

# Annual Report

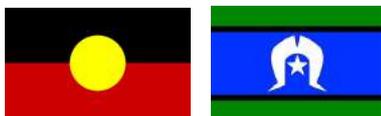
# 2018

Capital City Local learning  
and employment network



@ Copyright in this work is owned by the Crown in right of the State of Victoria 2019

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



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.

# Table of Contents

About the Capital City LLEN	1
Chair's Report	2
CEO'S Report	4
School Partnerships	5
Industry Engagement	17
Zoomin	19
Community Partnerships	20
On Track Connect	26
Structured Workplace Learning	27
Digital Media	32
Committee of Management	34
Our Partners	35



# About the Capital City LLEN

## Background

The Capital City Local Learning and Employment Network (City LLEN) is one of 31 LLENs 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 oportunites 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 2018 Annual Report of the Capital City Local Learning and Employment Network (City LLEN). Our mission to achieve better outcomes for at risk young people and enhance their engagement in education, training and employment is at the forefront of everything we do, and I am pleased to share the depth and breadth of our activities for 2018, as described in this report.

During 2018, the LLEN continued to work with schools and our local community to address the needs of young people at risk of disengaging from education. In working together with our partners, we delivered a wide array of valuable interventions to support the next generation of employees. This important work included forging new partnerships with the Victorian College for the Deaf and the River Nile School, which enabled the LLEN to deliver a range of interventions to support the pathways and career goals of their students. We were also able to build new relationships under our Structured Workplace Learning (SWL) program, with large employers capable of providing many young people with ongoing employment, such as Spotless and Cross Yarra Partnerships (John Holland, Metro Tunnel and Lend Lease).

During 2018, the Victorian Department of Education and Training, who fund the LLEN programs, announced an evaluation of the Disengaged Learners initiative, as we come into the final year of our four-year contract. Over the years, this LLEN program has adapted and evolved to ensure it remains relevant and continues to focus on delivering outcomes to meet the needs of young people in the City of Melbourne who are at risk of disengaging from education. We look forward to any new iterations of our contracts post 2019 and being able to build upon learnings from the 2018 evaluation. In 2018, we also saw the maturing of our 'new' contract to deliver the Structured Workplace Learning (SWL) program; which is now in its third year. All of the hard work of previous years is evident in the outstanding results for 2018, where we doubled our outcomes from 2017.

As you are no doubt aware, 2018 also saw the state election result in the return of the government, and we look forward to continuing our relationship with the Minister for Education and Training. We also look forward to continuing our hard work navigating the challenges and minutiae which impact the pathways and reasons for early disengagement from education and threaten the success of our young people. It is a cliché, but true, that keeping pace of an ever-changing landscape in an ever-changing digital and globalised world creates problems of greater depth and varied needs. Some of these challenges were explored during the guest presentation at our 2018 AGM, when Sharon Witt spoke about building resilience in teens, tackling anxiety and a range of other issues impacting adolescents and contemporary parenting.

I would also like to take this opportunity to acknowledge the commitment of all Board (Committee of Management) members and thank them for their contribution. The board consists of volunteers who provide resources to support the governance, strategic planning and policy directions of the City LLEN. We are very grateful for their generosity in sharing their time, expertise and networks.

Thank you to our members who stepped down in 2018;

- Victoria Carullo, Deputy Head, Vocational Education, RMIT TAFE
- Pamela Newton-Brown, Sub-School Coordinator, University High, and
- Pamela Giumarra, Program and Partnerships Coordinator, City of Melbourne

A very warm welcome is extended to our new members;

- Clare Kellett, Senior Education Consultant, the Slade Group, and
- Tina Hosseini who combines working as a Project Assistant for the Murdoch Children's Research Institute with being the Community Relations Research Fellow at Deakin University, as well as being a Commissioner with the Victorian Multicultural Commission (VMC)

Finally, I would like to acknowledge and thank the staff of the LLEN:

- Louise Smith, Chief Executive Officer, whose capability and wise guidance ensure the agency stays on track
- Wendy Dalkiran, SWL Officer, for her warmth and tenacity in growing the program
- Claire Mance, Administration & Digital Content Officer, for ensuring the newsletter is always well-presented and engaging
- Andrew Smith, School-Community Engagement Officer for his skills in building strong networks, and
- Celia Tran, Projects Coordinator, for establishing vibrant new partnerships prior to her departure in February 2018.

The team have done a great job in contributing to our work in supporting young people in the City of Melbourne who are at risk of disengaging from education.

## Dr Virginia Dods Chair



# CEO'S report

The Capital City LLEN continues to work with our schools, employers and the local community to support vulnerable young people to maximise their opportunities through education. This year we liaised closely with the South Western Victoria - Metropolitan Region Department of Education and Training (DET) to develop the Disengaged Learners program workplan. This consultation involved attending a forum with senior DET, LLEN and School Focused Youth Services (SFYS) staff from across the City of Melbourne, Wynbay, Hobsons Bay, Maribyrnong and Moonee Valley council areas.

These meetings enabled the sharing of information, data and detailed examination of the regions priorities. This work then informed our 2018 strategies and alignment with our Disengaged Learners program workplan. The information and insights into the data being collected by DET at both the regional and school level helped us to gain valuable insights into the trigger points for children and young people in terms of early warning signs of potential further disengagement. We thank DET for their support and generosity in sharing this information. Data can be a very powerful tool to shine a light on what we often know intuitively, making sure we use this information to address issues and support at-risk young people via constructive and tangible strategies that lead to real change is the challenge we all face.

In 2018 we were able to develop new programs and consolidate existing initiatives to achieve our goals. Highlights included developing and delivering a range of careers and pathway programs for the first time with some of our schools as well as the creation of a Phone Call practice program. To those of us over a certain age, talking to strangers on the phone is something we have grown up with. In today's digital age, young people are growing up without regular exposure to talking on the phone with people beyond their immediate family. We have had many reports about students avoiding speaking on the phone. Unpacking why this happens with students revealed that the young people involved lacked the confidence, skills and courage to speak to someone in a position of authority over the phone. This was the impetus of our new program which has received lots of positive feedback.

One of our other highlights was the day we spent with students exploring all the industry and career opportunities available to young people at the Melbourne Cricket Ground. We would like to thank Spotless Integrated for their generosity and time showing students applied learning vocational skills and explaining to them how to achieve their career goals.

I would like to acknowledge and thank members of the City LLEN Committee of Management for their valuable contribution and on-going support. The LLEN is lucky to have a great range of people from different sectors supporting our organisation, their insights and knowledge are invaluable to good governance and our achievements.

Early in 2018 we said farewell to Celia Tran who made many a fantastic contribution to the LLEN over the two years she was with us, we thank her and wish her well in her future endeavours and know she has great career in front of her. Celia leaving enabled us to recruit Andrew Smith who has made great in-roads in further developing partnerships with the River Nile and Victorian College for the Deaf schools.

Andrew brings a wealth of experience as an ex Careers teacher and DET Regional Careers Advisor. A big thank you to Mary for managing our finances so well, Wendy for her great work delivering the SWL program and forging great relationships with existing and new employers and Claire for her admin support and completing all things digital; our newsletters, social media and website updates. Another great year everyone, well done.

Louise Smith  
CEO



# School Partnerships

## University High School

University High School is our largest government secondary school providing a fantastic education for over 1,400 students. Most students live locally and a proportion 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 worked 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 that maybe more suitable for them. A number of initiatives were planned including an interactive workshop held in July for a group of twenty-eight at risk students in Year 10 and 11.

