

# Annual Report 2017

**Capital City**

Local learning and employment network



# Contents

About the Capital City LLEN	1
Chair's report	2
CEO's report	3
The year in review	4
Digital media	28
Structured Workplace Learning	30
Committee of Management 2017	34
Our partners	35

# About the Capital City LLEN

## Background

The Capital City Local Learning and Employment Network (City LLEN) is one of 31 LLENs across Victoria established in 2001 by the State Government following recommendations made in the *Kirby Report; Ministerial Review of Post Compulsory Education and Training Pathways in Victoria*.

As a not for profit incorporated association we represent our members from the education, training, community, government, business, employment sectors to improve the outcomes of young people. We do this by working in partnership to develop new and enhance existing pathways and support for young people residing, studying or visiting the City of Melbourne. We focus our work on the most at risk young people to include strategies that help the homeless, the at risk of homelessness, young people with criminal histories or at risk of interacting with the youth justice system and young people at risk of becoming early school leavers.

Between 2001 and 2014 LLEN's were funded by the Victorian Department of Education, in its various incarnations and names. Following a 2009 Council of Australian Governments (COAG) Agreement on National Partnerships, the federal government contributed funding to LLEN's (via the Victorian government) under the National Partnership on Youth Attainment and Transitions – Partnership Broker program that ran from 2010–2014. Following a change in federal government leadership, funding for the Partnership Broker program was ceased, however the Victorian state government agreed to provide the LLEN providers in Victoria with a one-year contract for just 2015. Our 2015 contract represented a significant diversion from our previous contractual focus, requiring the LLEN to concentrate on industry and business initiatives compared to re-engagement, retention and attainment – the traditional cornerstones of the LLEN program.

## Our Role

The City LLEN develops annual work and strategic plans (that reflect government contract requirements) that inform the brokering of partnerships that address government policy goals and local needs. We work with schools, community organisations, business and industry and all levels of government to identify the needs and issues impacting young people, especially at risk young people to devise and deliver strategies and initiatives that improve the chances and maximise the opportunities for our young people.

All LLEN's deliver their programs within their geographical boundaries as well often working together on joint initiatives, the City LLEN as the name suggests, works within the City of Melbourne. Compared to other LLEN's, the City LLEN is atypical in profile. This is to be expected of any capital city where we have larger numbers of corporations, universities as well as larger numbers of homeless and visiting disengaged young people attracted to the big city lights. Our mix of visitors and residents creates a complex mix of needs and attributes not always easily defined but like our many partners in the city, we wouldn't want to work anywhere else. We also work closely with schools, the Department of Education and Training and community organisations to maintain up to date, innovative and agile responses to the needs of at risk young people.

# Chair's report



It is with great pleasure, that I present the 2017 Annual Report of the Capital City Local Learning and Employment Network (City LLEN). Our mission to achieve better outcomes for at risk young people and enhancing their engagement in education, training and employment is at the forefront of everything we do, and I am pleased to share the depth and breadth of our activities for 2017 as described in this report.

During 2017 the LLEN continued to work with schools and our local community to address the needs of at risk young people. In working together with our partners, we delivered a wide array of valuable interventions to support the next generation.

*The Education State* was launched by the Department of Education and Training (DET) in 2016, representing a significant new agenda to provide every Victorian student with the opportunity to succeed in life, regardless of background, place of residence or circumstance. This approach includes ambitious targets and increased support and guidance to schools and other education and welfare providers. Infrastructure changes at the departmental and regional level are occurring to assist the implementation of support for schools and new programs. We welcome the commitment to place based, multi-disciplinary approaches in each of the 17 new education regions.

In late 2017 DET announced a new re-focused LLEN program that is more tightly aligned to the *Education State* and we look forward to reporting on our progress delivering on our new two year contract which in 2018 includes a renewed focus on school partnerships.

The LLEN program is within a suite of complementary programs funded by the Department to maximise student engagement, retention and achievement and along with our other DET funded initiative, the Structured Workplace Learning (SWL) program. At our Annual General Meeting (AGM) in 2017, it was great to see how our guest speaker, Bill Coppinger

of Whalesong Services was able to illuminate the challenges for young people navigating their education and employment futures. Bill demonstrated the importance of the opportunities provided by participating in programs like SWL, where real life work experience can play a significant role informing choice. Bill's capacity to communicate his knowledge and understanding of future trends and how these will impact society and young people was entertaining as much as it was informative. We were also privileged to have the Youth Multicultural Commissioner, Tina Hosseini; present at the AGM on the challenges faced by young people from multicultural backgrounds. Tina's speech was humorous as well as highly relevant in exploring contemporary issues facing refugee and migrant young people.

I would also like to take this opportunity to acknowledge the commitment of all Board (Committee of Management) members and thank them for their contribution. The board consists of volunteers who provide resources to support the governance, strategic planning and policy directions of the City LLEN and we are very grateful for their generosity in sharing their time, expertise and networks. Thank you to our members who stepped down in 2017; Louise Medler, Navigator Coordinator, DET; Victoria Smith, Program Manager, Equity and Diversity Unit, RMIT University and Pamela Newton-Brown from University High. A warm welcome to our new member, Eliana Cuppari, Program Manager from Whitelion.

Finally, thanks to the staff of the LLEN, the ever capable Louise and all the staff for their contribution to our work supporting at risk young people in the City of Melbourne.

**Dr Virginia Dods**  
**Chair**

# CEO's report

2017 saw the completion of a two-year contract for our LLEN program, and the consolidation of our new Structured Workplace Learning (SWL) initiative that brought in many new employers to provide valuable work experience to secondary school students. Many of our placements were taken by students residing outside of our LLEN, which we welcome. As the state capital, we have access to employers that many other LLENs lack.

Our work with schools indicated a growing need to address the transition process for exiting Year 12 students who were not planning to undertake tertiary studies. Many schools have always performed this role and it is a welcome inclusion into our suite of school supports.

We have also worked with our schools to support Year 10 students to consider applying for part-time work. We have offered guidance and support on how to do this successfully, and organised partner and 'expert' organisations to deliver information to students. The part-time work secondary school students obtain helps them gain more part-time work if they go to university, which is crucial for students without other financial supports. Research also confirms that having a part-time job while at secondary school leads to higher wages later in life. We know from employment position descriptions, as well as anecdotal evidence, that the most ubiquitous requirement employers ask for is experience. Workplace experience undertaken while a secondary school student allows a young person to gain transferable skills for postgraduate or post-Year 12 jobs.

Provided students allow enough time for homework, family and friends, a part-time job of 10 to 15 hours a week is considered ideal. Benefits include gaining the capacity to save and manage money, a sense of independence, exposure to a wider range of people of varying ages, opportunities to learn a range of vocational skills, and relationship and conflict management skills. Students also learn they can present themselves in a different way, and this



can be very positive if they have felt unpopular or awkward at school, and make new friends. They can also gain the valuable skills of taking responsibility, participating in team work and working under pressure.

There were many other highlights in 2017: our Girls in STEM event was fantastic, the other stand-out partnership achieved in 2017 was the AfroX event. Leveraging the TedX concept, this partnership with the African Australian Student Organisation was designed to support the aspirations and career pathways of African Australian secondary students and a great array of guest speakers was assembled to achieve this aim.

Late last year, we were forced to find a new office when the previous landlord gave us notice. Needless to say moving was a stressful, time-consuming business that made for an even more hectic time in the lead up to Christmas, and I thank the staff for the long hours and late nights they put in to make the move happen.

Finally, a big thank you to all the Committee of Management members for their ongoing support, and the great team we have at the LLEN: Celia Tran, Wendy Dalkiran, Claire Mance and Mary Buttigieg, for effortlessly working together and for their contribution to our great results.

**Louise Smith**  
**CEO**

# The year in review

During 2017 the Capital City Local Learning and Employment Network (City LLEN) delivered a new LLEN contract renamed the Disengaged Student grant as well as a new contracted program for the City of Melbourne; the Structured Workplace Learning (SWL) program.

Our Key Performance Indicators for 2017 LLEN program were to support schools to:

- Identify young people that are at risk of disengaging from education prior to completing Year 12 or a vocational equivalent
- Identify and provide support, education options and pathways to enable those young people to remain in education, and to

Support the broader community to:

- Identify young people who have disengaged from education prior to achieving Year 12 or a vocation equivalent
- Provide support, educational options and pathways to enable those young people to re-engage and remain in education.

The SWL program sources local employers to provide structured work experience – by this we mean that the work experience; unlike the Year 10 work experience programs most people are familiar with; is for senior VCAL and Vet in Schools students requiring experience in the industry that matches their training. Our work involves sourcing placements with suitable employers for students in the City of Melbourne.

The City LLEN delivered many great partnership outcomes in 2017, our AfroX and Girls in STEM events being highlights among the many achievements detailed below.

## AfroX

Following our work with various members of the African community in 2016 the LLEN strengthened our relationship further with the African Australian Students Association (AASO). Several meetings were convened to develop a partnership and discuss how we could work together in 2017. Our main concerns were the need to respond to the negative media that focused unfairly on some members of various African cohorts, demonising them and feeding potential racists and unhelpful attitudes to this newest group of arrivals to Australia which could be contributing to them disengaging from school early. It was agreed we needed a positive, non-confrontational approach that builds the self-esteem and aspirations of young people and didn't make assumptions about who the young people are and what they are capable of. Refugee and migrant young people face many challenges and barriers to participation and these are exacerbated when some sections to the community demonise them, these issues combined may render it even harder for these students to remain engaged in their education. We were concerned for this cohort who reside, attend school or visit our LLEN and the impact the negative publicity could have on students at risk of disengaging.

