



2021 ANNUAL REPORT

CAPITAL CITY LOCAL LEARNING AND
EMPLOYMENT NETWORK



Our Values

Mission

To support all secondary school students within our geographical boundaries, by developing partnerships which result in an increase in the number and range of school-employer engagement activities in local government areas.

Partnerships

LLENs lead organised efforts to improve coordinated service delivery in the community. Through creating a regular connection point for stakeholders, LLENs ensure an open line of communication between everyone working to improve the lives of young people.

Community

The core role of the LLEN is the creation and development of sustainable relationships, partnerships and brokerage of initiatives with and across local schools, education providers, industry and community.



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About Us

Background

The Capital City Local Learning and Employment Network (City LLEN) is one of 31 LLENs covering all of Victoria. The LLEN Network was 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.

The City LLEN was incorporated in March 2002 to deliver services within the City of Melbourne.

As a not for profit incorporated association we represent our members from the education, training, community, government, business and 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.

Our Role

The City LLEN develops annual work and strategic plans (that reflect government contract requirements) that inform the brokage 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 at risk young people to devise and deliver initiatives that improve the opportunities for our young people.

LLEN's organise networks and bring people together, we act as the honest broker and support our partners in supporting our young people and work to help meet the gaps in service delivery where we can.

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 and 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.

Chairs Report

I am delighted to present the 2021 Annual Report for the Capital City Local Learning and Employment Network (City LLEN). Despite the challenging circumstances, we continue to strive to improve the outcomes of at-risk young people in the City of Melbourne, through collaboration with schools, industry and community partners. Along with the rest of the community, we share great concerns for vulnerable young people who face greater disruption to their life trajectories due to the ongoing impacts of the pandemic.

During 2021, the City LLEN continued to adapt and deliver services online when the city went back into lockdown. Fortunately, we were able to use the brief time at the start of the year to maximize service delivery opportunities, when we did direct provision to the community and schools.

We are also very pleased to be celebrating a new relationship with the Victorian Department of Jobs, Precincts and Regions (DJPR) after winning a competitive tender application to provide the Jobs Victoria Advocacy (JVA) program. This program was developed to address the need identified during the 2020 lockdowns, for jobseekers and others in the community, such as migrants and vulnerable cohorts to access the services and information required to be able to fully participate in economic and social life. Many people need help, but do not know how to find it, do not understand what they are eligible for or that a myriad of services exist to provide support. The advocates work in the community to link jobseekers with the services they require.

For our Structured Workplace Learning (SWL) and LLEN contract providing careers and business engagement services to schools, we have had the current contract renewed to the end of 2022. We hope that the consultation and review process will result in a renewed focus for our services. One aspect of the impact of the pandemic has been the realisation that traditional LLEN services, which we were required to deliver until recently, where we worked in partnership to support at-risk young people engage and remain in education, are more important than ever.

As for everyone else, our Committee of Management meetings (Board Meetings) were convened via Zoom, and I would like to thank all of our members for volunteering their time, ideas and positivity throughout the year. In 2021, we farewelled Allan Cormack and thank him for his generosity in agreeing to be our Treasurer. We also said goodbye to Clare Kellett, who has had a long relationship with the LLEN encompassing three roles in the city, we wish her well in her move to the country. Gary Powers, Principal of Kensington Community High School retired after a long career as an expert educator and committee member. Yvonne Laurel has also changed roles with Victoria Police and we thank her for her time with us. I would also like to thank Louise for her strong leadership, and modelling of overcoming adversity during a challenging year, and the City LLEN staff whose excellent work in continuing to provide professional support and outcomes for their school communities despite the challenges they faced. May we take the best innovations and reflections from this year to guide our work into the future.

Dr Virginia Dods

Chair

CEO'S Report

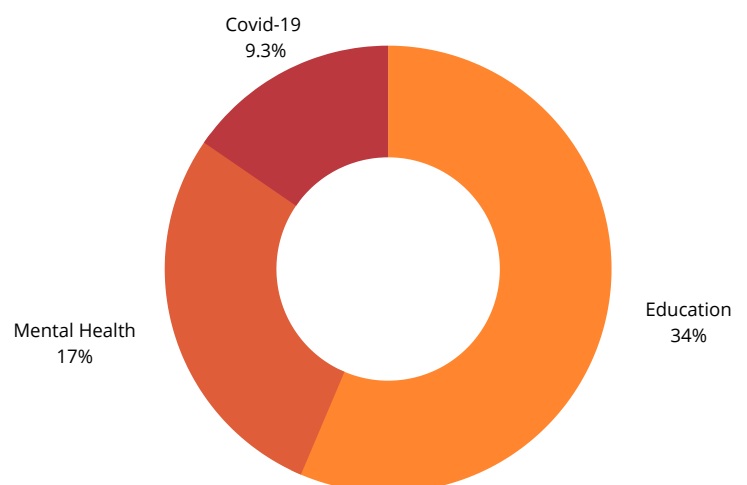
By now we have all read most of what there is to say about living through the pandemic, every awful statistic, cliché, and platitude has been spoken. Despite our personal and organisational struggles constantly adapting and trying to stay positive we never lost sight of the fact that the at-risk young people; for whom the City LLEN exists are in a more precarious position than ever. Disrupted education, stressed family dynamics and uncertainty about the future have placed a greater strain on those young people who were already doing it tough.

Moreover, there are other significant social forces impacting our attention and capacity to learn, we are living through a very dynamic time in human history as we grapple with social change, culture wars, the devastating impacts of climate change as well as emerging military aggression. All this is happening as the first truly digital internet generation come of age. What will these massive changes mean for how we use our brains as well as understanding what this means for this generations capacity to focus?

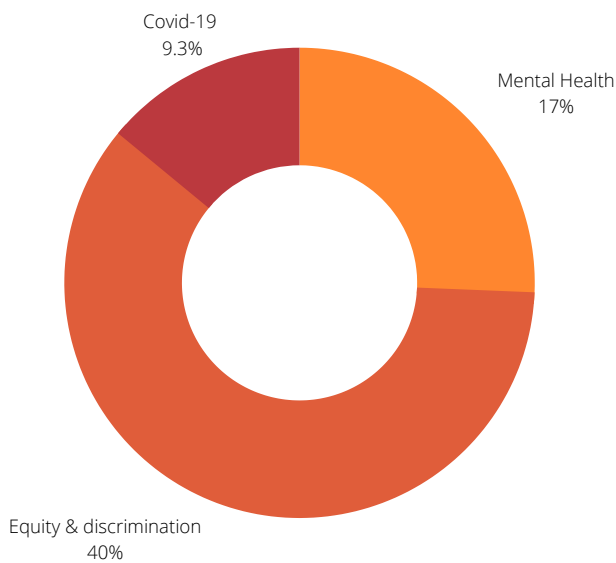
The Australian Institute of Health and Welfare (AIHW) <https://www.aihw.gov.au/reports/children-youth/covid-19-and-young-people> released a report in June 2021 on the Impacts of Covid on Australia's Young People. This publication draws on the insights and research of many other organisations and in doing so provides an excellent snapshot of the impact of the pandemic on our young people. As stated previously, the social and emotional impacts of Covid on young people have been substantial.

All sectors of society have struggled to varying degrees, but young people; especially those living in Victoria, living in Melbourne and within the city have been disproportionately affected due to prolonged disruption to their education and hard lockdowns. Remote learning has also led to a lack of time spent with friends, building relationships, sharing milestones with peers, playing sport and being out in the world as they transition through school.

As a result, young people have reported that the top concerns they are most worried about for themselves are:



When surveyed on the issues that matter most in terms of national issues they reported:



It will take time to fully understand what the long-term impacts on this generation of school students will be, it will vary no doubt depending on each child's circumstances and resilience. We know the social determinants of well being and health are complex and connect and interact on many levels. As service providers working to support at-risk young people, we need to adapt and stay alert to how we can best adapt our services for this cohort to mitigate any long-term negative impacts.