## VCAL Pathways and Innocent Karabagega

The Pathways Forum allowed the students to learn more about VCAL and other educational pathways and also arranged an inspirational guest speaker, Innocent Karabagega. 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. He could not speak English and despite these challenges Innocent is now a law student and participating in the Shout Out program for the Centre of Multicultural Youth. Innocent remarked:

*'I was privileged to give a speech at University High on the importance and power of education. I shared some views about the differences and similarities of the African and Australian education systems. I spoke about the African migrants who value the many education opportunities offered here in Australia and how we can build strong ties within our communities and make sure we work in collaboration with our police force and legal system in the best interest of young generation. I also shared about my journey to Australia and how lucky I am to be chosen by the Australian Government for a second chance of life.'*

*'I encouraged the students, teachers, and members of the community to take advantage of the many opportunities to serve in our diverse communities. Thank you to the staff and students of University High for having me along and many thanks to the CEO, Louise, and to Andrew, the Community Engagement Offer of Capital LLEN. This all could not have happened without CMY the Centre of Multicultural Youth'*



Students were also provided with an in depth understanding of how the VCAL works and benefits of applied learning as an alternative way to engage in education. A comprehensive resource pack which contained important and additional information for students and their parents on VCAL was also provided. The workshops also included information and advice on goal setting, providing one on one advice regarding best learning pathways suited for their learning needs and covering an in-depth discussion around VCAL as an alternative learning options for them and how these relate to the labour market.

The second part of the program took place in September. The LLEN organised a day of activities for fifteen 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 students were given a tour of the school, including their recreational facilities, music room and hair and beauty classroom.

The group then returned to a classroom where we enjoyed a presentation from 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.

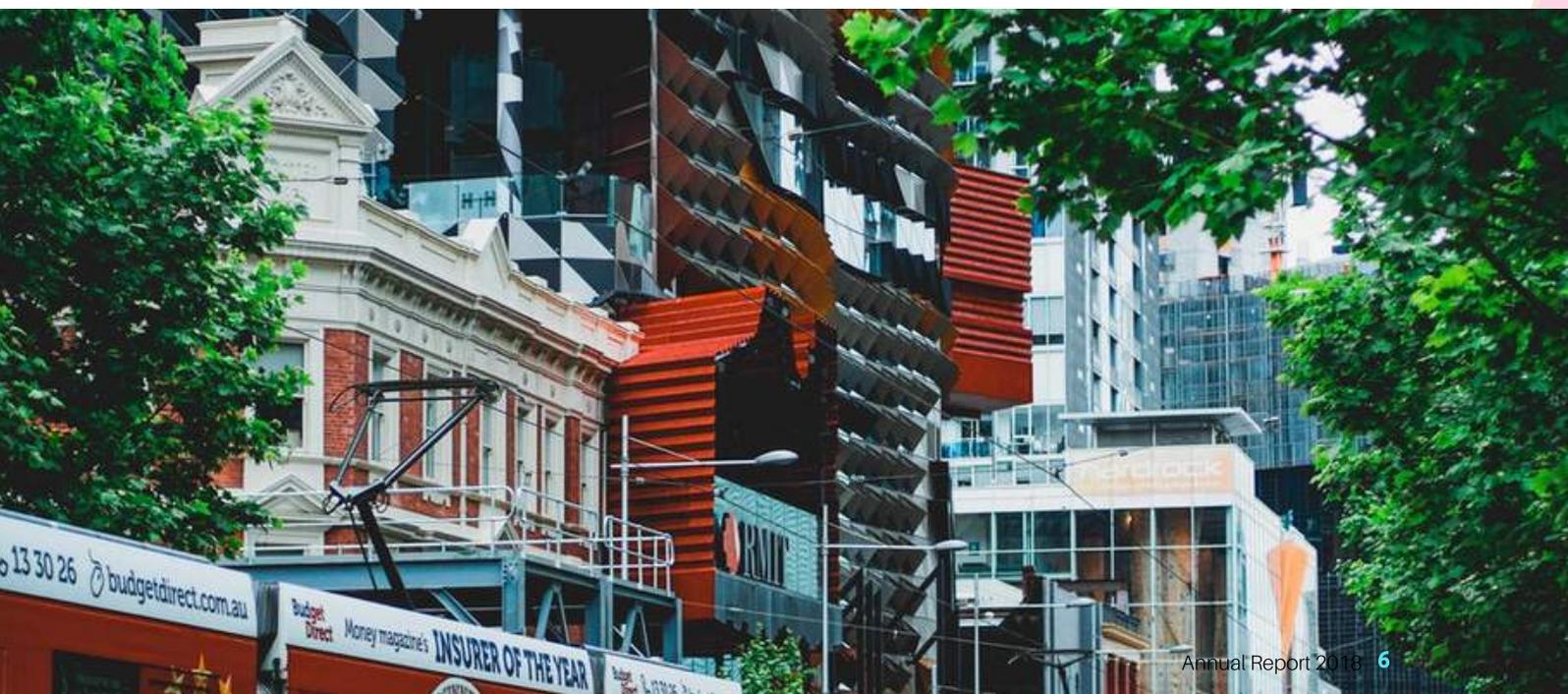
After a brief morning tea stop at a local café we started our tour of the RMIT City Campus in the electrical, instrumentation and refrigeration/air conditioning departments. It was great to hear from RMIT staff about the developments within these industries and the great opportunities these present in the future.

Next was a walk to an Information Technology classroom where we learned about the range of courses from Certificate IV to Degree level and the entrance requirements, possible pathways and employment outcomes.

After a break in the student lounge for pizza we visited the RMIT Jobs and Skills Centre to learn about the support they can provide in preparing for a job, including resume preparation and preparing for an interview, along with general careers counselling.

Our final stop for the day 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 discussion on a range of other options available through RMIT and other educational settings including School Based Apprenticeship & Traineeships, Pre-apprenticeships, and VCE study through TAFE.

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.



## St. Aloysius College

St. Aloysius College is a Catholic secondary school located in North Melbourne. It has approximately 550 young women enrolled in Years 7 -12. In the senior school students choose from programs in VCE, VCAL & VET. The LLEN met with the Careers & Pathways Leader 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.

During May the LLEN supported the school to provide a careers evening for students and their parents. The evening was designed to introduce students to a range of industry areas they may not have considered previously. 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) as well as personal attributes needed. Time was also built into the program for students and parents to ask questions. The LLEN arranged all the presenters for the evening with the support of a range of professional associations including the Law Institute, Young Engineers Australia, Speech Pathology Australia, Australian Computer Society, Australian Institute of Medical Laboratory Scientists, Australian Industry Standards (Transport & Logistics) and Occupational Therapy Australia.

*"I just wanted to thank you all again for giving up your time last night to give our students some insight into your profession. The feedback from students and parents was wonderful and our students are still talking about the presentations this morning. It was certainly a successful evening!"*  
Rosa Martic, St. Aloysius College



In Term 4 the College implements the "The Future Me" career development program for all Year 10 students through their Humanities classes. The LLEN met with the Careers and Pathway Leader during Term Three to support the development of the program. The LLEN was actively involved in the program throughout Term Four. To ensure students were equipped with the latest skills in resume and cover letter writing the LLEN organised Cherie Ward from the RMIT Skills and Job Centre to facilitate a workshop for all the Year 10's. This resulted in students learning how to prepare a resume tailored to a specific job and how to identify their skills and strengths.



Following this the LLEN arranged for Erin Anderson Scott from Fitted for Work to present an interactive workshop on how to present for an interview. The students had a great time putting together both good and bad outfits and discussing the do's and don'ts of real-world interviews.

*"Thank you so much for organising and taking the time to talk to our Year 10 students about the work that Fitted for Work does and what to wear to an interview. They enjoyed this session and you were very engaging!"*  
Rosa Martic

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. Interviewers included staff from the RMIT Skills and Job Centre, Whitelion, The Huddle, Capital City LLEN, Kangan School Relationship Team, The Slade Group and the Victoria University Skills and Job Centre. The students did a fantastic job in the interviews and are to be congratulated on how well prepared they were.

