic support programs. He has also recently commenced a role as a People Consultant at a global consulting firm.

Lucas is passionate about creating opportunities for young people to grow and succeed, supporting individuals from diverse and disadvantaged backgrounds, and improving student educational attainment outcomes. He applies strong skills across leadership, mentorship, stakeholder engagement and talent management functions in recruitment, onboarding and learning and development to reach these goals. Outside of work, Lucas is an avid pianist and organist, reader, runner and theatre-goer, and proud owner of a labradoodle and 100,000 bees.



Vice President: Joel Duggan

Joel is a recent University of Melbourne graduate from a Bachelor of Arts (majoring in Politics and Creative Writing) with a track record of leadership and strategic innovation in fields of media, education and not-for-profit governance, and half a decade of experience in running commercial and nonprofit education ventures. Coming from a background in student unionism, Joel has sat ex officio on the board of a multi-million dollar organisation, managed large-scale volunteer bases spanning up to 300 students, and supervised curriculum development and academic program delivery for Victoria's longest-running summer school. He has been on the VCE Summer Tutoring Committee since its inception and is passionate about transparent and values-driven governance. In his free time, he plays social netball and enjoys plant-based cooking.



Secretary: Andrew Leap

Andrew completed his Bachelor of Commerce and Global Studies at Monash in 2024. He has substantial experience applying skills in program management, policy research, compliance, regulation and stakeholder engagement in secondary and tertiary education, working in government, education consultancy and a public secondary school. At university, he was an active volunteer, improving academic governance and student experience, supporting university students from diverse backgrounds and mentoring VCE students who were the first in their family to go to university. Andrew's previous experience as a student, tutor, and Operations Coordinator, as well as his strong passion for access and equity in education, led him to join the VCE Summer Tutoring Committee, helping to break down the barriers of education and make it more accessible for all students. He also coordinates the tutor social netball team, enjoys exploring regional Victoria and scouting for good café, restaurant and patisserie recommendations!



Treasurer: Alara Akarsu

Alara is a second-year student at the University of Melbourne, studying Classics and Ancient World Studies. Having spent her first year with VCE Summer Tutoring as a Latin tutor and Group Activity Leader, she's determined on introducing as many people to the Classics as she can - Horace can never have too many fans. Outside of school, she likes to ignore living languages in favour of learning Old Persian, Akkadian, Old Norse, and every other ancient language she can find.

OUR INCOMING 2025-26 COMMITTEE



General Member: Harrison Abbott

Harrison is currently studying a Bachelor of Arts at the University of Melbourne, majoring in English Literature and History with a concurrent Diploma of Languages in French. After being a student in 2024, Harrison returned to VCE Summer Tutoring as a tutor and Teaching Support Officer in 2025 before joining the Committee. As a Gamilaroi man, Harrison is passionate about diversity and inclusivity within education, fighting against educational disadvantage. In his free time, he reads, writes and catches up on sleep.



General Member: Gus Nguyen

Gus is currently studying a Master of Teaching (Secondary) at the University of Melbourne, specialising in Politics and Media Studies. He has previous experience as a Subject Coordinator and Group Activity Leader Coordinator at VCE Summer Tutoring as well as leading a branch for a non-for-profit that runs volunteer programs in local schools and overseas. Gus believes in the power of education to empower students to become leaders and changemakers in their communities and believes that VCE Summer Tutoring is a valuable program for ensuring all students get access to opportunities to learn and grow. He is excited to see how the organisation can grow to reach more students and deliver a unique and empowering program for them. Outside of VCE Summer Tutoring, Gus is a keen musician and has recently taken up baking as a hobby. He is always curious to learn new recipes with his family, often whilst exploring new music.



General Member: Hongli (Henry) Pan

Freshly out of his Arts degree, Hongli studies medicine at the University of Melbourne. Through working as a mathematics tutor and volunteering in educational programs such as VCE Summer School, Student Welfare Outreach Team, and VCE Summer Tutoring, he has discovered a passion for teaching, mentoring, and inspiring young people, especially those who would not otherwise have access to such resources. Beyond his background working with young people, he has experience working as an operations support officer as part of VCE Summer School and VCE Summer Tutoring and is currently acting as the people and culture lead of another nonprofit and charity organisation. Outside of work and study, he enjoys both playing and listening to music, weightlifting, and exploring new neighbourhoods.



