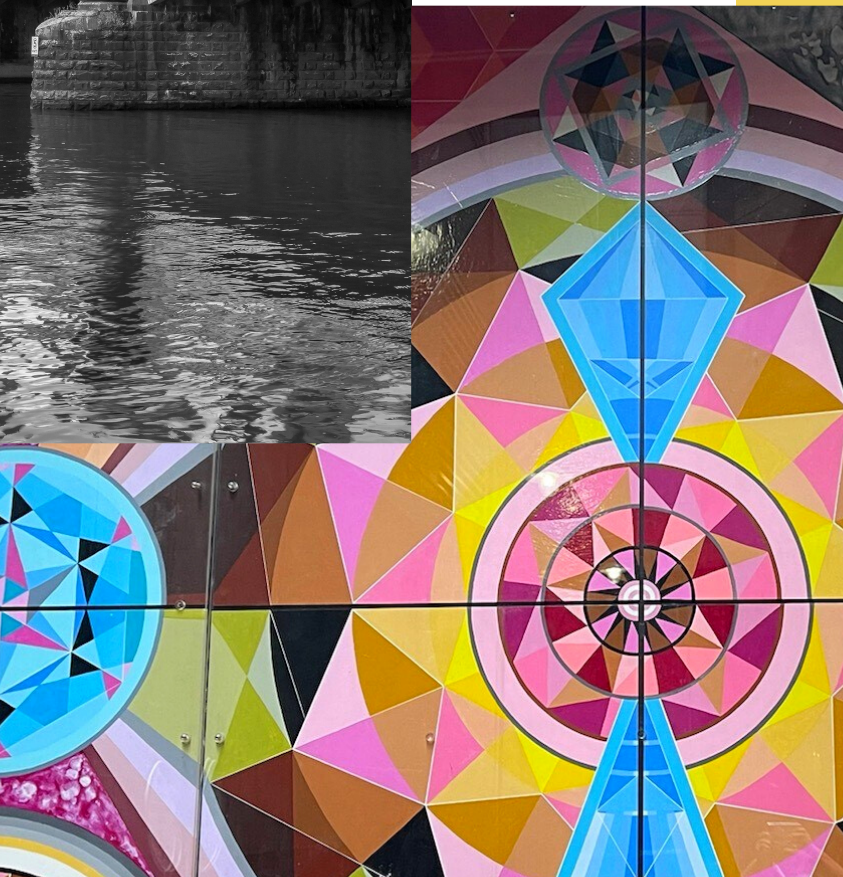




CityLLEN

Capital City Local Learning
& Employment Network

2020 Annual Report



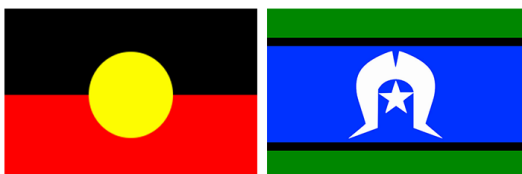


In this Annual Report we feature images of the UooUoo (pronounced you-you) which has been created by award winning Melbourne artist Alexander Knox.

UooUoo is an imaginary Australian creature whose shape is loosely drawn from the wombat and dugong.

Different local artists have painted each UooUoo with unique designs.

The UooUoo's raise money for the Royal Children's Hospital, celebrating 150 years and bring joy to the streets of Melbourne. The City LLEN is proud to partner with RCH to deliver support to young people whom's education is effected by health conditions.



City LLEN acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose uncaded 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.



Year In Review

Like every other year the City LLEN delivered a range of initiatives to support vulnerable students in the City of Melbourne and exceeded our targets considerably in the traditional ‘LLEN space’. This work includes the networks, partnerships, support, careers and transition initiatives, events and programs to our schools and community. However, due to the declaration of a State of Emergency we were unable to deliver our Structured Workplace Learning (SWL) program from mid-March as neither schools, nor our employers were able to allow the placement of students. As a result, we ramped up the rest of our contractual obligations which saw us deliver a record number of activities and services to students and teachers from across the state as we pivoted our services online. We also provided a range of additional activities to further support the SWL contract and the delivery of VET programs in schools.

In effect from the start of Term 2, our school system transformed itself to facilitate students to undertake remote and flexible learning. Across the state, school leaders, teachers, families, students, and others that support them adopted new approaches to ensure the best possible outcomes within difficult circumstances. There were plenty of challenges, but also many successes. The LLEN participated in a consultation process into the effects of this massive change and the results were documented in our submission to the state government in June.

A big thank you to all of our partners and the Department of Education and Training for their quick response to remote learning, work to solve digital engagement gaps and listening to the feedback from schools and the community to improve remote learning as the year progressed..

Chair's Report

It is with great pleasure that I present the 2020 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 partner, despite the significant challenges we faced in 2020.

Following the State of Emergency declaration by the state government, the City LLEN adapted their services and exceeded contractual obligations to deliver a range of careers and industry engagement activities online. At the same time, many of our planned activities and events were put on hold with the intention of rescheduling delivery to Term 3. Unfortunately, we all know that life did not return to normal by then, and most people, including the LLEN staff were still working from home.

As the first lockdown commenced, the Department of Education and Training (DET) provided a variation to the contract for LLEN's in response to their incapacity to deliver the SWL program during remote learning and other challenges surrounding the impact of the pandemic.

The variation allowed for LLEN's to achieve the existing deliverables, as well as additional activities that included:

Supports to secure appropriate work placements for students undertaking VET certificates that have a mandatory placement requirement.

Contact to be made with all secondary schools, and regional staff to continue to support the delivery of VET programs, including:

- developing and sharing best practice models and arrangements for remote and online VET delivery
- establishing online support groups for VCAL and VET coordinators and teachers
- coordinating professional learning sessions to assist with project ideas, particularly in Work Related Skills, and Personal Development Skills
- brokering solutions at the local level to delivery challenges that may arise.
- coordinating the amalgamation of students from various schools into timetabled VET classes that are then delivered remotely by registered training providers (RTOs)
- assisting with coordination of transport and access to technology, and
- assisting the DET Pathways Branch (Careers, Head Start, and Vocational Education Units) as required.
- Virtual School Engagement activities
- Partnership Brokerage and Information Distribution.



Unfortunately, the variation to contract also included the completion of four reports, due mid-year and at the end of the year, compared to the original contract requiring just one report – twice a year, and the need to share our reports with the LLEN executive. These were unwelcome onerous changes at what was already a difficult time.

Like everyone else, our Committee of Management meetings (Board Meetings) were convened via Zoom and I thank all our members for volunteering their time, ideas and good cheer over the year. In 2020, we welcomed Joanne Humphries, Raising Expectations Program Manager at the Centre of Excellence in Child and Family Welfare to our board. We say a sad farewell to a long-time member, Dianne Bloom the Youth Resource Officer and Leading Senior Constable from Melbourne East Victoria Police. Di was a fantastic member bringing good cheer and passion to her preventative work with young people, we wish her well on her new placement in regional Victoria. We also lost the wonderful and insightful Jessie Downie from Headspace due to her increasing study commitments.

I would like to thank and congratulate the City LLEN staff for their excellent work providing the support and outcomes for their school communities despite the unending challenges faced. I would also like to thank Louise Smith for her unwavering leadership in a year that tested the navigational abilities of all who were managing and supporting staff whilst holding true to the goals of the organisation.

I note that the 2019 AGM in 2020 was held via Zoom and acknowledge that 2021 will continue to provide us with opportunities to adapt.

City LLEN Chair

Dr Virginia Dods





CEO'S Report

So many words have been written about this most challenging of years and how we have adapted; many have observed that the true character of a person is revealed in their response to a crisis. With that in mind it was a privilege to witness the exemplary call to arms that the teachers, Principals, community workers, public servants, City LLEN Board members and staff; all threw themselves into supporting each other and going the extra mile for the most vulnerable during this difficult time. School staff circled their wagons and did their upmost to look after the welfare of each other and their students. We congratulate them on such a huge effort. If there was one take-away I remember from 2020, it was how kind and generous so many people were.

Following those first few days leaving the office in March to work from home when we thought we would be away for just a few weeks; the City LLEN staff with the support the wealth of ideas from the Committee of Management completed that over-used word from 2020 – ‘pivoted’ most successfully. We went on to over-deliver on the LLEN side of our contract – that is the contractual work to support transitions, careers, work readiness and industry relationships to make up for the lack of SWL (Structured Workplace Learning) work. The impact of Covid-19 has been devastating to many people and industry sectors of our community in the City of Melbourne.

Our work delivering the SWL program was immediately impacted by Covid, grinding to a halt once the state government declared a State of Emergency. Prior to this we were first among the LLEN network to notice early impacts of the pandemic when the lack of overseas students in the city was obvious and many small take-away food businesses closed.

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 – 2021 brings are return of the SWL program.

