

JULIA GILLARD COMMUNITY COLLEGE

2024 ANNUAL REPORT



Acknowledgement of Country

We respectfully acknowledge the Bunurong People of the Kulin Nation, the Traditional Custodians of the land on which our school stands here in Werribee.

We pay our respects to Elders past and present, and we recognise and celebrate the continuing connection of the Bunurong People to land, waters, and culture.

We are committed to working in partnership with Aboriginal and Torres Strait Islander communities to foster respect, understanding, and reconciliation in our school.

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School Background & Context

Julia Gillard Community College (JGCC) is an independent specialist senior secondary school based in Werribee, established in 2024. It offers flexible education options through the Victorian Pathways Certificate (VPC) and the VCE Vocational Major (VCE VM) for students aged 15–19 and especially for those who have disengaged or are at risk of disengaging from mainstream education.

Our roots trace back to Wyndham Community and Education Centre (Wyndham CEC), which for nearly 20 years delivered programs as a non-school senior secondary provider. In December 2023, the Victorian Registration and Qualifications Authority approved our formal registration as an independent school under the governance of Wyndham CEC. The school opened in early 2024 as Werribee Community College, and in October 2024 alongside Wyndham CEC's 50th anniversary celebrations was renamed Julia Gillard Community College.

We serve a diverse student body including those from refugee or migrant backgrounds, students experiencing interrupted schooling, school refusers, and young people facing complex personal and educational barriers.

Our learning environment is safe, inclusive, and flexible, designed to re-engage students through small class sizes, with structured individualised learning, and differentiated curriculum. Students benefit from onsite project-based learning, support plans, partnerships with community organisations.

School Chair Report

2024 was a historic year, marking the establishment of Julia Gillard Community College as an independent, registered senior secondary school of Wyndham Community & Education Centre. This transition from the long-standing role as a community-based VCAL provider reflects both the strong foundations in alternative education and our commitment to providing meaningful pathways for young people.

The College is proudly named in honour of Julia Gillard, former local member and Australia's first female Prime Minister, whose lifelong commitment to education, social justice and equity mirrors our own mission.

In our inaugural year, we welcomed 42 students across VCE VM and VPC programs, with enrolments growing to 60 by mid-year and concluding with 53. We were pleased to appoint Meg Cotter as Principal in May, building on the leadership of Interim Principal, Jennie Barrera, and Assistant Principal, Teresa Vizintin. Highlights included the awarding of the Anne Mitchell Scholarship to Jaymie Dowell, a visit from Julia Gillard in October, and our first Presentation Evening. Pleasingly, our students achieved 88% satisfactory VCE VM completions and 89% completion of VET units.

On behalf of the newly established School Council, I acknowledge the outstanding work of our staff, the achievements of our students, and the vital support of families, partners, and the wider community. We remain grateful to the Board and staff of Wyndham CEC for their vision and commitment in bringing Julia Gillard Community College to life.

We look forward with confidence to building on this strong foundation in 2025 and beyond.

Adele Hegedich
Chair, JGCC

Principal's Welcome

As I look back on 2024, I am immensely proud of the spirit of our students and staff in shaping the culture of Julia Gillard Community College in its first year. Beyond academic success, what has stood out most is the way our community has embraced inclusivity and belonging values that sit at the heart of our school.

This year was about laying foundations, not only as a new College, but also in building trust, connection, and confidence among young people who are ready to take on new challenges. I am deeply grateful to our staff for their dedication and to our students for their courage in embracing new opportunities.

On a personal note, 2024 was also a milestone year for me, as I began my first role as a school principal in May. It has been both an honour and an exciting journey to step into this position, and I feel fortunate to be working alongside such an experienced and committed team. Together, we navigated important milestones including two successful desk audits, the establishment of the School Council, and the introduction of new systems that have strengthened our operations. Most importantly, I have greatly valued the opportunity to get to know our staff, students, and families, and to begin building the strong relationships that will guide our school forward.