General Member: Pamela Piechowicz

Having completed her Bachelor of Arts in Politics and History, Pamela has this year gone into a Masters of Public Policy and Management at the University of Melbourne. Drawing from her experience in not-for-profit leadership and a full-time role in the Australian public service, she served as Welfare Coordinator at the 2025 VCE Summer Tutoring program. Having grown up as the child of refugees from Poland and Chile in a disadvantaged suburb, she benefited from an access scholarship in high school and is passionate about working toward greater educational equality. In her life outside of work, she loves going to local music gigs, reading, cooking succulent vegan meals and watching any obscure film she can find on Internet Archive.



General Member: Nina Zepcan

Nina Zepcan is a first-generation Bosnian-Australian migrant living and working in Naarm (Melbourne). She recently obtained her Bachelor of Arts (BA) and Diploma in Language (DLang) at The University of Melbourne, majoring in anthropology and applied linguistics for her BA and specialising in Italian for her DLang.

Nina joined the VCE Summer Tutoring mission in 2024 after having worked similar roles in VCE support education. She volunteers because it allows her to see sustainability in a tangible way, for example when the student she tutored, moves on to tutor someone else. This is the real ripple effect of continuity that started with VCE Summer Tutoring and continues to build meaningful pathways in her broader community and within the lives of people she engages with. She currently works for the University of Melbourne as a Research Assistant for the Critical Ethnography Lab (CiEL). When not nerding-out on AI-lit reviews, she finds herself thrifting, knitting and playing social netball.

Other Committee members (not depicted): Cam Bloye

OUR OUTGOING 2024-25 COMMITTEE



President: Lucas Spaleta
See above for bio.



Secretary: Andrew Leap
See above for bio.



General Member: Joel Duggan
See above for bio.



General Member: Bailey Dalton-Ingham

Bailey previously studied a Bachelor of Arts majoring in History and Gender Studies at Deakin University. They have had a combined six years of tutoring experience at a VCE level and have participated in multiple roles to help support young people during those stressful years. She also has experiences in helping young people find potential career pathways and the relevant tertiary studies they need to prepare for. They are incredibly passionate about the work that VCE Summer Tutoring does to assist students in finding their feet during those stressful VCE years.

Other Committee members (not depicted): Zoe Borghouts (Vice President), Caitlin Minney (Treasurer), Cam Bloye

OUR SUPPORTERS

Hosted by the Monash University Faculty of Education.

Supported by Melbourne Plus, and the Peter McPhee Community Impact Grant 2024 at The University of Melbourne.



Monash Virtual School



Nelson
Alexander



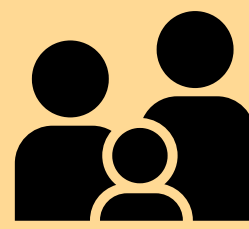
Charitable
Foundation

OUR STUDENTS & FAMILIES



36

Student Net Promoter Score



88

Parent Net Promoter Score

IN 2025, AROUND THREE QUARTERS OF OUR STUDENTS REPORTED AT LEAST ONE DISADVANTAGE FACTOR AFFECTING THEIR EDUCATION.

At VCE Summer Tutoring, we're all about bringing in the students that our education system can leave behind.

One of the most common things we hear from students and parents is just how hard it is to find **academic support for VCE that is financially accessible** for families who don't come from wealth or Victoria's elite private schools. At VCE Summer Tutoring, we have made it our mission to **bring these students into our program community.**

Our students come from schools across Victoria (and sometimes beyond!), **united by a passion for learning** but often with something in their life that might be obstructing them from achieving their full potential. This could fall into a more commonly understood disadvantage category, like coming from a non-English speaking background, or could be something more unique, like experiencing problems at home. At VCE Summer Tutoring, we have a **holistic view of disadvantage** and welcome students from all backgrounds and walks of life.