The State Government Department of Jobs, Precincts and Regions (DJPR) recognised the need for new services following the first year of the pandemic. In 2020 so many people, especially those who experienced life in hard lockdown were frustrated and distressed about their circumstances. It became apparent many people were unaware of how they can access the supports and services needed to help them gain greater traction in the labour market and/or deal with the barriers and challenges they may face.

To this end we applied successfully to deliver one of the new initiatives rolled out by DJPR to tackle this service gap; the Jobs Victoria Advocates (JVA) program.

Recruitment and staff induction were conducted in April, our new team hit the ground running building great relationships with many organisations to support their service delivery. Laura Mitchell, Aisha Hassan and Prinscilla Benson have brought a youthful energy to our team, and we extend a warm welcome to them.

Like everyone else, once we were no longer able to work from the city office, our capacity to deliver the JVA program became limited. We relied on finding online seminar topics to deliver to attract clients as well as ad hoc interactions coming through the department or our Facebook page. Thankfully, the staff working in the Department have been fantastic supporting our staff and I would like to thank Wendy Saly and our various contract managers for their guidance and support.

2021 was a difficult year in operational terms for the LLEN and SWL programs. We pivoted so well in 2020 by the time the lockdowns hit in 2021 most of our student cohort had grown tired of webinars and online learning and this was reflected in a decreased numbers attending our events. Reduced interest could also have been a result of greater competition from the LLEN Network and other organisations beginning to make similar online events. Our Structured Workplace Learning (SWL) placements dropped off once lockdowns commenced as students were unable to be matched with employers and employers were unable to take students. I would like to thank Wendy Dalkiran for doing a wonderful job maintaining great relationships with our employers throughout another difficult year and her great work supporting students prepare for their placements as well as her help delivering LLEN initiatives. Magnificent work Wendy.

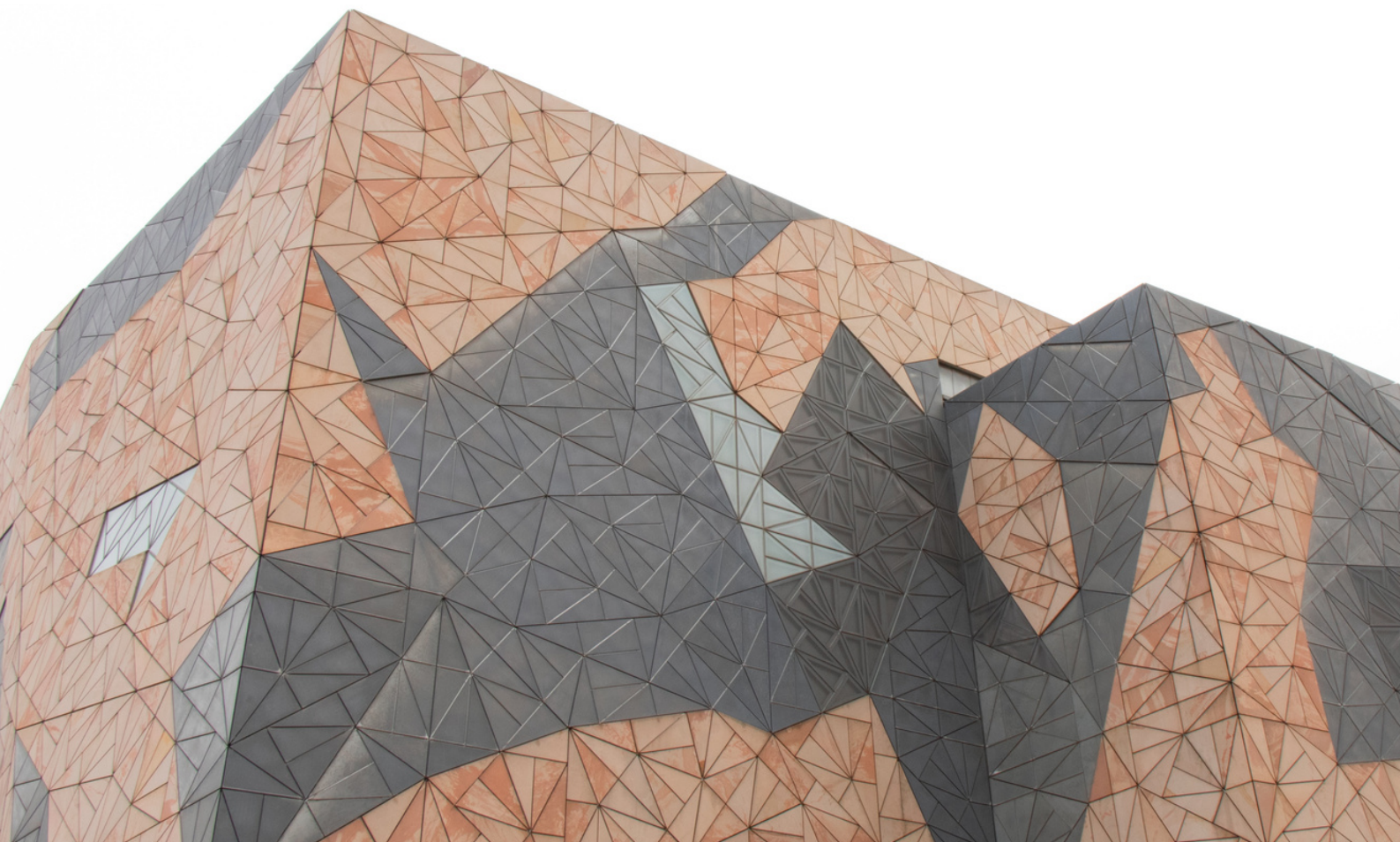
At the end of 2021, our School-Community Engagement Officer for our LLEN program; Melissa Bell returned to her substantive role in the Department of Education – we thank her for her great contribution to the LLEN.

A big thank you to our Committee of Management (board) members who dialled into yet another series of zoom meetings to support the governance of the City LLEN. We said farewell to several members as changes to their employment and place of residence meant it was time to move on. Our Treasure, Allan Cormack resigned in July, Gary Power the Principal of Kensington Community High School has retired. Annabel Mounsey from Box Hill Institute of TAFE at the Centre for Education, Yvonne Laurel from Victoria Police and Clare Kellett from RMIT University also said farewell after many years of service.

We have been lucky to attract so many great people to our board and I wish all our board members the best of luck and thank them for their time given so generously.

Louise Smith

CEO



The year in review

After lockdown restrictions eased at the end of the year our employers and schools were still weary, so we hope by the time you read this the return of the SWL program is in full swing.

Like most people, the LLEN staff worked from home for most of 2020-2021 and used online platforms to connect, negotiate, network, organise and deliver our initiatives.

Being the LLEN for the City of Melbourne, our area has been hit hardest economically.

Our local hospitality businesses had mostly closed down; the cafes and lunch time places near our office are gone. The absence of international students in February 2020 was the 'canary in the coal-mine' signalling what was to come.

Without the 227,000 students that swell our population ranks every year, less of everything is needed in the city, together with the impact of employees working remotely the city became a ghost town.

Here is our year in review.



Royal Children's Hospital Careers Counselling Program

During 2021 we continued our highly successful partnership with the Royal Children's Hospital by offering free careers counselling sessions to long term patients of the hospital. These sessions have proved to be extremely valuable to both students and their parents. Many students have missed crucial careers sessions and workshops in their own schools because of extended stays in hospitals and in some cases, students have withdrawn from school completely. The RCH Transition Support Service identifies students in their later years of schooling who would benefit from one-on-one support, they discuss the service with parents and seek parental permission and then refer the students to the LLEN Careers Consultant Andrew Smith.