Together the AASO and the LLEN agreed to provide a positive, motivational opportunity to encourage students to remain engaged in their education and maximise their achievements and opportunities. The AASO team also discussed the impact for many young African students of not having role models to look up to and that they lacked encouragement and support to go to university.

As a result, we devised the need for aspirational and inspirational motivation of African secondary students by bringing together a range of employed Africans to discuss their pathways and careers, AASO suggested it would be great if the information


and presentations was portrayed like a 'TEDx' event and AfroX was born. A lot of time and planning went into making this partnership work as members of the AASO are all voluntary full-time university students.

The LLEN saw a role we could play in helping to build the skills of the students within AASO to support their own careers resulting in enabling them to take on different tasks, teaching them about event organisation and planning, stepping in and out as needed. The LLEN also arranged for our other partner, the Royal Society of Victoria to host the event held in April.

Together we applied for National Youth Week Inclusion and endorsement leading to greater social media reach and enhanced reputation of the City LLEN.

Over 70 secondary and tertiary students from an African Australian background attended the sold-out event at the Royal Society of Victoria. The night began with registrations and light refreshments catered by the Sorghum Sisters followed by an opportunity to mingle and network. Students then proceeded to the main lecture theatre where the event was officially opened by AASO's president Amelia Forson followed by the Minister for Multicultural Affairs and Citizenship Robin Scott, who mentioned in his speech the importance of raising aspirations amongst each other and value of mentorship. The night then went onto showcase the success of five unique African-Australian speakers. Students received valuable tips and tricks from some of the brightest, boldest and most brilliant minds that have taken an alternative career path that has led them to their idea of success.





Guest speakers shared their wealth of knowledge and expertise received from their industries.

**Speakers included:**

**Special Guest: Yassmin Abdel-Magied – Mechanical engineer, writer, and social activist**

Born in Sudan, Yassmin Abdel-Magied and her family arrived in Australia just before she turned two and since then has devoted her energy and to making the world a more equal place through a combination of technical and social skill. At age 16, she founded Youth Without Borders, an organisation that empowers young people to realise their full potential through collaborative, community-based programs. She was the 2015 Queensland Young Australian of the year, a qualified mechanical engineer, social advocate, writer and broadcaster. Breaking through many barriers, Yassmin has appeared on television programs to support young African and Muslim people and was a regular host on an ABC arts program in 2016.

Yassmin spoke about her struggles as a young Muslim woman who pursued a passion for mechanical engineering and how she overcame the stereotypes and barriers to chase her dreams.

**Sarah Agboola – Founder at m-Time, Board Member of Foundation for Youth Australians, Social Engineer**

Sarah Agboola is a Melbourne based entrepreneur who found herself immersed in start-up culture after attending The Wade Institute's Three-Day Start-up event in 2015. Since then, she declined her offer to study law and instead started two youth engagement programs and founded her first company.

Sarah shared her passion about giving young people opportunities to build their capacity and co-launched Youth Opportunities for Leadership, Innovation and Development (YOLID) in 2015 to provide a platform for this to occur. Sarah also founded and administrates the Women of Colour Career & Study

Network which was established to give young women of colour the chance to discuss their career hopes, dreams and fears in a safe environment. Sarah told the young people about what she has learnt other young people from her time running the network.

Having grown up in Wagga Wagga, creating opportunities for regional and rural young people is of importance to Sarah leading to her work with Social Traders and the Foundation for Young Australians to develop initiatives dedicated to serving this group. It is the combination of all her endeavours that led to her selection as the inaugural Australia Post Scholar at the Wade Institute of Entrepreneurship.

**Dr. George Williams Mbogo – Scientist, La Trobe Institute of Molecular Sciences**

Dr. George Mbogo successfully completed his PhD from La Trobe University. His story was a rags to riches story, where he shared his experiences of overcoming poverty, persistence, winning a scholarship and overcoming language barriers to pursue his dream career. He touched on his passion for global health, underpinned by his prior experiences with the HIV epidemic and other tropical diseases.

He initially trained as a Medical Laboratory Practitioner, before embarking on advanced translational research focusing mainly; drug discovery (Heart failure & HIV), diagnostics (sleeping sickness), population studies (malaria) and vaccinology (Newcastle disease). George has evolved a multidisciplinary profile spanning industry, academia and public health, leveraging from mentorship and collaborations from global leaders based in the United States of America, Africa, Europe and Australia.

George is a firm believer of following your passion – or finding something you like and trying and trying again, he emphasised the importance of learning from your mistakes and perseverance.





### **Manal Younus – Spoken word poet, freelance writer & creative producer**

Manal Younus is a Naarm/Melbourne based freelance storyteller. As a Muslim with Eritrean origins living in Australia, the young writer and spoken word artist uses her poetry to both discover and strengthen her identity as well as to spark thought and discussions amongst those around her. Manal performed a spoken word poem during the night which captured the struggles of African youth in overcoming barriers to reach their fullest potential.

*‘It wasn’t until I was about in year 9 when I started opening my mind to a lot more than what I felt like, I was conflicted as to so my identity at the time, I was just this black kid in a white space and all that I could do was assimilate in some way.*

*And then when I was in year 9 I met these girls who were Somali sisters and they were real go getters and invited me to this event and I started spending more time with them and they started an organisation called the African girls collective, and that changed a lot of things for me because suddenly I was seeing other young black women doing something that was completely unconventional, they were getting grants to run events, challenging the way that I saw the world.’*

### **Abdullahi Alim – Western Australian Young Person of the Year, Director at MyHACK and digital innovator**

Abdullahi had just graduated from his honours degree in Finance 2016, yet he has already co-founded an innovation lab to solve issues of contemporary concern. Abdullahi came to Australia as a Somali refugee at the age of five. He talked about his struggles in fitting in and finding his

passion. Now, through the Lighthouse Strategy, Abdullahi via People Against Violent Extremism and supported by the Federal Government established MyHack to encourage young Australians to come up with online solutions to counter Islamic State group (IS) propaganda. This work includes running ‘hackathons’ – fast-paced and intense exercises that bring bright young innovators together to develop solutions to global challenges. Abdullahi’s approach has attracted other partners including Google and the US Department of State. Through his work Abdullahi has supervised a group of local students create cutting-edge digital solutions to undermine the influence and pervasive appeal of violent extremist propaganda. Abdullahi’s goal is to create hubs or ‘lighthouses’ around the world to promote social impact and youth entrepreneurship. He’s set his sights on innovation challenges to empower more young Australians to solve international issues including the global refugee crisis and Indigenous disadvantage in the West.

Abdullahi recommended to the students to: ask questions, don’t be afraid to express yourself and your ideas and to seize an opportunity and of course, to go online and research what you need to know.

*‘Whose familiar with the phrase great minds think alike? Contrary to popular belief the greatest minds do not think alike, because you need diversity and diversity of perspectives to reach the best outcomes and best solutions and I think that’s what was lacking in Somalia among many other issues of course.*

*What I’ve come to understand in this world now is that talent in truly universal while opportunity is not’*

## Kensington Community High School Mentoring Program & other activities

Kensington Community High School (KCHS) is a great small school nestled among mature peppercorn trees on the edge of our area within the City of Melbourne consistently delivering a hard-earned education to at risk students, many facing multiple barriers to retention and achievement. To support the exiting Year 12 students as well as some Year 11's, we collaborated with the school over several meetings to develop a range of interventions in 2017 including a mentoring program that went for the last 2 terms of school.

The social and emotional benefits for students participating in mentoring programs are well documented and support the retention, education achievement and successful transitions of young people. Other benefits include: providing someone who can help students unlock their potential and see problems and opportunities in a different way, providing another adult in between and in a different role to parents, teachers and youth workers to answer questions, explain how things are and provide guidance that comes from a less 'emotionally laden' view point. Many of the students lack the networks that will help them with their post-school life and mentors can open a wider range of contacts who can provide further opportunities for them. Students also gain the opportunity to meet and learn from people from a wider range of backgrounds and experiences.


Covering 13 Mondays the LLEN attended the school together with a range of partners. We worked with Melbourne City Mission's School Focused Youth Service (SFYS) to source and train mentors and brought in Whitelion's Jobs for Victoria (JVEN) staff and youth workers to participate in the program across 5 Mondays but also provide friendly faces

for the students to contact post Year 12 if they need further help transitioning to employment or further study. Commencing in August each Monday from lunchtime the LLEN, mentors, teachers, students, partners and various guest speakers gathered in a large classroom. Slowly the relationships between the mentors and students grew and enabled the sharing of personal information and opportunity for more creative solutions to transition concerns and issues.