*"Thanks so much for coming in today and for organising the Mock Interviews. I think they ran very smoothly and the girls benefited from them. Feedback from the girls was all positive!"*  
Rosa Martic

*"Being interviewed by someone I didn't know made it feel more real."* Student

*"My mock interview was good practise for me for future job interviews."* Student

*"My mock interview highlighted what I need to work on for my next job interview."* Student



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 and casual work while they continue their studies and in the future workforce post school. Discussion has already commenced on how we can build on the success of the program next year, including the possibility of a parental engagement program to equip parents with greater skills and knowledge to support their children on the career journey.



## Kensington Community High School

Kensington Community High School is located in Flemington and provides an alternative education for vulnerable students at risk of not completing their education due to unmet personal, interpersonal and learning needs. It draws its students from a wide range of suburbs across the north and west of Melbourne.

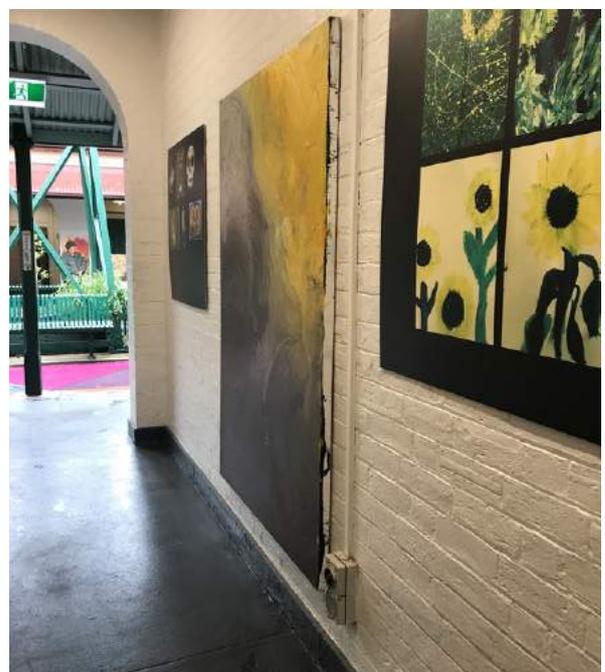
The LLEN met with key staff from the school to discuss what programs would best support the retention, educational achievement and successful transitions of their students. It was decided to concentrate our efforts in 2018 on enhancing the career development program in Years 7 to 10. As a result a program was developed to be delivered by the LLEN in conjunction with the Humanities teachers at the school. Eight sessions were delivered across Terms 2 & 3. The first sessions used the myfuture website to allow students to explore their interests and skills and begin relating these to the world of work. Students developed a career profile which matched what they learnt about themselves to possible future occupations.

The next 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. Specific activities included Favourite Things / Focused Storytelling and the Pencil / World of Work activity. Students had fun with the activities and were highly engaged.

The final sessions consolidated their learning through further brainstorming on industries that were of interest to the students. Students developed posters on their interest areas and were able to identify and discuss a wide range of related jobs, including work conditions and the education and training requirements for each job. Students then used all this information to complete their Career Action Plans which will continue to be discussed and reviewed throughout their time at the school.

Teachers were very pleased with the student engagement in the program and believe it will be a great basis for further career discussions, including planning for future work experience and SWL. It will also inform future subject selection, including participation in the VET in Schools program, into the senior years of the school.



## Victorian College for the Deaf

The Victorian College for the Deaf was established in 1860 and is one of Australia's oldest schools for deaf and hard of hearing students. The college provides programs for both primary and secondary aged students. The College is located on the corner of High Street and St. Kilda Road, Melbourne, three kilometers from the city. Small class groupings ensure one-to-one, needs-based, individualised 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.

The City LLEN participated in two professional learning meetings with staff to discuss the college's VET and career development programs and to identify potential strategies to enhance retention and engagement. Staff were also introduced to elements of the Guiding Circles Career Development program. A third professional learning meeting was facilitated by the LLEN to allow staff to hear from another specialist education provider about how VET and Career Development is delivered in their setting. This provided a great shared learning experience and will inform future planning in the college.



Following these meetings the LLEN then delivered a career planning session for all senior students using Guiding Circle activities including Favourite Things and Focused Story Telling.

Students enjoyed the session and learnt a great deal from sharing their stories and aspirations. Teachers found it to be a very useful experience as they learnt new things about their students allowing them to better support their pathway development. This provided excellent preparation for all students to develop their Career Action Plans.

A follow up session was facilitated by the LLEN where each student received individual careers counselling based on their Career Action Plan with the assistance of an Auslan interpreter. The LLEN has continued to provide further support to the college with regular updates on employment and school-based apprenticeships and traineeships related to student aspirations, support for Structured Work Placements, as well as some students participating in an industry induction day at the MCG introducing them to a range of casual and fulltime career opportunities. Planning has already begun for an expanded program in 2019 including more industry immersion experiences as well as support for the new VET Bicycle Mechanical Technology program.

## Simmonds College

Simmonds College is a two campus Catholic secondary school for boys in the inner city of Melbourne. St Mary's Years 7-9 Campus is located on Victoria Street, West Melbourne, whilst the St Brigid's 10-12 Campus is located on the corner of Nicholson Street and Alexander Parade, Fitzroy North. The LLEN met with the College's Careers Advisor to provide a range of information and discuss possible support. A further meeting is planned in early 2019 to organise support for the Year 9 & 10 Careers Program and a possible careers evening in conjunction with a neighbouring school.

## River Nile School

The River Nile School (RNS) is located in North Melbourne and offers a full-time program delivering the VCAL curriculum to re-engage 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. Currently around 35 young women are enrolled in the program.

Early in 2018 the LLEN met with the leadership team to discuss a range of possible supports. This was followed by a career development workshop facilitated by the LLEN for all staff introducing them to a range of career development tools they could use in the classroom, including the Victorian Careers Curriculum Framework, Career Action Plans, myfuture, careers NZ, and Guiding Circles / Hope-filled Engagement.

Teachers had fun trying out some of the tools, including completing the Favourite Things / Guided Storytelling activity. The LLEN also participated in the VCAL presentation day where students actively demonstrated their learning about recycling and sustainability. This was a great opportunity for the LLEN to get to know the students and identify the best strategies to engage them in career conversations.

Next the LLEN facilitated Guiding Circles sessions for students including the Favourite Things / Guided Storytelling activity. A number of mutual interest areas emerged which lead to the LLEN organising a TAFE Taster at Victoria University Polytechnic King Street Campus.

A group of eight students and their teacher attended three separate classes in hairdressing, beauty therapy and makeup.



Students had a fantastic time learning about the courses and getting their own hair, nails and make up done. The Taster provided a real insight into what TAFE was really like and confirmed for some students that TAFE was a viable pathway for them. The LLEN also followed up another student's interest in ethnic community radio by arranging a meeting with the 3CR Somali presenter. This led to a further meeting with the school to investigate a future partnership. This will be further developed in 2019.



As a follow up to the Guiding Circles session the LLEN facilitated a second session with students using a brainstorming activity to investigate the World of Work. Students particularly focused on two career interest areas – nursing and makeup. Students were able to broaden their knowledge of a range of jobs related to these industries through sharing and presenting their own insights into the world of work.

A pathways session was also facilitated by the LLEN which took all VCAL students through the range of pathways available in further education and training through to employment. Students were introduced to Career Action Plans which they completed through their Work-Related Skills classwork.