The Consultant follows up these referrals through initial phone / email contact with both the parent and student and if everyone agrees a counselling session is organised.

These sessions were delivered in person when Covid protocols allowed or via Zoom. Where students were still actively involved with a school Andrew would also contact the relevant Careers Coordinator, Student Well Being Coordinator, or other nominated staff member to ensure a coordinated and consistent approach of support was provided.

Fifteen students have been provided with intensive, tailored one on one support (often with their parent/carer) to receive guidance and information to help them make decisions around subjects, pathways and potential careers given any limitations their illness may create. This has demonstrated a need for ongoing support for these young people. Many of them have been lost in the school system and have not completed secondary schooling and have left school without pathways support. Students attend schools across Victoria and are referred via the Royal Children's Hospital, not via the government portal.



I hope this finds you well. I just wanted to write and thank you so much for your time supporting and helping me with mock interviews and phone interviews.

I am really happy to tell you that I have started working casually in Flemington at a Butchers, two days a week for four hours. I am really enjoying it so far. Once again, thank you for your time and I wish you all the best.

Blake - Student

For some of these students one session of counselling is sufficient, for others the City LLEN provided weekly sessions for up to 5 weeks, this work also involved researching solutions and options for students. Whilst many students have access to careers education in schools and counselling via Morrisby initiatives, the students referred to us needed specialist support on top of whatever they can receive from their school due to their chronic illness or mental health condition.

The initial session was designed to capture the young person's story using a narrative careers counselling approach. This approach works towards recognising themes, exploring related career interests, and assisting the student to draft future possibilities. It often opens up new possibilities the student may not have considered.

From the information gathered in this session Andrew would then provide resources to allow the student to explore their options more fully.

If necessary, follow up sessions were organised.

Support provided to students included providing information on a wide range of courses and jobs, including School Based Apprenticeships, Full time Apprenticeships & Traineeships and other forms of training. Many students were keen to follow up work experience, structured work placements and part-time employment. Andrew liaised with the relevant schools and LLEN to assist in facilitating these placements. In one instance the student was not confident to talk to employers, so Andrew provided mock job interview practise by phone and in person. This student has now secured part time employment at a local butcher and exploring the possibility of an apprenticeship in this trade.

Another student who was exploring a career in music was provided a connection into Music Victoria so she could explore further support and short courses available. A further student who needed more ongoing support was referred to a School Leavers Employment Support Program with a Disability Employment Service. Feedback from students, parents and the hospital has been overwhelmingly positive about the program and the program will continue into 2022.



River Nile School

The River Nile School (RNS) is a small not for profit independent girls school catering predominantly for students coming from African refugee and migrant backgrounds. Like our other alternative education or Flexi Schools they provide a free, safe, nurturing and tailored learning environment for students who may have otherwise struggled in mainstream schools. Following several meetings with the teaching staff we were able to establish the needs of the students and preferences of the staff for the year ahead. The initial focus was on working with the staff to provide professional development on the Guiding Circles Career model. This activity provided the teachers with tools to use in the classroom to assist with VET and career planning.

In Term Two the LLEN School Community Engagement Officer met again with staff to identify the areas where support was needed. The staff identified a need for one-on-one VET and pathways counselling as a high priority. After further discussion a program was developed where students could be referred on a weekly basis for VET, Career and Pathway planning. The focus of these appointments varied, some students required counselling for their VET selection for 2022, whilst others were provided ongoing support to identify possible occupations of interest and pathway plans.

These meetings were originally conducted on a face-to-face basis however they were easily moved to an online format. Follow up meetings were held with the VET and VCAL Coordinators to communicate the pathway options for VET enrolment.

During Term 4, we held weekly sessions to meet with RNS students to develop pathways and Vet options for 2022. This work was done in the presence of the VCAL teachers and was a collaborative exploration of options recognising the skills and strengths of each student.

This student centred approach clearly supports enhanced engagement and confidence in the female students leading to better outcomes for them.



Students with Disabilities Pathways Forum

Students with Disabilities Pathways Forum - RCH Allied Health Professionals PD for supporting students with Musculo-Skeletal barriers to transition pathways.

A group of Allied Health professionals working at the RCH approached the City LLEN to help them support their long-term student patients. They informed us that the pandemic had added extra challenges to the pathway options for their patients as they prepared to transition to adult hospitals as they approached 18 years of age and the end of their secondary schooling. They wanted to know if we could help prepare their students by providing pathways and careers information and could we assist them with gaining the skills and knowledge to provide careers advice, resources, knowledge, and information that they could use to help their students directly going forward.

Together we worked over several zooms to support the Occupational Therapists (OT) and other workers, we used the following typical case studies to inform the structure of our subsequent training delivered via a webinar:

Case study 1: 17 year old male with diagnosis of Spinal Muscular Atrophy type 2

- Potential limitations experienced as a result of their health condition: Power wheelchair user, limited upper limb function- able to use hands well but reduced strength and difficulty lifting arms so can only handle objects placed within reachable distance on wheelchair tray. Good verbal communication skills and normal cognitive function.

- Work place(s) of interest: Unsure as he doesn't know what is possible or what workplaces could accommodate his needs. He has expressed interest in any setting that can offer paid employment.
- Questions posed to, and/or help they are seeking from OT: What types of jobs would be well suited to my needs? How should I go about applying for jobs? How do I find employers who are familiar with working with people with disabilities or other physical based difficulties?

Case study 2: 16 year old female, with diagnosis of osteogenesis imperfecta (Type 4 (mild)).

- Potential limitations experienced as a result of their health condition: primary concerns are hypermobility of hand/wrist joints, pain and fatigue when on her feet for more than 40 minutes (mostly in her back and legs). She also experiences pain in her hands (particularly wrists) when carrying awkward or heavy items or doing repetitive movements. Even though some activities cause her pain, she is unlikely to speak up and generally just tries to 'get on with things', though this can often mean she becomes fatigued or experiences pain. She's a bright, engaging and motivated student in Year 11.
- Work place(s) of interest: Casual work at Coles/Woolworths as example, whilst studying for a degree (work to support studies).

Case study 3: 17 year old male with Brachial Plexus Birth Palsy (right side affected)

- Potential limitations experienced as a result of their health condition: Significant issues with limited range of movement and strength in entire right upper limb. Right shoulder can raise horizontally (i.e., away from body to side) to just past shoulder height. Has weakness on bending right elbow and can only bend to just past 90 degrees. Has reduced ability to bend right wrist, and turn right forearm over and back, and unable to straighten fingers of right hand to completely open hand. Thus, has significant issues with using right hand efficiently and completing activities requiring use of two-hands. Additional issues include experiences significant pain in right upper limb and is self-conscious/anxious due to right upper limb being noticeably shorter than left and its general “different” appearance.
- Workplace(s) of interest: Attempted to seek a part time job at fast food outlet, how he reported they saw his hand and he was not successful in obtaining a job. Is currently in Year 12 and wants to study Medicine, so is hoping to enrol in precursor degrees of either Biomedicine or Science.

Our training was developed and arranged to include the following guest speakers:

- Kerry O'Hagan, Senior Solicitor from the Disability Discrimination Legal Service, who provided a fantastic presentation on the rights of workers with a disability and typical issues and problems and how to manage them



- Tina Zeleznick, from the Disability Workers Association who spoke about how to prepares students and manage the expectations of employers including obtaining part time work and entry level jobs for young people. How OT's can prepare a young people and how to guide them when they express a desire to follow a certain career which may not be practical, how to encourage with out discouraging. Ideas for possible workplaces and careers for different disabilities and personalities and clinical groups. What type of supports do employers have and what can they access via the various government or government funded services.
- Dr Peter Smith, Director of Centre for Disability Employment Research and Practice and Visiting Fellow University of Melbourne, School of Social and Political Science who provided an academic point of view and contemporary research results into successful program and initiatives that do the most to support people with disabilities into work.



