



THE CAPITAL CITY LLEN

2019 Annual Report



City LLEN

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City LLEN acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the LLEN.



City LLEN respectfully acknowledges their Ancestors and Elders, past and present. We also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Victoria where we conduct our business.

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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.

Working with a broad stretch across the municipality, the City LLEN is able to draw on and leverage the knowledge, skills and passion of individuals and organisations as well as the great contributions of our board members to inform our work.

We are a small organisation seeking to continually improve and look for innovative ways to solve problems that reflect the changing nature of the education and employment sectors facing young people today.

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 opportunites 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.



Chair's Report

It is with great pleasure, that I present the 2019 Annual Report for the Capital City Local Learning and Employment Network (City LLEN). We continue to strive to improve the outcomes of at-risk young people in the City of Melbourne in collaboration with schools and industry and community partners. These outcomes are achieved by working towards enhancing the achievement, attendance rates, retention and aspirations of students.

This year we completed a four-year contract with the Department of Education and Training (DET) to deliver the LLEN – Disengaged Learners, Structured Workplace Learning (SWL) and On Track programs. During 2020, we will begin implementing a new two-year contract which will see the merger of the core funding for the Disengaged Learners program with the SWL program to facilitate the streamlining of reporting and funding. This is a very welcome improvement.

I am pleased to report that delivery of the SWL program –which was first established in 2016, has firmly consolidated our capacity to service schools, not only in the City of Melbourne, but throughout the Melbourne metropolitan area. In 2019, we exceeded our first Key Performance Indicator target (number of engaged employers) by 335 per cent and our second Key Performance Indicator (number of students placed) by 141 per cent.

As always, the LLEN Disengaged Learners program continues to be very successful. As a small organisation, our staff achieve great outcomes for the disadvantaged young people in our area. You will see from our report that we continue to evolve and help solve local problems - filling gaps in service delivery in response to the needs and issues identified by our schools, students and our staff.

Thank you to the Committee of Management (Board) members who stepped down during 2019:

- Chris Christoforou (Treasurer) – Executive Officer of Ethnic Communities Council of Victoria
- Sha Cordingly (Deputy Chair) – CEO, Australian Community Workers Association
- Michael Meehan – Head of School, City Campus – Box Hill Institute of TAFE
- David Cragg – Assistant Secretary, Victorian Trades Hall Council
- Sarah Bourke – Manager, The Ladder
- Lisa Patience – Manager, Sign for Work
- Elliana Cuppari – Manager, Whitelion

We want to pass on our grateful acknowledgement of the contribution made and time volunteered over many, many years of our ex members and wish them well in their retirement or new endeavours. I would like to give a very warm welcome to our new members who joined the board in 2019:

- Ali Kuzmycz (Deputy Chair) – Design Lecturer and Course Coordinator, Torrens University
- Annabel Mounsey – ACFE Programs Coordinator, Centre for Adult Education
- Jessie Downey – Senior Counsellor, William Angliss Institute then Wellbeing Coordinator, University of Melbourne
- Ummy Ali – Program Coordinator, CAE
- Rebecca Williams – Associate Head of Campus, St Joseph's Flexible Learning Centre
- Alan Cormack (Treasurer) – Executive Manager, Compass, Anglicare.

Finally, thank you to the staff of the LLEN; Louise Smith (CEO), Mary Buttigieg (Accountant), Claire Mance (Administration and Digital Content Officer), Andrew Smith (School and Community Engagement Officer) and Wendy Dalkiran (SWL Coordinator).

Dr Virginia Dods

Chair



CEO'S Report

As a small organisation it's very satisfying to reflect on the wealth of school, community and student engagement activities we have delivered to support at-risk young people both within the City of Melbourne and beyond our boundaries via the Structured Workplace Learning (SWL) program.

Due the presence of large, reputable employers in our region; many students from across the Metropolitan Melbourne are attracted to our SWL placements. The City LLEN greatly appreciates the support of our employers, schools and community organisations who work with us to make a difference in the lives of young people.

As well as our great outcomes under SWL we continue to develop and evolve our work under the Disengaged Learners program. When I first commenced working for the LLEN there were no alternative education programs for early school leavers or students at risk of disengaging in our area. Over the years we worked with our partners to develop and implement alternative education initiatives such as Evolution and ReTale Melbourne/New Pathways. Then some of our other community partners, in consultation with the LLEN arranged to deliver their own Community VCAL programs.

Some of these organisations eventually became registered schools. We now have several alternative education schools providing a wealth of engagement programs that reflect the learning needs of vulnerable students and incorporating a range of welfare and youth support pedagogies. In order to support the teachers and students in these schools, the LLEN developed the Flexi-Schools Network.

The teachers of this network identified the need to provide opportunities for more recreation activities for their students. The benefits of physical activity to student's overall wellbeing in supporting their retention and engagement with learning is well documented. To meet this need we worked with our community partners to arrange a very successful School Slam event. The joy on the faces of the students during the Slam day reminded us of how lucky we are to be able to contribute to young peoples lives by using our capacity to build collaborative partnerships to solve problems that meet their needs.

We are lucky to have a great team of board members who support the staff and the success of the LLEN in many ways. In 2019, as well as attending board meetings and contributing to ideas and governance, many members volunteered their time to participate in our job preparation activities with our schools; interviewing students and providing them with valuable feedback to support them on their career journey. A big shout also to our new board member and Deputy Chair, Ali Kuzmycz from Torrens University. Ali very generously agreed to host the LLEN Network (31 LLEN's across Victoria) quarterly meetings at their facilities on Flinders street for free. Thank you very much Ali.

At last years Annual General Meeting, students and staff from the River Nile School were our guest presenters speaking about the role of the school, its approach to education and the journeys the African-Australian young women undertook to arrive in Australia and the positive impact the school is making to their lives. Thank you to Lisa Wilson, Director and students.





Lastly a word on power and privilege. As an organisation working to support at-risk students we are often confronted with the inequity in our society as well as the impact of racism, violence, poverty and other disadvantages. Complex problems, constrained resources, the great distance between those with the authority to make decisions to those bearing the consequences of those decisions places us in a valuable advocacy position to work with both ends of the privilege spectrum. This is difficult work but also an honour, however unless all of us endeavour to listen and address the concerns of our First Nations people, engaging authentically to build better life outcomes for all our young people will remain difficult.

We all need to begin by “acknowledging our own power and privilege” in all our work (Royal Children’s Hospital, Centre for Community Health – Innovate for Impact blog series, April 2019).

And finally, a big, big thank you to my wonderful team; Mary, Wendy, Andrew and Claire as well as our wonderful Committee of Management members.

I really appreciated your work and support in 2019 and look forward to 2020.

Louise Smith

CEO

Hester Hornbrook Academy

Hester Hornbrook is an independent school run by Melbourne City Mission which provides flexible, Community-based learning opportunities across several sites in Melbourne. With the support of an Educator and a Youth Worker in every classroom the academy aims to reconnect disengaged young people through a combination of learning and wellbeing support.

The LLEN met with the Academy's new Principal in January to plan support for 2019. This was followed by a presentation from the LLEN School-Community Engagement Officer and the Workplace Learning Coordinator to a full staff meeting about the range of supports and resources available from the LLEN.

A further meeting was held in May with key staff to provide advice on the school's work placement guidelines and begin planning placements for students.

In June the LLEN facilitated a Construction and Engineering Industry day by partnering with the Metro Tunnel Project. We tailored the day so teachers could nominate interested students to attend. Students travelled via Uber to the Metro Tunnel Site Office in Kensington. They were met by a group of engineers and community engagement officers who explained the massive infrastructure project. Students were able to ask questions and discover the wide range of career pathways available in the industry.

Each presenter outlined their own pathway which helped students understand that there are multiple ways of reaching your career goal and there are always lots of twists and turns along the way! Students visited the perimeter of the construction site where they were able to talk to workers ranging from traffic control to engineering. They discovered new jobs such as electrical spotter and learnt about the entry level qualifications. Over lunch, students discussed the range of options with many keen to explore the industry further in the future.



The Drum Youth Service

The Drum is the youth service arm of the wonderful organisation; Drummond Street Services (DSS). DSS provides a diverse range of services to individuals, families, and marginalised communities including refugees and LGBTIQ people. The City LLEN has been partnering with them since 2007 to deliver a range of locally based interventions aimed at solving issues and easing the barriers impacting young people residing in Carlton and attending local secondary and primary schools.

Following several consultations with the Drum, in 2019 we worked with them to support young people residing in public housing.

This work included helping young people to maintain a connection to school and planning their careers and to provide them with opportunities to help them remain engaged over the school holidays. We also provided them with opportunities to gain skills talking with and interacting with a range of adults and via activities designed to enhance their skills.