Over the next three weeks the LLEN ran three afternoon sessions in which all students could have an individual careers counselling session. All students gained a lot through these sessions with the LLEN researching a wide range of options and presenting students with extensive information to inform their choices. To provide additional expertise the LLEN also organised VU Polytechnic to run a workshop on the TAFE options available and pathways to higher education. Students asked many questions and learnt a wealth of information from the session.

Several students also took part in an industry induction day at the MCG, which introduced them to the wide range of jobs available in a large sporting precinct. The LLEN also participated in the River Nile Celebration Day where all VCAL students were presented with certificates.

*“Thanks again for your session yesterday. It was highly useful and a good way for many of the students to start thinking about their career goals. The feedback after was overwhelmingly positive.”*

*Teacher*

*“Your support with our team in helping our students develop their career pathways, including meeting with them individually, and connecting our students to TAFEs and Vic Uni has been invaluable.”*

*Teacher*

*“The extensive and highly personalised career and pathways exploration program offered through RNS has led to an increased uptake of a wide range of further study at diverse and reputable institutions.”*

*Principal*

## St. Joseph's Flexible Learning Centre

St. Joseph's Flexible Learning Centre offers an inclusive and non-discriminating learning community to young people who for a variety of reasons are disenfranchised from mainstream education. Young people are enrolled from a variety of genders, sexualities, language, cultural and religious backgrounds, with particular sensitivity to indigenous culture and backgrounds of socio-economic disadvantage. The students' educational programs are drawn from the Victorian Curriculum and the Victorian Certificate of Applied Learning (VCAL).

In 2018 the school decided to run a careers week for their students. As part of the program the school sought the LLEN's assistance to facilitate some resume writing / interview preparation sessions. The LLEN partnered with the RMIT Skills and Job Centre to jointly deliver two sessions. Students were presented with the latest thinking around what constitutes a good entry level resume and how to identify the skills they learn in school that are transferrable to the workplace. They also learnt how to present for an interview and had the opportunity to practice their skills in a small group. Students enjoyed the sessions and were engaged throughout. Through the involvement of RMIT the career counsellor from the Skills and Job Centre has since provided additional support to young people from St. Joseph's Flexible Learning Centre.



## Schools Network

In 2018 the City LLEN established a new network of teachers and staff who work with vulnerable students and young people within the City of Melbourne. It came out of discussions between the LLEN and the schools about how we could best support these students to engage in their education.

Schools that participated in the network included:

- St. Joseph's Flexible Learning Centre
- Hester Hornbrook Academy
- River Nile School
- Kensington Community High School
- Parkville Flexible Learning Centre

Staff were drawn from a wide range of positions in the schools. These included VCAL teachers, Transition Coordinators, VET Coordinators, Education Support workers, a Humanities teacher and an alumni project worker. The LLEN set up the initial meeting held at The Huddle where the parameters for the network were established and future discussion topics selected. The LLEN took on the responsibility of chairing the meetings, setting the agendas and distributing minutes.

A contact list was also established and distributed to allow participants to stay in contact between meetings. Two further meetings were held at the River Nile School and the Parkville Flexible Learning Centre.

The first meeting concentrated on the processes and programs each school used to support students transitioning to further education, training & employment. Each school presented elements of their programs with lively discussion on what worked well, which organisations they found most useful in supporting transitions and how they might be able to work together to better support transition. The second meeting centred around a discussion about what activities or strategies worked best at their school to engage vulnerable young people. This prompted the generous sharing of information and strategies.

At both meetings discussion continued well after the formal meeting concluded and everyone agreed they have learnt a lot from each other that they can use in their own schools. Everyone has enthusiastically committed to continuing the network next year and the LLEN looks forward to continuing to promote best practice in engaging and supporting vulnerable young people in unique city schools.

*"Thanks very much for setting up the network - it is really useful to be able to bounce ideas off staff from similar settings and hear about all of the fantastic work that they're doing, and also share in the challenges."*  
Teacher

*"The three of us agreed that the network meeting on Friday was highly valuable, particularly as we are a small setting and therefore benefit greatly from connecting with other similar schools."*  
Teacher

*"The school's network had also provided us as educators with the opportunity to learn from one another in providing the best possible educational programs for our students while setting them up for future success."*  
Teacher

*"Working in a small school, especially a specialised one, can be really isolating, so it's been awesome to be part of the LLEN. Sharing advice and experiences with other schools is really valuable, and Andrew ensures the meetings are productive as well as enjoyable."*  
Teacher

## Catholic Education Office – At risk students program

In 2018 we revamped our program aimed at engaging and enhancing the pathways of at risk young people attending schools in the Catholic Sector by collaborating with the Catholic Education Office (CEO). Together we identified improvements to the initiative from previous years to better tailor the 2018 program. Students participating in the program come from all areas of the wider metropolitan area of Melbourne including; Catholic Ladies College, Aquinas College, Caroline Chisholm College, Melton Catholic Regional College, Emmanuel College, Parade College, Emmaus College, St Bedes, Mount St Joseph College and Presentation College Windsor.

Students enjoyed a tour of various vocational and educational institutions, including a visit to William Angliss Institute's Food and Hospitality facilities and the Centre for Adult Education Learning Centre to learn about various programs and opportunities available to them beyond VCE.

Research shows that students who have a clear career goal in mind are more likely to remain engaged and achieve improved performance no matter what form their Year 11 and 12 studies take.



## Hester Hornbrook Academy

Hester Hornbrook is an independent school run by Melbourne City Mission which provides flexible, community-based learning opportunities across 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 several times during the year with staff from the school to share information and provide support as required.

As well as providing the school with information on a range of topics we also trained the staff in the use of the SWL portal. Meetings also took place with the Alumni Project Worker resulting in her becoming an active participant in the LLEN Schools Network. Further meetings are planned in 2019 to strengthen the relationship with the academy and begin providing greater support to classroom activities.

## Koorie Student Re-engagement Project

Together with the other LLENs in the South Western Metropolitan DET region (Wynbay, Future Connect and Maribyrnong & Moonee Valley) we met with regional Department staff to identify initiatives to compliment and enhance the Marrung Aboriginal Education Plan 2016 – 2026. Various issues impacting the education of Aboriginal students were explored together with potential strategies to address retention. Several meetings were held and ideas discussed resulting in a proposal document being prepared. This work is continuing into 2019 as we identify methods of building community capacity to support this cohort to maximise opportunities and increase education outcomes and attainment rates.

## Parkville Flexible Learning Centre

The Parkville Flexible Learning Centre is a transitional campus of Parkville College, designed for young people who are, or who have been, involved with the youth justice system or secure welfare services. It provides small class sizes, a consistent therapeutic approach and a supportive, inclusive environment, with short to long-term transitional programs for vulnerable young people who are experiencing difficulty finding educational or employment pathways in their local communities.

The LLEN met with key staff from the centre and provided information on a range of career development tools which are suitable for use with vulnerable young people. At the request of the Parkville staff the School Network was established and met on three occasions, including one meeting at the Parkville campus. Six Parkville staff have regularly participated in the meetings and have reported that they have enjoyed the meetings while learning much from their colleagues from similar flexible learning environments.



## Transitions Forum – Carlton Primary School

Following the retirement of the wonderful Director of High Hopes Education Consultants, Angie Wilcox, together with Carlton Primary we had to devise a new plan to cater for the transition needs of the parents and students of Year 5 and 6 students. As the majority of students attending the school reside in public housing and come from Humanitarian Refugee African backgrounds their families face particular disadvantages navigating the education system and remaining engaged.

Research shows a poor transition to secondary school can sow the seeds for disconnection and dropping out later so delivering this forum is very important in arming the students and their families with the information they need to succeed. As a result of the schools consultations a new partnership was formed with Drummond Street Services who have significant experience delivering parenting programs as well as a wide range of initiatives to young people. A new re-vamped program was developed and was a great success. We look forward to hearing about the students experiences when we pass them at the local secondary schools.