The key learnings were:

1. A job applicant or an employee with a disability should not be treated unfavourably because of their disability.
2. Job applicants and employees with a disability must be provided with reasonable adjustments by employers to allow them to perform their job.
3. Employers may lawfully discriminate against job applicants or employees in some circumstances, such as where due to the disability the person is unable to undertake the inherent requirements of the job and reasonable adjustments can't be met, unjustifiable hardship imposed on the employer and if necessary to protect the health and safety of any person or the public.
4. Disclosure – depending on the type of disability; if it is not immediately obvious the decision to disclose can be a fraught one by disabled job applicants. Applicants with a disability should consider what are the reasonable requirements of the position and can they do them and does the person's disability affect their ability to safely perform those duties? If safety is an issue, then there is a duty to disclose. Failure to disclose a pre-existing injury may affect eligibility for workers compensation of the injury re-curs or is exacerbated.
5. As a general rule there is no obligation for a jobseeker with a disability to disclose a disability to a prospective or current employer unless it is likely to affect job performance, including the ability to work safely.
6. A jobseeker may elect to declare a disability after they have been offered a job or during the recruitment process – some employers require applicants to complete forms which specifically ask if the person has a disability relevant to the job.

The City LLEN also updated and distributed a resource for the RCH OT staff with a guide to local organisations and resources they could call upon to support their students. This was warmly received.



Impacts of Covid-19 on the Learning and Engagement of Vulnerable Students Webinar

In April to coincide with our Annual General Meeting (AGM) we held an online forum to present and discuss the impacts and learnings surrounding the impact of the disrupted education of vulnerable students.

Our presenters represented various sectors and included: Sally Lasslett, Director and Principal of Hester Hornbrook Academy, Kath Curry, General Manager, Health and Education Faculty, Torrens University and from the Centre for Multicultural Youth; Haswhina Vimalaragran. Haswhina spoke from the point of view of an international student and represented many of the barriers faced by the CALD and migrant cohort, these included:

- Adjustment to culture and curriculum
- Lack of access to and information about Healthcare, Renting, Rights of a Resident, etc.
- Barriers in securing internship and employment due to citizenship status and driving license prohibitions
- Workplace Exploitation (underpaying jobs, overworking extra hours, unpaid internships)

She went on to explain that due to the pandemic, these issues and challenges were exacerbated:

- Unstable or no employment
- Housing difficulties (unable to pay rent or make rent on time)
- Difficulty accessing mental health services and providers
- Targeted racism
- Lack of fee reduction and subsidies, and
- Difficulties with remote learning / online education.

Hashwina explained how many students are exploited and made more vulnerable when society is scared and provide lots of examples of individual student stories of great concern.

One of the solutions suggested was to provide these students, most of whom eventually become citizens with opportunities to more fully participate and access services in Australia.

Hester Hornbrook Academy (HHA) is a not-for-profit independent school borne out of Melbourne City Mission to provide trauma informed best practice education engagement and learning for at-risk students. Sally Lasslett, the Principal presented on the range of initiatives developed in quick response to the lockdowns and remote learning to help their students.

During the pandemic HHA developed a framework that leveraged their trauma informed practice that recognises the Berry Street Education Model; a pedagogy of evidence-based practise that allows language, modelling and relationship building to underpin the approach to the complex and individual needs of students. They do this within a nurturing and therapeutic educational environment.

When lockdowns hit the school remained open.

This was essential for the mental health and wellbeing of many students who would have otherwise been homeless during the day.

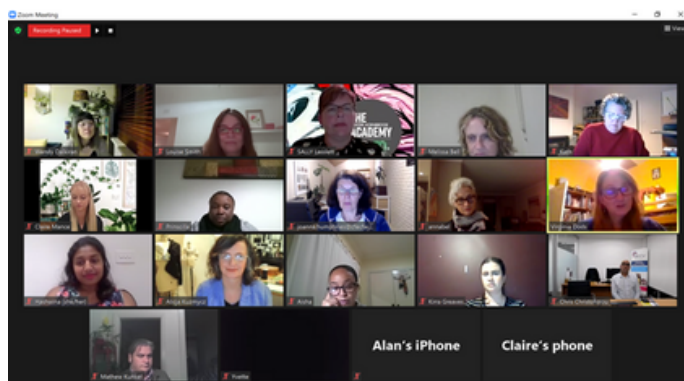
HHA create a safe, welcoming environment where students can feel safe, by establishing authentic relationships with students who previously were distrustful provided a bridge to support them during the stress of the pandemic lockdowns.

These relationships with the teachers of HHA together with access to food and other supports were vital for these students before attempting to help them engage in learning.

We really like the concept of 'Unconditional Positive Regard (UPR)'; employing this engagement and relationship practice is not always easy and often draws on highly skilled emotional labour to implement successfully but the outcomes are evident in the change in students. Students who were distrustful, experienced very low self-esteem, lacked confidence, were overwhelmed from traumatic life events begin to change in a positive way.

Withholding judgement, engaging in a respectful way and resisting the urge to react to defiance or other anti-social behaviours in a constructive way lays the groundwork for a healing relationship which enables the student to shine.

Kath Curry of Torrens University spoke at length about the impact on tertiary students, the numbers deciding to defer, the numbers struggling with mental health issues and concerns about their future. Most classes continued to be delivered online and some students thrived using this delivery mode whilst others struggled to engage.



LLEN Program Case Study

The City LLEN has been providing careers counselling and pathways support to young people who are transitioning from the RCH to the adult system. It appears to be a growing need for support not only at this stage but whilst these young people are under the care of the RCH.

Currently whilst young people are receiving care from RCH they are supported by Education Consultants whose role is to liaise with families, schools and medical staff to support engagement in education.

The case study outlined below shows that there is a small group of young people who leave education early because navigating the school system can become overwhelming. There appears to be a need for outreach work to keep this small group of young people engaged and supported within the education system.

The name has been changed but all the details have been provided by the family for the purpose of writing this Case study.

Jack was referred by the Transition unit at RCH. Limited information was provided apart from knowing that he had not completed formal education and that he was interested in small business.

After making initial contact with the family it was evident that Mum was frustrated with the education system and that she felt had not supported her son's complex health needs.

Jack had a processing issue uncovered in grade 3, in grade 4 he developed glandular fever and never fully recovered his health from that point.

In grade 5 Mum tried to negotiate a rest day a week, however the school did not favour this approach. Jack continued to miss days off school as a result. In grade 5 he was diagnosed with Shingles at the age of 10, his paediatrician recommended a term off school to recover during the winter period.

The school suggested that mum **the mother instead** look up home schooling on the Department of Education's website, she instead investigated Virtual School Victoria (then Distance Education) which he attended for 18 months and mum felt that Jack was well supported in this environment, particularly as the extended family were able to offer extra support to Jack.

Jack was referred to RCH Chronic Fatigue unit and offered one year of support. The team developed a plan, however said that she did not believe the plan was reviewed. Mum contacted the unit and said the plan wasn't working and she was advised to hang in there. CF clinic encouraged a return to school, he started a new school in the final 6 weeks of grade six and enjoyed it, however he enrolled in a large high school with few social connections.



The school were supportive and offered half day attendance with no homework. Appeared that not all teachers were aware and understood how to work with the arrangements. Jack wasn't coping with the workload and was struggling socially due to irregular attendance. Jack moved to a Christian School in year 8 and had the same arrangements, half days, no PE, no homework. Socially this was a better school for Jack. Halfway through year nine the family relocated to Traralgon; Jack had his Tonsils removed. He started school in term 3 for limited days, after 4 weeks ended up in hospital.