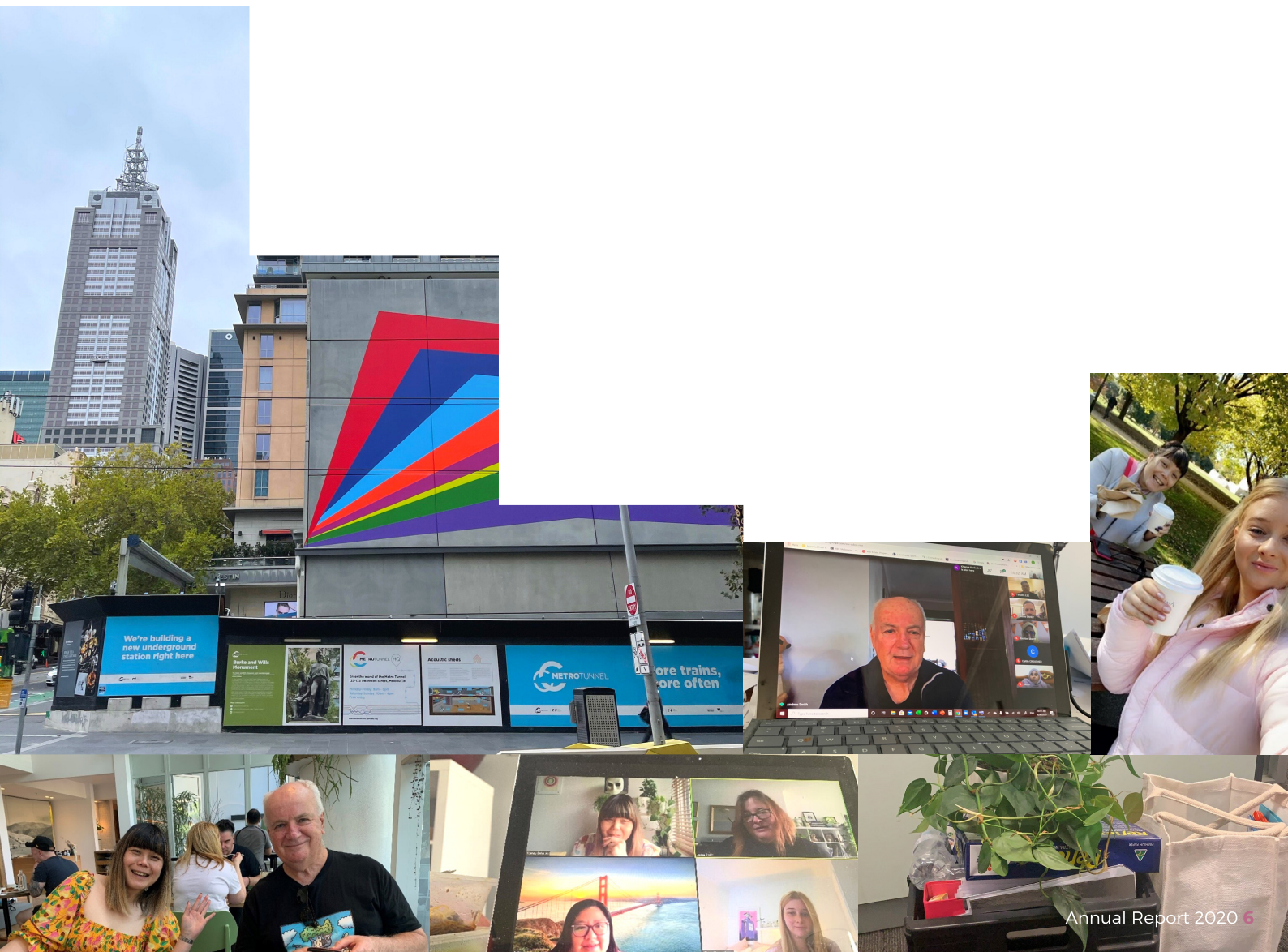
Like most people, the LLEN staff worked from home for most of 2020 and used online platforms to connect, negotiate, network, organise and deliver our initiatives. Being the LLEN for the City of Melbourne, our area has been hit hardest economically. Our local hospitality businesses had mostly closed down; 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. The few times I ventured into the office during Stage 4 Restrictions (because I live within 5kms of the LLEN office), were strange experiences indeed.

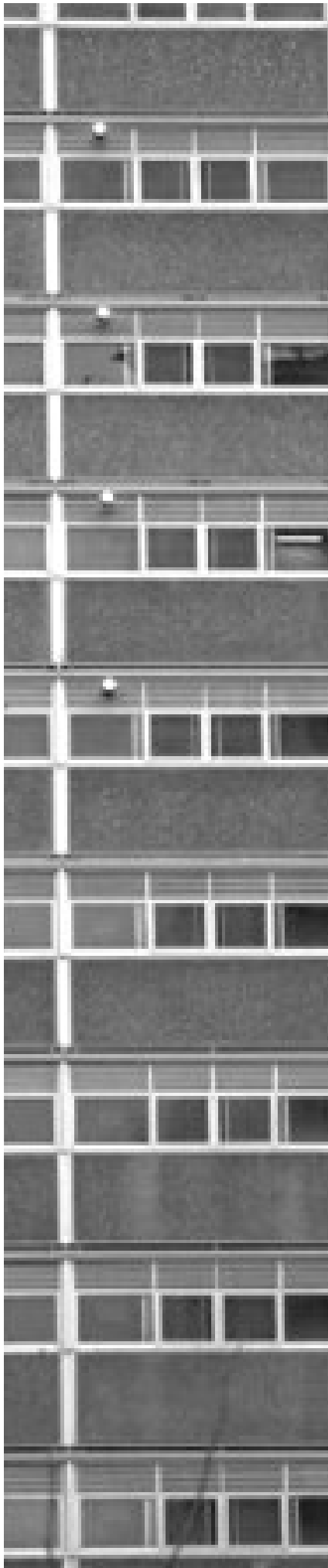
On the bright side, delivering initiatives online proved a successful strategy to reach students from across the state and we are pleased to report we had students from over 50 schools in the wider metropolitan Melbourne as well as regional and rural Victoria attend our Careers Engagement webinars. The highlights for the year included the partnership we did with the Raising Expectations program within the Centre for Excellence in Child and Family Welfare to raise the awareness of the issues facing the engagement and learning of students in out of home care; the Creativity Really is a Career webinar delivered by our own Alicia Kuzmyck board member who entertained the audience with her great presentation.

Big thank you to our board and all the staff for getting through 2020.

Louise Smith

CEO, Capital City LLEN





Public Housing Students

The City LLEN worked with community organisations, schools and Government departments to facilitate SWL completion and remote learning and education engagement of vulnerable students from the African-Australian community residing in the public housing towers in the City of Melbourne. Our involvement varied depending on the location.

Carlton Towers

Leveraging from the LLEN's existing network and partnerships with University High, Carlton Primary, Carlton Church of All Nations, Carlton Neighbourhood Learning Centre and the Drum Youth Services, we arranged regular online meetings to address emerging issues impacting the education, VET/VCAL/SWL completion and engagement of students as a consequence of remote learning.

Our work to address these issues included:

- Regular emails and phone calls with staff from University High to provide careers program operational advice.
- Organising and chairing regular online meetings to support school careers, welfare coordinators and principal staff to work together to address issues as they arose, including helping the school to source homework club support to senior students. Making sure all University High students had access to a computer, dongle, online mentoring and received the learning materials needed to stay up to date with their homework.
- A new homework club was established for Years 9 and 10 students to enable online one on one tutoring of vulnerable students.
- Working with the welfare staff of schools to case manage counselling and intervention support for hard to reach or vulnerable students. We worked with youth workers and community workers with access to the public housing towers, identifying pathways and other solutions to help.

- Organising a meeting in June with parents via Google Meet to support student engagement. The LLEN delivered an evening online Zoom forum for parents from the African-Australian Humanitarian refugee community providing information on remote learning, accessing Compass and school communications. This included guidelines to support students and strategies for parents to support their children. In addition, the parents heard directly from coordinators, teachers, the assistant principal and welfare coordinators on return to school processes and the LLEN also provided pathway information.
- The LLEN arranged interpreters in four community languages as well as a Q and A session for parents, encouraging them to voice any concerns or fears regarding the impact of COVID-19 on them, and their students' education and life.
- Working with Carlton Primary to support the transition process of Year 6 students, including an online virtual tour of the local secondary schools and meeting welfare staff and teachers online. Providing the students with laptops to increase their access and reduce the impact of the digital divide experienced by many other disadvantaged students in the public housing towers.
- Providing advice to careers teachers on vocational pathways for individual students in consultation with them.
- Referral of students to the Carlton Church of All Nations Homework Club as well as education supports provided by the Huddle.
- Student residents also attended the careers and industry webinars organised by the LLEN to assist students in their decision making around study and careers pathways.
- Working with the Inner Melbourne African-Australian Partnership (IMAAP) – we provided a Work Preparation Zoom – interactive session on resumes, covering letters and interviews for students in public housing across the inner city from African-Australian backgrounds.
- Information sharing – COVID-19, community, education information and other communications facilitated by the CLNC's Community Carlton Parents What's App group (including dissemination of the LLEN's careers and industry webinars). While many families lack computer facilities, all have smart phones and use WhatsApp to communicate which made this an effective alternative.



Supporting Students in Out of Home Care

Partnering with the Raising Expectations program delivered by the Centre for Excellence in Child and Family Welfare (CFECFW) with one of their university partners, La Trobe University, we developed a webinar designed for welfare staff, teachers, coordinators and other school staff to learn more about supporting this student group. Presentations were made by:

- Joanna Humphries, Manager, Raising Expectations Program, a collaboration between the Centre for Excellence in Child and Family Welfare, Federation University Australia, La Trobe University and Swinburne Institute of Technology
- Naomi Tootell, Senior Research Officer, Centre for Higher Education, Equity and Diversity Research at La Trobe University, and
- Care leaver students (who had formerly lived in care): Claire and Marcelle.

Each speaker provided excellent information and answered questions during the Q and A at the end of the webinar.

Joanna provided an overview of the Raising Expectations program and the barriers and challenges for young people who live in Out of Home Care (OOHC) to participate in tertiary education. She explained how teachers, other supporters and students can access the program and the services and supports available to students – personal, academic and financial - to help them access, continue and complete their studies. The main goal of the program is to support young people in care and care leavers to aspire, access and succeed at university.

Also explained was where teachers and supporters of young people in care can go for more information and other services to support young people, as well as providing advice and guidance to teachers, students and carers directly.

Naomi spoke about the supports available at La Trobe University, as well as the other universities involved which include:

- Targeted care leaver bursaries and/or scholarships
- Dedicated support coordinators and
- Special Consideration for Care Leaver status when applying for university entrance through the Victorian Tertiary Admissions Centre (VTAC) and the Special Entry Access Scheme (SEAS).

La Trobe University also offers a schools outreach program to schools in low socio-economic areas within their catchment aimed at increasing university aspiration and awareness as well as tailored programs with flexible learning schools to facilitate pathways to university.

Marcelle and Claire are two remarkable young women at different stages of their lives who share a similar background of family upheaval and found themselves growing up in OoHC. Both are studying at La Trobe University. Marcelle is in her first year and spoke of the experiences and people who helped or hindered her pathway to school completion and university.