Students can apply for our program in the second half of the year, or can **express interest to stay up to date via this form.**

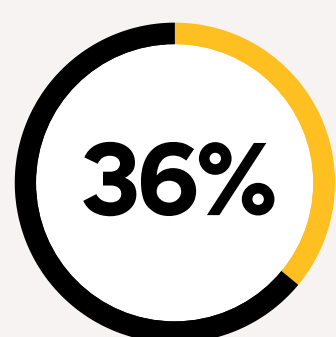
OUR STUDENTS & FAMILIES

BUILDING YOUNG LEADERS

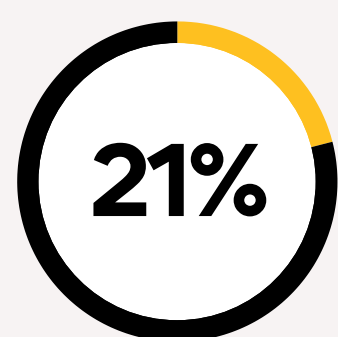
What sets VCE Summer Tutoring apart from so many other programs, particularly for-profit initiatives, is that we have **a track record of developing student leaders who give back to their communities**. We are driven by a strong ethos of social justice and community service that goes on to motivate our students, who very often are the next generation of volunteers.

Following our 2025 program, 40% of students expressed interest in giving back to our organisation by **joining our inaugural Student Representative Body**.

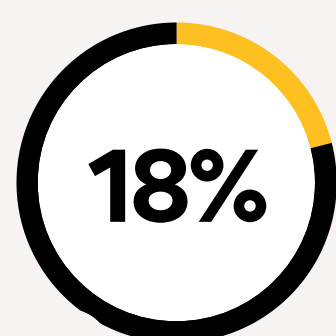
74% of our students report at least one disadvantage factor affecting their education, among which:



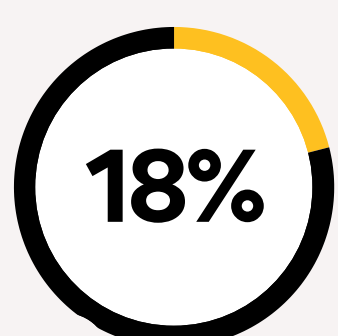
have a **culturally and linguistically diverse (CALD)** background



are the **first in their family** to attend university



come from a **rural, regional or remote area**



experience **financial disadvantage or low-SES status**

ENGAGING PARENTS

A priority for us in 2025 was engaging parents as **active participants in their students' learning**, in both the lead-up to and during program. Program Directors maintained a regular line of communication with parents through email and check-in calls, ensuring that they were aware of how their children were faring on program and that they were given an opportunity to voice any issues.