Jack has been essentially bed bound ever since, the family have tried to enrol him in Virtual school but delays with paperwork delayed this process so mum registered him for home schooling however little has been achieved. Jack did attend Monash Children's Hospital as an outpatient but was not offered any education support.

When Jack was referred, he had not completed a full year of secondary school and was looking for an online program that he could work through at his own pace. He had an interest in learning about small or micro business. I investigated options however as he did not complete any formal qualifications at secondary school his options were limited. I was also aware that due to his history there was need for support for Jack to successfully engage in a program. I reached out to Ben Durant from the Reconnect program and organised a meeting with the family to discuss the program. Ben explained a couple of options and the consensus was to undertake IVCAL (through Box Hill TAFE) and be supported with a Reconnect case worker.

I contacted the family recently and I could sense some doubt, we talked though the issues and I was able to explain the processes and addressed concerns. I contacted Ben and arranged for him to follow up with the family. At this stage Jack is intending to commit to the program for 2022.

This case study highlights the need for ongoing support as families that have become disengaged with the education system can lose confidence in the process which ultimately has poor long-term impacts on the young person.

Mum had indicated that she felt ill equipped and unsupported to work with schools to achieve suitable outcomes for her son. There appears to be an ongoing need to have specific education/pathways transition support for young people with ongoing health issues to provide outreach support to help keep young people engaged in education.

The City LLEN has an important role to play in supporting young people transitioning from Royal Children's Hospital.

Royal Children's Hospital Study with Your Health Forum

Held online for the first time, this successful initiative had been running every year since 2010 and was cancelled in 2020 so in 2021 we were ready to deliver online just in case. This meant making a lot of adjustments to the original program which was disappointing knowing the students with a chronic illness would not receive the full experience that we would have preferred them enjoy. A scaled down program was developed in recognition some aspects of the live event cannot translate well online and that students are tired to spending a long time participating and watching online.

To this end we arranged for our Careers and Pathway specialist Melissa Bell to present on choosing pathway options and careers as well as two speakers from the Victorian Curriculum and Assessment Authority who spoke on special consideration and the steps needed to be taken by parents, teachers, students and schools to ensure students with a chronic illness were not disadvantaged. Also returning was Michael Ciesielski from the Victorian Tertiary Admissions Centre who spoke on the procedures and processes required to help students gain entry to their preferred tertiary course.

I want to send a big thank you for all that you did for this year's Youth Forum. I finally had a chance to watch the recording late last week and it was great - professional, succinct and informative. I've obviously heard the information a few times now but my attention did not waiver with the online format. I actually found it beneficial to be able to pause the presentation and take a few notes. Every year that I hear Michael speak I feel like I learn something new. I'm sure the families found it really valuable too. Many thanks. I hope that you're both keeping safe and well in amidst the Covid-craziness.

Natalie Forcucci - Education Coordinator RCMHC



University High School

Meeting with the school regularly over the year we participated in many zooms with the school and other local community organisations to focus on supporting at-risk and vulnerable students attending the school and residing in public housing. Lots of issues were discussed and solutions formulated for all involved. Among the work achieved were online meetings for parents and students as well as supporting the Carlton Primary Year 6 transition program for students heading to University High.

A successful transition is very important to on-going engagement in learning and likelihood of students staying in school in later secondary school years.

As well as bringing in the University High school welfare team to meet with the students, a range of programs were delivered to help students establish relationships with teachers from the school and understand what to expect. The LLEN also helped the students by providing resources and guides to support students and their families. We also worked with the Drum, Our Place and Carlton Primary School to support their transition initiatives.

It was also great to note that we heard about the progress of students we had worked with in 2020 who were now in Year 7 and they were all doing well, which was great news. There was a fire at the school early in 2021 which added to the disruption for teachers and students at University High in 2021.

Kensington Community High School

The LLEN met regularly with the Senior school teachers and students to identify areas of interest for industry experiences, this included a planned day on careers in the automotive industry involving a visit to an employer and a TAFE to learn about pathway and career options. Unfortunately, due to extended lockdowns this event was cancelled.

However we did provide an extended mentoring and pathways and industry options program to the some of the Year 11 and 12 students, meeting with them once a week for every part of the year not in lockdown. This provided a valuable opportunity to provide each student with the careers counselling, advice and industry placements in our SWL program to best support their pathway aspirations. In Term 3 as part of an industry engagement initiative we arranged for staff from William Angliss Institute Hospitality Faculty to join the LLEN staff and teachers and senior students from the school to discuss hospitality career pathways.

We also arranged for the delivery of a Responsible Serving of Alcohol certificate for exiting Year 12 students at the end of the year so they could more easily obtain work once school and lockdowns were over. This qualification not only provided valuable units of competency which contribute to the industry specific skills for their VCAL qualification, but also provides a valuable qualification for employment opportunities in the future.

It was noted that the school continues to be inclusive and nurturing leading to a teaching environment that enables students to maximise their engagement, we were pleased to see posters like this one made by students distributed around the school.



'Hang in There'

Webinar

As we continued to meet with teachers online and spoke with them over the telephone across the year, anecdotal evidence emerged suggesting Year 12 students who would ordinarily be expected to aim for a university course post-secondary school, were electing not to complete their course preferences.

This is the process most students go through to select their tertiary courses for the next year with the Victorian Tertiary Admissions Centre. The predominant theory behind this change in student behaviour was the impact of two years remote learning and the assumed lack of desire on the students part to do this again. Students were also aware that all the fun aspects of university life, Orientation week and meeting other young people have not happened for the current cohort of first and second-year students.

In response the City LLEN developed a program aimed at addressing the potential decline in tertiary student enrolments, raising awareness of the issues and encouraging students to not limit their careers now if they can help it. Working with our schools we continued to deliver careers advice and motivational strategies for Year 12 students to support their wellbeing and engagement in future planning.

We also devised a webinar; Hang in There. The Hang in There webinar's message was exactly that – *hang in there*, it will be worth it. The resilience and perseverance will help you throughout your careers and life journeys. We arranged for several guest speakers who were current students studying in a range of disciplines across a range of universities.

Our student speakers were studying in the following fields:

- Nursing
- Design Architecture
- Business
- Science

- Events Management
- Media and Communication.

As well as university students we also had a TAFE student who did an excellent presentation explaining her twists and turns to get to TAFE and was a great example. The students spoke of the positives and negatives about their university experience and highlighted all the good experiences they had despite the challenges posed by Covid-19 such as small online groups which have helped them learn and form new friendships.

As we knew students from the Victorian College for the Deaf would be attending this webinar we hired several Auslan interpreters which provided an extra benefit for our schools.

Following with presentations from the students, the City LLEN's Careers Advisor, Melissa Bell presented to the students providing general information on careers and study pathways. There was also a Q and A session where lots of interesting questions were asked. As always we find when we arrange for young people to talk to young people – it is often a more engaging experience for both sides of the audience.

We thank all the young people who generously gave up their time to support us to deliver this webinar.



Flexi Schools network

The flexi schools network offers staff from schools and stakeholders within the city of Melbourne to engage with each other on a monthly basis. The meetings provided a great opportunity for VCAL teachers and careers staff to network and share information with each other. The network also provides a valuable resource and support opportunity for our teachers, especially new ones.

We also use this network to disseminate new information and discuss changes coming from the Department of Education and Training. For example, the recommendations arising from the Firth Report were a big talking point in 2021 and together we spent a lot of time unpacking what these changes would mean for our schools, teachers and students.

The year started with meetings being held face to face across different schools and venues. The City LLEN both hosts and chairs each meeting, we also arrange guest speakers and follow up on any requests for resources or arranging events or industry visits for students and any other initiatives that are discussed. In March several careers events were planned and organised for students in the flexi schools cluster as we hoped 2021 was going to be a normal year, that is no lockdowns.