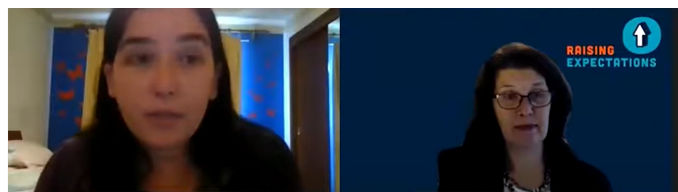
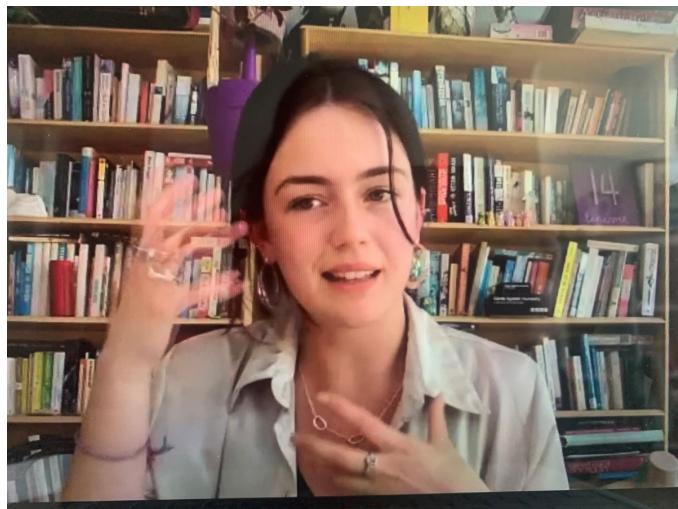
Claire has forged a successful career and was able to explain what strengths, experiences and supports helped her on her journey to maximise her potential.

Both Claire and Marcelle's presentations provided a visual illustration of their lives speaking to some key questions that influenced their education journey. They included:

1. What was most important in supporting your aspirations for post-secondary study and your career?
2. Who was your biggest influence in pursuing post-secondary study and career?
3. What were your biggest barriers to post-secondary education (TAFE and University) and how did you overcome them?
4. What drives you?
5. What would be your message to your 16 or 18-year-old self?
6. What would be your message(s) to young people in care about future possibilities - study and career?
7. How can we motivate young people who are disengaging or have disengaged from school?
8. What needs to change to encourage and support more young people in care to: pursue TAFE and University and dream big and follow those dreams?
9. What is your current job and what are your plans for the future?

We were very pleased with the positive reviews and feedback from the wide range of professionals attending the webinar, including staff from the Navigator program, LOOKOUT Education Support Centres, school social workers, school and private practice psychologists among the 65 attendees.

A video of webinar is available on the City LLEN You Tube Channel. [Follow this link](#) or find the webinar on our webinars tab of the City LLEN website.





North Melbourne – Kensington – Flemington Public Housing Towers

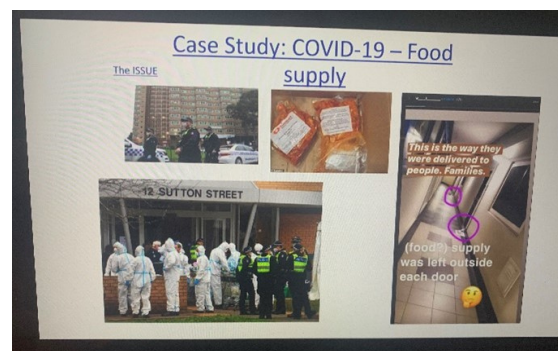
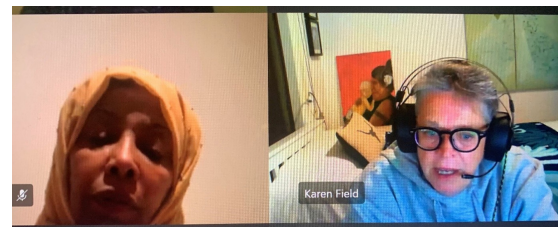
– **Education Support (via Operation Benessere, Department of Health and Human Services (DHHS) (now Department of Families, Fairness and Housing), DET and a range of community organisations)**

Following the upheaval experienced by the migrant and refugee community during successive lockdowns, the City LLEN was invited to attend weekly evening community online forums held by DHHS and the North Melbourne and Flemington Towers Community Education Group.

Our participation enabled us to:

- Work with IMAAP to deliver a forum on How to Apply for Special Consideration as well as a further online forum on Work Readiness and Job preparation (resumes, careers pathways advice, covering letters and job interviews) specially aimed at young people from Muslim backgrounds to access roles provided by the Victorian Public Service and Side Kicker
- Provide TAFE, Registered Training Organisations (RTOs), Skills and Jobs Centres, Jobs Victoria programs and other advice to the community as appropriate
- Partner with the Somali Women's Development Agency (SWDA) to provide advice, information and processes to enable them to improve their governance, procedures and administration to help the women from their community prepare to deliver services and expand their capacity to support young African-Australian female students living in the flats. We prepared scoping work for them and carried out due diligence prior to preparing funding applications.

- Suggest other partners contribute to the community forums with expertise on relevant education and mental health youth topics and other areas of concern.
- Respond effectively to questions in the chat function during meetings, provide internet links and ongoing responses to assist community members, advice regarding secondary schools and remote learning, impact on SWL and other initiatives.
- Distribute information to the community and community leaders on special consideration procedures for VCE and VCAL students.
- Broker a Zoom meeting with DET – Regional Directors and Students at Risk Branch. The LLEN was invited to attend this online meeting to detail its work underway and provided in previous years to support students in public housing, including recommending the need to continue this important partnership work.



African-Australian Youth Pathways Partnership

Driven by the Huddle and the City of Melbourne, the City LLEN joins other local community agencies to support and develop a range of initiatives aimed at supporting and enhancing the transitions and pathways of African-Australian young people residing locally. Many planned activities were cancelled in 2020 however new opportunities emerged, and the Huddle went on to deliver some fantastic programs for young people online. We participated in an online strategic planning meeting hosted by MosaicLab which was most enjoyable.

Held in late July, the Youth Pathways Roundtable (City of Melbourne) brought together a range of organisations working in the youth sector. The roundtable enabled partners to identify crucial activities to support vulnerable young people from African backgrounds and identify barriers and successes to cross-partner referral processes.

The data, analysis and findings were distributed to partners. The young people attending shared their experience of COVID-19, particularly their experiences of employment and training and what they felt were their most pressing needs.

Top of mind for participants were the following topics: youth employment, collaboration, real tangible change, hearing and listening to young people, life in a pandemic – learning from each other and how to manage (no-one has lived through this before) and how can we best reach and help young people when we are all working remotely?

Partners and young people discussed the learnings from their most recent experiences:

- Quick transitions to digital delivery of services
- Living with higher levels of uncertainty
- Asking for help and collaborating
- Excited about how we can change our organisational practice to adapt
- Concerns over rising youth unemployment
- COVID-19 has been the most challenging experience for young people, but many are showing great resilience whilst others are struggling with their mental health.
- People spoke of learning to be more patient.



The 'What Was Said' report was produced to guide partners going forward and record the details of the discussions. Examining what was helping and what was challenging enabled service providers to hone their service delivery to young people during COVID-19. Many people, young people and service providers spoke of structural and inadvertent racism as factors impacting the wellbeing and transitions of African-Australian young people.



Royal Children's Hospital Partnership

In early March we delivered two interactive careers and pathways workshops at the Royal Children's Hospital for a small group of students suffering chronic fatigue syndrome. These workshops turned out to be the last face to face event for 2020. The feedback was very positive.

Unfortunately, 2020 was the first year we were unable to deliver our highly successful forum with the hospital: Study with Your Health and Not Against It. This annual event is designed to support the pathways and career aspirations of students with a chronic illness. As an alternative we worked with the hospital to identify other ways we could reach students. We agreed to formulate a strategy to reach individual students in senior secondary years offering them free careers counselling. With referrals from the hospital and parental permission and presence, our Careers Counsellor, Andrew Smith provided tailored, individual counselling sessions to 11 students across the year. Several students came back for more information or follow up.

Discussion topics covered in these sessions included: what they like and don't like about school, subject choices, and career aspirations, what can be realistically achieved in terms of further study and career choices, encouraging them be positive and to strive to be their best. Methods for exploring career options were canvassed together with education pathways, different types of jobs and what they might require and recruitment processes in different industries.



Free Careers Counselling

The City LLEN in partnership with the Royal Children's Hospital are providing one on one careers counselling sessions using Skype or Zoom. These sessions can be used to help you:

- Discover your options and identify your strengths and skills
- Understand more about different occupations and how they can support you
- Learn more about the various pathways available that can help you reach your goals

Careers counselling sessions may be arranged by contacting our qualified careers counsellor, Andrew Smith via andrewsmith@cityllen.org.au

Students from any school are welcome to access these services as long as they are a regular patient of the RCH or other hospital services and have a chronic illness.



Project Me

Partnering with the Big Sister Experience we adjusted the traditional face to face program to an online platform when students were learning from home. Project Me was made available to secondary school female students from across the state. Refocused and designed for living and learning during COVID-19, Project Me recognised that young women and girls are particularly vulnerable to the impacts of losing connections during lockdown and many require mental health strategies to build greater resilience to make informed pathway decisions going forward.