Guest speakers and information sessions included:

- Whitelion – How to apply for a job, what to look out for, working together on a resume, where to go for help, interview do's and don'ts
- Australian Taxation Office – Tax file numbers, completing tax returns, superannuation
- Wear for Success – this organisation provides free interview clothing as well as support and advice in a friendly, non-threatening atmosphere, they provided students with information on how to access their services and brought along a 'model' and interesting presentation that allowed the students to practice choosing outfits for different kinds of jobs and industries





The mentors also spent a lot of one to one time with the students. On some occasions Year 11 students joined the presentations and all students and mentors shared a celebration end of program lunch. During the initiative several students secured apprenticeships and other jobs to start once school was over. The LLEN also prepared a range of resources for the students and provided these in a show bag for the students and emceed each session.

### **VCAL Graduation Evening**

Since its inception when the City LLEN worked with the teachers to help develop and organise the evening to celebrate the achievements of the senior students, we have continued to provide on-going support. Each year it is wonderful to see another cohort of students, many of whom has been expelled or were the products of 'soft expulsions' come from out of home care or other challenging backgrounds and through the help and support of the staff at Kensington complete their secondary education. At many other schools these students are not celebrated but here they are and it no less powerful the emotions and pride of parents who thought their son or daughter would never achieve perhaps let alone complete high school. It is wonderful to see the students shining and gaining the recognition they deserve for achieving their goals against the odds.

### **Year 10 Work Experience**

In 2017 the LLEN also helped the school source and arrange work experience for 4 students requiring work experience in specific industries, the LLEN was able to utilise some of the employers we have built relationships with under our SWL program to help. Work experience helps students to gain better insights into the world of work and inform career decisions that in turn supports enhanced retention and attendance.

## **Synergy Partnership**

The LLEN met with Mission Australia's Synergy program staff in late 2016 to discuss the needs of the young people who had been juvenile justice (youth justice) clients and were participating in a re-training program – to see if there were any gaps or other processes or protocols that could be put in place to ensure further education to complete Year 12 or its equivalent. As a result we brokered a partnership with Synergy Auto Repairs and the Huddle (Community arm of the North Melbourne Football Club) and all three organisations worked on some possible solutions to maintaining the engagement of at risk students in the Synergy program.

Students participating in the Synergy program had been referred by the Children's Court in recognition that at risk young people require intensive, tailored support and education and training to provide them with the employability skills to maximise their positive participation in society and reduce the chances of recidivism. The Synergy program is a social enterprise providing accredited training in spray painting and panel beating and is supported financially by the insurance company, Suncorp who provide 'real cars' to be repaired and released back to owners on behalf of the car insurance company. The quality of the training and support provided by the Mission Australia staff is so high, the outcomes from the program are of high quality with most young people gaining employment at the end of the program. However, during the term breaks some of the students have found themselves at a 'loose end' and needing greater intervention to remain engaged. This is the space the LLEN sort to fill and so devised a program by bringing in the Huddle to pick these students up.

A group of 8 students completed a program delivered at the Huddle, the LLEN organised guest speakers from the automotive industry (Mazda and Toyota) to speak and inform the students about how they recruit, what the opportunities are, what an automotive career pathway looks like among other interesting topics. The students also completed job search skills and interview practice program as well as several sessions on life skills, managing stress and avoiding triggers that lead them to committing a crime previously.

## North Melbourne Home Work Club

The LLEN worked with The Centre's North Melbourne Foundations Skills program that provided educational support to at risk students who reside in local public housing. This support is aimed at enhancing retention and increasing engagement and school achievement for these young people who are predominantly from African migrant backgrounds. Together we identified guest speakers and topics for inclusion resulting in the LLEN and the city Box Hill TAFE – Skills and Jobs Centre providing presentations to a group of 12 students from Year 7 to 11. Topics included careers and pathway planning, study tips, education pathways and the long-term benefits of completing education, vocational programs and tertiary studies. Students were particularly interested in hearing what the LLEN had to say about managing parental pressure to take the pathway they want for you, having difficult conversations around your career path with your family and managing stress effectively.

Prior feedback from working with this group informed us that many of the students, whilst wanting to do well at school and wanting to please their parents, labour under their parents' expectations so our gentle introduction and discussion about these matters was warmly welcomed.

## Concern Australia Partnerships

This fantastic partnership has been going for several years now so the time needed for the LLEN collaborate has decreased as the programs becomes embedded and has matured into a successful model of service delivery. Concern Australia is delivering a range of services to at risk students who have been homeless or at risk of becoming homeless under their STEPS Outreach program, in partnership with the LLEN and the RE Ross Trust.

In 2017, nine children in Primary school aged between 5 and 11 and six teens aged between 13 and 17 received intensive case management, regular visits to parents and their family, support with parenting strategies, material aid and relational support. All of the children, with the exception of 2 young people (one who is now working full time and one who has become homeless) are still connected to school or an educational setting. Two of the secondary students are attending an alternative education setting regularly and both have severe complex behavioural issues so this is a great result.

When asked by a parent what they value the most from the STEPS program they wrote:

*"Caring nature of the team, they always think of the needs of you and your children, if it wasn't for STEPS, my children couldn't do music or chess or out of school things that keeps them off the streets!!"*

In July every year, we support Concern Australia to hold and exhibit the results of homeless photography exhibition. This is an applied learning exercise designed to raise student awareness of the plight of people less well off than them and raise awareness of the issues and precursors that lead to homelessness, specifically youth homelessness.

## University High School Initiatives

In 2017 the LLEN worked with University High to support their students by repeating a number of existing partnerships and worked alongside teachers to develop new strategies to support students at risk of becoming disengaged. This included:

### Disengaged student program

As they progress through the year levels, many students realise the mainstream school setting is not for them, they lack the academic vigour to continue, would prefer a more vocational pathway and/or life/family challenges and barriers together with the normal challenges faced by teenagers create the perfect storm for absenteeism and other behaviours that contribute to young people eventually dropping out of school. These students can access the Navigator program to receive tailored one on one support but in the meantime the LLEN can work with the school to support those students who need a more attuned educational pathway to the individual students' needs.

Our partnership work with the school included:

### The Progression Program

The LLEN worked with the school to improve this program originally delivered last year to re-focus a range of interventions to support students at risk of disengaging to help them to re-engage with their education at University High or successfully transition to other education options that maybe more suitable for them. The program consists of an interactive workshop held in June to a group of 28 at risk students in Year 10 and 11. The City LLEN worked with students and prepared a presentation for them designed to equip them with an understanding of the Victorian Certificate of Applied Learning (VCAL) program and other alternative pathways to vocational careers or further study.

Students were given an in depth understanding of how the VCAL works and benefits of applied learning as an alternative way to learn and engage

in education. Also provided was a comprehensive resource pack which contained important and additional information for students and their parents on VCAL, including VCAL schools nearby, the Official VCAA VCAL guide, list benefits of VCAL, how to enrol and useful links prepared by the LLEN. The workshops also included information and advice on goal setting, providing one on one advice regarding best learning pathways suited for their learning needs and covering an in-depth discussion around VCAL as an alternative learning options for them and how these relate to the labour market.

Positive feedback was received from students:

*"Thanks, I learnt a lot about VCAL today and am considering switching as it is more for me"*

*"Very useful information, I will think about this more for next year when I decide what is for me"*

*"I am interested in being a plumber, and it's good to know there are pathways for me to get into that field without having to do VCE"*

Also incorporated into the Progression program was a city tour of alternative education options in Melbourne. A group of 18 at risk students and teachers took part in the day event that included:

- William Angliss Institute (WAI) – here the students had the opportunity to see classes in action in a range of applied learning settings, they especially liked the chocolate cooking demonstration. After seeing the food and cooking preparation course areas, WAI conducted a tour of the rest of their facilities show casing the youth services and student break out areas as well as the flight attendant training area which is always a big hit.
- St Joseph's Flexible Learning Centre – students had the opportunity to meet Associate Head of Campus Jayne Simms and hear of all the different programs and class streams offered at St Josephs. Students then had the opportunity to tour the school and visit the music facilities

where they met with the head of music teacher to talk about pathways and subject choices at the school. Students gained a great insight into a flexible learning and alternative education setting.

- Centre for Adult Education/Box Hill Institute City Campus (CAE/BHI) – where the CAE/BHI kindly arranged for our school students to meet and learn from key CAE staff in charge of VCAL/ VCE so they could ask questions and hear about the VCE/VCAL programs offered in an alternative setting. The students learnt about the VCAL model was a comprehensive applied learning experience that could enable them to complete their secondary education and prepare them for the workforce or easily pathway into further studies. Staff from CAE/BHI also spoke about the range of welfare and career guidance supports and further study options available for them. City LLEN staff also arranged for the CAE's Skills and Jobs Centre to attend for the second half of the session to present to the students on employment trends, thinking ahead and the different pathways they can take in getting there. The final component of the session was delivered by City LLEN staff around "Where to next?" a presentation outlining all the resources students can use and access in helping them make decisions about alternative education pathways. Students were then treated to a lunch catered and prepared by current the CAE.