However, when the lockdowns commenced the group easily transitioned to an online format and we met on a more regular basis and these meetings certainly provided an opportunity to offer support and share ideas for online teaching even if the events for the students were unable to proceed. The flexi schools provide many wrap around supports for young people at risk, this meant that many staff were teaching online but also had to be onsite to support the extra needs of their students.

One event we were able to deliver was the School Slam in March, this brings students together from across the Flexi Schools Network cluster for a day of sports and recreation and we also manage to have some careers pathways talks from people working in sport, sports management, and other physical education pathways.

The day provided an opportunity to engage in sporting competition between schools but also involvement in some workshop activities provided by the Huddle. This is a highlight in the school year as it provides the opportunity for interschool competition which is not otherwise available. It also enables young people to experience the facilities of an elite sporting organisation and see first-hand some of the jobs available that support this industry. The schools were surveyed after this event to establish how we could improve the event for both activities and timing. Another event was planned for September; however, this event could not proceed due to lockdown. The LLEN looks forward to partnering with The Huddle in 2022 to bring the schools together for this valuable event.

The LLEN also arranged for several guest speakers across the year to present to the teachers and principals in attendance including from the Victorian Curriculum and Assessment Authority to present on the changes coming to VCAL and the VCE.

The schools who attend our Flexi Schools Network in 2021 are Hester Hornbrook Academy, Kensington Community High School, the River Nile School, the Victorian College for the Deaf, the Pavilion School, University High, St Joseph's Flexible Learning Centre and the Huddle.

Ad-Hoc Help and Smaller Partnerships

We have not traditionally noted all the 'in between help' and 'social glue' and 'capacity building we provide to our schools, teachers, parents and community. We have not counted each interaction of this type during 2021 so the number is a conservative guesstimate.

However, a very important component of our role in our school community is one of advice and information. People consult and share with us all manner of difficult and challenging situations as well as more simple questions seeking our advice. This trusted role is not without its emotional labour at times but is very important in maintaining good relationships with our schools. We are much more than a provider of events and network meetings. We provide support to our schools and their staff in a myriad of ways that we are glad to do.



St Aloysius Girls School

As this school caters for students who are often from low socio-economic backgrounds or residing in public housing the LLEN has supported this cohort to help them to retain engagement and receive the careers information needed to support their pathway options. The Structured Workplace Learning Coordinator and School Community Engagement Officer met with the Careers, VET and VCAL team to identify areas where the LLEN staff could provide support early in 2021.

The areas of focus were, provision of guest speakers for a careers evening, partnering with RMIT skills and jobs centre to provide workshops for resume writing. Several workshops were able to be delivered online, but others were cancelled.

Guiding Circles

In response to requests from teachers in our schools the City LLEN developed a Professional Development training package for Careers and VCAL teachers. Using the Canadian Indigenous methodology of Guiding Circles, our teachers were trained in the use of story narrative careers exploration techniques for at-risk students and students from a trauma background. Feedback from schools was very positive; 'excellent' training being the common refrain.

Teachers from across the City of Melbourne and other alternative education or Flexi Schools attended.

Melbourne Youth Alliance

The Huddle and City of Melbourne Partnership:

Emerging from the Australian African Youth Pathways initiative developed by the Huddle in which the City LLEN together with a wide range of other community organisations are a member of, the committee consisting of young people only delivered a great event in August. The LLEN's own Aisha Hassan was a guest speaker and together they provided a great event that examined the barriers to young African-Australians seeking careers and employment. Several LLEN staff attended this event squeezed in between lockdowns and a welcome opportunity to meet and network with people for the first time in a while.





On Track Connect

2021 continued to follow the trend from the previous years whereby the numbers of referrals have become less and less and many students had deferred to work and save money in 2021, waiting for the 'world to return to normal' so they could go to university.

From the young people that responded this year, the main issue for the early school leaver cohort had been the transition to online learning. Clearly this groups did not make this transition successfully or lacked the resources or support to make it happen.

Of all the students regardless of what year they left school, they reported that the main reason they weren't engaged in further study or employment was because of the uncertainty created by the pandemic as well as online learning which they didn't like.

This was the most significant barrier for the students we spoke to. However, it should be noted, this was a very small sample size and most of our referrals were unable to be contacted despite trying multiple times and using various forms of communication.

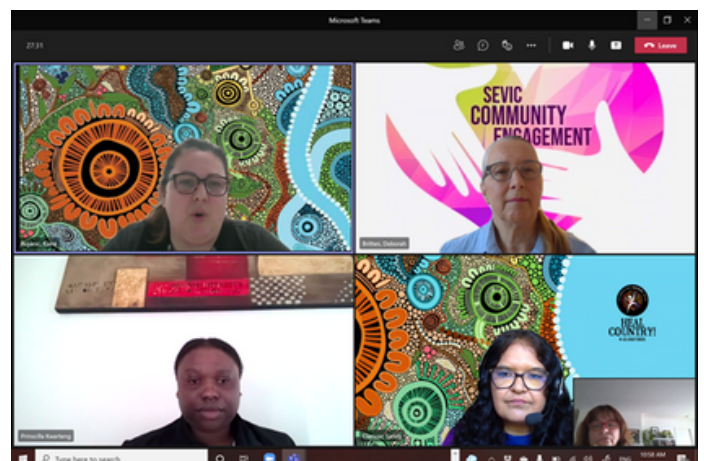
Centrelink

In July we held a Centrelink Information Session for school staff and local community organisations.

This was a very valuable webinar as we learnt what the processes and procedures were for school leavers as well as new migrants and other potential welfare clients to access support and services provided by them.

The Migrant and CALD group regional advisor was an excellent communicator and understood the barriers and fears faced by many migrants and had great advice on how to help these people.

This webinar was warmly received and whilst not many teachers were able to attend, youth service staff and our Jobs Victoria Advocates staff gained rich information to better support the young people they may service and provide more accurate advice to them.



Careers Information

We continued to promote and share links to our online library of career/industry webinars hosted on our YouTube channel for students and teachers to access.

We understand from the small increases in views and from teacher feedback that at least 25 students have accessed some or all of these and teachers used them as a discussion point in their classes.

North Melbourne and Flemington Community Engagement Network

The LLEN continued to attend some of these meetings with the specific aim to address the engagement of students and families in education and learning in response to welfare concerns as a result of the pandemic. Impacts and strategies for addressing these for students from migrant and refugee backgrounds examined.

City of Melbourne Youth Services Network Meetings

The City LLEN regularly attended and contributed to these meetings including having our JVA staff present to the network on several occasions. This network was valuable for hearing how youth services were coping/not coping with young people during the pandemic and how they were faring.

St Joseph's Flexible Learning Centre

Ongoing advice and support provided to the teachers and one on one careers counselling and pathways support for some students requiring extra help to identify suitable SWL placements.

Teachers also attended our Flexi network meetings and the students participated in the school slam event.

Online Meetings and Planning

The LLEN attended and participated in numerous external meetings to discuss strategies relevant to our contracts and support educational and service delivery to students and young people, these included for:

- The Navigator program with Anglicare
- The Carlton Work and Learning Program with the Brotherhood of St Laurence
- Department of Education and Training (LLEN program and Youth Justice Pathways Officer, LookOut Staff, South Western Region staff)
- Department of Premier and Cabinet
- LLEN Network
- Community organisations (Salvation Army, the Huddle, the Drum, Whitelion, Centre for Multicultural Youth, Inner Melbourne Legal Service among many others)

Cancelled Events

A lot of time was spent by the staff of the City LLEN planning and preparing various activities and events in 2021 and like most people we were disappointed when these were unable to proceed.