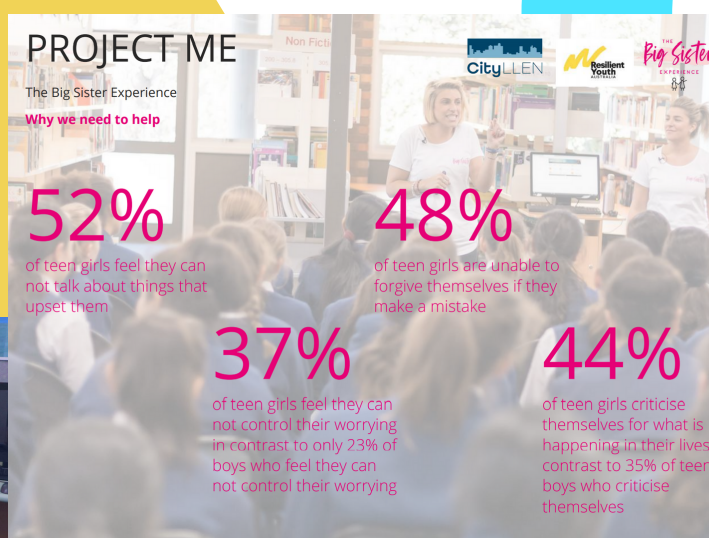
Project Me was offered as part of the school wellbeing curriculum, for whole classes of girls or for girls to complete individually. The Big Sister Experience team aligned the program to fit into the curriculum of health/wellbeing/pastoral classes or extra-curricular activity as well as being integrated with the Victorian Department of Education and Training's (DET) Framework for Improving School Outcomes (FISO). They used their knowledge of the internal thought processes of teens to develop a pedagogy leading to enhanced student engagement in learning.

The program included:

- A four week fully automated course consisting of videos, blogs, tasks and activities – broken down into bite sized chunks to dip into and out of
- Online access to the wonderful young women from Big Sister for online and telephone mentoring
- Strategies to help teen girls take back control of their feelings and emotions caused by the upheaval of their regular routines or other issues
- An environment where girls can learn the importance of self-care, community, mental/physical wellbeing, and coping strategies to self-regulate during times of uncertainty
- Making decisions and building confidence to tackle applying for part time work once restrictions lift and as the economy improves and to make more informed decisions on study and vocational pathways through senior secondary school and beyond
- Fun teen girl stuff – to beauty or not to beauty? Online bullying, peer pressure, courageous conversations, friendships and more.



WWW.BIGSISTEREXP.COM



Railway Careers Webinar for Careers Teachers

The LLEN has previously worked with the Rail Academy in Newport so when they approached us to join their partnership with Yarra Trams, Metro, V Line, Rail Projects Victoria, Level Crossing Removal Project and Vic Track we were happy to discuss how we could work together. The Rail Academy had already developed a careers and jobs information session and adapted it for online delivery. We worked with them to determine how to best reach careers teachers.

The growing range and diversity of careers and jobs in the rail industry was important information that careers teachers should have as well as understanding how they can refer their students finishing Year 12 into these opportunities.

We attracted 27 Careers Coordinators, Pathways Counsellors and Teachers from across Victoria who learned about available pathways from entry level roles.

School Based Apprenticeships and Traineeships (SBATs), Apprenticeships, Traineeships and Graduate and Certificate entry points for an industry that is still operating and recruiting during lockdown and which is set to grow.

Forecasts predict that there will be a critical skills shortage by 2025 for the rail industry.

This shortage, together with an ageing workforce where more than 50% of current employees are aged over 45, means Railway Careers are a promising pathway for young women and men.



Careers in Youth Services

Many young people express a passion for helping others and want to do youth work. When the teachers in our school communities reminded us of this it was with great pleasure that we were able to secure presenters from our close partners in the City of Melbourne. We approached three people to participate in a webinar curated by us to appeal to students and inform careers teachers on the various pathways and opportunities available.

Shukura Chapman, Youth and Families Practitioner is a queer person of colour with experience supporting young people to discover and develop their passions and life skills whilst supporting them with their mental health and wellbeing. Shukura has a background working in LGBTIQ+ family violence and in empowering young people and their building confidence through a range of activities and targeted interventions.

Shukura knew she wanted to help other young people when by chance at age 15 she used her drumming skills to teach younger children. Following a stint in retail and hospitality, Shukura put her great skateboarding skills in action and secured a job with a company teaching primary school students how to skateboard.

This experience cemented the idea to work with young people. Shukura pursued qualifications in community development and loves working with people from all backgrounds using a gentle, empathetic and trauma informed approach. Her generosity and passion for helping young people was clear. Many students attending had some great questions for her.

"I didn't know that youth work was a thing, that it was an option when I was in school'.....

" ... I really enjoy the variety, never doing the same thing, each day is different and you have the freedom to bring your own ideas to the work, you see a need and design or co-design a program, it feels challenging but I really enjoy it'

Also presenting was Leyla Pacheco, a youth work student on a placement with Shukura at the Drum Youth Services while she completes her second year in a Bachelor of Youth Work at the Australian Catholic University (ACU). It was a different experience doing her placement during COVID-19 enforced lockdowns as opportunities for face to face interactions with young people were not available. However, working with the Drum Youth Services she adapted and delivered a range of interesting online activities and individual supports. Leyla is from a migrant background.

She understands the challenges when English is your second language. Being a migrant adds another layer on top of the normal challenges teens face growing up and managing school life. This insight drove her to want to help other young people and she looks forward to working with migrant and refugee young people when she graduates. However, youth work wasn't her first choice. After secondary school Leyla was studying to become a Psychologist.

In second year she saw the opportunity to volunteer with Melbourne City Mission's Youth Program – Frontyard.

This work changed her life. In her voluntary role as a Youth Action Group member, Leyla was responsible for organising two events for young people and working with young people to make them happen. This hands on experience made her realise she could use her skills in understanding behaviour to engage and motivate at-risk young people so she changed her study program and enrolled in a Bachelor of Youth Work.



We also arranged for Alex Veljanovski, the Youth Development Officer for the Valley Youth program run by the City of Moonee Valley.

Many councils employ youth workers or fund youth programs. This is a great opportunity and viable pathway for people interested in this work.



Alex discussed how she got involved in the state government's Freeza program while she was at school. This sparked her interest in developing a career in youth work. In her current role Alex coordinates youth led events and reaches out to young people to increase their participation in activities. Alex said she loves her job because being around young people is great because they are incredibly smart, innovative and inspiring.



Many students attending the webinar wanted to know how to get help for themselves and were not aware of these youth programs in their community.

This served as an important reminder to increase our communication efforts to reach young people directly.

You can view this webinar by following [this link](#)



Career Snapshots

In response to the interest expressed by students attending schools in our LLEN region, the City of Melbourne; we arranged one on one interviews with young people working in the industries the students were interested in. These interviews were curated by our Careers Counsellor and the videos edited and placed on the LLEN's You Tube channel for further access. Groups of students then used the videos with their teacher to explore certain career pathways and the information was integrated into classroom learning for Year 10 students at our schools.

Topics covered in the videos included, among others:

- What does a typical day at work look like in your role?
- How did you get your job and what was your career pathway?
- What attracted you to your job?
- Was there a specific course you needed to do and what was it like?
- Are there opportunities for advancement and travel and in your career.

Videos were made with:

- Law – Georgia Smith, Lawyer at Minter Ellison
- Supply Chain & Logistics – Rakesh Bandipelli, Vice President, Supply Chain & Logistics Association of Australia
- Engineering – Nadia Craven, Civil Engineer, Jacobs Global Consulting
- Event Management – Julia Truong, Creative Director, JP Productions Management
- Medical Scientist – Patricia Szczurek, Austin Hospital.

In response to teachers requests the LLEN also supported classroom learning by creating classroom learning tasks to accompany the videos.

Below is an example of a learning task created by the LLEN

Supply Chain & Logistics Video

View the video on the CityLLEN Youtube channel: [Via this link](#)

Here are some guiding questions you could use:

- 1.Explain what types of jobs and activities are included in the three key stages in the supply chain: a) Inbound b) Operations c) Outbound
- 2.Explain why the barcode on a product is so important.
- 3.How much is the supply chain and logistics industry worth in Australia? Do you think this will increase or decrease in the future? Explain your answer.
- 4.What would be the range of salaries you could expect in this industry? For more information visit: [this link](#)
- 5.What opportunities does the industry provide for travel?
- 6.Explain three key Occupational Health & Safety messages in the industry.
- 7.Visit the Victorian Skills Gateway: [via this link](#)
8. List five courses you could study in the Supply Chain and Logistics industry and where they are offered.
- 9.List three important personal qualities you need to be successful in this industry.

Now that you have learnt more about the supply chain and logistics industry can you see yourself working in the industry? If so, which jobs? Find out more by visiting [this link](#)

Here is an activity to get students to relate the supply chain and logistics industry to their own lives and explore related jobs.

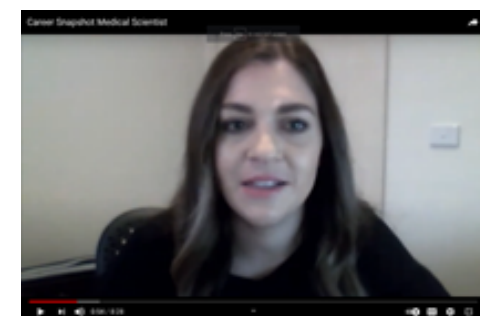
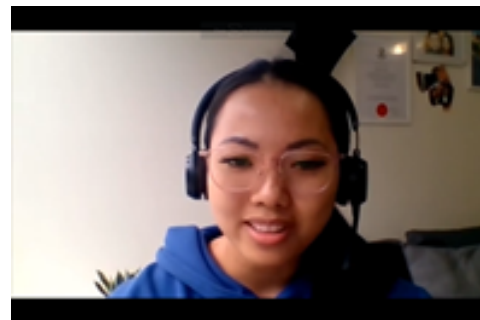
In a small group get students to think about a physical product that they couldn't survive without. This could be a mobile phone, game console, maccas, clothes, headphones etc...

Get the group to choose one product and find out as much as they can about the product. What is it made from, where was it manufactured, where did they purchase it etc.... Then on a A3 sheet of paper get them to write the name of the product in the centre. Around this get them to write all the jobs that would be involved in getting that product to them – from the raw materials through the processing / manufacturing process to the final product appearing in their hands. Examples of jobs could include:

Farmers, miners, engineers, scientists, truck drivers, forklift drivers, accountants, factory workers, sailors, crane operators, fuel suppliers, cooks, advertising executives, retail workers – the list is endless!