Looking ahead to 2025, we will continue strengthening our programs, amplifying student voice, and deepening our partnerships with families and community ensuring every young person at Julia Gillard Community College has the support and opportunities to thrive. I am excited about the journey ahead and grateful to be leading this remarkable school community.

Meg Cotter
Principal

School Vision & Mission

Philosophy

Through our Vision, Mission, Values, Democratic Principles and Objectives, we achieve our philosophy by providing young people previously disconnected from education or struggling to find success, a fresh start in a smaller, supportive environment.

Vision

Julia Gillard Community College improves lives and strengthens the capacity of young people to reach their full educational, and personal potential, for success in life.

Mission

In recognition that all young people have the right to quality educational opportunities that improve their lives and strengthen their capacity for success in the future of life and work, Julia Gillard Community College strives to provide an education that allows students to participate positively regardless of their life circumstances and the barriers to learning they may have experienced.

Values

Julia Gillard Community College is guided by the following set of values:

- Respect – being aware of and valuing other beliefs, cultures and opinions
- Integrity – being honest, ethical and accountable
- Commitment – consistently achieving our goals, values and purpose
- Inclusion – working together, connecting communities, celebrating diversity
- Responsiveness – consistently responding and adapting to meet student needs.

The programs of, and teaching in Julia Gillard Community College, support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association; and
- the values of openness and tolerance.

Governance

School Council

Adele Hegedich, School Council Chair

Adele is an experienced solicitor, barrister, and accredited mediator, admitted to practice in the Supreme Court of Victoria in 2010. She holds a Bachelor of Laws from Monash University, a Bachelor of Business (Commercial Law) from Victoria University, and has completed further qualifications in legal practice, mediation, and governance.

Since 2011, Adele has been the business owner and practice manager of Hegedich & De Crescenzo Lawyers, where she also works as a solicitor and mediator. She has extensive leadership experience through her long-standing service with Wyndham City Council, including multiple terms as Mayor and Councillor. Adele also contributes to community organisations through roles with Kildare Ministries, The Corazon Centre, and MacKillop Catholic Regional College School Board, among others. Her career reflects a strong commitment to law, governance, and community service.

Dallian D'Cruz, School Council Treasurer

Dalian is the CEO of WynBay LLEN, a role he has held since 2007, with over 19 years of experience in education and pathways development through his work with WynBay and SELLEN. He currently serves as Deputy Chair of VicLLENS and Chair of the VicLLENS Statewide Industry Group, and has contributed to governance as a School Councillor at both The Grange P-12 College and Bayside P-12 College.

With qualifications in Engineering, Business Accounting, and Training and Assessment, and currently undertaking a Bachelor of Biomedical Science, Dallian brings extensive expertise in education, leadership, and community engagement.

Kathy Karlovic, Council member

Kathy is an experienced educator with more than 30 years in secondary education. She began her career at MacKillop Catholic Regional College, Werribee, where she taught English, Legal Studies, Commerce, and VCAL subjects, as well as holding roles including Careers Counsellor, VET Coordinator, and Work Experience Coordinator. Since 2012, Kathy has been Pathways and Transitions Leader and VCAL Work Related Skills Teacher at Galvin Park Secondary College/Wyndham Central College. She holds a Bachelor of Education, a Graduate Certificate and Graduate Diploma in Careers Counselling and Education, and a Certificate IV in Assessment and Workplace Training.

Kathy brings extensive expertise in student pathways, curriculum development, and career education, with a strong commitment to supporting young people in their learning and future directions.

Diane Tabbagh, Council member

Diane is the Coordinator of Learning Community at Wyndham City Council, where she leads the development and delivery of Wyndham's Learning Community Strategies. In this role, she has overseen multiple projects, built strong partnerships, and played a key role in initiatives such as the Wyndham Learning Festival and the Global Learning Festival during the 2020 pandemic.