Each change of date required liaising with the venues to find a new date to book, working with staff from our schools and other organisations to change their timetables, consulting with employers and industry to gain their cooperation and renegotiate for them to be available on the new dates, only for it to be cancelled and rescheduled again and again. Some of the events we had to cancel were:

1. Catholic Education Office – Careers and Pathways Day for vulnerable students in Year 10 attending regional catholic colleges in the City of Melbourne, presenters from the hospitality and tourism industries included in the tour and talks of various TAFEs.
2. St Aloysius Girls School – mock interview sessions organised but cancelled and RMIT Jobs and Skills Centre talk unable to proceed, also a Food Handling Certificate course organised and cancelled
3. Flexi Schools Network – Recreation and careers pathways Day for 3rd term planned and cancelled (we were able to deliver one of these which was so successful the schools wanted to do it again)
4. Automotive Day – Kangan Batman TAFE tour and automotive industry visits cancelled several times for VET in Schools and VCAL students
5. Hospitality and Events Management Careers Day at William Angliss Institute of TAFE
6. Nursing and Allied Health Pathways Day with Holmesglen TAFE, Australian Catholic University and Melbourne Hospital. So many students had been looking forward to attending this day we hope to deliver it in 2022.
7. Mock Interview Day at Kensington Community High School



Structured Workplace Learning Report

Structured Workplace Learning (SWL) plays an important “practical” component of a student’s VCAL and VET Certificate journey, it exposes students to real life workplace training beyond the classroom learning environment. Participating in SWL allows students to develop a range of vocational workplace skills including teamwork, critical workplace communication and industry focused skills. They also gain an awareness of workplace occupational health and safety procedures vital to enriching a student’s employment journey. Students can make more informed career pathways decisions because of participating in SWL placements.

Since 2016, thirty-one LLEN’s across Victoria have been contracted by the Victorian Department of Education and Training to deliver SWL services to secondary schools across a broad range of industries. The LLEN’s have successfully delivered the SWL service to all Victorian school students who are undertaking a VET Certificate or SBAT Certificate as part of their VCE and VCAL studies. Access to SWL opportunities is facilitated via the SWL Portal, a State Government website managed by the Department of Education and Training.

2021 began as a promising year for SWL placements, the City LLEN maintained strong connections with employers throughout 2020 lockdown restrictions, pivoting relationships so that employers continued to engage with us to deliver online engagement events and activities for schools within the City of Melbourne Local Government Area (LGA) and beyond.

Coming into 2021 our employers were emerging from lockdown restrictions and were ready to accommodate SWL placements again. Regular City LLEN Employers such as: Myer Melbourne, The Langham Melbourne, Barnet Motor Body Repairs, Dousta Galla, West Footscray Neighbourhood Community Childcare Centre, City of Melbourne Parks & Greening arranging placements from the middle of Term 1 to Term 4. Several students were lucky enough to start their placements, some even completing placements but for others once lockdown happened their placements were cancelled and/or put on hold indefinitely.

A highlight of SWL in 2021 was with our new employer Ink and Spindle, a Melbourne based textile designer who were happy to accommodate placements for the first time.

This boutique studio took an intermediate VCAL student from River Nile School studying a VET Certificate in Clothing and Textile Production. The student’s long-term goal is to run their own business so the great opportunity with Ink & Spindle gave them with rich insight into how to run a successful creative business.

Throughout 2021 we also worked extensively with schools within the City LLEN LGA to support the SWL and Industry immersion needs of VCAL/VET students. This work included online and in person industry events as well as one to one meetings with students to ensure the individual needs of each were met.

This important pre-placement support work meant the students and the employers had a far more enjoyable and informative placement experience.

These successful placements also work to build trust in the City LLEN to manage student engagement initiatives both from the employers and school's point of view. We have also found that if a student has input and an opportunity to discuss with us their preferences, concerns and desires prior to the placement, they are more likely to be satisfied with the placement sourced for them.

Whilst every effort was made by the City LLEN to plan placements around the needs of schools, students and employers, the on and off again lockdown restrictions throughout 2021 meant that many students did not get the opportunity to either complete or start placements.

In response to teachers wanting Industry learning experiences for their VCAL, VET and VCE students so that they can make more informed further education and career pathways choices several industry immersion events were organised to complement the SWL program. One of these Industry immersion events was a Motor Repairs Industry Day organised in partnership with Barnet Motor Body Repairs, a supportive City LLEN Employer. Barnet Motors agreed to facilitate:

- Visit and exploration Industry of their workshop
- Presentation from a range of speakers performing different roles in the automotive industry
- Opportunity for students to hear from staff members about their career journey and participate in a Q and A
- Visit Kagan Institute Automotive Department so that students could find out more about further study options.

This Industry immersion event was specially created for Kensington Community High School in response to teachers advising that the school had several VCAL students who were interested in the automotive industry and were seeking more information and knowledge of potential opportunities and career pathways for them. This industry immersion day was created and cancelled several times because of on and off again lockdown restrictions.

We pass on a big thank you to all of our City LLEN employers, networks and presenters who have continued to accommodate SWL placements and pivoted their support during lockdown restrictions. We congratulate them for generously sharing their learned experiences to educate young people and continued to work with the City LLEN to support, encourage and inspire young people to be inquisitive and excited about their education and future career journey.



The Jobs Victoria Advocates Program

In late 2020 the City LLEN successfully applied to deliver this new initiative of the State Government managed by the Department of Jobs, Precincts and Regions (DJPR). Designed to assist jobseekers and other people in the community requiring a range of social, welfare and intervention services we aim to focus our delivery on migrant and refugee cohorts residing in public housing as well as young people in the inner city.

The Jobs Victoria Advocates (JVA) role is a crucial navigation service for Victorian jobseekers, who may need assistance and/or support throughout their employment journey. One of the objectives of the JVA role is to understand and recognise the broader employment services 'ecosystem' which is often impacting those looking for employment. The JVA team also engages in feeding information back to the Department on where service gaps exist within our communities and what sort of solutions can be considered to combat them. Advocates can refer to appropriate services/providers, offer recommendations and advice, guide and support jobseekers and provide a follow up service to check in on how the individual jobseeker is travelling. At the City LLEN, our JVAs work with various community organisations and partners to provide better access to individuals who need support the most.

Collaborations and Partnerships

Throughout 2021, the JVA team spent a considered amount of time developing reputable and longstanding relationships with several local youth and community centred organisations within the inner metro region. An important aspect of the Advocates' role is to become familiar faces within the community by being as available and accessible as possible. As a team, the City LLEN JVAs set out to introduce themselves to everyone and anyone that could potentially benefit from their services. The team's efforts were concentrated in areas such as community libraries, public housing estates, neighbourhood houses, schools and learning centres to name a few. This has allowed the JVA team to approach collaboration with ease and expand on the already established relationships City LLEN has with several community partners.

Subject to the health advice at the time, many of the collaborative efforts the JVA team had with organisations led to a physical presence at events, locations, webinars, and community centres.

Due to the inconsistency of Victorian lockdowns, the JVA team had to be fluid and adaptable to change. Within the midst of various lockdowns, the team was able to reach out to different organisations and develop an online presence to connect with jobseekers. One of these collaborations was with RMIT Skills and Jobs Centre (SAJC). The team regularly joined in on the incredibly valuable workshops hosted by RMIT Skills and Job Centre and Kathleen Syme Library, where the JVAs offered support to those attending, alongside the valuable information covered by the RMIT SAJC team. Additionally, the City LLEN JVA team also worked on creating new relationships with organisations throughout the region, namely Milleara Mall. The Mall hosted the team weekly on Wednesdays, where they were able to connect with local shoppers and offer valued guidance and support.

Many of the partnerships established in 2021 are continually being nurtured into 2022 and are largely reflective of the collaborative efforts many organisations in the City of Melbourne, including City LLEN's JVAs, have committed to.