This work included organising recreation and educational programs. We have brokered a new relationship with the Australian Centre for the Moving Image (ACMI) enabling us to liaise with them about a comic making/IT/graphics design workshop for the students. Two sessions were arranged, one in January and the other in April whereby the DSS Youth Workers and LLEN staff would accompany the students.

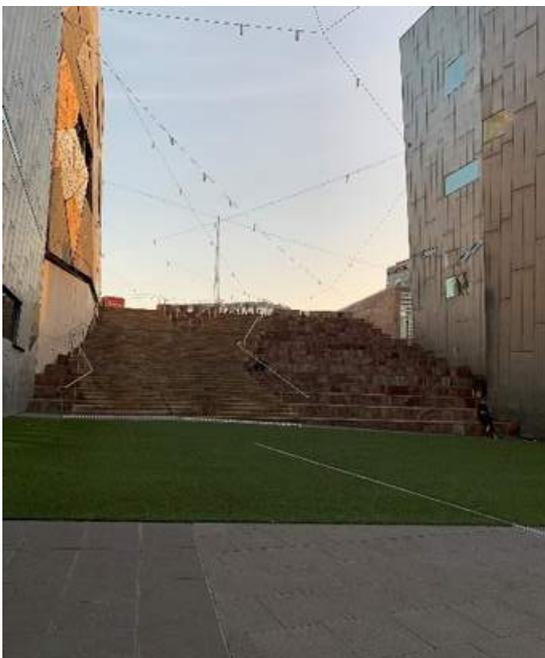
We also attended a sports day held in Geelong that facilitated the LLEN's careers counsellor to further build relationships with the students and enable ad-hoc, advice and pathway conversations.

We also worked the Drum to support the establishment of a Homework Club for vulnerable students residing in public housing. This involved contributing resources, information and support for a small group of refugee students in need of extra support to maintain their engagement in learning and retention in school.

Other work with the Drum included meeting at the Kathleen Syme Library and providing advice to their staff about local schools, further education opportunities and how to improve support vulnerable students attending school enrolment meetings.

This led to the LLEN accompanying the youth workers, parents and students to these meetings and providing the expert guidance and support required to navigate the system to new migrants.

The LLEN was also involved in extensive discussions with the Drum and other agencies about supporting students who live in public housing in Carlton and attend University High School which resulted in involvement in several initiatives including school-based programs and meetings with parents.



Kensington Community High School

Kensington Community High School is a small secondary school located in Racecourse Road, Kensington. Students come from a wide range of suburbs across the north and west of Melbourne. The school provides a flexible program for students who are at risk of not completing their education due to unmet personal, interpersonal and learning needs.



At the beginning of 2019 the LLEN School-Community Engagement Officer met with key staff from the school to discuss what programs would best support the retention, educational achievement and successful transitions of their students. Support for VCAL students in preparing for work and career development in Year 10 were identified as the key areas to focus on.

The LLEN School-Community Engagement Officer provided a workshop in May for VCAL students on preparing for Structured Work Placements and Part-Time Work. This session included strategies for identifying work opportunities, preparing for interviews, preparing for the first day at work and how to conduct yourself in a workplace. Videos were used to illustrate key points and show what can go wrong in the workplace. Students were engaged and provided positive feedback on the workshop. The LLEN SWL coordinator followed up the workshop with individual support to students in securing their work placements.

A Year 10 program was developed to be delivered by the LLEN School-Community Engagement Officer in partnership with the Careers / Pathways coordinator at the school. Five sessions were delivered across Terms 2 & 3.

The first sessions used some of the tools from the Guiding Circles program to promote student's self-esteem and self-awareness so they could begin to uncover personal talents that are transferable to a future career. This happened through activities that help them tell their stories to each other and relate their life experiences to career planning. This can also help them become more engaged in school as they discover their potential career options and see the relevance of education to job opportunities. Activities included Guiding Circles Favourite Things and Focused Storytelling. Students enjoyed activities and were highly engaged.

The next sessions included activities designed for students to further develop their understanding of their skills and abilities, learning how to promote themselves to potential employers, including developing resumes and cover letters. A session on civics and citizenship was also supported.

The Year 10 teacher was very pleased with the student engagement in the program and believe it provided a great foundation for further career discussions, including planning for future work experience and structured workplace learning. It will also inform future subject selection, including participation in the VET in Schools program, into the senior years of the school.

‘Study with Your Health and Not Against it’

Students who miss school because of significant illness or injury face a variety of challenges in their education and may experience a range of adverse short-term and long-term consequences. Academic achievement may be affected, school relationships can be disrupted, motivation and engagement diminished. Exacerbating issues, the isolation from the school community and the students peer group can have long lasting negative impacts on the student’s social and emotional wellbeing. To mitigate these issues the wonderful staff at the Royal Children’s Hospital (RCH) have a plethora of programs and every year we bring our expertise to organizing a joint forum to support students in their senior secondary years.

Now in its seventh year our forum was held at the Ella Latham Lecture Theatre within the hospital attracting over 150 students, their parents and teachers. An interesting and interactive panel of speakers was arranged to support the students. The forum we designed in collaboration with the RCH and the Ronald McDonald Learning Centre to address the most pressing concerns of this cohort and their parents as they transition through Year 11 and 12 and onto further studies and/or employment.



As always Michael Ciesielski from the Victorian Curriculum Assessment Authority provided an informative presentation stepping students through the finer points of the university selection process and the Special Entry Access Scheme (SEAS). The SEAS program enables students experiencing various barriers to their education gain special consideration to support their Year 12 results when applying for tertiary courses. It does not exempt students from meeting the course requirements for their preferred study area, students must sit all exams or tests and attend any pre-course interviews and submit a folio and fill in the appropriate forms.



SEAS if granted, is also not a guarantee that students will receive an offer but may allow students to gain entry to a course with a lower ATAR than they would have otherwise.

Jo Muscat from the Victorian Curriculum and Assessment Authority (VCAA) provided a fantastic explanation of the Special Provisions Scheme. The VCAA’s Special Provision policy is designed to provide students who are affected by illness, impairment or personal circumstances the opportunity to participate in and complete their senior secondary studies. For example, if a student has experienced a chronic illness and their medical condition means they need regular breaks they can be granted permission to take their exam over a longer time period with the required break times. It is important to note; schools must apply on behalf of their affected students and the application must meet the VCAA’s evidence requirements.

We also included an interview with a past RCH patient who is not studying at university and has ‘graduated’ to adult hospital care. The young man generously shared his tips for getting through VCE, how he managed his illness on top of the challenges posed by completing his study requirements. He explained that a flexible approach from his teachers had been very helpful for him and that being able to communicate regularly via email when he was too sick to attend school was of enormous benefit. He encouraged all the students in the audience to let their teachers know about how their illness affects them so they can support you as much as they can.

The City LLEN also presented on pathways and careers, VCAL and other resources available to them and let students know that they were welcome to seek further advice from us at any time. The evening concluded with an opportunity for parents, teachers and students to ask questions of the LLEN, RCH, VCAA and VCAT staff.

St Joseph's Flexible Learning Centre

St. Joseph's Flexible Learning Centre is a secondary college located on Queensberry Street in North Melbourne and is part of Youth+, an initiative of the Edmund Rice Foundation. It offers an inclusive and non-discriminating learning community to young people who for a variety of reasons have become disengaged from mainstream education. Programs are drawn from both the Victorian Curriculum F - 10 and the Victorian Certificate of Applied Learning (VCAL).

St. Joseph's Flexible Learning Centre is a secondary college located on Queensberry Street in North Melbourne and is part of Youth+, an initiative of the Edmund Rice Foundation. It offers an inclusive and non-discriminating learning community to young people who for a variety of reasons have become disengaged from mainstream education. Programs are drawn from both the Victorian Curriculum F - 10 and the Victorian Certificate of Applied Learning (VCAL).

In 2019 in consultation with the school it was decided to concentrate on industry visits, careers week activities and opportunities for additional workplace skills training.

The first activity organised was for students to participate in a Docklands Experience Day facilitated by the Kangan Automotive Centre of Excellence (ACE). Students were able to participate in hands on activities, tour the facilities and learn about the range of courses and employment opportunities in the automotive industry.

The second activity organised by the LLEN was an industry immersion day at Novatel South Wharf for students interested in hospitality. Students toured all areas of the hotel and were involved in presentations from the concierge, HR manager, senior chef, food beverage manager and housekeeping. Students learned about the wide range of career opportunities available in a large modern hotel, including the range of pathways and training required. Over lunch the LLEN School-Community Engagement Officer was able to engage students in discussions about their career aspirations and how this connects their current school programs.

During Careers Week in July at St. Joseph's FLC the LLEN partnered with the RMIT Skills & Job Centre to deliver two workshops to the students. Students were presented with what constitutes a good entry level resume and how to identify and present the skills they learn in school which are transferrable to the workplace. Students also learnt how to present for an interview and had the opportunity to practice their skills in a small group. Students were also given the opportunity to practise their phone interview skills with LLEN staff. Students enjoyed the sessions and were thoroughly engaged throughout the workshops.