Diane's career has spanned leadership, social work, and community development, including senior roles at AMES, the Victorian Foundation for Survivors of Torture, and Hertfordshire County Council in the UK. She holds a Bachelor of Social Work (First Class Honours) and a Bachelor of Economics, both from Monash University, and has presented at national and international conferences on learning, community engagement, and lifelong education.

Jeffrey Lai, Chair Wyndham CEC Board

Jeff is the Founder and CEO of Equal Ed, a not-for-profit organisation he established in 2016 that provides free weekly tuition to over 100 low-SES students across three municipalities, alongside a range of VCE support and community-strengthening programs. He holds Graduate Certificates in Specialist Inclusive Education (Deakin University) and Education Research (University of Melbourne), with a research focus on enhancing teacher–student relationships and trauma-informed learning.

Jeffrey has a strong background in inclusive education, curriculum design, and community engagement, with particular expertise in supporting students from culturally and linguistically diverse backgrounds and those with additional learning needs. His earlier professional experience at the Commonwealth Bank of Australia has also provided valuable insights into governance, financial management, and stakeholder engagement.

Professor Keir Reeves, Wyndham CEC Board member

Keir is Director of Australian History and Co-Director of the Future Regions Research Centre at Federation University. His research explores heritage, cultural tourism, and regional studies, and he has held fellowships at leading universities worldwide. Keir has served on major research projects and advisory councils, and brings to the Board strong expertise in research, governance, and community engagement.

George Mimigiannis, Wyndham CEC Board member

George has extensive experience in adult, vocational, and language education, with senior leadership roles across Holmesglen TAFE, AMES Australia, Chisholm Institute, and Wyndham CEC. Over more than two decades, he has served as Head of Department, Director of Studies, Education Manager, and Regional Education Coordinator, as well as teaching English as an Additional Language (EAL) and literacy programs.

He holds a Master of Letters from the University of New England, alongside multiple qualifications in education, TESOL, adult literacy, and transformational change. George brings to the School Council deep expertise in education leadership, curriculum development, and supporting learners from diverse cultural and linguistic backgrounds.

Julia Gillard Community College Launch

2024 was a defining year for Julia Gillard Community College. While supported by Wyndham Community & Education Centre an organisation marking 50 years of service to our community this year also marked the exciting beginning of our own story as a College.

We were privileged to welcome The Hon. Julia Gillard AC, 27th Prime Minister of Australia, as our guest of honour for the official launch. Julia Gillard's long-standing fight for education equity, from her time as Australia's Education Minister to her global leadership advancing the rights of girls in education, makes her an inspiring figure for our College to embody. Her values are our values: fairness, opportunity, and the belief that every student deserves to thrive.

Our students were at the heart of this celebration. Dalia shared how she had felt invisible in mainstream education but found her voice at our College: *"My old school made me feel overlooked and unheard, but here, I feel seen, supported, and understood. The teachers really care about us, they listen to our concerns and encourage us to do our best."*

Chris spoke about his journey from disengagement to achievement: *"I never thought school could be for me. But now, I feel like I can achieve things I never imagined before."*

These stories reflect the essence of our College: **students who have been given a chance to re-engage, rebuild confidence, and rediscover their potential.**

After the formalities, Julia Gillard toured the College and met with students in their classrooms. Her presence left a lasting impression not only honouring our launch but also affirming the importance of education as a tool for transformation.

Looking Forward

As a new College, our focus is on students first. Every program we offer, including the Victorian Pathways Certificate (VPC) and the VCE Vocational Major, is designed to meet learners where they are and open up pathways to future opportunities.

Looking ahead, we are committed to:

- **Expanding student pathways** – ensuring learners can confidently move into further study, training, or employment.
- **Strengthening wellbeing and support** – recognising that students achieve best when they feel safe, respected, and connected.
- **Celebrating diversity and equity** – embracing Julia Gillard's legacy by ensuring that every student, regardless of their background or circumstances, has access to meaningful education.
- **Amplifying student voices** – continuing to provide platforms where learners can share their journeys, inspire others, and help shape the future of our College.