Get them to present their findings to the rest of the class.

For more information on the industry visit: [this link](#)



Flexi School Network

Continuing from 2019 our network of schools went online in 2020. We quickly adapted to the new online environment, often meeting frequently than in previous years as we recognised the need to support and reach out to the VCAL teachers working so hard with their at-risk students. Many new teachers were commencing their careers and benefitted from meeting new teachers from other schools and growing their networks as they shared ideas. We were unable to go ahead with the TAFE Taster visits planned with the Schools Slam event. However, meeting regularly online provided a great opportunity to connect during a difficult time.

This network was also the ideal vehicle for the City LLEN to address many of our SWL contract variation requirements that evolved during the year in response to the pandemic. We worked directly with teachers and schools, in response to DET directives, assisting their students to complete their VCAL studies, provide alternatives to VET applied learning or SWL placements. This work also included working with schools at the end of the year, analysing their reports and identifying where and how our support could facilitate student engagement or further study to enable them to complete their qualification.

Continued facilitation of this network by the LLEN enabled teachers to exchange information and share ideas to engage students during remote learning.

It provided a safe and supported space for participants to share challenges and stories impacting them during lockdown which was important in caring for one another and role modelling empathy and compassion for students. This has contributed to greater connection and built relationships across schools.

It has facilitated relationships, idea sharing, resources and support beyond the network. A great outcome.

Almost every week during term time, network members received the LLEN newsletter, targeted emails advising them of relevant information on VETis, VCAL teaching and professional development, links to new careers resources, virtual workplaces, occupational health and training for VET students, SBAT opportunities, COVID-19 government flyers in community languages and referral and program information for families and their students.

We also shared information from communities and government on the impact of COVID-19 hard lockdowns on students who may be in their schools residing in the public housing towers.

We updated members on action taken by communities and government to support families and conveyed to government the depth of despair felt by many families in the towers.

Guest presenters invited to 2020 network meetings to talk about their programs included:

- Whitelion - youth jobs programs and mentoring.
- The Huddle – promoting their Study Squad program supporting students tutoring needs.
- Raising Expectations program supporting students in Out of Home Care going onto TAFE and University
- William Angliss Institute of TAFE

Participants from different sections of DET attended to learn about supports being provided to students during remote learning. This included teachers in small independent, not for profit alternative education settings.

Schools involved in this network are the Hester Hornbrook Academy (originally started in Melbourne. In late 2020 they opened a new campus in Sunshine, in addition to their city, Footscray and Prahran campuses), St Joseph's Flexible Learning Centre, Kensington Community, River Nile School, Victorian College for the Deaf and the Pavillion School. During 2020 Hester Hornbrook launched their Living Learning program. We promoted this great initiative which enables students requiring mental health support to complete their secondary education; combining the flexible learning model and the 'right support at the right time to the right people'.

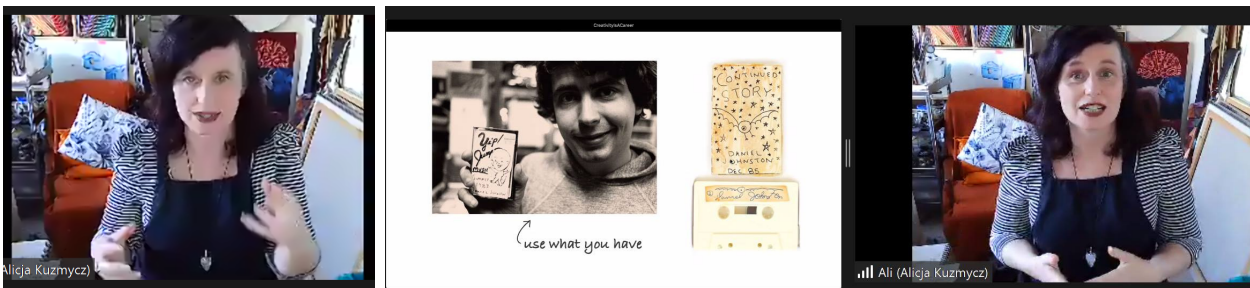


Creativity Really is a Career

Many students are unaware of the depth and breadth of opportunities in a wide range of careers where being different and unique will enable them to utilise their skills in a satisfying career. Students with an eye for design, skills with a paintbrush or pencil, who intrinsically know what looks good, how to use design to illustrate and attract the eye, have bankable skills that need encouraging. The City LLEN is lucky to have the Torrens University Design Lecturer, Alicia Kuzmycz on our board and 'Ali' kindly agreed to be our special guest for our first in a series of careers webinars.



Ali developed a wonderfully interesting and beautifully designed visuals for her presentation and discussion about careers in the creative industries. She explained how her career progressed despite several bumps in the road and how she leveraged her skills and with persistence and networking was able to achieve a great career which, among many highlights, included working as a graphic designer for Village Roadshow. As part of this fantastic job she created posters for the movies and her artwork was seen at every cinema and in advertising each movie. Ali has also created the designs on our beloved Melbourne Trams.



Ali provided great advice to the students' questions about:

- How to kick start a career in a rural environment.
- How to build a network in the artistic community and how this can help you get your first break.
- What courses can help and how to access them.
- What pathways are available among many more.

Ali spoke to those students who may have felt like they were the only 'different one' in their school and how this sense of being an outsider may be their strength; attributes that will make them a great artist and to persevere. Ali also stepped the students through a variety of employment and career opportunities requiring creative skills and what people did in those roles. In their feedback, students appreciated the generosity of Ali's information and telling her story. Students and teachers across Victoria, interstate and overseas attended this highly enjoyable webinar.

Careers in the Community Services Sector

Following on from our successful webinar on Careers in Youth Services, in November the LLEN arranged a new webinar for students and careers teachers to learn more about careers in the community services sector. Being a community service organisation ourselves we have insight into the not for profit sector and networks and can draw on a range of presenters across the sector.

Monica Forson is a Senior Adviser for Community Engagement at the Victorian Equal Opportunity and Human Rights Commission.

Trained as a social worker, Monica has worked in the community development sector for over five years, including at Victoria Police and Brimbank Council and a stint in Fiji. She is a strong advocate for multiculturalism and young people. Monica spoke about how one opportunity had led to another and how she had gradually discovered what type of work she was good at.



Kara Barnett is the Cultural Diversity Officer for the City of Melbourne. Kara has over twenty years' experience working with community across the non-profit, local and state government sectors. She is passionate about the rights of people seeking asylum and providing meaningful opportunities for newly arrived communities to actively participate in their local community.

Both Monica and Kara discussed that 'aha' moment where they realized working for the community was what they wanted to do and the steps they took to make it happen. Sometimes people accidentally fall into their careers and this is what happened for our presenters. They expected to be working in one field, but life experiences and opportunities gave them a chance to work with the community and this changed their direction. There are so many roles within the community sector and so many ways you can contribute and enjoy a satisfying career. You can listen to their advice about getting started in a career in the community sector on our YouTube channel [via this link](#).



On Track Connect

Like most things in 2020, our statistics for the On Track Connect program were also very unusual.

Designed to capture the pathways and destinations of school leavers (Year 12 students) and early school leavers, the program also serves as a safety net for those students whose parents or guardians have opted for this child to participate. This is because they allow their student to be contacted after they have left school so find out what they are doing now, 3 and 6 months post exiting. The information about participating students is then passed onto the LLEN so that we can provide valuable referral and support advice to any students who have fallen through the cracks or for what ever reason may not be engaged in either; further education, training or employment.

Our role is to contact the students and ascertain what they are doing and or if they require some other form of assistance. However, as time goes on and students become more reliant on mobile phones as opposed to landlines and in response to the impact of scamming phone calls, students are reluctant to answer the phone.

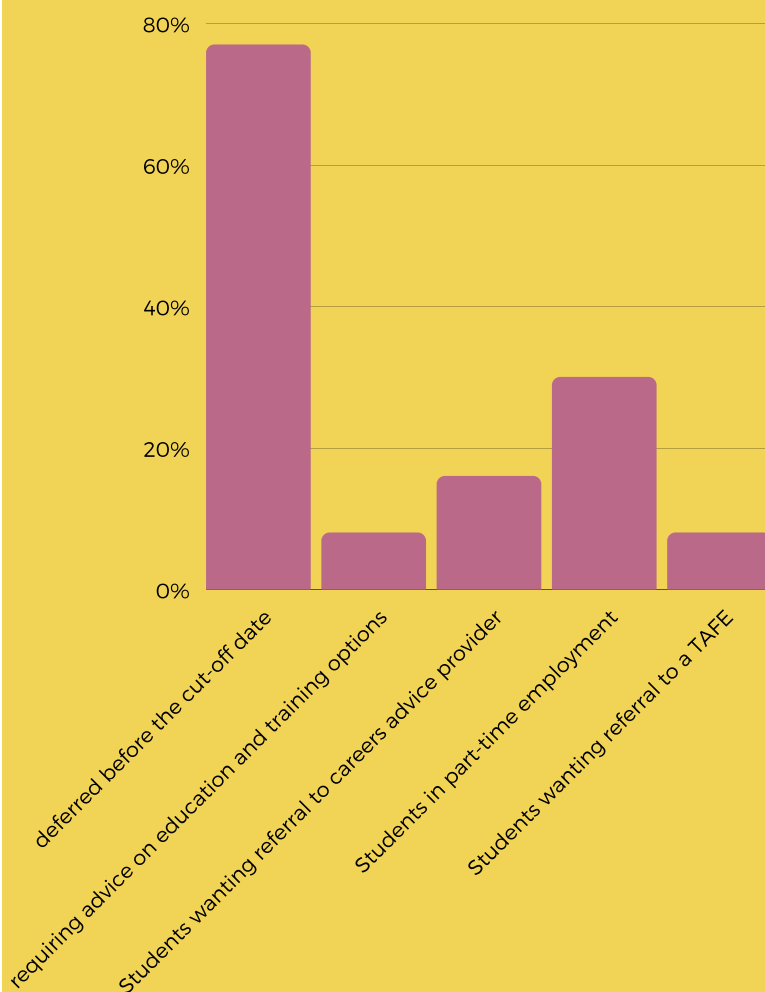
This means we need to leave a message, text and/or email, we continue to experiment with the most effective way to reach students but the inability to have that one on one conversation is hampering our capacity to reach out. We have found if we provide a short 4 question email survey that this method has had a greater response rate.