*"Thank you for all of the work and preparation that you did for our Progression Program excursion last Thursday 7th September. Everything was so well organised and catered for the individual needs of our students and the alternative pathways available to them."*

*"Capital City LLEN is a valuable partner of UHS and they support many of our programs"*  
Viv Sipsas – Careers Coordinator

## World of Work

The partnership the LLEN brokered in 2016 between University High and the Brotherhood of St Laurence continued in 2017 to provide the entire Year 10 cohort information on the benefits to their learning of achieving a part time job and the benefits of work experience. The Brotherhood of St Laurence developed an interactive program for the students that enabled them to explore the 'do's and don'ts' of how to manage themselves during work experience as well as:

- How to successfully apply for and keep a part time job whilst still at school
- What the stats say about students with a part time job doing VCE – its all good if it is in moderation!
- Workplace rights and money matters
- How to have difficult conversations
- What will be expected of them, what's ok what's not ok
- Contracts, part time versus casual and Fair Work Australia
- How the skills and experience gained in your secondary school part time job help support your tertiary study career goals and how to leverage these
- How you will be competing post degree with students who have work experience.



## General Support for at risk students

Provision of advice, processes and procedures for identifying at risk students and potential pathways together with transition support for individual students designed to maximise retention in education. The LLEN also provided the school with process and resources for advising students on alternative education options in the City of Melbourne. This work has included responding to telephone calls, emails and attending meetings at the school to discuss options for at risk students and inform the teachers of the various supports and options available to them and their students to help make decisions regarding the 'best' next steps to remain engaged. We also informed teaching staff on the range of new initiatives available to students and how these can be incorporated into retention and re-engagement processes.

## Raising Expectations Partnership – Education Forum

The Centre for Excellence in Child and Family Welfare (CFECWF) represent the organisations delivering welfare, support and intervention services to children and families in need. In partnership with La Trobe and Federation Universities they deliver the Raising Expectations program which aims to increase the number of young people in out-of-home care (OoHC) completing Year 12 and transitioning successfully to university. In the lead up to our 'Grandparents as Carers' forum in 2016 we developed a relationship with CFECWF to learn more about the issues impacting OoHC students. Given our shared goal of supporting at risk students it was a very welcome invitation when we were asked to join the steering committee to help plan and organise the delivery of an Education Forum. Held in July; over 70 kinship, foster and permanent carers from across the state attended an action packed day.

The purpose of the forum was to assist carers to support the learning, engagement and education needs of the young people they care for and provide them with a platform to ask questions, meet with other carers sharing the same problems as well as becoming more informed on relevant education matters.

Children and young people in out-of-home care face educational disadvantage and often become disengaged from school, have lower levels of academic achievement and do not successfully complete Year 12 or its equivalent. They are at greater risk of disengagement because they are more likely to experience more challenging life circumstances and may have a history of trauma, disrupted schooling and learning experiences, and/or exhibit challenging behaviours impact on their learning and school participation. These students can often require particular attention and support to overcome these barriers and achieve positive educational outcomes.

We recognise the great work the carers do and the challenges they face parenting this cohort. The LLEN is also aware of the lack of contemporary knowledge in the community regarding recent changes to the education system and education/career pathways now available to young people as well as other programs that provide intensive support to at risk students. This knowledge can empower carers to enhance the support and guidance they provide to their OoHC students to help them remain in education and raise their aspirations.

CFECFW, also brought in the expertise of the Permanent Care and Adoptive Families organisation to the planning committee. The LLEN organised some of round table facilitators, including HeadSpace and contributed the 'how to get there'





flyer. We also facilitated a round table discussion on the day for carers to ask questions about the types of programs, support and pathways available for their child and learn more about alternative education and training pathways, VCAL and VCE.

We also compiled and supplied resources and information for carers to take home regarding programs which students and carers can access.

The speakers were:

- Gill Callister, Secretary, the Department of Education and Training
- Deb Tsorbaris, CEO, Centre for Excellence in Child and Family Welfare
- Dr Lina De Paolo and Sarah Morgante, Catholic Education Office
- Kambrya College – *Doing things differently*, a school case study
- Heather Anton, Look Out and other government school support services, South Western Metropolitan Department of Education and Training

Two Q and A panels were convened. The first panel consisted of; LookOUT Education Support Centres (Murray Geddes), Navigator program (Judi Stanton) and the Victorian Aboriginal Education Association (Lionel Bamblett). The second panel, held after the roundtable discussions included 3 young people who were raised in OoHC, Grandparents Advisor Line – Centrelink, Australian Government (Meredith Oglethorpe), Permanent Carers Helpline and Support, Permanent Care and Adoptive Families (Brenda Carmen) and Kinship Carer Support Service (Anne Macleish).

The roundtable sessions covered the following topics:

- **Early learning:** *Benefits of kindergarten participation, transition to primary school* – Melodie Davies, CEO, FKA Kindergarten Association
- **Primary School:** *Support at primary school, transition to high school* – Adrian Glasby, Principal
- **Alternative schools:** *What alternative schools offer* – Marianne Wray, Coordinator Killara Street Program, Berengarra
- **Education pathways in secondary school:** *Pathways planning – VCAL, VCE, Structured Workplace Learning* – Celia Tran, Project Coordinator, Capital City LLEN
- **Raising Expectations:** *Young people in care going onto higher education/university* – Joanna Humphries, Project Manager
- **Mental Health and Wellbeing:** *Services and supports for carers and Young People* – Zi Lun Wong, Community Awareness Officer, Headspace
- **Trauma and learning:** *Working with your school* – Emma McCarthy, CFECFW trainer and Education Consultant
- **Aboriginal children at school:** *Supports for Aboriginal children and young people at school* – Glynis Vickery, Koorie Cultural Advisor, LOOKOUT Education Support Centre
- **Supports for intercountry adoption** – Lizzie Gray, Intercountry Adoption Social Worker, International Social Service Australia

CFEFCW were able to distribute information about the forum to Foster Care and Kinship Networks, Placement and Reunification Network, Permanent Care Network, Commissioner for Children and Young People, Kinship Carers Victoria, CREATE, Anglicare Home Based Groups of individual carers and VACCA (Victorian Aboriginal Child Care Agency) to ensure all carers knew about the forum. They also went to a lot of trouble to make sure arrangements were made to enable carers in rural and regional areas were made welcome and had support with the costs associated with travelling to the forum.

An evaluation of the Education Forum was conducted and the results identified the topics that were the most important to carers. The results showed that, information about the support services available in schools, followed by listening to the experiences of young people who were raised in OoHC and attending the discussion tables were the most popular components of the forum. Carers also identified the range of presenters as key to the events success, the value of bringing experts together in the one room and giving voice to the lived experience of young people with a care background was a recurring theme, the fact that these people are now or were actively involved in tertiary studies was a highlight for many of the attendees.



## St Aloysius Girls College Partnerships

City LLEN staff supported St Aloysius staff again this year with initiatives which support the retention of students in school. These initiatives included:

### Careers Evening

Held in May, our work included meeting with the school to discuss their needs and hopes for the event and lead to the LLEN supporting the school to arrange a careers event for students that informs and inspires students to encourage retention and enhance awareness of vocational pathways and contemporary labour market skills. The LLEN also organised appropriate guest speakers to cover a range of industries including: media (SYN Media), the community sector (ASRC), events management (JT Productions) pharmaceuticals (Western Health) and nursing (Alfred Hospital).

### Mentoring and Transitions Program

The LLEN has supported the school in facilitating and running a mentoring and transition program for at risk Year 11 and 12 students who were studying the Victorian Certificate of Applied Learning (VCAL). A total of 12 students participated in the program and the program consisted of 6 interactive workshops covering career aspirations, career mapping and planning, resume and cover letter writing and interview skills. The LLEN brokered a partnership with Whitelion's Jobs Victoria Employment Network who assisted in delivering the resume writing workshops and the Centre for Adult Education's Skills and Jobs Centre who discussed with student's job employment trends and jobs of the future. City LLEN staff facilitated the workshops and supported students with interview prep questions and workshops around preparing for life after Year 12. This included giving students resources and supporting with referrals to external programs in the community which can support students.

*"I really enjoyed the sessions, it's very useful for when I start to look for work"*

– Student

*"We really appreciate City LLEN staff time and efforts in supporting our students, the sessions were engaging, and students got a lot out of it"*

– Meghan Fenessy – Head of VCAL

## Students on the Spectrum

The LLEN met with AMAZE – Autism Victoria to determine how we could work with them to support the students in our schools who are on the Autistic Spectrum, this led to the LLEN joining AMAZE for a whole day training session on pathways and employment for Autistic students. The education and engagement of students on the spectrum attending mainstream schools can have many of the similar challenges faced by all students as well as high levels of anxiety as the person on the autism spectrum faces the prospect of change and leaving school. It has also been reported that some of the typical aspects of students behaviour if they are on the autism spectrum can lead to increase risk of being bullied and teased. It is important that parents, teacher and students learn to recognise the triggers and signals to help students on the spectrum manage their time at school.

Delivered in November AMAZE brought together a great array of speakers and young people on the spectrum to talk about their experiences and provide tips for successful transitions.

The LLEN brought in staff from 3 of our schools, supported the attendance for several autistic students and their parents and also attended the day to increase staff awareness and knowledge. Our teachers were keen to enhance their knowledge and skills teaching and supporting students on the spectrum to improve their engagement, attainment and post Year 12 transitions.

A range of presentations were provided covering the following topics:

- How employing autistic people makes good business sense – Price Waterhouse Coopers
- How to prepare for your career – Career Education Association of Victoria
- Employability – Epic Assist
- How to turn a specific interest into a Career – Melbourne Aquarium
- Lived Experience of an autistic adult and their career – Elise Muller.