In October the LLEN partnered with the Institute for Training & Further Education (iTFE) in North Melbourne to provide the Responsible Serving of Alcohol Course for twenty St. Joseph students. As well as obtaining a useful workplace certificate, students learnt important lessons in harm minimisation. Students thoroughly enjoyed this training and actively participated in discussions on methods of de-escalating conflict demonstrating high levels of awareness and maturity in the process.

The LLEN also participated in the end of the year presentation of student awards where students received recognition of their achievements during 2019.



Flexi School Network

In 2019 the Alternative Schools Network established by the LLEN in the previous year was renamed the Flexi Schools Network. During the year six meetings and one professional development workshop took place. The meeting venues rotated between the schools and other community partners so that participants become familiar with each provider and what it could offer.

Attendance at meetings was consistent throughout the year indicating a broad commitment to the network.

Schools involved in the network were:

- Kensington Community High School
- Hester Hornbrook Academy
- River Nile School
- Parkville College Flexible Learning Centre
- Victorian College of the Deaf

Community organisations that were invited as guest speakers to present and share their expertise included: RMIT, Parks & Gardens (City of Melbourne), School Focused Youth Service, Foundation for Young Australians, The Huddle (North Melbourne Football Club), Victorian Legal Aid, SIGNAL (City of Melbourne), & the Victorian Curriculum & Assessment Authority (VCAA).

Some of the achievements of the network during 2019 were:

- A high level of sharing of programs and expertise. Staff from each of the schools regularly communicated with each other between meetings via email, phone and through visits to each other's schools. Topics shared include the use of career development tools, innovative VCAL curriculum ideas and effective ways to engage students in VET.
- A sharing of each other's networks, including the development of a list of useful TAFE contacts. This has resulted in a strengthening of the schools' direct interaction with TAFE including greater involvement in TAFE Tasters and in workshops delivered in schools by TAFE providers
- The development of School Slam in partnership with The Huddle (North Melbourne FC), an interschool sports day for students from the Flexi Schools. Students were heavily involved in planning the day and on the day itself all schools had an amazing turn out of students. Everyone was thoroughly engaged and displayed a high level of skills in teamwork, cooperation and empathy for others. As an engagement strategy, teachers reported it to be highly successful and plans are already in place for two events in 2020
- Involvement of students from a range of schools in industry visits to the metro tunnel project and Novatel South Wharf
- Professional development for staff from each of the schools in the Guiding Circles Career Development Program. All schools were provided with copies of the workbook and several schools have trialled different tools with their students. The River Nile School has already built Guiding Circles activities into their program for 2020.
- Network planning for 2020 has already commenced and will include a meeting with RMIT to discuss strengthening pathways for Flexi School students into TAFE & other tertiary options, more TAFE Tasters and Industry visits, an Arts-based program with SIGNAL, a Conservation-based program with Parks & Gardens (City of Melbourne) and two more School Slam sports events

Teachers have regularly provided feedback on how valuable the network has been to their professional practice and their ability to engage students in their learning. They feel more supported personally and now feel empowered to ask for the assistance of their colleagues in other schools when developing new programs which support the educational engagement of at vulnerable young people.



African – Australian Youth Pathways

Led by The Huddle Working with: the Drum Youth Services, the City of Melbourne, Whitelion, Department of Premier and Cabinet, Brotherhood of St Laurence, Department of Health and Human Services, Centre for Multicultural Youth, City LLEN as well as the Carlton Neighbourhood Learning Centre (CNLC) and African Community Leaders; a series of consultations and meetings were undertaken to formulate a strategy to address the participation needs of young African-Australians.

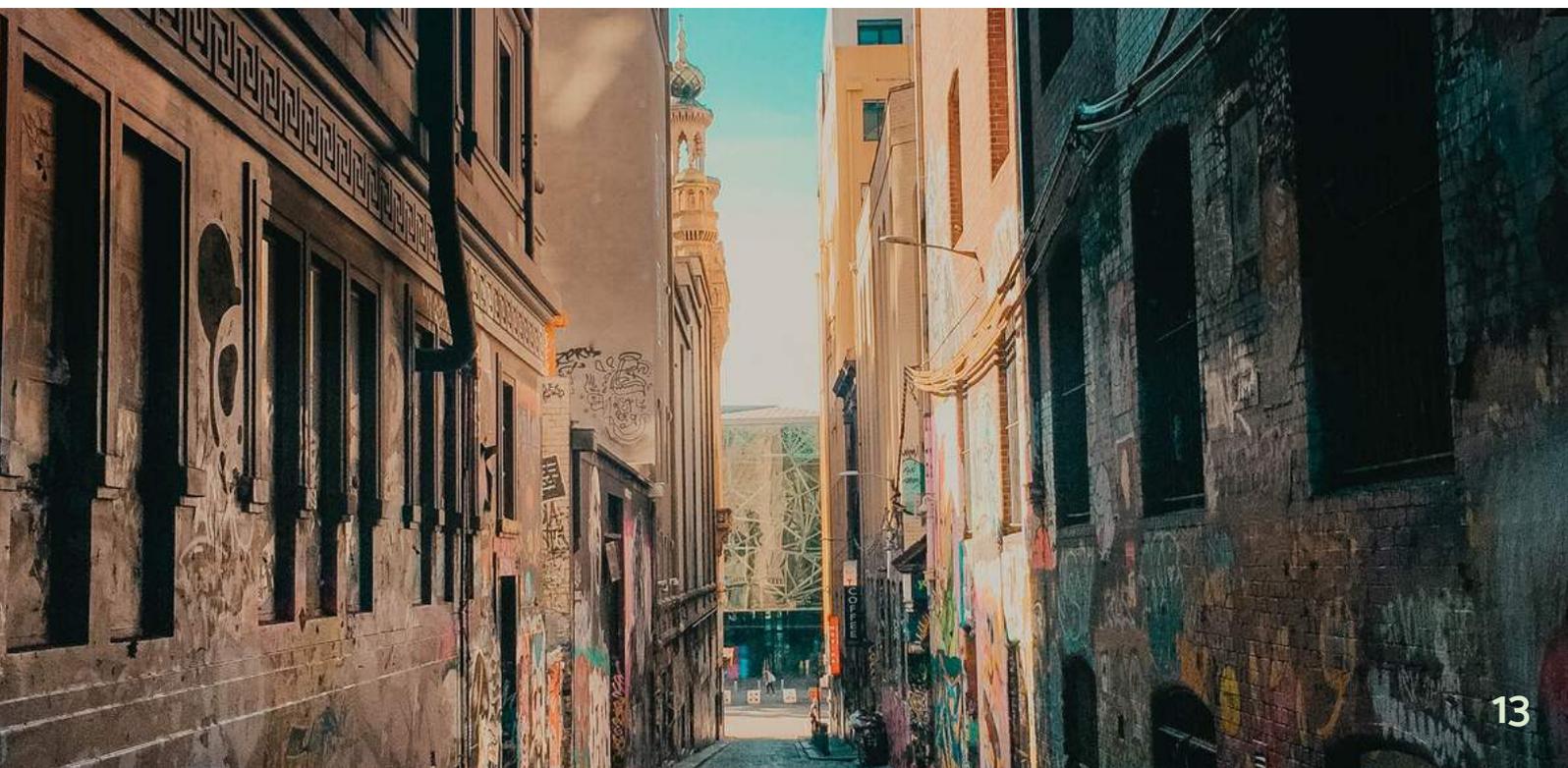
The transition from school to post school study and employment can be a significant period of disruption and challenges for young people, especially when issues of identity and social cohesion impact their lives. For many young African Australians, the challenges are compounded by familial economic disadvantage.

For example, the 2016 Census shows that the 8,417 Victorians who identified with Somali ancestry typically have lower education levels, lower incomes, and lower workforce participation rates than the rest of Victoria. The 2014 YSAS Statewide Youth Needs Census also found that young people from African cultures had extremely high unmet service needs for education at 44% compared to non-culturally diverse young people at 19%. Lack of access to education has flow on impacts on securing employment, on housing access and affordability, domestic violence, and accessing the justice and health systems.

Following several whole of community consultations, including listening to the experiences of a wide range of African-Australian young people.

The key themes emerging from workshop discussions were:

- The importance of women as household and community leaders was emphasised, and their need for education (English, financial, vocational) and more secure employment
- Language barriers and different cultural practices can cause disconnect between young African Australians and their parents and other elders in their communities. Post traumatic disorders can compound the effect of this disconnection between generations
- Mental illness is poorly understood and stigmatised in African-Australian communities. A lack of cultural competency in 'mainstream' mental health agencies often leads of a lack of trust and further disengagement from participation in support services.