The main reason for our statistics being different this year is because we had no referrals from early school leavers. We can only speculate as to why this was, it could be that this is great news and no-one left school before the end of Year 12 in our catchment area or maybe those that did leave early had not elected to participate.

As this is a voluntary opt in program, it can be challenging do draw any definite conclusions.

It was not surprising however to learn that for most of the Year 12 school leavers we spoke to, more than half had deferred their tertiary studies just prior to the March cut off (for incurring a HECS debt) due to Covid-19. Many students had already missed the usual first year programs and on campus experience and decided they would wait until 2021 to commence their university studies.

Destinations of Year 12 Completers for the City of Melbourne



Note the percentages do not add to 100% as some students were in more than one category, for example they deferred university but found part-time work



Careers in Media and Journalism Webinar

‘The do’s and don’ts for a career in entertainment and media industries’



Many young people dream of a career in the media but don't know where to start.

Luke Dennehy has forged a successful career working across radio, print journalism and television reporting beginning work at a local newspaper. In our highly regarded webinar Luke described to the students and teachers in attendance the experiences and interests he had in high school that originally sparked his interest in writing and the news.

Held in October Luke talked through the 'Do's and Don'ts of making the most of opportunities and working in the media industry. He described how one experience led to another and how nurturing your networks, being reliable, discrete, professional and even-tempered were just as important as being able to write a story quickly and meet a deadline.

Luke's career has taken him overseas where he was the only Australian journalist at Los Angeles Airport when the then Prime Minister, Malcolm Turnbull was passing through at the same time and news was breaking about something important to the Australian Government. Ever the professional, Luke got out his microphone and approached the Prime Minister to ask questions that were later broadcast across Australia.

Whilst the industry may look glamorous, it is long hours and hard work. Sometimes it means waiting a long time until the person you want to talk to appears, pressure to get the story and perform on cue. Luke talked us through his great presentation explaining his work along the way, his 'behind the scenes' responsibilities and 'homework' prior to attending events or interviewing a celebrity.

View this webinar [via this link](#).



Instagram Live Workshop – How to Apply for Special Consideration

In partnership with the youth service of Drummond Street Services; the Drum, we delivered a live Instagram streaming event for young people from the African-Australian community. These young people residing in the flats were impacted the most by hard lockdown and Stage 4 lockdowns.

This program was specifically targeted at understanding the process and entitlements to special consideration to support their end of Year 12 pathway process to further studies. The LLEN also prepared hand outs and resources for students to follow in working with their year 12 coordinators and / or careers teachers to process their applications.

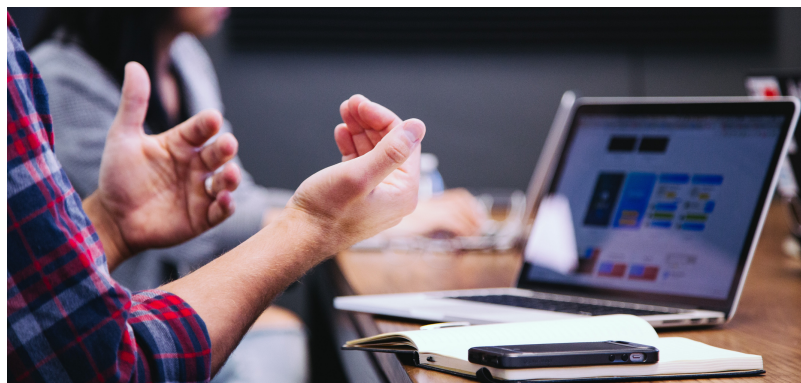


William Angliss Institute (WAI) of TAFE

In 2020 we worked in partnership with WAI.

This included:

- Working with the Skills & Job Centre Manager to discuss partnerships including TAFE Tasters, and industry immersion days and arranging for them to present at our Flexi Schools Network meeting.
- Online meetings with Youth Pathway staff to discuss the impact of COVID-19 on student learning, engagement and jobs in the hospitality sector.
- Arranging to partner with WAI to reach students in secondary schools to attend online applied learning opportunities to prepare meals at home with the support and guidance of carers. This series of internationally themed cuisine step by step cooking classes were very popular with students attending Special Schools who learnt about this initiative through their teachers accessing our event on the SWL portal.



River Nile School

When COVID-19 restrictions were announced, the LLEN cancelled planned activities that had been developed in collaboration with the school. We negotiated with the VCAL teachers at the River Nile School to move our planned 2020 events, initiatives and supports online.

This resulted in the City LLEN delivering:

- Tailored small group Zoom sessions for six students interested in careers in hospitality with one of our SWL employers who was planning on placing students at the Ibis Hotel with a virtual tour and information about typical working day tasks for a range of roles within a hotel as well as information about training pathways.
- Individual careers counselling sessions with students under parental/guardian supervision using Zoom.
- Follow up to careers counselling with students via email for specific industry and course advice.
- A webinar for 23 students to engage with the Aged Care industry. We organised with Dousta Galla Aged Care to present to students who are studying a Certificate III in Allied Health as part of their VCAL studies. There were lots of questions and interaction.



St Aloysius Girls School

We had secured many guest speakers for the annual Careers evening scheduled in May. Unfortunately, like many other events in 2020 this event had to be cancelled and our annual careers program with the Year 10s and VCAL students could not go ahead.

We adapted our offering and provided:

- On-going telephone and Zoom meetings throughout the year to support Careers and VCAL teachers.
- An opportunity for students to hear from Dressed for Success. This great organisation presented and met with students to discuss how to create an interview wardrobe on a budget, what to wear and what services they can provide to support people attending job interviews as well as pre-employment and interview advice.
- Careers resources and information to disseminate to students.



Makeup Careers

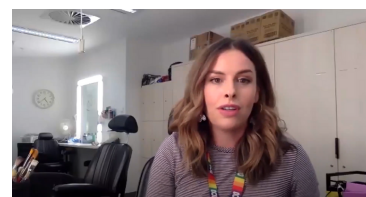
Many students elect to study VET certificates in Hair and Beauty so we were confident a webinar that covered real life experiences and careers of people working in the field would be successful. Almost 90 people attended the webinar aimed at students across the state. We also attracted some careers teachers and interstate professionals.

We were extremely fortunate to engage Tre Dallas and Harriet O'Donnell; expert Make Up artists to share their careers with the students, how they got into the industry and tips and tricks to succeed in beauty.

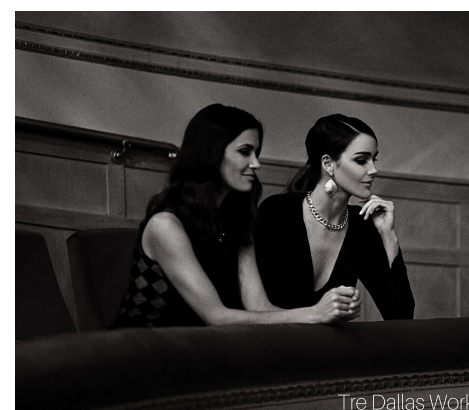
Tre is an influencer and has worked for some of Australia's top celebrities, models and TV personalities and appeared in the first series of the Real Housewives of Melbourne. Tre talked about growing up in a small remote town in Western Australia and how, over time, he recognised he had a passion for make-up and hair. As a young boy he was always creative and as teenager he enjoyed doing the hair of his friends and relatives. This interest saw him leave home to study fashion and the arts in Perth where he landed his first job working for the cosmetic giant Lancôme. From here, he built his networks and experience in various jobs leading him to eventually create his own business as a freelance artist.

Students were very interested in learning how Tre managed those early steps in his career and asked him lots of questions about how he managed those challenges. Tre spoke of the soft skills that helped him get ahead and build networks but when it came down to it, he needed to have the flair and skill to make people look their best.

Tre is a perfect example of someone making the most of their talents and the opportunities presented to them, working hard, taking risks and being prepared to give things a go.



Harriet O'Donnell works for ABC TV and prepares the faces of some of our most treasured newsreaders as well as previously working on movie sets as a make-up and hair artist for actors, and in the music and fashion industry.



Hester Hornbrook Academy

In 2020 our work with the Hester Hornbrook Academy (HHA) included providing advice and ad-hoc support. Key to this was arranging for students to participate in the LLEN's Mock Interview program.

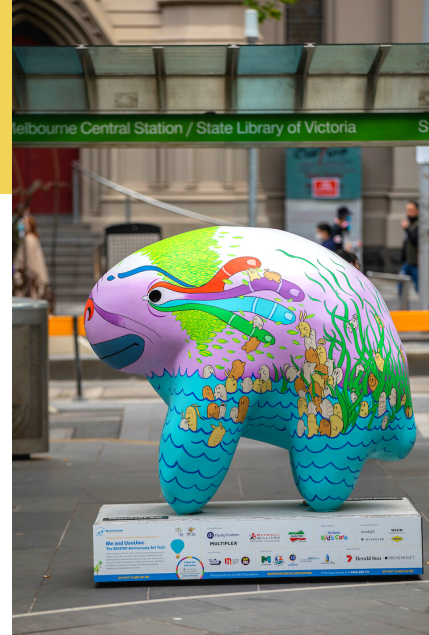
During Mock Interview Week, LLEN staff together with several of our board members and people in our networks, facilitated and participated in mock interviews with all the senior students. The students were required to send a covering letter and resume and prepare for their interview based on a specific role or industry they were interested in. This enabled students to experience more closely how it would feel in a job interview. The formal part of the interview session was followed by a general pathways discussion with the students and interview feedback from the interviewers which helped to build confidence. Student feedback via their teachers was very positive. Interviews were filmed to enable students and teachers to review their interviews, identify what went well and where improvements could be made. The LLEN staff and other interviewers also provided written feedback on each student to the school.