2024 was just the beginning. With a proud new identity, the backing of Wyndham CEC's 50-year legacy, and the powerful stories of our students, Julia Gillard Community College looks ahead with confidence. We are committed to building a future where education continues to transform lives-one student at a time.

Financials

Julia Gillard Community College is a non-fee paying school. All resources, materials, excursions, incursions, and Vocational Education and Training delivered to Secondary Schools (VETDSS) is delivered free to students.

Income

Government grants	\$2,521,933
Other revenue	\$864
Total	\$2,522,797

Expenditure

Auditor's remuneration	-
Course and student expenses	\$112,645
Depreciation and amortisation expenses	\$1,843
Employee benefit expenses	\$955,742
Finance charges on lease liabilities and loan interest	-
Professional Services: Wyndham Community & Education Centre Inc	\$365,603
Other expenses	\$384,488
Total Expenditure	\$1,784,321

Surplus (deficit) attributable to association	\$738,476
Other comprehensive income	-
Other comprehensive income for the year	-
Total comprehensive income for the year	\$738,436
Total comprehensive income (loss) attributable to Association	\$738,436

Total Assets:	\$1,645,235
Total Liabilities:	\$906,759
Total Equity:	\$738,476
Balance as of 31 December 2024	\$738,436

Student Snapshot

Student numbers

Total numbers 60 students

Year 11 50 students

Year 12 10 students

Age at 1 July 2024

Age	15 yr	16 yr	17 yr	18 yr	19 yr
Total	11	24	18	7	0

Aboriginal or Torres Strait Islander backgrounds = 6

Female 36 students

Male 22 students

X 2 students

Student Outcomes

88% satisfactory VCE VM completions

89% completion of VET units

Student destinations/pathways

All students exiting are provided with additional support and career counselling to assist them with successful transition and pathways. At the end of 2024 students had moved into the following:

Employed/working	3
Further study	10
Traineeships//apprenticeships	0
Looking for work	2

Student Attendance

Our school is a registered Special Assistance School that provides education for young people who have previously experienced disrupted schooling. Our students typically arrive after struggling in mainstream settings. Many carry histories of absenteeism before they reach us. Low attendance figures reflect the high needs of our cohort, not a lack of effort from our staff or students.

For many students, even moving from near-zero attendance to one or two days a week represents a major breakthrough. Standard attendance benchmarks don't reflect the reality of re-engaging chronically disengaged learners where anxiety and depression have long provided significant challenges. A number of factors outside school control such as mental health, family instability, and transport strongly affect attendance. Our role is to gradually reduce those barriers.

We take a proactive approach: flexible scheduling, personalised learning plans, and close work with external agencies. We track not only attendance but also engagement, wellbeing, and achievement. This gives a fuller picture of student growth.

We take attendance seriously and check rolls three times each day, in the morning, after the mid-morning break, and after lunch. If a student is absent without explanation, parents and carers are contacted straight away so we can work together to support attendance.

Re-engagement with education is often a gradual process for our cohort. Attendance patterns can show periods of progress and periods of regression, reflecting the "stops and starts" common in recovery and re-engagement journeys. Even where attendance is irregular, each student is supported through individualised learning programs, wellbeing support, and flexible approaches that encourage them to maintain connection with education.

The most common reasons for absence were:

- Illness or medical appointments
- Family/personal circumstances

Year Level	Attendance %	Explained %
VPC	54%	89%
VCE VM 1& 2	51%	80.5%
VCE VM 3 & 4	54%	92.33%

Statement of Commitment to Child Safety

Our Approach to Child Safety and Wellbeing

We take a proactive and preventative approach to child safety. This means that every aspect of our school environment, from planning and decision-making to daily operations, is focused on safeguarding students and ensuring their physical and emotional wellbeing. We have a no tolerance policy for child abuse and are committed to creating a school culture where students are respected and their voices are listened to, particularly in decisions that affect their lives.