Partners collaborated on the development of a strategic plan in response to discussions recommending the development of Youth Pathways Framework that would guide initiatives for working together to improve employment, education and social inclusion focusing on:

1. Focus on employment and opportunities to work

Employing young African Australians within community organisations – in both work experience and ongoing employment – to provide valuable experience and improve connections with community. Explore opportunities to harness the gig economy and establish new social enterprises and assist with brokering job opportunities in all sectors. This could involve introducing some social procurement clauses in some of the big contracts that participating organisations get involved in, focussing on employment and opportunities to work for young African Australians – in both work experience and ongoing employment – to provide valuable experience and improve connections with community.

2. Target learning and education for women

Programs for African-Australian adults (particularly women) such as English language (written and spoken), financial and digital literacy, parenting in western culture, and mental health will improve their ability to participate and support youth transitions. If more African-Australian women had the skills and training to work in frontline health, employment and community services it would strengthen the financial situation of families and the cultural understanding and community connections of the organisations.

3. Strengthen prevention efforts

Engaging earlier in the migration journey through closer work with settlement services could prevent some of the later disconnect between generations. There is a great need to build community understanding of mental health and reducing the stigma of mental illness as well as diversion programs and support for offenders leaving the justice system.

5. Change the narrative through storytelling

With much of the current tabloid media commentary being divisive and stereotyping African-Australian youth in negative ways, by working together organisations supporting young people can tell different stories and shift this narrative. Stories would be about learning, about seizing opportunities, about giving back to the community, and about achievement.

6. Deepen understanding about and between services to support collaboration and referral

An online services directory that maps the services in the area in detail which is easy for organisations to update would help individuals better navigate available local support systems.

The groups also developed a Terms of Reference and conducted an evaluation process as well as sourcing further funding to employ staff to coordinate the delivery of the recommendations to build collective impact.



St Aloysius Girls College

St. Aloysius College is a girl's Catholic secondary school located in North Melbourne. It has over 500 students enrolled in Years 7-12. The LLEN met with the Careers & Pathways Leader early in the year to plan support for the college career development program to encourage retention, develop career aspirations and ensure all students are fully informed of the range of pathways and career destinations available in an ever changing labour market.

In early May the LLEN-School Community Officer delivered an evening workshop for parents based on the EPiCC program (Engaging Parents in Careers Conversations). Thirty-five parents attended and were thoroughly engaged in discussion and activities that invited them to reflect on their own career journeys, learn about the changing world of work, explore the high five career development messages, develop strategies for engaging teenagers in career conversations and learn about some useful career development tools.

This was followed later in May with a careers evening for Year 10 students and their parents. The evening was designed to introduce students to a range of industry areas they may not have considered previously. The LLEN provided the keynote address on the changing world of work which set the scene for speakers from a range of industries. Topics covered included the day to day work of each presenter, the pathway they followed to get to that job (including subjects studied at school and further education required) and personal requirements required.



Time was also built into the program for students and parents to ask questions. The LLEN arranged all the presenters with industries covered included medical science, law, civil engineering, event management, paramedicine, business / information technology, nursing, psychology, marketing and media / communication. Response from students and parents was very positive with many staying back for extended discussions with the presenters.

In Term 3 & 4 the college implements the "The Future Me" career development program for all Year 10 students through their Humanities classes. To ensure students were equipped with the latest skills in resume and cover letter writing the LLEN organised for RMIT Skills & Job Centre to facilitate workshops for all students across the four classes. This resulted in students learning how to prepare a resume tailored to a specific job, including how to identify their skills and strengths. The LLEN also arranged for Meryl Ellis from Dress for Success to present a workshop for all students on how to present for an interview. The students really enjoyed the interactive workshop which generated much discussion and left students with many new strategies to use in an interview situation.

The program culminated in the LLEN facilitating a mock job interview program across four periods of class time. Every Year 10 student had to select an entry level job and prepare a targeted resume and cover letter. Students were then interviewed for the position by a range of professionals. Thank you to everyone who gave up their time to be part of the interview process.

They included staff from the Box Hill TAFE Skills & Job Centre, The Huddle, Capital City LLEN, RMIT Skills and Job Centre, Kangan School Relationship Team, William Angliss Institute, Victoria Police and Drummond Street Youth Services. Every interviewer commented on how well students were prepared for the interviews and how well they presented themselves.

The whole program has been a great success and students have gained new skills and confidence which will assist them in participating in both part time work while they continue their studies and in the future workforce post school.

River Nile School

Located in North Melbourne, the River Nile School offers a full-time program delivering VCAL to Refugee and Asylum Seeker school aged women who have had disrupted schooling or who are struggling to cope with their current education arrangements or settings. Over 50 young women are enrolled in the program.

At the start of the school year we met with a group of school staff to discuss a range of possible strategic interventions that would enhance the work we delivered in 2018 which included training and building the capacity of teachers to deliver in-house career development programs. The LLEN's role would continue to support these activities as well as provide additional consultancy as required. As a result, in May the LLEN School-Community Engagement Officer participated in a careers panel; part of a whole school assembly where students learnt about a range of different careers and the varied pathways you can take on a career journey.

It was with great pleasure we welcomed the Director and 4 of the River Nile students to present at our Annual General Meeting in March. This provided an opportunity for the students interested in speaking, a chance to speak and present their refugee and education stories to our members.

In June we facilitated a pathways session which took all VCAL students through the range of pathways available in further education and training through to employment. Students learnt about certificate and diploma courses at TAFE and degree courses at University, the costs of further education and the range of scholarships available. A range of different pathways were considered including School Based Apprenticeships and Traineeships. All the information presented will inform the further development of the students' Career Action Plans and included where to go for more help and information.

The LLEN participated in the school's Health & Wellbeing Expo organised by the students as part of an integrated VCAL project. Students arranged different stalls which promoted different ways to relax and manage stress. The LLEN staff enjoyed learning different techniques from the students who were well prepared and highly skilled in their fields. These interactions with adults further enabled the students to gain confidence and practice dealing with a range of people in different circumstances to enhance their career/life skills.

We also organized a workshop using the career pedagogy, Guiding Circles in September and several River Nile staff attended and have been actively using the tools in their classrooms. Several students also engaged in other activities promoted by the LLEN including the Metro Tunnel visit, Girls in STEM and school holiday art- based programs facilitated by SIGNAL. The school held their inaugural Art show to celebrate student achievements and artwork, it was another opportunity speak with the students and their families to congratulate and encourage them to pursue their dreams.



University High School

University High School is large government secondary college with over 1,400 students, most of who reside in the local area. Some students come from further afield to participate in specialist programs in STEM, music and gifted education. The school's population has a broad socio-economic, cultural and ethnic diversity.

The LLEN conducted several meetings during the year with school staff to identify key areas of support required. The first area identified was to work with the school to develop a range of interventions to support students at risk of disengaging to help them to re-engage with their education at University High or to successfully transition to other education options more suited to their needs. The program started with an interactive workshop held in early September for a group of 20 at risk students in Year 10 and 11. As part of the workshop the LLEN engaged Innocent Karabagega to speak to the students. Innocent was a great motivator for the students helping them to realise how you can still achieve your goals in life despite some of the most challenging obstacles. Innocent was a Humanitarian Refugee who lost both his parents and suffered considerable violence and illness prior to his arrival in Australia from Burundi. He could not speak English on arrival but despite all these challenges Innocent has now progressed through TAFE and university studies at Victoria University and is about to become a qualified lawyer.

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. The workshop also included information and advice on goal setting, provided one on one advice regarding best learning pathways and how these relate to the current labour market.

The second part of the program took place in mid-September. The LLEN organized a day of activities for twenty Year 10 & 11 students from University High School. The purpose of the day was to provide students with the opportunity to explore a range of future educational and pathway options. The day started at Kensington Community High School where they were given a tour of the school, including their recreational facilities, music room and hair & beauty classroom.

In the classroom they enjoyed a presentation from a group of VCAL staff and students about how VCAL works on a day to day basis. This included a video presentation on the VCAL camp in Tasmania. Students were able to ask questions about VCAL and the pathways it can lead to and came away with a much better understanding of this alternative senior school option.

Students then caught the tram back into the city to commence our visit to RMIT. We started our RMIT tour in the electrical, instrumentation and refrigeration/air conditioning departments. It was great to hear from RMIT staff about the developments within these industries and the excellent career opportunities in the future. Next was Information Technology where we learned about the range of courses from Certificate IV to Degree level and the entrance requirements, possible pathways and employment outcomes. Our final stop at RMIT was the plumbing department where we learned more about the opportunities within this industry and the courses available. The visit included a hands-on activity joining brass piping to create a geometric shape. We finished with a presentation on a range of other options available through RMIT and other educational settings including School Based Apprenticeship & Traineeships, Pre-apprenticeships, and VCE study though TAFE. This was followed by lunch in Carlton provided by the LLEN which allowed for further discussion of pathways options.