Our teachers enjoyed the training very much and all remarked on how great it was to see the students on the spectrum now enjoying successful careers and how they were able to turn a characteristic of their personality which was considered 'weird' (in their words) when they were growing up into a strength in the labour market. Their tenacity, perseverance and determination to pursue a specific skill or knowledge was leveraged for maximum outcomes. Our schools have expressed growing awareness of students who may be on the spectrum so there may be further opportunities to collaborate with AMAZE going forward.



## Underground Boys

Working in partnership with Drummond Street Youth Services (the Drum) the LLEN organised a holiday program for teenage African boys residing in Carlton public housing to help support their engagement and transition to their next year of secondary school.

Activities were planned to attract these at risk young people to help provide them with alternatives to potentially negative behaviours and included music, IT, computer games, coding, research, 3D printing, reading and discussion groups. Activities were planned and coordinated by the LLEN and youth workers so that close attention to developing the student's self esteem and addressing any emerging issues or troubled thinking. Focus was placed on teaching the boys self-regulatory behaviours, emotional awareness, tips and tricks for managing secondary school stress and friendship group issues among other supports.

Fifteen boys participated in the program, retention was high across the 4-day program and the feedback was positive demonstrating there is a need to keep at risk students engaged in productive way during school holiday breaks. This work supports the retention of students in secondary school.

## Royal Children's Hospital – Study Forum Day

Students attending our 2016 Royal Children's Hospital (RCH), *Study with your Health and not against it* forum expressed a desire to receive more careers and study information, even one on one careers counselling and other tips to stay at school and manage study loads with their illness. These students are at risk of disengagement as they battle a chronic illness whilst trying to complete their education and require extra support to help them complete their education. Whilst the hospital and the Department of Education provide great supports to these students with their school work together with our partners we agreed to discuss ways we could facilitate this extra need.

Our partners including the Ronald McDonald Learning Centre and the RCH collaborated on the design and content of a careers-study day to be provided on a Saturday for students with chronic illnesses. Delivered in July, these students received one on one careers counselling, information on managing their illness versus their capacity to study, what to focus on when feeling over-whelmed and more in-depth information on applying for special consideration, scholarships and other supports.

## Catholic Education Office – At risk students program

Every year we work with the Catholic Education Office (CEO) to support the engagement and transition of at risk students attending their schools across the wider metropolitan area of Melbourne. The CEO support all catholic students and schools in Victoria. This year following several meetings and consultations a Pathways Day was devised to increase the career aspirations of the students and help them understand the various vocational and academic pathways available to them.

This resulted in a big day for the LLEN and 41 students (with their 25 teachers from over 15 different schools) accompanying the LLEN on a tour of learning opportunities, talks and tours within the City of Melbourne. Students visited the Centre for Adult Education – Box Hill TAFE city campus, William Angliss Institute and the RMIT TAFE/VCE programs.





## Girls in STEM

The City LLEN team recognised that many girls attending our schools, particularly girls from low SES (socioeconomic status), refugee or asylum seeker backgrounds, aspired to pursue a STEM career but faced many barriers. We were also aware of the need to encourage more girls into STEM to:

- Raise the diversity of the sector so it can benefit from the input from women
- Challenge the perception that girls and women are not capable of doing well in maths and other science subjects or professions
- Enable more girls/women to obtain a rewarding, well-paid career that can make a great contribution to society.

It is also important that more women enter STEM careers so engineering, medicine and infrastructure reflect the needs of women and include their experience as, historically, the default position has been seen as male and this has meant data from women has not been collected, included or utilised in a wide variety of situations. For example, until relatively recently the treatment of heart disease in women reflected the average results for tests and research conducted on men (and ignores hormonal differences between men and women), and the heights of built-in change tables in older maternity hospitals and the hanging straps used on public transport are too high for the average women because they are based on the average height of men. We need more women in STEM.

The barriers to participation in STEM identified by students and other experts included financial barriers, lack of support, lack of knowledge about the who, the how, the what and why, as well as the lack of role models.

To support and encourage girls to study STEM, the LLEN developed a new relationship with Engineers Australia that led to a new partnership to support an event that was delivered at Engineers Australia in October. This highly successful event attracted over 130 people including students, parents and teachers. The LLEN team brought together a range of guest speakers and designed the evening to provide an interesting and enjoyable, as well as an applied learning, experience for the students.

The emcee for the evening was Luke Dennehy, Luke has been a Herald Sun journalist, 3AW disc jockey and various television programs. We then kicked off the evening with fun and enlightening short talk from panel members followed by an entertaining Q and A session, panel members were:

- **Loveleen Kaur, Biologicals Manager, Australian Laboratory Services.** Loveleen began her STEM career as a Research Associate for the University of Westminster in England, she then moved to Australia working in various roles as Molecular Biochemist achieving management roles that have made significant contributions to major developments in medical technology.

- **Anh Pham, Civil Engineer, National Representative and Congress Delegate for Women in Engineering.** Anh also volunteers for Engineers without Borders and has been working as an engineer for over 8 years. Her experience includes working for multi-billion-dollar government infrastructure projects like the Regional Rail Link as well as completing projects for Toyota and the corporate sector.
- **Vanessa Smith, IT programs, Telstra.** Vanessa grew up in outback Queensland and came to STEM and more specifically – information technology via an indirect route. She didn't go straight from high school to university but worked in a range of roles before realising she wanted more and wanted to use her brain and skills in different ways. Vanessa joined the Telstra Graduate program and has worked for IBM in senior roles and is passionate about solving problems using emerging technology to meet gaps in the market.

Questions from the audience included fearless and frank discussions lead by the mothers of the students on; gender pay equity for women, career pathways and how to get ahead in a male dominated industry, how to manage challenging situations in the work place among others.

Following the panel and Q and A students heard from:

- **Marialena Machenetzi, Master of Science in Bioinformatics at Melbourne University and out-going Vice President of Women in Science and Engineering (WISE)** spoke to the students and parents about the various pathways into STEM available to students
- **Harry King, CAE Jobs and Skills Centre** spoke about the range of careers and pathways open to STEM students, including the growing need for people to work in IT security and how you can go from a TAFE certificate qualification to a diploma and then into a degree and exit at any stage. Harry also explained the services available to students at Jobs and Skills Centres.

The event then broke up into 2 groups, the parents remained in the main 'theatre' space and the students who had selected one of 3 STEM activities groups went to participate in those before all attendees re-convened for the wrap up. The students had a choice of participating in:

- **RoboGals** – Is an international student-run organisation that aims to increase female participation in engineering, science and technology through fun and educational initiatives aimed at girls in primary and secondary school. The team of 8 university students took the girls through the basics of engineering, robotics and programming using LEGO. The session was designed to encourage logical thinking, problem solving and preparation and exposure to programming languages in a fun, applied learning experience culminating in the creation of a LEGO robot. The girls enjoyed this session so much they didn't want to leave.
- **In2Science** – An innovative and award-winning program designed to increase student engagement in STEM, the program places university science students in primary and secondary schools to help younger students learn and get excited about STEM. The team from La Trobe University took the girls through a range of activities and discussions to promote their enjoyment of STEM.
- **WISE (Women in Engineering, Melbourne University)** – The aims of the WISE program are to provide women studying STEM a fun and supportive community, to improve gender equity in STEM and promote these values to the wider community including younger female students in secondary school. The WISE women ran in interactive discussion and a more in-depth question and answer session for the students to explore everything they wanted to know.





Whilst the students were participating in the applied learning sessions, the parents listened to several more speakers:

- **Sid Verma, BrainSTEM** – Sid is an entrepreneur, who after attending the Intel International Science and Engineering Fair realised the potential of matching real-world scientists with their passion and experience for science and engineering with budding students resulting in him creating BrainSTEM which helps secondary students bring their science and innovative ideas to life. Sid spoke to the parents about careers in science, tips and tricks for studying as well as managing a career, statistics for employment and STEM labour market trends, networking and lots of other useful information.
- **In2Science** – A government funded La Trobe University program to encourage STEM, speakers spoke in detail about the variation and interesting roles and careers available under the STEM umbrella.

## On Track Connect

In 2017 we delivered On Track Connect again, designed to capture the pathways and destinations of school leavers (Year 12 students) and early school leavers, the LLEN's role is to contact those students who do not appear to be engaged in education, training or employment. The intention is to make sure no student slips through the cracks by identifying those young people who are not engaged and then providing them with a range of supports and referrals to get them back 'on track'.

The LLEN delivers this service by contacting the students and communicating with them, at the end of the program a report is compiled for the Department of Education and Training and the data provided by the LLEN network together with the data already sourced by the Department are used to create the *On-Track Report 2017*.

## Carlton Work and Learning program – Public Tenant Workshops

The Carlton Work and Learning program is a collaborative partnership between the Brotherhood of St Laurence, the Carlton Church of All Nations, Carlton Neighbourhood Learning Centre, Drummond Street Services and the City LLEN. Together partners to continue to support and advice the on-going service delivery made by the Brotherhood of St Laurence to local public housing residents.

As well as attending the Local Area Planning meetings, the LLEN collaborated with the Brotherhood of St Laurence to deliver job search training to a group of early school leavers residing in public housing, the majority of whom come from migrant and refugee backgrounds. Three sessions were delivered across the year for 42 young people.

