

School for Student Leadership

The School for Student Leadership is a co-educational, residential year-nine leadership school. It comprises three campuses, the Alpine School Campus at Dinner Plain, the Snowy River Campus at Marlo in Gippsland and Gnurad-Gundidj Campus near Noorat in the South West of the state. Although it has campuses in three DEECD regions, it is managed through Hume Region. The school will celebrate its tenth year of operation in 2010.

Our mission is "We will deliver innovative and high quality leadership and enterprise educational programs to school students and actively promote enterprise and leadership behaviours in the Victorian School Community."

Students attend each campus for a term of nine weeks duration. Each school team is a gender-representative mix of up to six students. Usually, eight teams attend - four from a metropolitan and four from a rural region in the DEECD system. 45 students can be accommodated at each campus.

Students develop and complete a community learning project (CLP) as part of the outcomes of their experience. The CLP is an action project designed to allow the students to use their leadership and enterprising skills upon their return to their home community.

We hope to be able to expand opportunities through further campuses in the future.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The School for Student Leadership program has a focus on the VELS strands of Physical, Personal and Social Learning as well as Interdisciplinary Learning. Within these, students develop in the domains of Interpersonal Development, ICT, Civics & Citizenship, Personal Learning and Thinking Processes. The learning process is innovative & has a strong emphasis upon experiential learning. That is, students undertake actual tasks and the individual and team processes that take place are carefully facilitated.</p> <p>There are significant outdoor and adventure experience components to the program. Environmental connections and appreciation are overtly made through the engagement with the Outdoor Environment.</p> <p>Students initially develop and work through an Individual Learning Plan which has an emphasis on the content above. Learning assessment is undertaken through peer feedback, facilitated group work, personal reflection and by progress interviews and presentations of learning.</p> <p>Team teaching and gender representation are important components to the success of the curriculum.</p>	<p>Our school has worked very hard in recent years to ensure it remains an accessible and inclusive place for all students. This year, we have succeeded with 19 Koorie students completing our programs in three campuses.</p> <p>Student Attitude to School data shows performance over the past four years at or above the Victorian median for year 9.</p> <p>The school has developed and refined its Behaviour processes to ensure they are consistent with our feeder Secondary Colleges. To this end, we have developed our engagement and wellbeing policy to be consistent with that required by DEECD. Staff Opinion data in recent years has shown some inconsistency in wellbeing approaches, and we have worked hard to address this.</p> <p>Our school manages a range of emotions that are unusual in most schools. These concern separation anxiety, isolation, self management, friendship and health & hygiene issues that are solely a result of the residential nature of the school.</p> <p>The curriculum and program is underwritten by a strong philosophical understanding of adolescent social and neuro-development.</p>	<p>This year we have developed and implemented a new and more accessible process for schools to apply into the program. 160 schools applied for places in the four terms at three campuses. The new process has achieved the result of encouraging new schools to participate and improving CLP completion aspiration of all schools. There is more and better transparency of the CLP process at the home school.</p> <p>We are proud of the student retention and support structures we have in place. Student voluntary and involuntary departures have decreased significantly in recent years. Better support to home schools in selection of students and their preparation before attending is apparent.</p> <p>Our school continues to work enterprisingly and closely with external philanthropy to support access to all students. This extends to Koorie and non-Koorie cohorts.</p> <p>We have developed improved student and team follow-up post experience with us. This has increased CLP completion and provides better support to home schools to extend the work started with us when the students and teams return home.</p>

For more detailed information regarding our school please visit our website at
The www.alpineschool.vic.edu.au
or view our 2008 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>