## International Women’s Day 2018

The LLEN worked with the secondary schools in our area to identify young women from CALD and disadvantaged backgrounds who could enjoy and benefit the most from attending the Women in Rotary International Women’s Day breakfast. Ten young women were selected and had an opportunity to network with women from the corporate and industry sectors and hear from interesting speakers about their experiences as women in the work force.



# Industry Engagement

## Melbourne Cricket Ground (MCG) Industry Immersion Careers Day

Following a great new partnership developed under our SWL program with Spotless Intergrated who provide a myriad of services to the MCG the opportunity arose to develop an industry immersion day that would enable interested students to:

- Learn about the range of careers available to them from hospitality roles to groundskeepers
- Participate in hands-on learning activities and tour the facilities
- Hear from a range of speakers working at the MCG about their roles, their career pathways and gain tips and information for managing entry into their selected careers
- How to leverage their SWL placements to gain part-time work and
- Ask lots of questions about the various occupations, skills required and attributes needed to succeed.

A group of 30 Year 10 and 11 students from schools within the City of Melbourne attended this industry immersion day that ended with the students touring the sports museum. The day was highly successful with teachers and students reporting high satisfaction with the industry immersion and asking us to repeat the program for students next year.

This day also had many unexpected positive outcomes in the way the different student cohorts from different schools joined together for the day, learnt from each other and gained new perspectives and respect for young people who may appear different from themselves, this unplanned exercise in social cohesion and inclusivity was a welcome bonus.



# Phone Call Program

Over the last few years more and more teachers and employers participating in our Structured Workplace Learning program are complaining to us and reporting an apparent reluctance of secondary students to speak with them over the telephone. This observation matches our own experience delivering the On-Track Connect program, where we have also witnessed the increased reluctance of young people to answer a phone call or call back. Whilst like many people the latter reason could be due to wanting to avoid spam, after we leave a message most students are not returning calls and preferring to respond online. As a result of this the LLEN decided to create a new program to help students feel more confident conducting voice calls.

We discussed our concerns and consulted with stakeholders who all agree this was a growing need not only for local secondary students but also for Migrant and Refugee young people who were not competing in the labour market for part time jobs because they were worried about their capacity to speak over the telephone. In this digital age, more and more young people are reaching early adulthood with great digital literacy but without basic employment skills including talking and initiating a phone call with a stranger. Compacity to talk easily on the phone remains a very important work skill – even in tech start-ups!

Being able to speak confidently and communicate clearly over the telephone will provide young people with an advantage seeking part-time work opportunities and give them the skills to manage challenges in life where dealing with a problem using the telephone is essential.

In November we launched our Phone Call Practice for School Students program and have received a lot of positive feedback and a few nervous calls from young people. Young people are invited to phone the LLEN at set times and are provided with opening sentences to start the call. Then our trained, professional staff talk with them and step them through casual chats about careers, pathways, employment, schools and further education.



### STEP ONE

To provide this important skill, you can call us! The City LLEN works with schools to support the formation and purchase of students on and through all school activities and extra-curricular programs.

You can ring us and we can have a real conversation about your career goals as we can pretend you are applying for a job.

**WHEN TO CALL US?**  
 Secondary and Tertiary 3 Days a Week  
**0435 421 376**

### STEP TWO

There are 2 options for you to use to start the phone call. Both have an end point for you through our website and resources.

Make you want to start a career and I am happy to help! I want to start a career and I am happy to help! I want to start a career and I am happy to help!

Make you want to start a career and I am happy to help! I want to start a career and I am happy to help! I want to start a career and I am happy to help!

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

### Phone Call Practice for School Students

Because part time work depends on it

Capital City Local Learning & Employment Network

Do you feel nervous at the thought of making a phone call to a stranger?

A bit anxious to ring an employer for part time work?

Worried your spoken English is hard to understand on the phone, need some practice?

Despite modern technology many employers insist on a phone call, you can't text or email to communicate all the time and when you get the job, making a phone call is an important skill you need to have.

### STEP THREE

**QUESTIONS YOU CAN ASK**

**For careers phone calls:**  
 How long does the course go for?  
 Are there other ways to find a career in health, law, horticulture etc?  
 What are the skills and personal attributes most valued in a career in health, horticulture, law, graphic design etc?  
 What subjects do I need to study?

**For employer phone calls:**  
 Can you tell me how many other people work there?  
 Where can I find more information about the pay rates?  
 What are the hours?  
 How often will I have to speak on the phone?  
 What is the duration of a typical shift?

**THEN**

What happens if the line is busy or the call goes to voicemail?  
 There will be times when we are unable to take your call, practice leaving professional messages and we will call you back, say:  
 Hello my name is [your full name] I would like to speak to someone for a practice phone call as a career, please call me back (provide the best times to catch you) or I see your number already and repeat it so we have time to write it down) we will then phone you back during the time you requested.

### NEED MORE INFORMATION?

0435 421 376

info@citylLEN.org.au  
[www.citylLEN.org.au](http://www.citylLEN.org.au)

@CITYLLEN | f/CITYLLEN

## Girl Geek Academy #SheHacksGames

The Girl Geek Academy are a fantastic innovative start-up run by young women to encourage other young women and girls to take up careers in the IT and gaming space. They run a number of initiatives including coding, hackathons, 3D printing and wearables, game development, design, entrepreneurship and start-ups. The LLEN partnered with them to provide a free pop-up Workshop for Secondary school girls to learn more about game jams, hear about the range of career options available and be inspired by the amazing young women making it all happen.



## Northern SBAT Network

The Northern SBAT Network consists of representatives from apprenticeship network providers, employers, group trainers, training providers, schools and other community agencies. Its purpose is to share and promote information on school-based apprenticeship & traineeship opportunities across the north of Melbourne. The City LLEN joined this network in 2018 to increase SBAT opportunities for students attending schools within its boundaries. Through circulating this information to teachers and students there has been increased awareness of the advantages of SBATs and several opportunities are being followed up for 2019.



## Zoomin - A Guide for School Leaver's

In response to requests from our schools the City LLEN embarked on creating a School Leavers Guide in 2016. Every year the information and links are updated. By creating this website the LLEN realised it is easier to make sure the information was up to date and relevant to school leavers as they faced these questions:

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

Zoomin continues to be an effective way to reach students with the information they need.

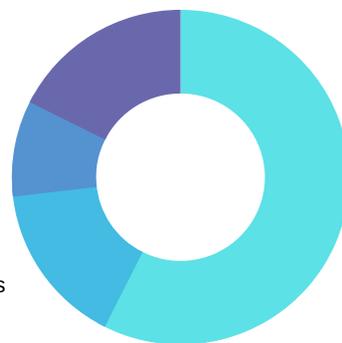
## Zoomin Traffic Sources 2018

Links (Including the LLEN website)  
17.6%

From Social Media  
9.3%

Searches  
15.7%

Direct  
57.4%



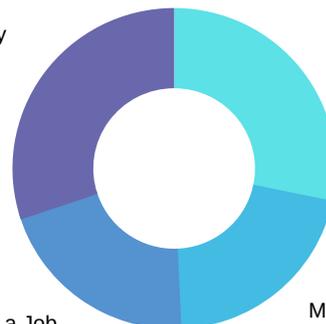
## Most popular Pages Visited 2018

School- TAFE - University  
30.1%

Courses and Learning  
28.2%

Prepare to get a Job  
20.6%

Money Matters  
21.1%



# Community Partnerships

## Concern Australia Partnerships

Concern Australia delivers a range of services to at risk students who have been homeless or at risk of becoming homeless under their STEPS Outreach program, in partnership with the LLEN and the RE Ross Trust. This partnership has been going for several years and has matured into a successful model of service delivery enabling opportunities for continuous improvement resulting in the development in 2018 of a new initiative to support those students at risk of becoming homeless who were also previous or current Out of Home Care (OoHC) residents.