The day was a great success with students reporting they had a much better understanding of possible future pathways and where they can lead. They also developed an appreciation of how TAFE works and got an insight into student life on campus.

The second area identified was to look at ways to support students from University High School and their parents / caregivers who reside in the Carlton Public Housing area to strengthen their engagement in education. Meetings were held with the school's wellbeing staff, Drummond Street Youth Services, and Carlton Neighbourhood Learning Centre to plan a series of parent meetings. The first of these took place in August at the Church of All Nations in Carlton, followed by a second meeting in November at the Open-Door Community Hub on the Carlton Housing Estate.

Over thirty parents attended the meetings along with senior staff from the school and community agency representatives. Discussion centred around what is needed for students to be successful at the school.

Communication between the school and parents was a key issue identified so time was spent explaining the electronic communication system; Compass. Other issues raised included the transition between primary and secondary school, English language support, pathways and further education, homework support, and supportive school culture. These themes will be further explored in 2020 through further meetings and workshops.

It was great to see that we created an environment that allowed the parents to feel they could talk openly and honestly resulting in a lively discussion of what support they need to support their children and the establishment of Home-Work Club.



On Track Connect

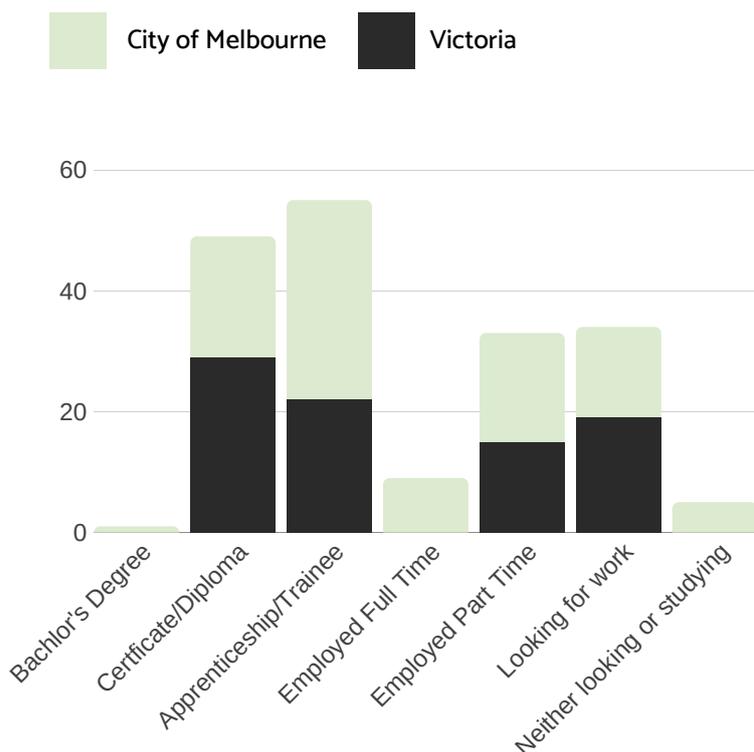
In 2019 the LLEN continued to deliver the On Track Connect program. Designed to capture the pathways and destinations of school leavers (Year 12 students) and early school leavers, it also serves as a safety net for those students whose parents have opted for their child to participate, by providing a referral and support process for those students who are not engaged in further studies or employment 3 to 6 months post the end of the previous school year.

The LLEN's role is to contact these students and ascertain what they are doing and or if they need help to determine what they want to do or require some other form of assistance. Increasingly it is becoming more and more difficult to speak to students and we are relying more on texts and short email surveys to illicit a response from our students who have been referred to us.

Compared to the averages for the rest of Victoria, students in the City LLEN catchment area - the City of Melbourne are achieving good results and remaining engaged. It should be noted that not all students elect to participate in On Track, so making definitive trend statements is problematic.

Participation rates for Year 12 School Leavers was 42% and for Year 11 or early School Leavers is was only 8%.

Post School Destinations for Early School Leavers in the City of Melbourne versus Victoria



Destinations of Year 12 or Equivalent completers who left school in 2018 in the City of Melbourne versus Victoria



The data for the City of Melbourne demonstrates clear trends between the socio-economic status (SES) of the students' family of origin and the likelihood of them 'pathwaying' to tertiary studies.

For example, 75% of students from the highest SES quartile go on to university and 63% from the lowest quartile. It should also be noted that many of the wealthy independent school's data is included in these statistics.

Among the school leavers electing to an apprenticeship or traineeship the most popular fields were:

- Building and Construction - 24%
- Electrical Trades - 16%
- Food, Hospitality and Tourism - 9%
- Health, Fitness, Hair & Beauty - 8%
- Automotive - 6%
- Childcare - 6%
- Sales Assistants - 4%

Raising Autistic Teenage Girls

We have been working with Amaze Victoria for several years now supporting them to develop and deliver programs for students on the Autism spectrum. In 2019 Amaze Victoria put together a one-day program focusing on the issues and supports needed to prepare students for their secondary school years focusing on adapting to different learning environments, learning styles and the often, complex and overwhelming social worlds of girls. Autism is a developmental condition and the issues and challenges people on the spectrum change across their lifespan. Times of transition can be especially challenging.

Held in March, over 130 people attended the forum including many parents and teachers from schools in our LLEN region eager to enhance the knowledge and awareness of the impact of the disorder on their students.

Attendees heard from Dr Michael Carr-Greg, expert teachers, parents and young people who are on the spectrum. Important information surrounding how to support girls on the spectrum adjust to mainstream classroom and social expectations of other students as well as great ideas and techniques to help students avoid the pitfalls that can lead to disengagement for this cohort.

Dr Janine Manjiviona is a clinical psychologist with other 20 years' experience diagnosing autism and working with children, teenagers and their families. Janine's main take home points were:

- There is no single profile of the typical Autistic teenage girl
- Many have co-occurring issues including anxiety, depression and eating disorders
- Many prefer to interact with males, other girls are more demanding in their conversation skills
- Many use their intellect to camouflage, imitate social behaviours but are more likely to be shy, going under the radar meaning they are not diagnosed and miss out on early intervention supports
- On testing, these students test well for core language skills but have severe pragmatic language impairment (social language skills) and inability to understand the perspectives of others- this may lead to bullying
- Lack insight into the relational, emotional aspects of relationships and sex, tend to be less interested in the gender of their partner and need a lot of teaching and guidance about managing their relationships.

Janine advised that teachers could support these students understanding their fear of making mistakes, use more visual learning strategies, develop a culture of inclusion and celebration of difference. For helping girls on the spectrum improve their social thinking skills, teacher and parents can help by translating social conversations and behaviours.

Explain perspective taking and speak to them using explicit language; nuanced vocabulary, euphemisms, the use of language to convey meaning without saying directly what the topic was; being oblique or obtuse - is not useful for this cohort. Being diplomatic can just confuse these teens, it is best to speak directly about what it is you want to convey.

Parents can provide further help by providing guidance in a range of self-care skills, encouraging exercise, good personal hygiene, managing menstruation and celebrating their daughter's uniqueness. Be aware that a flexible school timetable may be preferable, that books and reading are preferable to talking.



Girls in STEM

Back by popular demand the LLEN organised another Girls in STEM forum held in the evening at Engineers Australia in August with over 120 people in attendance. This year we used Girled World to entertain and inform girls in Years, 9, 10 and 11 about the wonderful world of STEM careers and opportunities. Two representatives from Engineers Australia spoke about the wide variety of careers in Engineering and answered questions from the floor.

Girled World included a session on preparation for the new world of work, focusing on STEM careers and what the girls need to consider when selecting subjects at school and other skills and knowledge needed to make informed choices.

Other topics covered included:

- A deep dive into the global marketplace to build context, capacity and enhanced career pathway planning in STEM fields
- Design thinking and how new ways of problem solving will build skills and capacity to transfer across many roles

We chose to partner with Girled World for our STEM event due to their deep industry knowledge, university research and international partnerships with key educators, government, business and STEM sectors across the world. They understand and appreciate the importance of equipping today's students with the in-demand employability soft skills, core capabilities and future career success profiles that will be most sought after in a rapidly evolving global marketplace.

The LLEN also prepared a show bag for each student which included STEM course information from TAFEs and Universities, as well as VCAL pathway and VCE pathway diagrams and information, copies of Science magazines and other useful information.