We also recognise the unique needs of students who may face additional risks. This includes students from Aboriginal backgrounds, those from culturally and linguistically diverse communities, students with disabilities, children and young people in out-of-home care, and students who identify as lesbian, gay, bisexual, trans, and gender diverse, intersex, or queer (LGBTIQ+). We are dedicated to providing a safe, inclusive environment for all students, regardless of their background or identity.

Our Responsibility to Child Safety and Wellbeing

Every person involved with Julia Gillard Community College, whether staff, volunteers, or contractors, have an essential role to play in ensuring the safety and wellbeing of all children. We are committed to continuous professional development, ensuring that all staff members are well-equipped to respond to the needs of our students, as well as to identify and address any concerns promptly.

To meet this responsibility, we:

- Prioritise a participatory approach to child safety, empowering students to take an active role in decisions that affect them.
- Foster a culture of openness where students and staff can safely report any concerns or risks related to child safety.
- Ensure that all staff members adhere to clear, written guidelines on appropriate conduct and behaviour towards children and young people.
- Hire only the most suitable and qualified people to work with our students, ensuring high standards of supervision and ongoing professional development.
- Encourage and support students in knowing who to speak to if they feel unsafe or worried about their safety.

Reporting and Support

If a child or young person is concerned about their safety, we ensure that they know who to approach and that they are encouraged to voice any concerns. We have clear, accessible reporting procedures in place, and we work in collaboration with relevant authorities to ensure that any suspected abuse or neglect is dealt with promptly and appropriately.

Our Child Safety Officer (CSO), the Assistant Principal, is the key point of contact for anyone with concerns or questions related to child safety. The CSO undertakes regular professional development to stay informed on best practices and can provide guidance and support to students, staff, volunteers, and families.

Ongoing Commitment to Improvement

We are committed to continuous improvement in child safety practices, and this is reflected in our regular reviews of policies, procedures, and practices. We also keep families and the school community informed about child safety through our Child Safe Newsletter, which highlights key issues and shares success stories and initiatives that promote safety and wellbeing for all students.

Staffing & Staff profile

At Julia Gillard Community College we have four qualified teachers and two staff members currently studying their teaching degrees. All teaching staff are registered with the Victorian Institute of Teaching. We value both formal qualifications and the unique skills each staff member brings to our College. Regular professional development in teaching practice, health and safety, and curriculum design ensures our team continues to grow and deliver the best outcomes for our students.

Principal	1.0
Assistant Principal	1.0
Lead Teacher	1.0
Teacher	1.0
Teacher	1.0
Teacher	1.0
Admin Support	1.0

Staff profile: Meet Sam Boddeke

Sam Boddeke is a familiar and welcoming face at our school. As a trusted Administration Assistant, Sam is often the first person parents and prospective students meet. He takes families on tours, explains our programs and facilities, and helps put everyone at ease.

Sam's connection to our school runs deep. As a former student, he experienced firsthand the supportive environment our community provides. Both Sam and his brother found the flexible and encouraging space here - then a local VCAL provider was the right fit. Sam successfully completed both Year 11 and Year 12 with us, setting him on a positive pathway.

For the past few years, Sam has been an integral part of our team. He often shares his own story with students and families, showing them what's possible when you find the right learning environment. Alongside his work, Sam has completed a university degree and is now studying to become a teacher, further inspiring those around him.

Sam's journey is a powerful example of resilience, growth, and opportunity. His success story reminds us all of the lasting impact of education and the pathways it can open.

Teaching & Learning

In 2024, we delivered the VCE VM and VPC, implementing the pillars of applied learning and continuing to explore different approaches to delivering the curriculum. There were dozens of individualised tasks created across both certificates, building on the classroom culture teachers are trying to further develop where student interests are met and explored and expanded.

Literacy teachers had a specific focus on using tasks to bridge literacy gaps that may have arisen in students during previous years of their schooling or interrupted education.