The creation of the 'Hope for the Future' project provides intensive, holistic support for young people who are currently experiencing homelessness and have been in out-of-home care with the aim of helping them to achieve positive future outcomes and to lead a successful life. Typically, young people who have or are experiencing homelessness and have previously been in out-of-home care (OoHC), are often hard to engage, exhibiting complex issues and often have little connection to the mainstream community. This project aims to bridge the gaps they have and provides long-term relational support with a worker the young person can trust and rely on and is based on a client centred, strengths approach.

The program relies on very slow little steps towards supporting the young person to transition out of poverty and homelessness and into employment, education and housing. Existing relationships with a range of services to embed support and help at the right moment is crucial to the success of the program. The LLEN is involved in components of the end service delivery and bringing organisations together who can support the pathway of these most vulnerable young people. We also attend regular meetings to discuss progress of the project.

In August we also supported Concern Australia to hold and exhibit the results of a secondary school student photography exhibition based on the homelessness theme. This is an applied learning exercise designed to raise student awareness of the plight of people less well off than them and raise awareness of the issues and precursors that lead to homelessness, specifically youth homelessness. The students art work and photographs were printed onto T-Shirts and displayed at an exhibition held at the Kathleen Syme Library in Carlton. The LLEN also partnered with Concern Australia who allowed us to use the student design on our 2018 Christmas cards.



## Royal Children's Hospital Partnership "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, and isolation from the school community and peer group can have a profound effect on the student's social and emotional wellbeing.

Celebrating its sixth year, this partnership continues to go from strength to strength providing support, advice, practical strategies and a whole range of information for young people experiencing chronic illness impacting their capacity to complete their secondary school education. 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. Isolation from the school community and peer groups can have a profound effect on the student's social and emotional wellbeing.



Working with the Royal Children's Hospital (RCH), staff from the Learning Centre of Ronald McDonald House and Livewire the LLEN collaborates on the design, delivery and organising of this annual forum aimed at enhancing the transition support and engagement of secondary school students living with chronic illness.

Each year upwards of 350 young people aged 12-19 are engaged by the RCH Transitions Service team, which provides holistic transition support to help at risk young people remain engaged in education; pathway from secondary school to further education and pathway from paediatric to adult care if required.

Our Study with Your Health and Not Against It forum aims to complement these services as well as build skills such as self-advocacy regardless of a health condition and/or disability to support the students pathways post-secondary school. Approximately 250 of these young people have long absences from school due to their illness impacting their capacity to finish school in the usual timeframes as well as their self-belief of what they are capable of in terms of their secondary schooling and post school options. Being very sick knocks the confidence of the most self-assured teenager.

The forum we have designed addresses the most pressing concerns and questions of young people and their parents as they transition through secondary school. We identified many gaps in their knowledge and how to go about finding the answers they needed this resulted in including in our forum information around VCE Special Provision, VTAC's Special Entry Access Scheme (SEAS), Vocational Education and training options, scholarships and disability liaison officer support at universities and TAFEs.



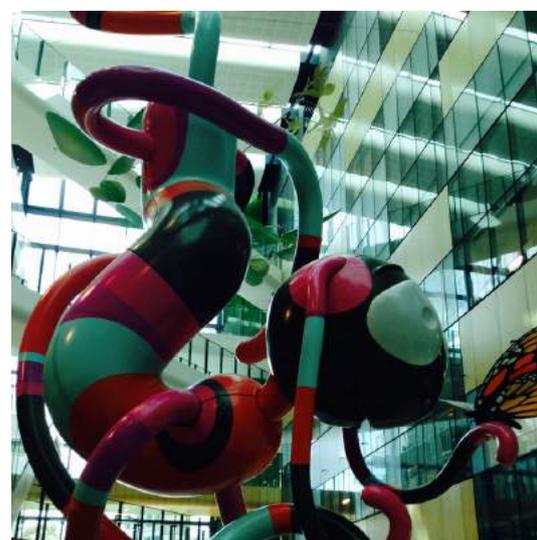
In 2018 the forum was held in May with over 120 people in attendance. The presenters and the topics discussed included:

- Lauren Spark, AFLWL player and Primary School teacher, Lauren volunteers to support and tutor students with chronic illness residing at Ronald McDonald House
- Michael Ciesielski, Victorian Tertiary Admissions Centre (VTAC), Special Entry Access Scheme
- Jo Muscat, Victorian Curriculum Assessment Authority (VCAA), Special Provisions and What you need to know, What you need to be asking your Year 12 Coordinator to be doing for you
- Allesha Fecondo, Educational Liaison Officer, Ronald McDonald House Learning program
- Tim Demos, our inspirational speaker was born with Haemophilia and provided a very entertaining and insightful talk on the challenges he faced completing his education and how his illness and time spent in hospitals and ambulances lead him to choose a career as a paramedic
- Susan Elmasri, Swinburne University, Senior Pathways and VCAL
- Tasha Payne, in her third year of her degree at Swinburne University Tasha has been a long term patient of the RCH and understands first hand the challenges faced by young people trying to do their school work, finish assignments and manage their illness and generously shared her knowledge, experience and tips

- Bernadette Gigliotti, Careers Education Association of Victoria, Career Planning for Years 9 and 10's and Career Planning for Senior Students
- Vanna Marconato, Parent.Vanna shared her experiences as a parent of a 15 year old boy who experienced a stroke dramatically changing his life and discussed the networks and other supports she utilised to help her and her son
- Dr Julia Parsonson, Growing Together Psychology, Mental Health Support for Teens and when to be alarmed/not worry
- Marina Pitsiano, Letzcreate, Resumes and Job Hunting support



The forum was divided into three categories this year for the first time in recognition of the difference needs of students in Years 9 and 10 compared to Years 11 and 12, the final category was for the parents and teachers. So much like a conference all attendees came together for the key note speech and closing remarks but went their separate ways for the rest of the evening in order to hear information tailored specifically for them.



## Warrnambool

In July the LLEN partnered with the Outer Eastern, South Western and Glenelg Southern Grampians LLEN to develop shared professional development programs to be delivered in the regional areas surrounding Warrnambool. As part of this collaborative LLEN planning session we were privileged to learn about the local Aboriginal people - the Gunditjmara people, their culture and challenges facing their young people today. We visited the Winda-Mara Budj Bim Orientation Centre; the Budj Birn Indigenous Protective and the Mission and Lake Condah.

During the tour we learnt that the traditional owners of land, the Gunditjmara people covered the areas from Portland to Port Fairy and Warrnambool and all the way along the coast and inland through Heywood across to Camperdown. The Gunditjmara are traditionally river, and lake people, with Lake Condah and the surrounding river systems are of great spiritual importance. We also learnt about traditional fishing and aquaculture methods used to harvest eels and saw stone tramps that were 1000's of years old. The Budj Bim Cultural Heritage Centre was also visited and we heard from young Gunditjmara people explain how they were seeking inclusion as an Australian World Heritage site for the local area.

The PD also included several sharing and idea swapping meetings exploring our SWL strategies and differences as well as how we go about delivering the Disengaged Learners program. A very big thank you to Anne Murphy and her team at the Glenelg and Southern Grampians LLEN for hosting the planning session and organising the tour as well as the South West LLEN for hosting us at their local TAFE.