Outreach Activities

Events:

Since coming on board, the City LLEN JVA team have been fortunate enough to attend a number of virtual and in-person events around the City of Melbourne, providing support to many individuals who may need either employment and educational assistance, or other wraparound supports.

Below are some events that the JVA team at City LLEN were in attendance:

- Virtual Box Hill Institute Jobs Expo
- Consumer Policy Research Centre: Power Saving Bonus outreach event
- Kathleen Syme Community Christmas event
- Virtual Red Cross Employment Forum
- City of Melbourne 5-days Jobs-Seeking Skills Workshop.

Libraries:

From May onwards we were able to deliver outreach services from the Kathleen Syme Library in Carlton. The strong partnership between the library and the LLEN has opened up many opportunities including a new Memorandum of Understanding (MOU) with the City Library to reach more people in our community who may need JVA services. We thank the City of Melbourne for their support of our program.

In 2022, the JVA team will be attending weekly outreaches at the mentioned libraries every Tuesdays and Thursdays from 2pm to 4pm in hope to continuously provide support to the residents of Carlton, Melbourne CBD and the inner metro region more broadly.

Online:

The City LLEN JVA team designed a series of webinars that targeted specific cohorts within the inner metro region, ranging from international students, job seekers, young people, and those seeking educational pathways.

The team ran the first webinar on 22nd September 2021, titled 'Navigating Employment: International Students and Residents'. The webinar was promoted through a flyer and distributed via email to international student representatives and social groups at universities based in Melbourne, along with international resident associations based in Melbourne.

Furthermore, the event was promoted in international student groups via Facebook and other partnering organisations who demonstrated interest in the event. Positive feedback was garnered from organisations who were pleased to know that there was employment support available for the international resident cohorts. Some reached out to express their gratitude saying: "This is great! Thank you for sharing I will put it up on our Facebook group as well as in an email out to students."



Ultimately, a small group attended with positive responses being received on the day. One participant reported that “Yesterday was an informative session, really enjoyed it :)”. Participants were sent a follow up email directing them to the resources that were mentioned during the session and were encouraged to contact the JVAs directly if they needed further assistance. The JVA team reflected that for the promotion of future webinars, seeking to leverage links made with organisations such as RMIT Jobs and Skills Centre, City of Melbourne, government services and independent stakeholders which acted as important guests for the subsequent webinars and allowed for more meaningful outcomes for the participants. The team went on to host another four additional webinars that spanned across several months.



As the JVA team continues to establish a social media presence on Facebook and Instagram, the team wishes to create an increasingly efficient hybrid model for delivering the JVA service whilst COVID-19 remains existent.

Case Study Reflections

Case Study 1

A case study of note occurred when one of the City LLEN JVAs was returning home after work and was on the train where they encountered a lady who was visibly distressed and crying in her seat. Our JVA approached the lady to ask if she was ok and needed any help, to which she responded yes but wasn't too sure how they could help her. She mentioned whilst motioning toward the JVA's shirt that she had identified the Jobs Victoria logo and then went on to explain that she might need help with employment but doesn't know where to start. She began to chat to our JVA and explained her situation (non-employment related) and recognised the fact that her financial status was in serious jeopardy due to her current personal situation. As the JVA began to approach their stop, they offered to continue the conversation by organising to meet the next day at Kathleen Syme Library. The following day, when the City LLEN JVA team was conducting outreach at Kathleen Syme Library, the lady arrived in search of the JVA she had met on the train.

They then sat down and continued where they left off. The client was visibly much more composed and offered her sincerest appreciation for the help the JVA had offered on the train the day before. Our JVA then referred her to a Jobs Victoria Employment Service (JVES) to provide her with a case manager who would be able to support her moving forward. The interaction reflected a meaningful and valuable experience that left the client feeling optimistic for her future despite her personal concerns.

Case Study 2

In September 2021, a woman aged in her 30s from a CALD background was externally referred to one of City LLEN's Advocates. During this referral, it was made apparent that this woman was looking for employment and/or experience within the childcare sector. At the time, she was already enrolled in a childcare course and was due to commence the next following month. During conversations with the City LLEN JVA who received the referral, the woman informed that she was married with an 18-month-old baby, and that her husband was the only income holder in their home.

With this information at hand, the City LLEN's JVA was able to make an informed referral to the Jobs Victoria Mentor program that could assist the client to receive the employment support she needed. After the referral was made, the woman was then assigned a Jobs Victoria Mentor who assisted her with achieving employment goals. City LLEN's JVA conducted a post-referral check-in with the client to ensure that she was happy with the referral made. The client then provided positive feedback, explaining that she was happy with the referral made as her and her mentor were working on her resume to give to potential employers.

A couple of months after the client's referral to City LLEN's JVAs, the client's support worker made contact to the assigned JVA, informing that the client's circumstances and employment goals had changed. She was undergoing separation with her husband which affected her ability at the time to look for or sustain employment. With the permission of the woman, the City LLEN JVA was able to contact her previous mentor who was able to organise with the woman to attend Accor Hotels Open Day to hand in her resume for a potential employment outcome.

This showcases the ongoing commitment City LLEN's JVAs have to their jobseeker clients and represents how important it is for sustainable referrals to be made to support the jobseeker more holistically.

Organisations and Partners we worked with or accessed our services in 2021

ABC Television – Southbank Studios
Allied Health Professionals
Arkoon Creative Writing
Asylum Seekers Resource Centre
Austin Hospital
Anglicare
Big Sister Experience
Barnet Motor Body Repairs
Brotherhood of St Laurence
Centre for Excellence in Child and Family Welfare
City of Melbourne
Concern Australia
Department of Education and Training
Department of Families, Fairness and Housing
Drummond Street Services
Dress for Success
Deakin University
Dressed for Success
Good Cycles Docklands
Gordon TAFE
Headspace
Hobsons Bay School Focused Youth Service
Inner Melbourne African Australian Partnership
Inner Melbourne Community Legal Centre
JT Productions Management
Jacobs Global Consulting
John Firth Consulting
Kingston Network SSS
La Marzocco Australia
La Trobe University
Logistics and Supply Chain Association
Maryborough Education Centre
Myer
Minter Ellison
Melbourne Rail Academy
Moonee Valley Youth Services
North Melbourne Football Club - The Huddle
Royal Children's Hospital
RMIT University
Rail Projects Victoria
Somali Women's Development Agency
Supply Chain and Logistics Association of Australia
The Chocolate Box
Torrens University
University of Canberra
Victoria Police
Victorian Equal Opportunity and Human Rights Commission
William Angliss Institute of TAFE
Whitelion
Yarra Trams
Youth Affairs Council of Victoria

Committee of Management 2021

Dr Virginia Dods (Chair)	Senior Policy Advisor, Community Engagement Team, Operation Benessere - DHHS
Allan Cormack (Treasurer until May)	Manager, Anglicare
Rebecca Williams (Treasurer from June)	Associate Head of Campus, St Joseph's Flexible Learning Centre
Ali Kuzmyck (Deputy Chair)	Lecturer and Careers Pathways, Torrens University
Gary Power	Principal, Kensington Community High School
Tina Hosseini	Swinburne University and Youth Multicultural Commissioner
Clare Kellett	Industry Engagement, RMIT University
Annabel Mounsey	ACFE Programs Coordinator, Centre for Adult Education, City Campus Box Hill TAFE
Rebecca Williams	Program Director, St Joseph's Flexible Learning Centre
Yvette Lural	Victoria Police
Matt Kunkel	CEO, Migrant Workers Association
Joanne Humphries	Manager, Raising Expectations, Centre for Excellence in Child and Family Welfare

Capital City Local Learning and Employment Network Inc.

www.cityllen.org.au

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Education
and Training