Student agency and choice was a part of project work and differentiated activities and assessments with the reviewing and seeking of student feedback about teaching resources implementing change for the following years.

VCE VM students participated in Vocational Education and Training, with the majority doing units from the Certificate II in Workplace Skills with Wyndham Community & Education Centre

Teachers kept up with VCAA webinars around curriculum and participated in VCE VM and VPC Communities of Practice.

By engaging in authentic tasks and accessing a variety of learning methods, students strengthened their resilience, confidence, and self-worth

Student Engagement and Wellbeing

At Julia Gillard Community College, student engagement and wellbeing are at the heart of everything we do. With a small cohort of students, our College provides a welcoming, village-like atmosphere where everyone knows each other. The school's design opening from a cottage-style entrance into a central courtyard creates a safe and non-threatening space for students, parents, and carers alike. The recently completed high-arched courtyard cover has enhanced this space, protecting students from the weather while still offering the feel of being outdoors, with fresh air and open skies above.

Our wellbeing initiatives are both practical and innovative. Angie, our wellbeing dog, visits two to three days each week, providing comfort, fun, and calm to students. The positive impact of animal-assisted wellbeing in schools is well recognised, and Angie has quickly become an integral part of our community, helping students to regulate emotions, redirect behaviours, and feel cared for.

We also run a Breakfast and Lunch Club, providing free meals for students who choose to participate. Beyond supporting nutrition as a foundation for learning, these programs build important life skills in cooking, cleaning, and sharing meals together fostering a sense of responsibility and connection.

Our flexible learning spaces allow students to explore wellbeing through creativity, activity, and curriculum. A highlight of the year was our "Celebrating True Beauty" art project. Students were invited to reflect on what beauty means to them and to express it through canvas paintings and drawings. The resulting collection celebrated diversity, individuality, and deeper values of beauty beyond superficial norms. What began as a single class activity soon grew into a College-wide project, with students proudly sharing their interpretations.

Wellbeing is also embedded in our curriculum, particularly through the Personal Development Skills (PDS) program, which helps students explore identity, relationships, resilience, and goal-setting. Being located in the heart of Werribee ensures we remain well-connected to referral services and community supports, further strengthening our capacity to care for the whole student.

At Julia Gillard Community College, engagement and wellbeing are inseparable from learning. By providing a nurturing environment, celebrating creativity, and supporting both individual and community wellbeing, we ensure that every student has the opportunity to thrive.

Careers & Pathways

Senior Secondary Certificates and VET

In 2024, 88% of our students completed their VCE Vocational Major and 89% of VET units were achieved. These results reflect the steady efforts of students, staff, and families in our first year as a registered school.

VET continues to be an important part of the learning experience at Julia Gillard Community College. Through our close relationship with Wyndham Community & Education Centre, students are able to complete in-house Certificate II in Workplace Skills as part of their senior secondary program. In 2024, a number of students also attended the Early Childhood Education Certificate delivered at another Wyndham CEC venue, an opportunity made possible through our strong ties.

These external partnerships give our students valuable exposure to industry-specific skills and different learning environments, while strengthening their readiness for further study, training, or employment.

At Julia Gillard Community College, VET is not just an add-on but an integrated part of our approach, equipping students with both senior secondary certificates and practical qualifications that can open pathways beyond school.

Opinion Surveys

My Journey - Student 2024 Annual Survey

Each year, the College seeks feedback from our students to reflect on their experiences and guide future planning. In 2024, students were invited to share their perspectives on why they joined the College, how their experience compared with mainstream schooling, their most memorable moments, skills gained, and suggestions for improvement.

Highlights and Memories

When asked about their best experiences, students consistently spoke about:

- **Friendships and belonging**, describing JGCC as a place where they feel accepted.
- **Hands-on projects and excursions**, such as gardening, cooking, table tennis tournaments, career expos, and community volunteering.
- A sense of **fun and achievement** through both class activities and personal milestones.

For many, simply enjoying school again, or for the first time was a highlight in itself.