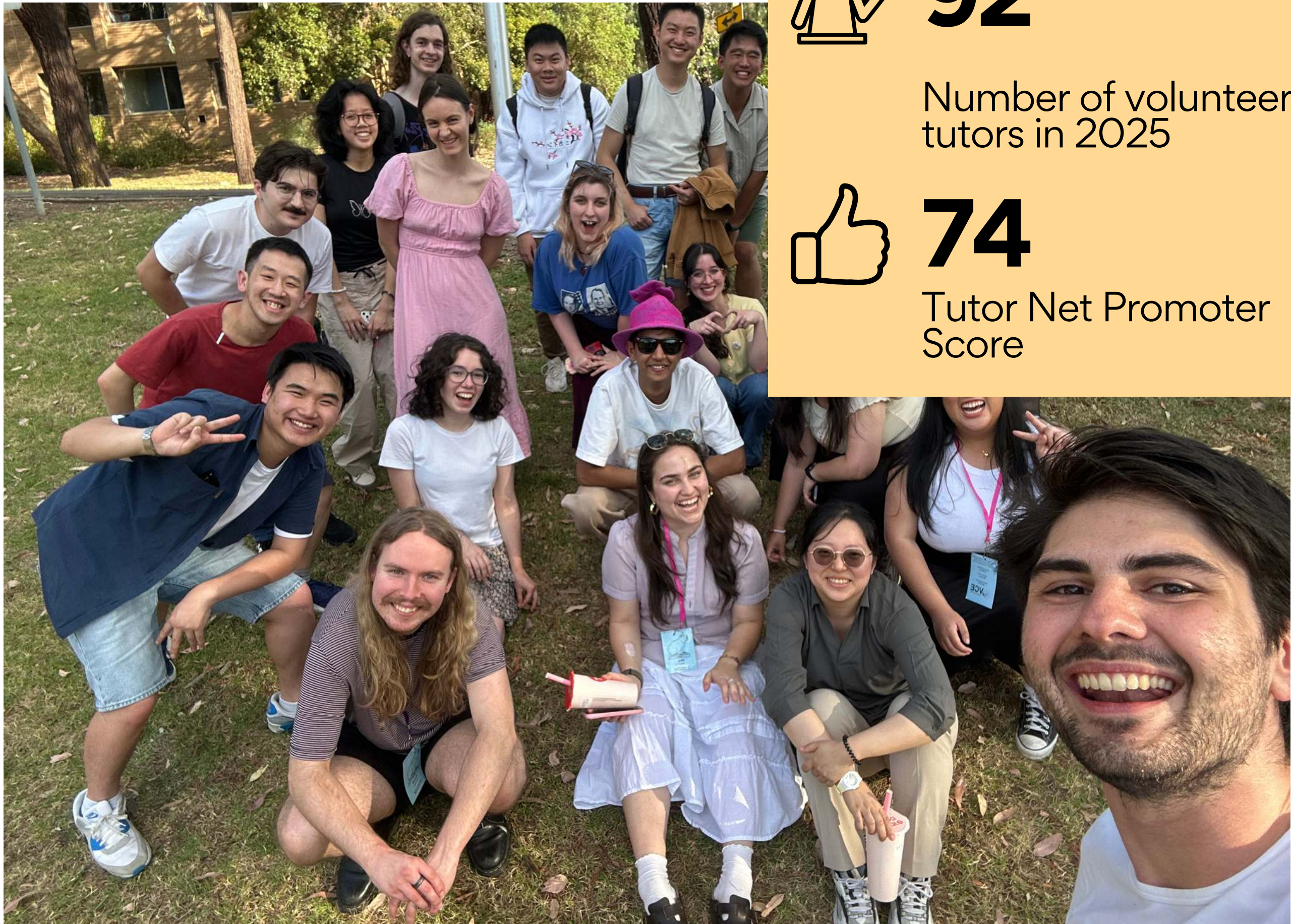
During the middle week of program, parents had the opportunity to participate in a Parent Seminar that ran through what our program does and how they can support their students in VCE.



What matters to me isn't solely about her academic progress, but how she explores her own potential tertiary pathways, strengthens her social skills, and grows as an individual. I believe this program has provided Naomi with exactly what she needs — an opportunity to nurture her learning, giving her the best foot to start Year 12 with.

— Shirley, mother of 2025 student Naomi

OUR TUTORS



92

Number of volunteer tutors in 2025



74

Tutor Net Promoter Score

IN 2025, 100% OF OUR TUTORS SAID THEY FELT THEY MADE A MEANINGFUL CONTRIBUTION TO STUDENTS DURING OUR PROGRAM.

VCE Summer Tutoring is powered by our group of committed and passionate volunteer tutors, who are drawn from universities across Victoria.

Our tutors are recruited across a four-month period and screened for alignment with our values and key academic and interpersonal skills. All tutors must have completed at least six months of tertiary education, or have previous experience with our program, to be eligible to interview, and must possess a valid Working With Children Check.

Our tutors are really the lifeblood of our program – volunteering their summers because they want to make a difference for our students!

OUR TUTORS



TUTOR TRAINING

Training is mandatory for all tutors as part of their volunteer onboarding for the 2025 program.