The LLEN has also worked to try and establish a pathway for the young people who are clients of this program access those employment positions that become available through our Structured Workplace Learning (SWL) program. Whilst SWL focus' on finding tailored work experience placements, occasionally our employers will ask us to help them source people for their vacancies also and it makes sense that we pass these opportunities onto our other partners.



## Zoomin – A Guide for School Leaver’s [www.zoomin.org.au](http://www.zoomin.org.au)

In response to requests from our schools the City LLEN embarked on creating a School Leavers Guide. By creating a new website the LLEN realised it would be easier to make sure the information was up to date and relevant to school leavers as they faced these questions:

- I didn’t achieve the ATAR score I needed or was hoping for the course I wanted to get into, what do I do now?
- How do I change my preferences?
- Who can I speak to at university to help me with my choices and enrolment?
- What are my other options – are there any other pathways available to me?
- How do I access Youth Allowance?
- What other services are available?

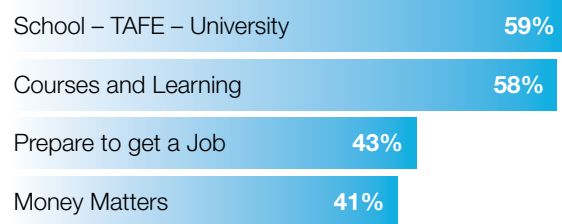
These and many more questions faced by the school leaver were used to inform the design of the website which was created to act as a portal that would link students to the relevant service, government department, university or TAFE and so on.

Analysis of the site statistics shows an increase in direct hits – in other words people placing our website address into their browser which means we are building the knowledge and awareness of the site. It was interesting to note that the site received a big spike in visitors in October, followed by the expected spike following the release of VCE ATAR results. For the remainder of 2016 visitors were steady averaging 5 a day. The average time spent on the site was 5 minutes.

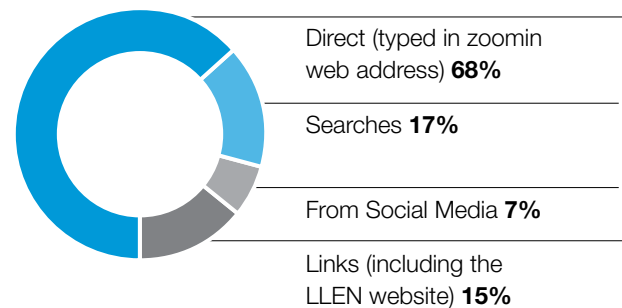


## Most Popular Pages Visited

Page Type visited – % of all visitors who went there



## Traffic Sources



## Royal Children’s Hospital Partnership “Study with Your Health and Not Against It”

Now in its fifth year this partnership and resulting forum is going from strength to strength, becoming bigger and better with each progressive year successfully providing an informative forum aimed at enhancing the transition support and engagement of secondary school students experiencing chronic illness. The success of this event is testimony to the hard work, regular meetings and dedication of the staff at the Royal Children’s Hospital (RCH), Ronald McDonald Learning Program (RMLP) and Livewire who together with the LLEN implement continuous improvement principles into the partnership each subsequent year.



Every year over 350 young people aged 12–19 are engaged by the RCH Transitions Service team, which provides holistic (including education) transition support to help them; remain engaged in education, pathway from secondary school to further education and pathway from paediatric to adult care if required and build skills such as self-advocacy regardless of a health condition and/or disability. Approximately 250 of these young people have long absences from school due to their illness which impacts their capacity to finish school in the usual timeframes and their self-belief of what they are capable of in terms of their secondary schooling and post school options. Our partners identified and recognised the concerns and questions from young people transitioning through their services and found gaps which included difficulties getting information around VCE Special Provision, VTAC's Special Entry Access Scheme (SEAS), vocational education and training options, scholarships and disability liaison officer support at universities and TAFEs. This need informed the development of our first forum.

In 2017 the forum was held in July at the Victoria University Convention Centre city campus with over 170 people in attendance. The forum is divided into two sections with separate presentations tailored specifically for young people, and parents and teachers. The City LLEN shared the role of MC with Jessica Gallagher who delivered the welcoming address.

Jessica is the first and only Australian athlete (Olympic or Paralympic) to win both Summer and Winter Paralympic medals representing Australia in 3 sports, alpine skiing, athletics and most recently track cycling. With an impressive medal haul to her name including bronze medals at the Vancouver

and Sochi winter and Rio de Janeiro summer Olympic games. Jessica started to lose her sight as a teenager as a rare degenerative disease took hold becoming legally blind at 17 years at the start of her VCE. Jessica showed great determination and courage to complete her education and go on to study Osteopathy at RMIT University. Prior to the deterioration in her eyesight Jessica was already competing at elite levels, representing Victoria in netball and together with the help and support from her family and medical professionals as well as Vision Victoria has continued to achieve at high levels. Outside of her sporting activities and professional career she is a Board Director and global ambassador for Vision 2020 Australian, ambassador for Disabled Winter Sport Australia and Vision Australia/Seeing Eye Dogs Australia.

The other presenters included:

- Professor John Polesel, Professor of Education and Associate Dean International students at the University of Melbourne, *Post School Transitions*. John manages a range of research projects focussing on upper secondary education and transition from school, his research includes issues of inequality, the relationship between schools and vocational training and how these relate to future employment prospects.
- Michael Ciesielski, Victorian Tertiary Admissions Centre (VTAC), *Special Entry Access Scheme*
- Adam Whitbread, Victorian Curriculum Assessment Authority
- Alesha Fecondo, Ronal McDonald House Learning program
- Rayce Coyte, National Disability Coordinator program
- Tim Demos, our inspirational speaker was born with Haemophilia and provided a very entertaining and insightful talk on the challenges he faced completing his education and how his illness and time spent in hospitals and ambulances lead him to choose a career as a paramedic.

During the dinner break attendees were busy asking questions of our market stall organisations, these included: RCH Centre for Adolescent Health – ChiPS, Headspace, La Trobe University, RMIT University, National Disability Services, Careers Consultants, Distance Education Victorian, RMLP, Victoria University, Victorian Curriculum & Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC).

All attendees participated in the popular Question and Answer panel at the end of the evening triggering great debates about many relevant topics including the future of youth services for young people in Australia.

## Disengaged Teenage Girls in Carlton

Working with Drummond Street Services the LLEN discussed ways we could work with them to help re-engage local teenage girls who had disengaged or were at risk of disengaging from school prior to completing Year 12. We wanted to identify an activity that would attract the girls/young women and also provide a vehicle for promoting returning to school, or pathwaying into TAFE, Reconnect or attending a service for employment support if they aren't already. This led to the development of a music program – 'DJing for Girls' which included sessions designed to build the girls self-esteem, career aspirations and other life skills. Fifteen students and early school leavers participated in the program held in late January, feedback from the students, obvious increase in their self-esteem, their capacity to show greater problem solving and more considered decision making indicated the program had not only been fun but also successful.





## Carlton Primary School Partnerships

### Transitions Forum

In 2017 the City LLEN repeated their popular and successful transition program with Carlton Primary School and High Hopes Education Consultants to provide an interactive information session on everything parents and students need to know about going to high school. Most of the students at Carlton Primary reside in public housing, come from Humanitarian Refugee backgrounds from African countries and face particular disadvantages navigating the education system and remaining engaged. This is exacerbated by their parents not having local experience or maybe little education themselves to pass on their knowledge about how secondary school works.

The transition forum provided by High Hopes aims to bridge the gaps in students and parent's knowledge and confidence to prepare them for their best start to high school.

### Professional Development

In consultation with the primary school the LLEN discussed the need to support their teachers increase skills and pedagogical knowledge to enhance the learning and engagement of children coming from a wide range of ethnic groups and disadvantaged backgrounds. As a result, the school and the LLEN agreed to partner to deliver the program offered by the Mc Crell International Professional Development program. This initiative would support teachers to develop practical solutions to complex class room problems enabling their students to flourish leveraging best practice from contemporary research, evaluation and improved teaching practices.

## Other work and Partnerships that took less time

**RMIT Tertiary Pathways Committee** – the LLEN is a member of this committee advising RMIT on programs and pathway issues impacting pre-tertiary programs.

**Reconnect Partnership** – the LLEN is a member of the steering committee together with the main stakeholder, Box Hill Institute of TAFE (BHI), Odyssey House, Melbourne East Victoria Police station and Whitelion and several other LLEN's in the metropolitan region. The LLEN collaborated with BHI – city campus preparing to deliver vocational/job search session to the student – at risk cohort in January and May. We are also a member of the steering group and attend regular governance meetings. Reconnect is a state government funded training and case management program for early school leavers aimed at enabling students to complete their education and transition successfully into further education, training or employment.

**Inner Melbourne Youth Community Partnership** – comprising members of LLENs, councils and youth service organisations in the City of Melbourne, Yarra, Port Phillip and Stonnington; members meet bi-monthly to share information and hear from various guest speakers. The group also address broad strategic policy, actions and advocacy surrounding at risk young people aged 15–25 years no longer in secondary school.

### **School Focused Youth Services (SFYS)**

**Regional Advisory Committee** – the LLEN is a member of the South West DET region committee meeting in Ballarat several times a year to discuss progress of the SFYS programs across the metropolitan and country regions. We also attend operational meetings with other stakeholders in the Melbourne-Maribyrnong areas.