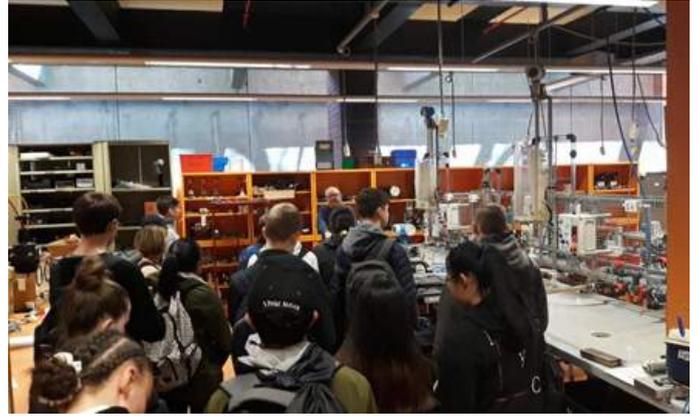


Catholic Education Pathways Program

In partnership with the Catholic Education Melbourne Office the LLEN developed and organised a Pathways Day for Year 10 students from seven Catholic Colleges from across the metropolitan region.

The day began with a visit to RMIT TAFE where students learnt about careers and courses in electrotechnology, instrumentation, air conditioning, plumbing, building and construction. They also enjoyed completing a hands-on activity learning how to join cross-linked polyethylene piping to create a geometric shape.

Students then travelled by tram to William Angliss Institute where they toured the campus learning about careers and courses in hospitality, hotel management, tourism, flight attendant and much more. Students and teachers came away from the day much better informed of the wide range of career and pathway options available through study at a TAFE institution.



Guiding Circles Workshop

The School-Community Engagement Officer for the City LLEN facilitated a Guiding Circles workshop for teachers from River Nile School, Kensington Community High School, Hester Hornbrook Academy, Victorian College for the Deaf, University High School and Parkville College. Teachers learnt about some of the tools included in this fantastic Canadian designed program that they can use in the classroom to develop a holistic student-centred careers program in their schools. Thank you to the River Nile school for hosting the event. For more information on the Guiding Circles program visit <http://discoveringstrengths.com>



Students with a Chronic Illness Careers Program

As a follow up to the Royal Children's Hospital Youth Forum the LLEN facilitated free careers counselling sessions for students from the hospital who wanted to explore their career pathways in more details. Over ten families were involved in sessions conducted from July through to November. Feedback was extremely positive and the LLEN will continue to provide information and support to the students as required by phone and email.

Many students experiencing chronic illness miss a lot of school time including opportunities to participate in school careers programs. By providing these students with tailored careers sessions the City LLEN is helping to fill a gap for these young people.

By collaborating with the staff at the RCH we are in a better position to understand any disabilities or any other limitations the students may have to ensure our counselling sessions are sensitive to the needs of every individual. Careers counselling in this way, not only helps the student gain a better understanding of themselves and their pathway options, it also acts as an aspiration and school achievement tool regardless of their choices as their increased understanding helps to motivate.

Phone Call Program

Launched in November 2018, our unique phone call program continues to attract students who call in for careers and job search advice. Providing students who lack experience or confidence speaking on the telephone, we guide them through a conversation with previously provided prompts to get them started.

In 2019 as well as calls from local students we also received several phone calls from young people living in the Mallee and far north west of the state, answering questions about agriculture and careers on the farm certainly tested the expertise of the City LLEN!



Synergy

Synergy Repairs is a Social Enterprise located in North Melbourne run by Mission Australia. It caters for young people who are disadvantaged or disengaged from education & training, providing them with an opportunity to participate in a structured training and work experience program. It harnesses participants' interest in cars and aims to help them build a career in a field that matches their interests.

Participants are engaged in 'hands on' training in automotive paint and panel-beating while addressing life skills and personal development issues. At any one time a maximum of eight participants are placed within the business and engage in a six-month accredited training program which will provide them with industry entry level skills. The program aims to create pathways to sustainable, ongoing employment, as apprentices, with other industry providers.

The LLEN met with Synergy staff to discuss possible support to their career development program. The Guiding Circles program was discussed and the LLEN provided information and resources. Synergy was keen for their participants to learn more about other social enterprises so the LLEN facilitated a visit to Good Cycles. The young people visited two city locations where they learnt about the diversity of the Good Cycle programs, including the retail and service arms of the company. They also learnt practical skills in changingskills in changing a tyre on a bike.

Over lunch the LLEN School-Community Engagement Officer was able to chat to the young people about their career options and provide practical advice on further education & training opportunities.



School Slam

Participants in the Flexi Schools Network identified a need to provide more opportunities for their students to engage in competitive sport. As a result, the City LLEN in partnership with The Huddle at North Melbourne Football Club created School Slam, a day of round robin tournaments in basketball and futsal. Students from the River Nile School, Kensington Community High School, St. Joseph's Flexible Learning Centre and Hester Hornbrook Academy enjoyed a fantastic day of sporting activities which generated new friendships and a spirit of cooperation and teamwork.

It was great to see so much laughter and excitement amongst the sixty students who took part, including SEDA students who organised and officiated all the matches. Special thanks to Emma Kearney from The Huddle who did an amazing job bringing everything together through the True North program. Students enjoyed pizza for lunch provided by the LLEN and left the day asking when they can do it again!



Carlton Work and Learning Program

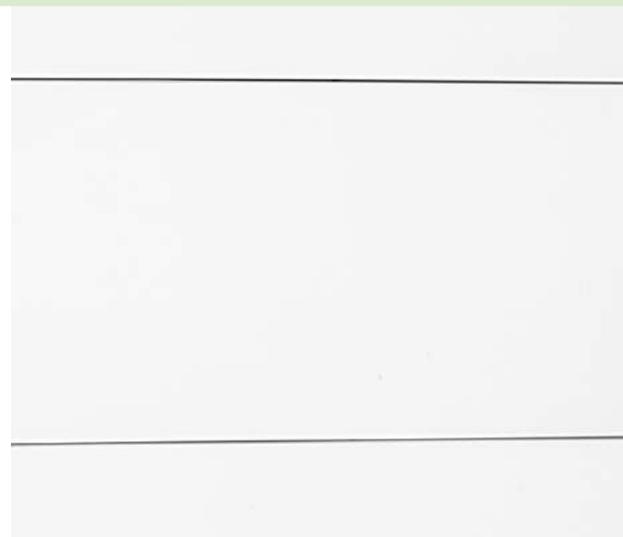
Working with the Brotherhood of St Laurence and member organisations of the Local Area Planning meeting, two forums were arranged for young people residing in public housing to receive support, skills and knowledge in regard to finding part-time work to support their studies or full time work for school leavers.

The LLEN also brokered a new partnership between the Brotherhood of St Laurence and the River Nile School to support their African- Australian young women in first aid training.

Concern Australia Partnership

Now in its 9th year our work with Concern Australia continues to evolve as collaborate on initiatives to support the engagement and education of young people at risk of homelessness. Several planning meetings were held to discuss and inform program enhancements for services to the primary and secondary school aged children.

The LLEN also helped scope the potential for sourcing funds to expand the case management, mentoring, social cohesiveness, liaison with schools and connecting the students to supports in their local communities. In 2019 seven students received this intensive support.



Victorian College of the Deaf

The Victorian College for the Deaf provides educational programs for both primary and secondary aged students and is one of Australia's oldest schools for deaf and hard of hearing students. The College is located on the corner of High Street and St. Kilda Road, Melbourne. Small class groupings ensure one-to-one, needs-based, individualized teaching for every child at the College. At the senior end of the college students' study VCAL and VET, with a small number of students also accessing VCE subjects through Distance Education.

In 2019 the school introduced a new VET Bicycle Mechanical Technology program. To support this initiative the LLEN organised a visit to Good Cycles for the participating VET students. Students learnt about the functions of a bicycle retail operation and the various pathways into the industry. They also learnt about the repair side of the business and engaged in a hands-on activity replacing disc brakes on a bike. Students were also interested in finding out more about how Good Cycles operates as a social enterprise, as well as other facets of the business including a bike based mobile car cleaning service around the city and a range of contracts with Citywide. Students then enjoyed lunch provided by the LLEN which allowed the LLEN school-community engagement officer to lead a discussion on career aspirations. After lunch students walked to the Kangan Automotive Centre of Excellence (ACE) where they enjoyed a tour of the Centre, including a talk from the Disability Support Service Officer about the range of services available at TAFE. Students also learnt about the range of courses available, including apprenticeships and traineeships.

During the year the school appointed a new pathways coordinator. The LLEN worked closely with the new coordinator to provide her with information and resources and connect her with all the key networks. This led to her becoming an active member of both the North-West Specialist Schools Transition Network and the Flexi Schools Network.

The LLEN continued to provide support throughout the year, including greater involvement for students in Structured Workplace Learning. The pathways coordinator also participated in the LLEN facilitated Guiding Circles training which will result in these tools being introduced to the school's career development program.