Kensington Community High School

So many things planned, so many things cancelled! Despite this, it was so great to see how well the teachers and principal worked to support their students. They focused on the student wellbeing for the students and the staff during the worst of the challenges last year. Many students were eligible to attend school due to their vulnerable status during remote learning periods. This meant many teachers were on site supporting and teaching those students whilst simultaneously teaching remotely.

The work we achieved with the school in 2020 included:

- Support and advice to students undergoing transitions and providing one on one discussions regarding their pathway options and SWL.
- Introducing elements of the Guiding Circle program in the Year 10 Development program to strengthen students understanding of the world of work. This was offered. However, the school did not take up the offer. VCAL students will be supported through activities designed to make them more work ready to successfully engage in SWL.



Structured Workplace Learning Report

Structured Workplace learning (SWL) is an important vocational component of a student's VCAL and VET Certificate studies, it allows students real life workplace training which cannot be simulated in a classroom learning environment.

Students develop a range of vocational workplace skills including team-work, workplace communications skills, time management, Industry specific skills and awareness of workplace Occupational Health and Safety protocols.

SWL allows students to gain experience to help them to make educated decisions in regards to where an industry is the right fit for them before they commit to further industry related studies.

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.

2020 was a very tough year for SWL placements, even though the City LLEN has developed strong relationships with local employers over the years many employers had to cancel SWL opportunities once the pandemic hit. Of all the LLEN regions the City LLEN LGA was hit hardest with many employers forced to close business for prolonged periods of time, every single business within the City LLEN LGA was affected with some employers having to make the difficult decision of closing their business permanently.

At the beginning of Term 1 2020 it was "business as usual" with City LLEN employers enthusiastic to offer student SWL opportunities, a highlight placement was with the City of Melbourne Parks, Property and Waterways Park Ranger Team.



The City LLEN Workplace Learning Coordinator had organised that placement for a Year 11 Emmaus College Student studying a VET Certificate in Horticulture and Land Management, the student's Father had made direct contact with the City LLEN having found the opportunity of the SWL public website, the Father sent a wonderful email updating his son's SWL experience with the employer:

"Luke did his first day with Jim on Friday and absolutely loved it. It's so him and he came home beaming and full of stories. Thanks for assisting us, it's very much appreciated."

Once the pandemic hit in Mid-March and Metropolitan Melbourne was in lockdown the City LLEN had to pivot SWL.

The City LLEN SWL Workplace Learning Coordinator, in consultation with City LLEN Schools, started to create online Industry presentations so that VCAL VET students who were unable to participate in SWL placements could learn about industries online. Two City LLEN employers were up for the Challenge: the HR Manager at Ibis Melbourne Central and the HR team at Doughty Galla Aged Care both of whom provided in depth presentations about their industries including their own career pathway journey, giving an insight into their industries, the types of employment opportunities available, study options, career options, career progression opportunities and how the pandemic has changed their business.

Students and teachers gained invaluable industry insight as well as greater knowledge to help students make more informed career decisions.

Aside from working with existing City LLEN Employers The City LLEN SWL Workplace Learning Coordinator also pivoted to create Industry webinars which has always traditionally interested students, as a result the Careers in Makeup Webinar and the Careers in the Entertainment Media Industries Webinar was created with a large number of student from all around Victoria attending these Webinars online and is now a permanent resource for students and teachers to refer to online via our City LLEN YouTube channel.

Although SWL in 2020 was a challenge positive changes came out of it, we learnt to maximise an online presence and create virtual industry related activities to engage and inspire students and teachers. Online job interviews have become the new norm and students have learnt to master online interview skills as a result of the City LLEN staff delivering online mock job interviews, an integral part of SWL.



Structured Workplace Learning Enhancements

To support students enrolled in VET studies or studying their final year of VCAL and in the absence of attending a SWL placement we worked with our schools to determine strategies to assist each student to complete their studies. This included:

- Reviewing the Victorian Curriculum Assessment Authority (VCAA) Framework to assist our schools adapt tuition for their students as they were unable to complete some elements in the usual way.
- We also identified unique ways to demonstrate learning and discussed and recommended implementation strategies.
- Working with our Flexi Network schools to access funding to purchase training and other supports for VETiS and VCAL students and schools that would enable them to complete their learning requirements.
- Working with our schools to identify improved processes for transition procedures and interventions for students and providing one on one counselling, mock interviews, and other advice to students.
- Developing online applied learning opportunities such as the cooking programs with William Angliss Institute of TAFE
- Working with our schools to understand and analyse student eligibility reports to determine how we could help schools address any gaps for individual students and then helped teachers tailor responses.
- Providing an essential support and broker role to schools, community providers and other stakeholders through telephone calls, emails, and Zoom meetings regarding VET provision, SBATs and classroom careers development resources. This vital, capacity building support contributed to discrete student outcomes and pathways. The LLEN's intelligence gathering, and knowledge sharing provided an important conduit and connection to key stakeholders.
- Referring teachers from our schools to initiatives delivered by other LLENs helped students meet their learning requirements for certificate studies. La Trobe University provided online work experience programs and RMIT University provided micro-credential units.

Smaller Projects

The Academy of Mary Immaculate

The Academy of Mary Immaculate is not traditionally a school we work with, however the school, on the border of the city, reached out for support to further develop their careers programs for their all-girls secondary school. This resulted in several meetings and extensive consultation and advice.

SBAT Network

The SBAT Network run by the Banyule-Nillumbik LLEN. This network provides regular updates and an information exchange for schools in the inner and outer North East of metropolitan Melbourne. We attended these network meetings regularly to remain informed of how to best adapt the delivery of SBATs during COVID-19.

Inquiry into Applied Learning

Inquiry into Applied Learning (the Firth Review). The LLEN was approached by the review team to participate in a Zoom meeting to discuss our thoughts and insights into applied learning and recommend changes to VCAL and applied learning in schools. This included incorporating VCAL into the VCE to create an applied learning stream.

International Womens Day

International Women's Day Lunch. The LLEN hosted a table of women from our networks. This was the last in-person event we held prior to lockdown. It was an inspiring and wonderful time spent with our friends from the Council of Adult Education, River Nile School, Brotherhood of St Laurence, Yarra Trams and the Langham Hotel.

Mock Interviews

Part time Jobs in the City and Mock Interviews. We made time available for students to book in with us to receive information and advice and how to go about sourcing part time work as restrictions eased. We were also able to provide mock job interviews to two students.

The City of Melbourne

We would like to thank the council for providing us with a small grant to support our move to service delivery online and facilitating regular Youth Services meetings to facilitate catch ups in the youth sector in the City of Melbourne.



YACVIC

YACVIC, the National Youth Commission Australia and VCOSS. The LLEN participated in webinars and online forums examining the impact of COVID-19 on young people. All webinars included some impressive young people who spoke passionately about the challenges and barriers they faced in completing their education and trying to navigate the labour market. The LLEN also endorsed YACVIC's Youth COVID-19 Recovery Plan submission to government.

Youth Strategy Consultations

The Department of Premier and Cabinet – Youth Strategy Consultations. The LLEN participated and contributed to the conversations informing responses to the State Government enquiry into developing the Victorian Youth Strategy.

RMIT

RMIT University and TAFE. We met with staff to plan taster events and visits from their Jobs and Skills Centre to our schools.

Lessons from Remote and Flexible Learning Report

The Education State: Lessons from Remote and Flexible Learning Report. The LLEN consulted with its partners, schools and the community as part of its submission to the Minister for Education via Engage Victoria on the impact of COVID-19 on students. The submission covered the topics: What is the impact of school closures and the impact of remote learning and lockdown on the completion of VCE and VCAL 2020. This submission and its learnings was distributed to our partners and schools.

1. Can you please share the positive learnings adopted by your school, teachers and school community?
2. What do you predict will be the impact of COVID-19 on young people exiting school in 2020? (please include information relating to those looking for work as well as those transitioning to tertiary education – University or TAFE)
3. What are the issues particular to VCAL students? (SWL, completion etc.)
4. Are there any issues particular to Year 11 students?
5. Is there anything else you would like us to highlight?

Homesglen TAFE

Holmesglen TAFE City Campus. The LLEN met with the TAFE early in 2020 and mapped out a series of events and student engagement activities.

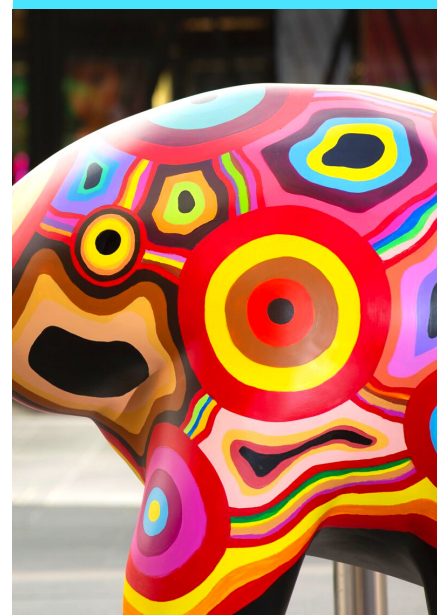
Impact of Remote Learning

Impact of Remote Learning on Students enquiry.

The LLEN made a submission to the Engage Victoria consultation and contributed to the LLEN State Network report for the same enquiry.

Consultation and Advisory Services

Finally, we delivered consultation and advisory services, as required, to parents, teachers, principals and students who contacted us seeking advice on a range of topics from 'where do I go' to find information to an explanation about learning and career pathways and much, much more.



Digital Media Report

2020 was an interesting year for social media. Whilst many platforms slowed down, social media became pivotal for sharing updated information whilst the world rapidly changed around us.