Challenges and Areas for Growth

While many reported no negative experiences, some students shared challenges including:

- Peer conflict, or gossip.
- Frustrations with growing student numbers leading to less individual attention.
- Personal struggles with health, motivation, or adjusting to expectations.

This feedback reinforces the need to continue investing in student wellbeing, restorative practices, and proactive management of peer dynamics.

Skills and Achievements

Students reported significant growth in both academic and personal development. Skills gained included:

- Social and communication skills, teamwork, and resilience.
- Practical life skills such as cooking, gardening, resume writing, job applications, budgeting, and navigating public transport.
- Academic confidence, especially in literacy and numeracy, where many felt they had made breakthroughs after struggling in mainstream settings.

Achievements students were most proud of included completing VPC or Year 12, scholarships, improved attendance, volunteering, and simply rediscovering confidence in learning.

Staff Support

Feedback on staff was overwhelmingly positive. Students consistently described teachers as:

- Supportive and approachable, providing one-on-one help when needed.
- Encouraging and respectful, treating students as individuals.
- Committed to student success, both academically and personally.

Some feedback suggested a desire for greater consistency in teaching styles and expectations across staff.

Recommendations for Improvement

Students provided valuable suggestions, including:

- Expanding VET and elective options (music, theatre, mechanics, arts).
- Offering more co-curricular activities such as sports, cooking, excursions, and camps.
- Retaining smaller class sizes and ensuring teaching remains structured and engaging.
- Continuing to embed practical, real-world learning alongside academic programs.

Student Reflections

In their closing quotes, students described JGCC as:

- “A second chance school.”
- “A place where teachers care about you and support you.”
- “A supportive, inclusive environment where everyone deserves a chance.”
- For some, simply: “I actually enjoy coming to school here.”

Key Learnings for the School

From this year’s survey, several key themes emerge:

1. Small class sizes and individual attention are critical to student success and wellbeing.
2. Relationships matter most as students thrive when they feel supported, respected, and connected to staff.
3. JGCC’s identity as an alternative pathway is deeply valued and should remain central.
4. Wellbeing and belonging are as important as academic achievement in sustaining engagement.
5. Practical, hands-on learning is highly motivating and should continue to be expanded.

Conclusion

The 2024 Student Survey highlights JGCC's strong reputation as a place of second chances, belonging, and personalised learning. Students are clear that what makes JGCC special is its supportive teachers, inclusive environment, and opportunities for practical learning. Going forward, the challenge will be to maintain this culture while expanding programs and managing growth, ensuring every student continues to feel seen, supported, and successful.

Parent Survey Summary (2024) September

As part of our annual review, parents and carers were invited to provide feedback on their child's experience at the College. The survey focused on areas such as student confidence, attendance, behaviour, learning, wellbeing, and future planning. The results provide valuable insight into the positive progress students are making and highlight areas where further support can be offered.

- **Confidence:** 80% reported improvement
- **Attendance:** 73% improvement
- **Attitude:** 60% improvement
- **Behaviour:** 67% improvement
- **Commitment:** 73% improvement
- **Social Skills:** 80% improvement, 13% no change.
- **Confidence in teachers:** 53% improvement, 33% no change.
- **Understanding of coursework:** 67% improvement, 20% no change.
- **Happiness:** 67% improvement, 33% no change.
- **Future plans:** 53% improvement, 40% no change.

Overall experience:

- 53% Very Satisfied
- 27% Satisfied
- 20% No response/other

Child Safe consultation willingness:

- 53% Yes
- 33% No
- 13% no response

Child Safe Newsletter feedback:

- 60%+ find it valuable and easy to understand
- 47% discuss it with their child

Online safety:

- 93%+ confident discussing key online safety topics
- 100% regularly speak about online respect and responsibility

Key positives: Confidence, attendance, teacher support, small class sizes, and positive relationships.

Areas for improvement: Attendance consistency, social skills, communication, and student accountability.