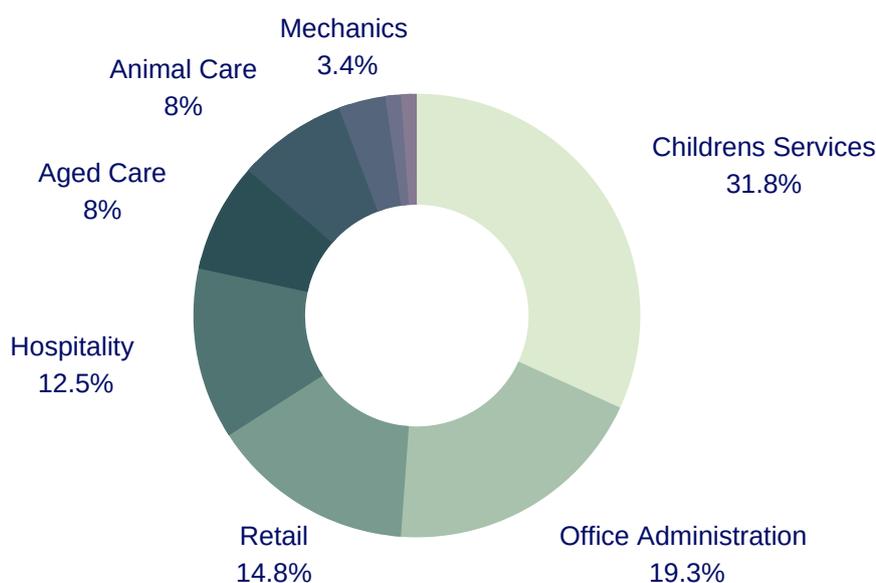
Structured Workplace Learning

Structured Workplace Learning (SWL) plays an integral role in a student's VCAL and VET Certificate studies. Students receive valuable vocational training in the workplace to extend classroom learning within a nationally recognised VET certificate and to gain practical industry work skills. SWL provides an opportunity to experience the practical side to work which cannot be simulated in the classroom environment. It enables students develop skills in a range of workplace attributes including; team-work, business communications skills, collaborating to achieve a common goal, time management and awareness of workplace Occupational Health and Safety protocols. Students also gain a better understanding of further study options in relation to career pathways and employment opportunities as they relate to their placement. The value of this insight cannot be under-estimated and acts as a powerful motivator to maintain attendance, drive to achieve and other factors influencing school retention.

Since 2016, thirty-one LLEN's across Victoria have been contracted by the State Government to deliver SWL Services for Secondary Schools across a broad range of Industries. SWL is available to all Victorian schools students who are undertaking a VET Program or SBAT Program 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. The City LLEN develops relationships with local employers resulting in them agreeing to have their workplace opportunities placed on the portal for students to select, we then manage the placement to ensure all placements run smoothly.

In 2019 the City LLEN managed 472 SWL opportunities on the SWL portal of which a total of 161 SWL opportunities were consumed by students.

Break down of City LLEN SWL opportunities consumed by students studying at schools within the City LLEN LGA:



Over seventy students studying at City LLEN schools received individual counselling and workplace advice prior to their placement. More than one hundred external students coming from fifty schools outside of the Capital City LLEN LGA were also supported into our placements.

The Early Childhood sector is a growing Industry requiring more qualified staff moving forward into the future, we have responded to this need by encouraging schools and students to take up SWL placements in this industry. In 2019, we placed and supported twenty-nine students with the following employers: West Footscray Neighbourhood House Community Childcare Centre, Lady Gowrie Docklands Childcare Services and Yarraville Community Children's Services. We appreciate the support of these centres,

Myer Melbourne have been working with us since 2016 we appreciate their ongoing generosity offering a range of retail placements across their store including; Retail Cosmetics, Women's Wear, Men's wear, the Basement, Children's Clothing and the Toys department. Warehousing and Office Administration department roles were also provided.

From the forty-one Myer Melbourne placements, twenty per-cent of students were offered employment as a direct result of their placement. Myer Melbourne have increased the number of SWL opportunities offered over the years, the retailers supportive and inclusive approach has meant that a large number of at-risk students have been able to successfully complete placements with them and gain part-time employment.

Being centrally located, hotel hospitality SWL opportunities have also proven to be a very popular choice. The City LLEN has some high-profile employers onboard offering food services and kitchen operations including; The Langham Melbourne, Novotel Melbourne on Collins, Novotel Melbourne South Wharf and Ibis Melbourne Central. Students are keen to do a placement with a reputable employer, the globally recognizable branding of these employers means that students are prepared to travel to the city for placements with 16 opportunities achieved.

In response to the growing need for skilled aged care workers in the community services sector, the LLEN worked in partnership with Dousta Galla Aged Care to manage and offer lifestyle assistant SWL opportunities.

Doutta Galla Aged Care have appointed the City LLEN to manage their work experience placements across all of their six facilities in metropolitan Melbourne. Although the Aged Care Industry is not the first-place student's think to do an SWL placement with, the Aged Care Industry is a growing industry with a shortage of skilled professionals and keen to attract more young people.

Case Study One

Zac Wickliffe (VCAL student from the Victoria College for the Deaf) – Term 2 – Bike repair placement with Good Cycles

Good Cycles is a Victorian based social enterprise with locations in Melbourne (Docklands and Kensington), Geelong and Dandenong. They specialize in bicycle repairs, servicing and retail. Good Cycles is dedicated to addressing some of the key issues that impact the lives of young Australians: unemployment, mental health and lack of exercise. The vision of the organisation is to focus on advancing equality, health and sustainability through bikes and cycling, using bikes as a platform to create meaningful and lasting opportunities for people and communities in need. Good Cycles delivers vocational and workplace-based programs to support disadvantaged and vulnerable communities into long term employment.

The collaboration between the Capital City LLEN and Good Cycles was formed at the beginning of 2019. Since then Good Cycles have partnered with the LLEN to run an Industry immersion day for at-risk VCAL students as well as providing a placement through the SWL program at their Kensington site to work with their bicycle technician team. The bicycle industry has seen major growth within the Melbourne LGA and surrounding urban areas. Bike commuters are on the rise responding to sustainable living practices and healthier lifestyle choices resulting in an increased need for bike repair services and products.

Zac Wickliffe is a Year 12 VCAL student from the Victorian College for the Deaf. He is studying a Certificate II in Bicycle Mechanical Technology so it made sense for us to connect him in with Good Cycles. Zac was required to attend an interview with Andre Britz, the supervisor at Good Cycles prior to his placement which we helped organise and prepare him for. He then commenced placement at the end of Term 1 and enjoyed the practical tasks and hands-on applied learning repairing and assembling bicycles.

The highlight of Zac's placement is being able to tinker and fix bikes, he commented, 'It's great, I fix bicycles, it's so easy, not hard'. His placement also provided Zac with insight into the other duties required to run a successful business, such as record keeping, customer service and logistics.

The feedback from Zac's supervisor has also been positive. Andre said that:

'Zac has motor skills and mechanical aptitude. He isn't afraid of getting in and doing things, he's willing to learn and try.

The student is able to work independently without the need for supervision all the time. He is motivated enough to do things without being told. Zac is sociable and friendly. He interacts with all the other guys in the warehouse with ease.'

Good Cycles are keen to take more students next year, they view their partnership with us as an excellent opportunity to provide mechanically minded young people the chance to gain exposure to their growing industry.



Case Study Two

Blair Hatath (VCAL student from Kensington Community High School) - Term 2 – Barnet Motor Body Repairs

Barnet Motor Body Repairs, Kensington is a smash repairs specialist in automotive accident repairs serving the local community for over 40 years. We first approached them in 2016 and have found them to be a very supportive employer with genuine concern and interest in supporting the next generation. Barnet have consistently offered SWL opportunities year-round to our students and schools, with some students being offered employment over the years.

The motor repairs industry has always appealed to students who are interested in the automotive trades. It is a lucrative industry for those who are mechanically inclined and offers good career options which is always appealing to young people. The industry is also keen to attract more women into the traditionally male dominated automotive repairs industry.

Blair Hatata is a Year 12 VCAL student from Kensington Community High School. The student has an interest in repairing cars and was keen to do an automotive repair SWL placement. Blair found out about the SWL opportunity with Barnet Motor Body Repairs when the SWL Coordinator from the City LLEN came out to her school to speak to VCAL students about SWL opportunities.



During Blair's placement she experienced working with the car detailing and the car painting team. Blair's daily duties included washing, detailing, sanding down cars and scratch repair work. She enjoyed learning the process of preparing cars for respraying and learnt that it's crucial to sand and prepare cars properly before respraying. The staff at Barnett were very generous in passing on their knowledge and skills to Blair, this included learning all about the different types of paint used for different cars and car parts and was grateful for how helpful and welcoming they were.'

The student advised that she has enjoyed every aspect of her SWL placement with Barnet Motor Body Repairs. She has found the experience fun and inspiring. It has made her realise that girls can do what- ever boys can do. We look forward to following Blaire on her next steps in her career. We also Thank Barnet Motor Body Repairs and Trevor Scott, Director for his positive feedback and for all their support and work with our students.