**Navigator** – the LLEN is a member of the South West Metropolitan Governance group comprising Anglicare and the Brotherhood of St Laurence (providers of the program), together with representatives from the South West DET metro office and SFYS providers.

**Youth Crime Prevention** – the LLEN brokered a partnership between Drummond Street Services (DSS), Melbourne East Victoria Police, Melbourne City Mission, Melbourne Children's Court and the City of Melbourne to explore solutions to growing issues surrounding youth crime in the city. Following several meetings, partners agreed to debate the issues and collaborate on solutions. The City of Melbourne was not designated a priority area under the funding available for youth crime so this partnership did not progress.

**Sign for Work and Victorian College of the Deaf** – continues to engage with the school in 2017 to maintain the relationship and identify opportunities to work together.

**Regulatory Impact Statement – proposed Education and Training Reform (Inquiry into Home Schooling)** – the LLEN made a detailed and considered submission into the Parliamentary Inquiry into Home Schooling.

**Inquiry into Youth Detention Centres** – the LLEN made a submission to this inquiry based on enhancing the education of children undertaking custodial sentences and informed by our experiences delivering various partnerships to young people in the Melbourne Youth Justice precinct.

**Mapping Service Delivery in the Youth and Education Space** – the LLEN has met with the Huddle, Headspace, Orygin, and AASO to inform and teach their staff about the local landscape in terms of education options and youth service and other relevant welfare providers. We also maintain a document that lists these providers.

# Digital media

The data below represents how our social media engagement has improved from 2016 to 2017 and the percentage increase for each type.

- From 2016 to 2017 our twitter impressions raised by 90.51% from 63.200k to 120.400k.
- From 2016 to 2017 our likes raised by 95.81% from 406 to 795.
- From 2016 to 2017 our retweets raised by 140 to 267.
- From 2016 to 2017 our link clicks raised from 193 to 421.

What we posted about most on our social media

- Courses available for youth 12%
- Reports on youth 21%
- Tools for youth 20%
- Other youth sector news 18%
- Events we attended 7%
- Events for youth 22%

Who interacts with us, likes our posts and retweeted us in 2017

- LLENS 19%
- Service providers for the disadvantaged 19%
- Education providers 13%
- Organisations who work with and for youth 20%
- Other individuals 21%

Other stats:

- 589 Newsletter opens
- 1,205 profile visits

In 2017 the City LLEN continued to strive for growth, advocacy and influence in all our social media platforms.

We have seen significant Improvements in our online interaction with followers as detailed in the data on this page.

Common themes we found on social media concerning Victorian youth in 2017 were:

- The current challenges facing youth entering the workforce
- Mental health remains the number one cause of concern for most Australian youth
- Gender inequality that young girls face at school & elsewhere
- Racial discrimination and harmful media stereotyping young ethnic communities

In 2017 the City LLEN had some wonderful results from our social media efforts. We find social media a very handy way to stay on-top of youth sector news that affects not only the work we do but who we work with. Social media is also a great way to promote our events and get the name of all LLEN'S circulating. Social media allows us to keep up to date with other LLEN'S initiatives and current issues in the sector. The City LLEN looks forward to continued engagement with partners and those who interact with us online. From having some years of invested experience in social media we now have a more solid target audience and a vision of what the sector finds the most important that can further inform our work going forward.





## 2017 Social Media growth and engagement % up from 2016

### CITY LLEN NEWSLETTERS



**↑**  
**75.0%**  
**538**  
 newsletter  
 opens

### PROFILE VISITS



**↑**  
**81.4%**  
**1,206**  
 profile  
 visits

### IMPRESSIONS



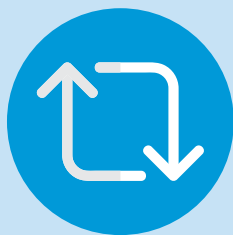
**↑**  
**90.5%**  
**120,400**  
 twitter  
 impressions

### LIKES



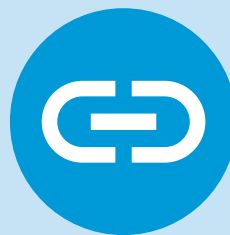
**↑**  
**95.8%**  
**795**  
 likes

### RETWEETS



**↑**  
**90.7%**  
**267**  
 retweets

### LINK CLICKS



**↑**  
**118.1%**  
**421**  
 link clicks



# Structured Workplace Learning

Structured Workplace Learning (SWL) is practical training in the work place for students, it allows students to practice their work skills, develop an understanding of expectations in the work place, OH&S rules and regulations including best workplace practices, develop their team work skills as well as an opportunity to gain greater understanding of employment opportunities and career pathways within different Industries. SWL allows students to experience a practical side to work which cannot be simulated in a class room environment. Since the beginning of 2016 all 31 LLEN's in Victoria have been contracted by the State Government to Deliver SWL Services for Secondary Schools across a broad range of Industries. All Victorian school students who are undertaking a VET Program as part of their VCE or VCAL studies are eligible to participate in SWL and can access a wide range of SWL opportunities via the SWL Portal, a State Government portal which is governed by the Department of Education and Training Victorian and managed by all 31 LLEN's in Victoria.

As part of the SWL contract LLEN's are responsible for brokering SWL opportunities with employers as well as visiting schools, signing schools up to access the SWL Portal, delivering Department of Education training to teachers issuing them access to the SWL Portal, delivering training to school students so that they can access SWL opportunities on the portal.

In 2017 there were 105 students studying VET or VCAL courses amongst our schools who were eligible to take an SWL placement. Two new schools were signed up in 2017 to access SWL opportunities on the Portal; River Nile School, a VCAL Senior Secondary College for woman and Hester Hornbrook Academy, an Independent school delivering VCAL Senior Secondary studies. In total there were seven schools signed up to access

the SWL portal within the Capital City LLEN Local Government Area (LGA). In addition there were also a number of schools outside of the Capital City LLEN's LGA who had students selecting to do a SWL placement in the City of Melbourne as a result of convenience or as a result of wanting to do an SWL placement with a Capital City LLEN employer offering attractive SWL opportunities.

Popular Industries in which students selected to do an SWL placement with includes; Retail and Beauty Services, IT and Digital Media, Healthcare Social and Community Services.

Childcare SWL placements were amongst the most popular choice in 2107 with a number of VET VCAL students studying a Childcare related VET Certificate within the Capital City LLEN LGA. Lady Gowrie Docklands Childcare Services has been a standout employer, amongst a number of supportive employers on the Portal, who have accommodated a number of SWL placements in 2017. Lady Gowrie Docklands has been exceptionally supportive in offering a number of at risk students from our schools an SWL opportunity working in an inclusive and caring environment with a team of supportive staff allowing the students to work with different teams so that students get an over all experience of working in a childcare centre.

Another popular choice for SWL placements offered within the Capital City LLEN LGA was Retail SWL placements at Myer Melbourne, Myer Melbourne have been most supportive in offering both SWL opportunities as well as Year 10 work experience opportunities. Myer Melbourne is a popular choice for students wanting to experience working in a premium department store, an opportunity which is exclusive to Capital City LLEN.



Every year the Capital City LLEN look to engage in projects happening within the City of Melbourne which creates SWL opportunities for youth as well future employment pathways for youth. 2017 saw the commencement of the Melbourne Metro Tunnel project, the most ambitious underground railway project to take place in Melbourne since the City Loop project in the 1970's. The Metro Tunnel project oversees the creation of five new underground stations within the City of Melbourne, the life of the project is scheduled to span over many years creating numerous employment opportunities. The Metro Tunnel project will be delivered in stages by several contractors, John Holland Group, Australia's leading engineering contractors submitted a Tender to deliver the initial stages of the project, a requirement of the Tender was that contractors must integrate community engagement, in particular youth engagement activity into the deliver of their service model.

John Holland Group contacted Capital City LLEN to discuss ways to deliver community engagement activities for youth living and studying within the City of Melbourne with a focus on attracting youth to a career pathway in engineering and construction. John Holland Group have identified a gender gap in their workforce, their priority is to find ways to attract more females into the engineering and construction industries. A partnership was formed between Capital City LLEN and John Holland Group with John Holland Group agreeing to host SWL opportunities with a focus on supporting at risk students as well as agreeing to host year 10 work experience from our schools.

Whilst no John Holland Group SWL opportunities were consumed in 2017, as a result of opportunities being offered to commence later in the year, John Holland Group did accommodate Year 10 work experience placements at the request of Capital City LLEN referring several University High School Year 10 work experience students to do placement with John Holland Group. This was in response to the University High School Year 10 work experience coordinator contacting Capital City LLEN for work experience ideas and options. The placements were a success with the school coordinator giving positive feedback post placements. Whilst under the SWL contract we are not paid to arrange year 10 work experience it was important for Capital City LLEN to maintain the relationship with employers to ensure SWL opportunities are offered in the future, this also helps Capital City LLEN build relationships our schools encouraging them to access the SWL portal for opportunities.