## North Central LLEN

The NCLLEN invited the CEO to share City LLEN perspectives on service delivery, governance and a range of other topics to strengthen and diversity each LLEN's point of view. The visit included a tour of Boort P-12 and in-depths discussion on the at risk cohorts in each LLEN's region and how best to support their engagement in education given the different challenges faced by young people in consideration of how geography impacts destiny.

## Mapping Service Delivery in the Youth and Education Space

The LLEN produced three new and updated resources in 2018 which are available under the resources page of our website: Alternative Education Providers in the City of Melbourne, Youth Service Providers in the City of Melbourne and Schools in the City of Melbourne. Refer: <http://cityllen.org.au/about-us/resources-publications/>



## Navigator

The LLEN is a member of the South West Metropolitan Governance group comprising of Anglicare and the Brotherhood of St Laurence (providers of the program), together with representatives from the South West DET metro office and SFYS providers and attended planning meetings in 2018. During the year members agreed to move to the operational group to share information with other youth service providers connected to the program and schools.

## Social Inclusion Project

The Department of Premier and Cabinet approached the City LLEN to work with our schools and regional LLEN's to provide an opportunity for students from across the state to attend a youth diversity function, Victorian and Proud of It held at the Melbourne Aquarium.

We were able to bring along students from the River Nile School as well as students from South East Gippsland secondary schools. Students attended a lunch and heard from a range of inspirational guest speakers including Dylan Alcott, Paralympian Gold medallist and our own (Board member) Tina Hosseini in her capacity as the Multicultural Youth Commissioner.



## Supporting Parents

Sometimes a parent or stakeholder contacts the City LLEN seeking support to help them and their son or daughter in order to prevent their child from being expelled or some other issue of significant concern. In the interests of theirs and the schools involved privacy, traditionally we haven't publicly reported on this work but in 2018, we provided support three sets of families, each case involved a lot of LLEN time and resources including attending meetings at schools, preparing a range of resources and referrals and counselling students. We also make ourselves available for on-going support post the successful resolution of the issue at hand.



## Youth Crime Prevention

Working with the Melbourne Children's Court we responded to their request to meet with the main stakeholders in the City of Melbourne supporting young people accused of committing a crime to explore options to support this cohort.

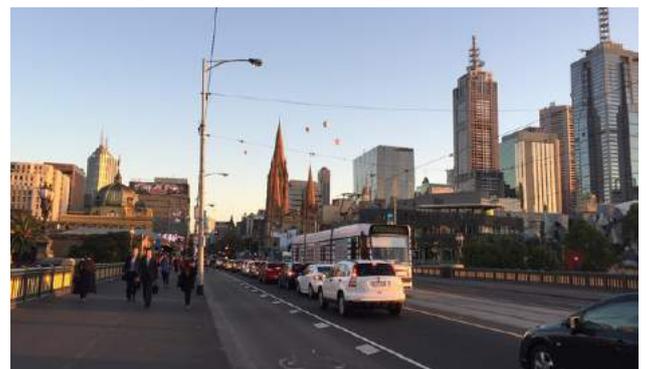
As a result, the LLEN brought a number of organisations together, including the Melbourne East Victoria Police, Drummond Street Services and Whitelion to develop and inform potential initiatives. This is on-going and in the mean-time the Victoria Police Youth Resource Officer has implemented a program at the courts to support young people involved in domestic violence related issues.

## Inner Melbourne Youth Community Partnership

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

## North Melbourne Agency Collective

North Melbourne Agency Collective (The NAC) was established to create a network for agencies and groups who work with local communities in North Melbourne and its surrounding neighbourhoods. Its members include community based organisations, groups, government agencies, services and service support agencies that are not-for-profit and focus on the local community. The LLEN continued to support the NAC by attending meetings and providing updates on LLEN activities as required.



## Carlton Neighbourhood Learning Centre

The Carlton Neighbourhood Learning Centre (CNLC) have worked with us on many partnerships and initiative to support young people residing in Carlton public housing over the years. This year CLNC approached us to help out in the delivery of a Leadership Training program for community leaders from Migrant and Refugee backgrounds (many of whom were under 25 years). As a result the LLEN devised a training package and delivered a range of information and resources to help them support their community and themselves on topics including: education system, education and career pathways, finding a job, the local labour market and provided opportunities for participants to practice speaking professional English whilst we discussed the barriers and challenges they faced. It was an enjoyable training experience for the LLEN as we always enjoy working with young people and adults in the community.

## Justice Involved Young People Network – the JYPNetwork

Connecting people working for better outcomes for justice-involved young people and initiated by the University of Melbourne the LLEN joined and attended the launch of this network attended by local youth services, academics and other stakeholders interested in reducing the demonization of young people by the media and improving community awareness of the issues involved. Together with other members the LLEN advocates for young people and tries to address incorrect community perceptions in regard to crime, crime rates, different ethnic groups and young people. We also joined Worth a Second Chance the Jesuit Social Service initiative addressing the same concerns.



## Carlton Work and Learning program – Public Housing Resident Workshops for Young People

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

As well as attending the Local Area Planning meetings, the LLEN collaborated with the Brotherhood of St Laurence to deliver job search training to a group of early school leavers residing in public housing, the majority of whom come from Migrant and Refugee backgrounds. Three sessions were delivered across the year for 42 young people in 2018, as well as early school leavers many of the participants attend local secondary schools and are seeking part-time work to support their on-going studies.



# On track Connect

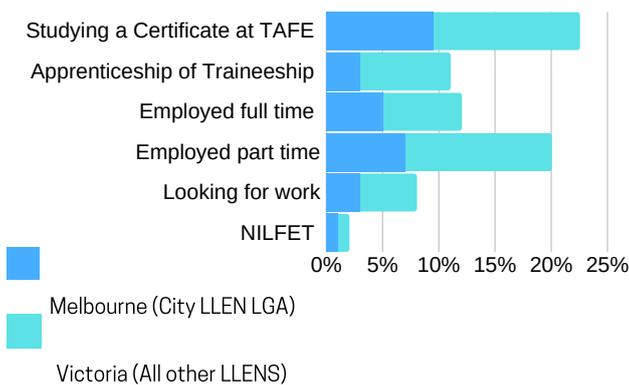
In 2018 we continued to deliver the On Track Connect. This program designed to capture the pathways and destinations of school leavers (Year 12 students) and early school leavers. It also provides students who have not engaged in further education or employment with an opportunity to receive careers counselling, referrals and general advice regarding potential next steps.

The LLEN's role is to contact those students who do not appear to be engaged in education, training or employment with the intention to make sure no student slips through the cracks. We contact those young people who are not engaged and then provide them with a range of supports and referrals to get them back 'on track'.

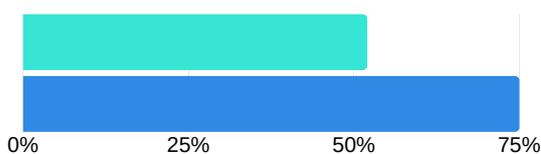
Delivering this program directly to students provides us with valuable information regarding the state of play for young people in our area who have not engaged and why, it also allows us to identify patterns.

Compared to the rest of Victoria, Year 12 school leavers in our LLEN area are doing well, the table below shows where our school leavers end up versus the rest of the state:

## Post Year 12 destination



## Percentage Studying a Bachelor Degree



For example, over the last few years we have noticed that less and less young people are happy to conduct a voice call and prefer email or texting, this would reflect general observations for young people growing up in the digital age – a 'phone speaking shyness'.