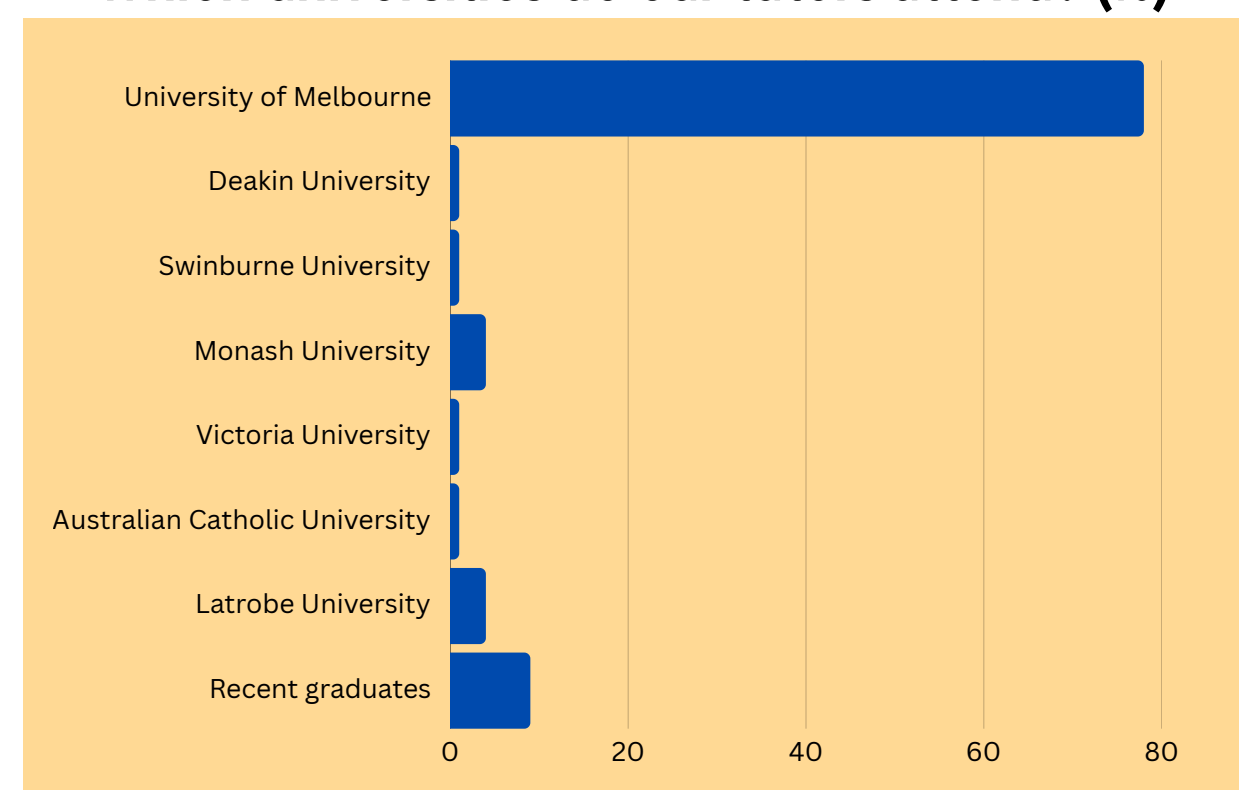
Our in-person training sessions ran from 10-4 on two days in early December, hosted at the Monash Learning and Teaching Building and the University of Melbourne Graduate Student Association's Gryphon Gallery. Training was delivered by our TSOs, focusing on strategies for lesson planning and content delivery. We also had the pleasure of hosting **Teach for Australia**, who delivered a seminar on educational disadvantage.

Additionally, all tutors must watch recorded modules on Educational Disadvantage, Tutor Conduct, and Child Safety & Wellbeing, and then achieve a perfect score on a post-training assessment.

TUTOR DEMOGRAPHICS

While many of our tutors still come from the University of Melbourne, this year we were able to branch out further into engaging volunteers from other universities, as well as recent high school graduates who attended our 2024 program. These diverse academic backgrounds are vital to ensuring we represent the full breadth of tertiary education options to our students.

Which universities do our tutors attend? (%)



Furthermore, our tutor base continues to reflect the diversity of our students and of broader Victoria, with strong participation levels from students who may identify as people of colour, disabled, queer, and/or rural or regional. Engaging volunteers from a range of backgrounds is vital to keeping our program relatable to our students.