Visit – [www.workplacements.education.vic.gov.au](http://www.workplacements.education.vic.gov.au)

# SWL CASE STUDY 1

## Shams Alsowadi (VCAL student studying Certificate III in Early Childhood Education and Care from St Joseph's Flexible Learning Center Melbourne)

Established by a group of Melbourne based Ladies in the 1930's Lady Gowrie Childcare Services first opened its doors in 1939, the business has since expanded Nationwide providing a range of services including child care and education, professional development and Nationally Recognised Training for early childhood practitioners, resource development, family support programs, resource centres and library services. Lady Gowrie Childcare (LGC) provides childcare services within the City of Melbourne. The collaboration between City LLEN and Lady Gowrie Childcare Services is a recent partnership formed in August 2017 to meet the SWL needs of students within the City LLEN boundaries studying VCAL Certificate III in Early Childhood Education and Care.

The Children's Services Industry continues to grow in response to the ever-increasing lifestyle commitments of parents and guardians. In response to these changes as LGC have to find ways to attract more people to the Industry, in particular more youth. LGC is particularly supportive in offering SWL opportunities to youth, they realise that SWL placements are an integral part of a student's practical learning to become effective and skilled childcare educators and were motivated to facilitate childcare opportunities for secondary students as a means of attracting, informing and promoting their industry and themselves as an employer of choice.

Shams Alsowadi is a Year 12 VCE VCAL student studying a Certificate III in Early Childhood Education and Care, he is an Afghan migrant who has a keen interest in sport. The student has a part time job

as a life guard at a recreation center, he elected to study VCE VCAL with a focus on early childhood studies to learn how to communicate effectively with children in a teaching environment as his current job as a life guard requires him to manage and educate children to provide a safe recreation space for them.

Shams got to experience working with the teams at the babies/toddler room and the preschool room, he felt supported throughout his SWL placement, the student was guided throughout his placement by a team of childcare workers who were both supportive and happy to impart their knowledge and assistance to help the student gain greater knowledge of both the Industry as well as childcare education standards in Australia.

Lily Janes, the Assistant Manager Children's Program at Lady Gowrie Docklands mentioned that the student has integrated well and works harmoniously with the childcare team. She highlighted that it's obvious that Shams enjoys working with children, he is patient with the children, he's enthusiastic and wants to learn how to care for young children in a childcare environment, the team is happy to have him onboard to assist. Shams demonstrates good team work skills and abides by the strict codes of good childcare practices.

For Shams his SWL placement at Lady Gowrie Docklands has given him a broader perspective of the Childcare Industry in general, he has taken with him the skills and experience to be able to effectively communicate and educate young children.



# SWL CASE STUDY 2

## Martha (VCAL student from St Aloysius) Term 3 2017 placement with the Lifestyle team at Queens Park Dousta Galla Moonee Ponds

Queens Park Dousta Galla Aged Care Services provides quality independent living, residential and respite care. The partnership between City LLEN and Dousta Galla Aged Care formed in September 2017.

The Aged Care Industry have advised that they are having issues attracting youth into the Industry. Queens Park Dousta Galla Aged Care have realised that they need to find ways to actively attract youth to the Industry in order to meet the needs of their strategic business priorities moving forward, as a result they have agreed to facilitate SWL opportunities in partnership with City LLEN to promote pathways to further study and employment opportunities for youth to consider. This is a wonderful opportunity for youth to feel comfortable working in an aged care environment as well as exposing youth to a variety of long term sustainable career opportunities within the Industry.

Martha is a Year 11 VCE VCAL student from St Aloysius College, as part of the student's VCAL studies she was keen to experience a variety of SWL opportunities covering an array of different Industries to help her make informed career choices.

The student was keen to try an SWL placement opportunity working with the lifestyle team at Queens Park Dousta Galla, Martha has a desire to work in community services; aged care was not an initial choice for her however the student enjoys communicating with the elderly and saw this placement as an opportunity for her to broaden her knowledge, skills and experience. With the assistance of her school and City LLEN, Martha arranged a preliminary meeting and interview with Queens Park Dousta Galla.

Martha felt supported throughout her SWL placement at Queens Park Dousta Galla, the student was supported and guided always by both staff and trained aged care volunteers at the facility. Martha commented that staff and volunteers were welcoming and accommodating, happy to have her assist with a variety of activities including; lifestyle activities as well as assisting the kitchen team with setting up tables in the dining area for meal times. Staff were always happy to impart knowledge and assistance to help the student to gain a greater understanding of the Industry and the variety of roles available to help run an effective and safe aged care facility. Martha particularly enjoyed being part of the football grand final festivities which saw her being delegated the important task of decorating the facility throughout using yellow and black balloons and streamers, the student thoroughly enjoyed this task which was the highlight of her SWL placement.

Suzette Fernando, Martha's supervisor and the Lifestyle Coordinator at Queens Park Dousta Galla, mentioned how impressed she was with the student's ability to care for and communicate with the elderly residents, she also highlighted Martha's enthusiasm to want to learn and her ability to demonstrate good team work skills working in harmony with the lifestyle team as well as the kitchen team.

For Martha her SWL placement at Queens Park Dousta Galla has given her a broader perspective of the aged care industry, the types of employment opportunities available, as well a greater understanding and appreciation towards a holistic and comforting approach to caring for the elderly, especially when trying to comfort residents who have memory loss and are longing to go home. The SWL experience has enriched the student's customer service, interpersonal and employability skills, all of which relate directly to her VCAL studies.

# Committee of Management 2017

Dr Virginia Dods (Chair)	Senior Policy Advisor, Commission for Children and Young People
Chris Christoforou (Treasurer)	ACFE Projects Leader, Centre for Adult Education/Box Hill Institute
Sha Cordingly (Deputy Chair)	CEO, Australian Community Workers Association
Gary Powers	Principal, Kensington Community High School
Victoria Carullo	Deputy Head, Vocational Education, RMIT TAFE
Lisa Patience	Manager, Sign for Work
Louise Medler	Coordinator Navigator program, South West Metro DET
Michael Meehan	Head of School, Box Hill Institute of TAFE city campus
Sarah Bourke	Manager, The Ladder
Diane Bloom	Leading Senior Constable, Victoria Police
David Cragg	Assistant Secretary, Victorian Trades Hall Council
Pamela Newton-Brown	Sub-School Coordinator, University High School
Eliana Cuppari	Manager, Whitelion

# Our partners

The City LLEN gratefully acknowledges the support and contribution of the following organisations and networks:

African Australian Student Organisation	City of Port Phillip & their libraries	Melbourne Citymission – Frontyard
African Community School, North Melbourne	Commission for Children and Young People	Melbourne Multicultural Hub
ALS Global	Concern Australia	Melbourne Youth Services Forum
Anglicare	Cosmos Magazine	Mission Australia – Synergy Program
Apprenticeships Matter	Council to Homeless Persons	Multicultural Youth Advocacy Network
Australian Community Workers Association	Department of Education and Training	Myer
Bendigo Bank	Doutta Galla	National Disability Coordinator Office
BrainSTEM	Drummond Street Services	No Limits
Box Hill Institute – city campus	Engineers Australia	North Melbourne Football Club – the Huddle
Brotherhood of St Laurence	Epworth Health Care	North Melbourne Language and Learning Centre
Brimbank Melton LLEN	Fitted for Work	Orygen Youth Health
Carlton Baths	Headspace	Outer Eastern LLEN
Carlton Church of All Nations	Hester Hornbrook Academy	Parkville College
Carlton Local Area Network (CLAN)	High Hopes Education Consultants	River Nile School
Carlton Neighbourhood Learning Centre (CNLC)	In2Science	RoboGals
Carlton Primary School	Inner Melbourne Youth Community Partnership	Ronald McDonald Learning Programme
Catholic Education Office	Inner Eastern LLEN	Royal Children’s Hospital
Centre for Adult Education (CAE)	Jobs and Skills Centres	Royal Melbourne Institute of Technology University & TAFE
Centre for Excellence in Child and Family Welfare	John Holland Group	Royal Society of Victoria
Centre for Multicultural Youth	Kensington Community High School	SEDA College
Chocolate Box	Lady Gowrie Docklands	School Focused Youth Service
City Library - Docklands	Livewire	Sign for Work
City of Melbourne	MacKillop Family Services	St Aloysius College
City of Yarra	Maribyrnong & Moonee Valley LLEN	

St Joseph's Flexible Learning Centre



SYN Radio



STREAT Social Enterprise



Telstra

The Drum Youth Services

The Langham Hotel, Melbourne

The Centre North Melbourne

University High School

University of Melbourne

Victoria Police – Melbourne East

Victoria University

Victorian Aboriginal Education Association

Victorian College for the Deaf

Victorian Cooperative on Children's Services for Ethnic Communities

Victorian Council of Social Services

Victorian Employers Chamber of Commerce and Industry

Victorian Learning and Employment Skills Commission

Wear for Success

William Angliss Institute of TAFE

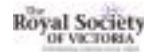
WISE


Whitelion

Youth Affairs Council of Victoria

Youth Disability Advocacy Service (YDAS)

Youth Substance Abuse Service (YSAS)





*The 2017 Capital City Local Learning & Employment  
Network Audited Financial Statements were distributed  
at the 2018 AGM and copies can be obtained by  
contacting the LLEN via: [info@ccllen.org.au](mailto:info@ccllen.org.au)*



Capital City Local Learning and Employment Network Inc.  
[www.cityllen.org.au](http://www.cityllen.org.au)  
Suite 404, 365 Little Collins Street, Melbourne, VIC, 3000



*The LLEN program is supported by the Victorian Government  
through the Department of Education and Training*