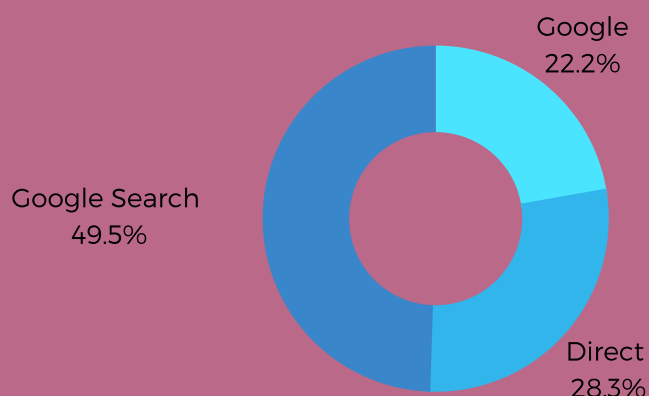
As the LLEN work transitioned to online, we focused on sharing what supports were still available to young Victorians online, at a distance. This of course included lots of zoom's and ways to connect online with an emphasis on mental health supports and resources to support learning remotely from home. Finding ways to stay connected online and maintain relationships made social media essential for connection as well as sharing information,

Examples of this include:

- Learning and working from resources
- Covid-19 Your rights at work
- Covid-19 support for international students
- Resources for young people experiencing family or domestic violence during lockdowns
- Online forums and webinars
- City LLEN webinars

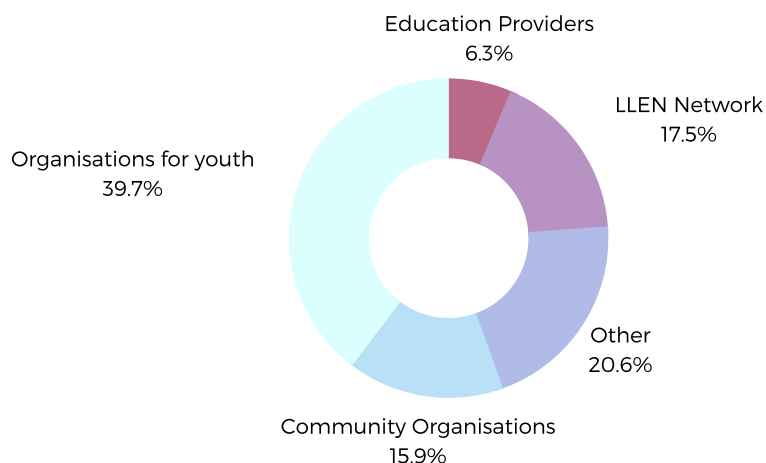
We have also continued to work on the City LLEN website, to make it more functional and interactive,

Traffic overview from ciyllen.org.au

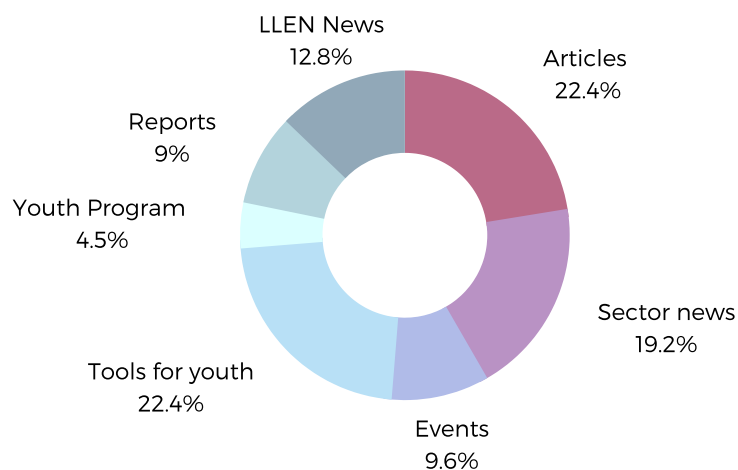


We also wrote and developed seven newsletters that were sent to 173 individuals on our subscription list, the most popular pages on our newsletters are the CEO'S Reports, City LLEN News and updates and the Read this sections.

Who interacted with us in 2020



What we posted about in 2020



Committee of Management 2020

Dr Virginia Dods (Chair)

Senior Policy Advisor, Community Engagement Team, Operation
Benessere - DHHS

Allan Cormack (Treasurer)

Manager, Anglicare

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

Joanne Humphries

Manager – Raising Expectations Program, Centre for Excellence in Child
and Family Welfare

Snr Leading Constable
Dianne Bloom

Youth Resource Officer, Southbank Police Station

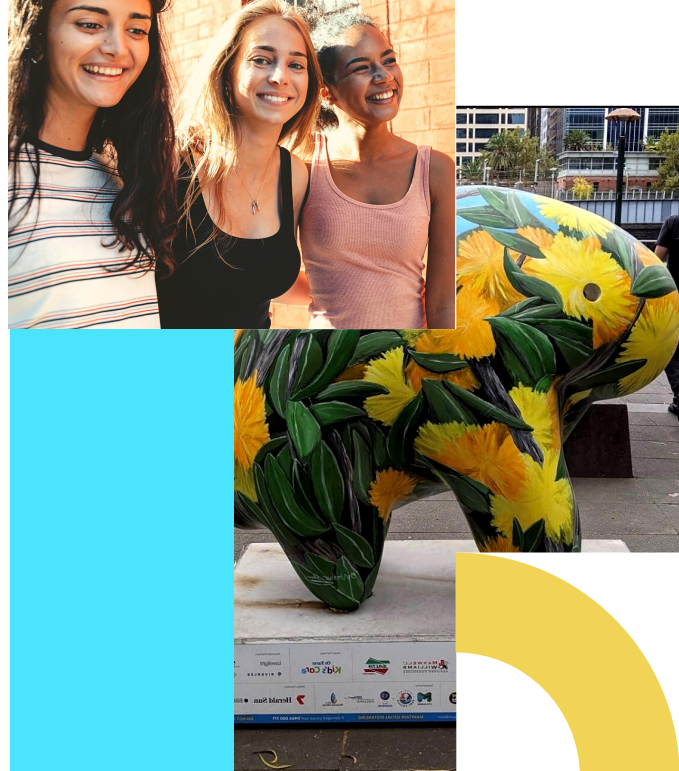
Jessie Downey

Counsellor - University of Melbourne and Senior Advisor Headspace

Schools we worked with 2020

Academy of Mary Immaculate College, Alice Miller School, Alkira SC, Aquinas College, Assumption College, Auburn SC, Australian International College, Bainbridge College, Beaumaris SC, Bellarine SC, Bendigo SC, Bendigo SE College, Box Hill SC, Braemar College, Brighton SC, Brunswick SC, Buckley Park High, Bundoora SC, Camberwell Girls Grammar, Carlton Primary, Cathedral College, Catholic Regional College, Charlton College, Chelsea Primary School, Clonard College, Cohuna SC, Concord School, De La Salle, Diamond Valley SC, Dimboola SC, Donald High School, Doncaster SC, East Loddon P-12, Emmaus College, Flinders Community SC, Footscray High School, Footscray SC, Forster SC, Geelong HS,

Gleneagles SC, Greater Shepparton Secondary College, Hazel Glen College, Hester Hornbrook Academy, Hillcrest Christian College, Hume Anglican Grammar, Kambrya College, Kardinia College, Kensington Community High School, Kilbreda College, Knox School, Knox School, Kyabram P-12, Lakeview Senior College, Luther College, Lynall Hall Community School, Marist Brothers Bendigo, Mater Christi College, Melba SC, Melbourne Grammar, Melton Specialist School, Monivae College, Montmorency SC, Mount Erin SC, Mount Ridley P-12, Mount St Joseph's Girls School, Mt Alexander SC, Mt Clear College, Nhill College, North Geelong SC, Numurkah SC, Our Lady of Mercy College, Our Lady of Sion College, Parkdale SC, Parkville College, Pascoe Vale Girls School, Pavilion School, Peninsula Grammar, Point Cook SC, Presbyterian Girls College, Princess Hill SC, River Nile School, Sacred Heart College, Salesian College, Shepparton High School, St Aloysius College, St Ignatius College, St Joseph's Flexible LC, St Joseph's Geelong, St Mary's of the Angels, St Michael's Grammar, Stawell SC, Templestowe College, Thomas Carr College, Trinity Grammar, University High, Victoria University SC, Victorian College for the Deaf, Viewbank College, Wanganui SC, Westgrove Primary School, Wheelers Hill SC, Whittlesea SC, Williamstown High, Woodleigh Grammar



Organisations and Partners we worked with or accessed our services in 2020

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

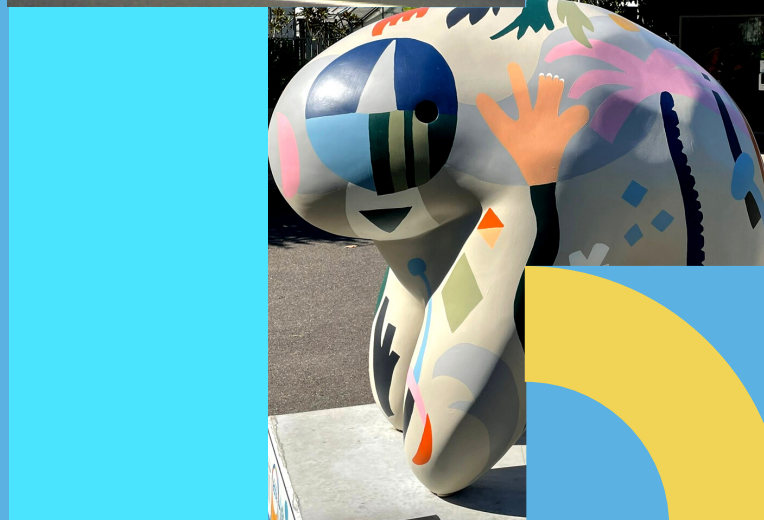
Kingston Network SSS

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

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Design and Layout: Claire Mance, Digital Content Officer City LLEN

The 2020 Capital City Local Learning and Employment Network Audited Financial Statements were distributed at the 2020 AGM. Copies can be obtained by contacting the LLEN via: info@ccllen.org.au







Capital City Local Learning and Employment Network Inc.

www.cityllen.org.au

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