Digital Media Report

In 2019 we continued to increase our engagement and valuable connection through our social media platforms including our newsletters and our brand-new website. Engaging with social media platforms allows us to stay up to date with the latest youth sector news and promote our events and resources to a wider community of young people.

In September we published our new website. Developed by our Digital Content Officer, the aim of the new website is to be more contemporary, more user friendly and to provide a better platform for sharing relevant information to our stakeholders. Information you can find on our website includes:

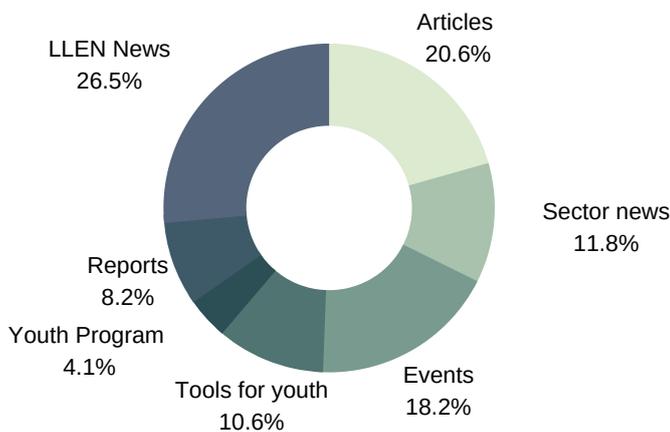
- City LLEN Partnership Case Studies
- Structured Workplace Learning Case Studies
- Lists of the Primary and Secondary Schools in the City of Melbourne
- Alternative education pathways in the City of Melbourne
- Youth employment, engagement and transition services in the City of Melbourne
- Publications and reports

How people find our website

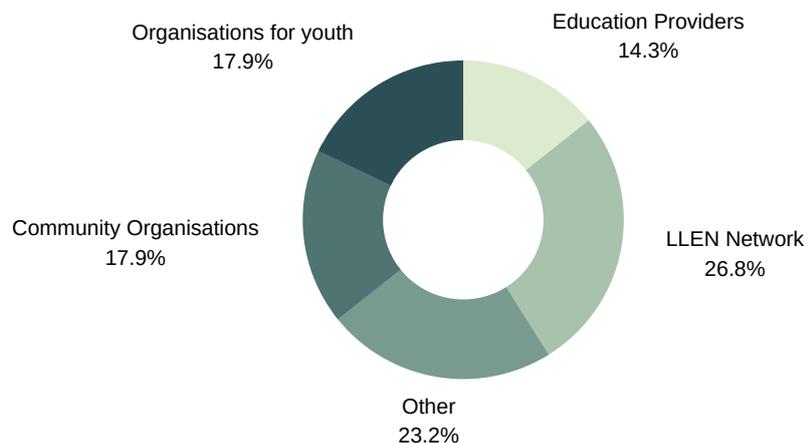
- 48% of our overall website traffic comes from search engines
- 45% of our traffic came from directly entering www.cityllen.org.au into a browser
- 8% of traffic came from other sites linking ours and social media
- Since launching the new website our overall traffic has been up 45%

The LLEN also uses Twitter and Facebook to remain engaged with the Youth and Education Sectors and to promote our events and resources. We also wrote and developed ten newsletters that were sent to 120 individuals on our subscription list, the newsletter was also accessed 85 times via our website and from links posted on twitter.

What we posted about in 2019



Who interacted with us in 2019



Other LLEN Work

- **Victorian Legislative Assembly Economy and Infrastructure Committee** - Inquiry into sustainable employment for disadvantaged Jobseekers submission written and submitted in July, we were also invited with six other metro LLENs to attend a roundtable meeting with the parliamentary panel in September.
- **One Student, One School** - the LLEN responds to parent/carer or organisation requests to act on behalf of students who are at risk in some way and support them when liaising with their school. These requests arise randomly and in 2019 we worked with 2 students in this way.
- **Zoomin Website** - Our online school leavers guide continues to be used regularly and is updated in time for the release of ATAR scores in December each year
- **Networking & PD** - The LLEN regularly attends and contributes to the Inner Melbourne Youth Community Partnership meetings, Navigator Program meetings and LLEN Network meetings. Staff have also attended VET in Schools forums, the Centre for Multicultural Youth Reports, Youth Justice Advocacy groups and VCOSS consultations among many more.



Committee of Management 2019

Dr Virginia Dods (Chair)	Strategic Communications Team/Communications Division, Department of Education and Training
Chris Christoforou (Treasurer till April)	Executive Officer, Ethnic Communities Council of Victoria
Alan Cormack (Treasurer)	Manager, Social Impact Bond Program, Anglicare & Vincent Care Partnership
Sha Cordingly (Deputy Chair till October)	CEO, Australian Community Workers Association
Alicia Kuzmyck (Deputy Chair)	Design Lecturer & Course Advisor, Torrens University
Gary Power	Principal, Kensington Community High School
Snr Leading Constable Di Bloom	Youth Resource Officer, Melbourne Police Station
Clare Kellett	Industry Programs, RMIT University
Tina Hosseini	Youth Multicultural Commissioner & Researcher, Deakin University
Ummi Ali	Community Development, Centre for Adult Education
Rebecca Williams	Associate Head of Campus, St Joseph's Flexible Learning Centre
Michael Meehan	Head of School, Foundation Studies, Box Hill Institute of TAFE (city campus)
Annabelle Mounsey	ACFE Programs Coordinator, Centre for Adult Education
Jessie Downey	Senior Counsellor, William Angliss Institute of TAFE
Eliana Cuppari (until May)	Manager Employment Programs, Whitelion



Our Partners

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

Adult and Migrant Education Service

African Australian Student Organisation

All Green's Nursery & Garden Supplies

Albert Park Library

ALS Global

Anglicare Yarraville

Appiration Media

Apprenticeships Matter

Australian Community Workers Association

Australian Centre for the Moving Image

Barnett Motorbody Repair

Bendigo Bank

Brunetti

BrainSTEM

Brotherhood of St Laurence

Bones & Haromy

Box Hill TAFE

Brimbank Melton LLEN

Carlton Baths Sports and Recreation Centre

Carlton Church of All Nations

Carlton Local Area Network (CLAN)

Carlton Primary School

Centre for Adult Education (CAE)

Carlton Neighbourhood Learning Centre

Centre for Excellence in Child and Family Welfare

Centre for Multicultural Youth

City Library- Docklands

City of Melbourne

City of Port Phillip and their libraries

Commisson for Children and Young People

Concern Australia

Cosmos Magazine

Council to Homeless Persons

Cross Yarra Partners

City of Melbourne Parks, Property and Waterways

Chemist Warehouse North Melbourne

Department of Education and Training

Doutta Galla

Fitted for Work

Drummond Street Services

Engineers Australia

Ethnic Communities' Council of Victoria

Good Cycles

Girl Geek Academy

Headspace

Hester Hornbrook Academy

In2Science

Ibis Melbourne Central

Inner Eastern LLEN

Kew Accident Repair Centre

Kangan Institute

Kensington Community High School

Lady Gowie Docklands

Livewire

MacKillop Family Services

Maribyrnong & Moone Valley LLEN

Melbourne City Mission - Frontyard

Melbourne Multicultural Hub

Melbourne Youth Services Forum

Multicultural Youth Advocacy Network

MYER

Metro Tunnel

National Disability Coordinator Office

NMFC- The Huddle

North Melbourne Language and Learning Centre

Novotel Melbourne on Collins

Novotel Melbourne South Wharf

Orygen Youth Health

Outer Eastern LLEN

Parkville College

River Nile School

Robogals

Ronald McDonald Learning Programme

Royal Children's Hospital

Royal Melbourne Institute of Technology University & TAFE

Royal Society of Victoria

SEDA College

School Focused Youth Service

Sign for Work

Signal

Slade Group

Spotless Intergrated

St Aloysius College

St Joseph's Flexible Learning Centre

SYN Radio

Synergy

STREAT Social Enterprise

The Langham Hotel- Melbourne

The Centre - North Melbourne

The Chocolate Box

The Ladder

The Institute of Training and Further Education

University High School

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 Cooperative on Children's Services for Ethnic Communities

Victorian Council of Social Services

Victorian Corriculum And Assessment Authority

Victorian Employers Chamber of Commerce and Industry

Victorian Cooperative on Children's Services for Ethnic Communities

Victorian Learning and Employment Skills Commission

Wear for Success

West Footscray Community Childcare Services

William Angliss Institute of TAFE

WISE

Whitelion

Upmarket Pets

Young Workers Centre

Youth Affairs Council of Victoria

Youth Disability Advocacy Service (YDAS)

Youth Substance Abuse Service (YSAS)

YCC Children's Services

At the 2020 AGM the 2019 Audited Financial Statement for the Capital City LLEN was distributed to Members. If you would like a copy please email info@cityllen.org.au

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