100% of volunteers feel satisfied with their experience

95% of volunteers feel more confident teaching in a classroom

95% of volunteers said they developed their communication and organisational skills

95% of volunteers built new connections with other volunteers

SPECIALIST ROLES

Alongside their role as a Volunteer Academic Tutor, many volunteers support the program through their participation in an additional Specialist Role team, each with a defined set of responsibilities vital to the day-to-day operation of program. These roles include: **Communications, Group Activity Leader, Operations, Teaching Support Officer** and **Welfare**.

Specialist Roles provide a great opportunity for volunteers to get more involved in the program and create new and valuable experiences within our community.

TEACHING SUPPORT OFFICERS (TSO)

Identifiable by their zany hats, our TSOs are responsible for optimising teaching quality through delivery of tutor training in December and offering supervision and feedback to other tutors throughout program in January.



GROUP ACTIVITY LEADERS (GAL)

Our GAL team oversee a small homeroom of students across the program and support the delivery of social events and activities, promoting a strong program culture and ensuring all students have a friendly first point of contact for any issues they're having on program.



OPERATIONS

Our Operations team provide logistical and administrative support to students and tutors, operating a helpdesk during program and overseeing day-to-day timetabling and venue arrangements.



SPECIALIST ROLES



WELFARE

Our Welfare team are responsible for ensuring everyone on program feels safe and comfortable, maintaining a Welfare Space for anyone who needs some downtime, and popping in to classes for “vibe checks” just to check that everything is running smoothly on the interpersonal and emotional level.

COMMUNICATIONS

The Communications team produce a daily publication for students and tutors that includes program news, study advice, fun memes and artistic expression.



ADDITIONAL TUTOR ROLES

Volunteers had the option of taking on additional responsibilities within the program, which included:

- **Subject Coordinators**, who produced learning resources for each subject
- **Diversity Representatives**, who were members of the Welfare team that could provide specialised support to students of marginalised identities
- **Food Helpers**, who supported the preparation and serving of food each day



OUR TUTORS



**ALARA
AKARSU**

Group Activity Leader

I loved my experience at VCE Summer Tutoring!! Going in, I was excited to be able to teach in a classroom setting and what that would look like. As a Group Activity Leader, I also had the benefit of a lot more time spent with students, which allowed me to better understand what they wanted out of the program, and gave me the ability to help organise events like workshops, seminars, and games. If you're considering signing up, I would say go for it!! I got so, so much support from everyone around me, and came out of the program with more friends than I came in with.

Alara is a first-year Bachelor of Arts student, majoring in Classics at the University of Melbourne.



**EMELIA
NGUYEN**

Communications Officer

Before the program began, I was very nervous, as I had no experience in teaching. However, now teaching doesn't seem so daunting anymore! Being involved in Communications has helped me to have a more direct and active involvement in the program. The role also taught me a lot about design, time management, and has helped me made lots of new friends. To anyone unsure about joining VCE Summer Tutoring, I would say to go for it! It's overall a very rewarding use of two weeks of your summer.

Emelia is a first-year Bachelor of Arts student, majoring in Economics and Psychology at the University of Melbourne.

IN THE NEWS



Credit: Paul Jeffers

VCE SUMMER TUTORING AND OUR STUDENTS WERE PROFILED IN THE AGE! CLICK THE ABOVE PHOTOGRAPH TO ACCESS THE ARTICLE.



FINANCIAL HIGHLIGHTS

Through donations from both the VCE Summer Tutoring community and businesses, grants, the establishment of a great relationship with Monash University as a venue and careful budgeting, two VCE Summer Tutoring programs were able to successfully **run to a small profit**... The establishment of venue relationships, ongoing grants and funding and a community of volunteers stands VCE Summer Tutoring **in good stead to grow**.

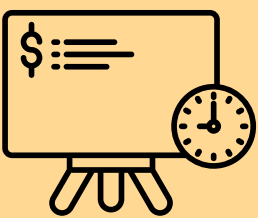
Fundraised money allowed for **greater budget flexibility** and the investment of future programs that don't rely as tightly on student numbers. Most importantly, fundraising events such as the trivia night helped **build the VCE Summer Tutoring community** and are an important step in maintaining relationships with former tutors, directors, students and friends of the program.

-Caitlin Minney, 2024-25 Treasurer



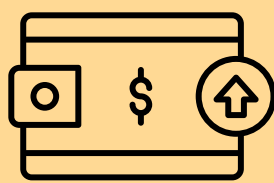
Revenue

\$16,559



Expenses

\$12,296



Surplus

\$4,263

APPENDIX A:

ACADEMIC PROGRAM DETAILS

Subject Name	No. of Classes	No. of Students
Accounting ALL	1	8
Algorithmics 3/4	1	1
Australian and Global Politics 1/2	1	2
Biology 1/2	1	4
Biology 3/4	3	16
Business Management 1/2	1	2
Business Management 3/4	1	5
Chemistry 1/2	2	11
Chemistry 3/4	4	23
Classical Studies ALL	1	1
Economics 3/4	1	1
English 1/2	1	7
English 3/4	4	28
English as an Additional Language ALL	1	2
English Language 1/2	1	5
English Language 3/4	2	7
Food Studies 3/4	1	2
Foundation Mathematics 3/4	1	2
French ALL	1	1
General Mathematics 1/2	1	4
General Mathematics 3/4	3	16
Geography 3/4	1	2
German 3/4	1	1
Health and Human Development ALL	2	8
Indonesian 3/4	1	1
Italian 3/4	1	2
Japanese Second Language ALL	1	2
Latin 1/2	1	1
Legal Studies ALL	1	2
Literature 3/4	1	4
Mathematical Methods 1/2	2	9
Mathematical Methods 3/4	4	23
Media ALL	1	1
Music ALL	1	2
Physical Education ALL	1	7
Physics ALL	2	17
Psychology ALL	2	7
Religion and Society ALL	1	2
Sociology ALL	1	2
Specialist Mathematics 1/2	1	6
Specialist Mathematics 3/4	1	3
Visual Communication and Design ALL	1	3

APPENDIX B:

PROGRAM FINANCES

2024-25 PROGRAM BUDGET

Income	2024	2025	All years
Program Fees	\$3,660.00	\$7,950.00	\$11,610.00
Donations	\$2,340.00	\$2,808.75	\$5,148.75
Partnerships and grants	\$0.00	\$5,800.00	\$5,800.00
Total Income	\$6,000.00	\$16,558.75	\$22,558.75
Expenditure	2024	2025	All years
Student bursaries	(\$600.00)	(\$1,772.50)	(\$2,372.50)
Fees	(\$104.36)	(\$176.76)	(\$281.12)
Event costs	(\$223.25)	(\$1,132.38)	(\$1,355.63)
On program costs	(\$2,129.76)	(\$9,214.28)	(\$11,344.04)
Venues	(\$106.80)	\$0.00	(\$106.80)
GST	(\$315.00)	\$0.00	(\$315.00)
Total Expenditure	(\$3,479.17)	(\$12,295.92)	(\$15,775.09)
Net total	\$2,520.83	\$4,262.83	\$6,783.66

		2024	2025
	Note	\$	\$
Asset			
Current assets			
Cash and cash equivalents	3	252,083	680,666
Accounts receivable and other debtors	4	0	72,273
Inventory	5	0	0
Total current assets		250,283	0
Non-current assets			
Property, plant, equipment	6	0	0
Accounts receivable and other debtors	7	0	0
Total non-current assets		0	0
Total assets		0	0
Liabilities			
Current liabilities		0	0
Trade creditors and other payables	8	0	0
Short term borrowings	9	0	0
Total current liabilities		0	0
Non-current liabilities			
Long-term borrowings	10	0	0
Total non-current liabilities		0	0
Total liabilities		0	0
Net assets		250,283	608,466
Equity			
Retained surplus		0	0
Net worth		250,283	608,466

CONTACT US

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