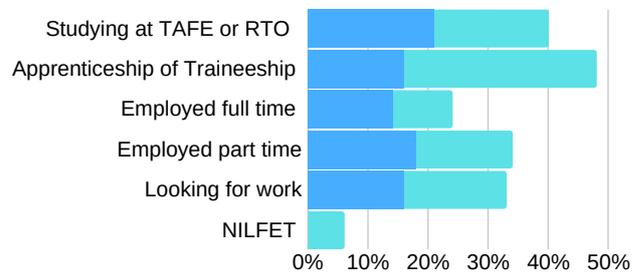
Every year we also note that at least some of our young people experience a significant mental health episode after they leave school preventing or delaying their transition to further education or employment. Some of these are already receiving support and help and others require referrals.

The analysis of the destination data for school leavers and early school leavers departing our schools in the 2017 On Track report demonstrate that on average 45% of Year 12 completers and only 7% of early school leavers participate in On Track; this needs to be taken into consideration when drawing conclusions from our data.

When you compare the destinations of Year 12 school leavers based on the Socio-Economic Status (SES) of the parents/families, the research demonstrating that the impact of parental occupation has the strongest influence on student outcomes is reinforced.

The Post-school destinations of Early School Leavers from the City LLEN area compared to the rest of Victoria shows that they are marginally better off in terms of access to education, training and employment outcomes.

## Early School Leavers Post-school Destinations



NFILEFT = Not in the labour force, employment, education or training

# Structured Workplace Learning

## About

Structured Workplace Learning (SWL) is vocational training in the work place for students. It allows students to gain practical industry work skills and develop their awareness of employer expectations in the work place. SWL enables students to experience a practical side to work which cannot be simulated in a class room environment. Students practice OH&S in a work place, they have the opportunity to develop their team work and communication skills and gain a better understanding of career pathways and employment opportunities as a result of participating in SWL in the workplace.

For the past two years all 31 LLEN's around 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 school students who are undertaking a VET Program as part of their VCE and VCAL Studies. Students are able to access SWL opportunities via the SWL Portal, a State Government website where all LLENs record their employers' placements.

Our work involves:

- sourcing appropriate employers and spending time with them to understand and prepare their workplace for a student and help them create a worthwhile vocational learning experience for students
- describing the placement and recording all the details on the government portal
- working closely with our schools to source placements for our students to match their vocational training programs
- working closely with teachers from across metropolitan Melbourne who are accessing our placements for their students to make sure the student is well-matched and prepared for the placement
- providing on-going support to teachers, other LLEN's and employers to ensure all placements run smoothly

In 2018 eight schools within the Capital City LLEN Local Government Area (LGA) were signed up on the portal to access SWL placements. In addition, there were also several schools outside of the Capital City LLEN's LGA who had students selecting to do a SWL placement in the City of Melbourne, these students were often studying at schools neighbouring the Capital City LLEN LGA. External students who elect to consume SWL opportunities within the City of Melbourne do so as a result of convenience or as a result of wanting to do a placement with a notable Capital City LLEN employer offering popular SWL opportunities. Industries which have proven to be the most popular choice for student SWL placements in 2018 includes; Retail, particularly Retail Beauty Services, Hair and Beauty Services, Hospitality, IT and Digital Media, Office Administration, Sports and Recreation, Community Services and Mechanical Trades.

Hotel Hospitality SWL placements were amongst the most popular choice in 2018 with several VET and VCAL Hospitality students choosing to do SWL opportunities with several high-profile Capital City LLEN employers, these include the Novotel Melbourne on Collins and The Langham Melbourne, both of which have been most supportive offering a number of kitchen hand and food and beverage placements in 2018. Spotless Integrated also came on board in 2018 to offer hospitality SWL opportunities with their Epicure catering team at the MCG.



Another popular choice for SWL placements has been in the retail sector, particularly with Myer Melbourne. Myer Melbourne has been participating in our program since the beginning of the SWL program in 2016. Since that time, they have gradually increased the number of placements offered which reflects their trust in us to deliver a professional program. In turn Myer have been exceptionally supportive offering a number of at-risk students SWL retail opportunities, some of whom were offered on-going paid employment as a result of their SWL placement with them and we greatly appreciate their support to us and our local students.

2018 saw the next stage of the Melbourne Metro Tunnel Rail Project being rolled out, the project is expected to be completed in late 2025 resulting in the creation of a new underground rail system within the City of Melbourne. In 2018 CYP (Cross Yarra Partnerships), the construction joint venture responsible for delivering the Melbourne Metro Tunnel approached the City LLEN to discuss community engagement activities for youth residing within the LLEN area with the goal of attracting young people to a career pathway in engineering and construction, especially girls.

CYP identified a gender gap in the Construction and Engineering workforce and have worked with us to discuss strategies to address their priority is to attract more young women and girls.

A partnership was then formed between LLEN and CYP resulting in CYP agreeing to host SWL opportunities and community engagement activities to support girls and young people in STEM and construction industry pathways. This led to the placement of a Year 11 student from Santa Maria College (an all-girls school) studying a VET Certificate in Information Media and Technology.

The female student has a keen interest in Information Technology so she was matched with one of CYP's female IT Managers for the duration of the student's placement. CYP were very happy with the student, show casing her in their newsletter and digital media and leading to their willingness to take on more students in 2019. Thank you CYP!

We pass on a very big thank you to all our employers and appreciate the generosity and time they have demonstrated in enabling students to have a great SWL experience.

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



## Case Study 1

### Fatun Mussa Behe (VCE VET student from University High School) Term 2 holiday break placement with West Footscray Neighbourhood House Community Childcare

West Footscray Neighbourhood House Community Childcare (WFNH) is a local community based childcare service co-located with the West Footscray Library. Attracting a diverse cross section of children from a variety of multicultural backgrounds, WFHH prides itself on encouraging cultural diversity and inclusiveness. The LLEN first developed a relationship with WFHN in 2017, it has been great to provide several students real work experience in a growing industry ever since.

Fatun Mussa Behe is a Year 12 student studying Certificate III in Early Childhood Education and Care via her VET studies at University High. Fatun is of Somalian Eritrean heritage and migrated to Australia with her family at a young age. She commenced her primary education at Carlton Primary school before going on to University High School, it was great to realise her family probably participated in one the Transition to Secondary School forums we run for parents and students at Carlton Primary. Fatun's goal is to pursue further study in Early Childhood Education as she enjoys nurturing and teaching infants.

During Fatun's placement she experienced working with children ranging from ages 1- 5 years from a wide range of cultural and language backgrounds. WFHN encouraged Fatun to introduce activities which reflect her own cultural heritage, which included teaching the children to make traditional African roti bread. Not only was this a fun activity but also provided an educational experience teaching child how to cook – applied learning for everyone! Fatun felt supported throughout her placement, the team of childcare staff were always on hand to help support and guide her, imparting their knowledge and expertise to help enrich her understanding of the industry and childcare education standards and regulations.



It is important that students during their SWL placement undertake opportunities to practice the theory and applied skills they are learning, WFNH were a fantastic employer in carefully considering how to implement this. Fatun particularly enjoyed learning how to make play dough with the children. Another highlight activity was puppet making with the children and learn how to report on the learnings the children achieved. Fatun advised that through her placement she has learnt the importance of getting to know the children and how to implement activities to engage each child individually. She has learnt that not every child likes the same activity and therefore it is important to acknowledge that by getting to know each child to maximise their learning opportunities.

Lily Torcello, the Centre Coordinator at WFNH reported that Fatun has a natural ability to engage with young children, adding that it is evident in the way Fatun interacts with them as they are receptive to engaging with her without hesitation. Lily highlighted that Fatun was able to integrate harmoniously with the childcare team and was excellent at following correct procedures and industry standards in all aspects of childcare. She mentioned that the student clearly enjoys working with children and that Fatun's patient demeanour along with her enthusiasm to want to learn about the industry makes the student a perfect fit for the Early Childhood Education and Care Industry.

It was also really appreciated that Fatun travelled for over an hour on more than one mode of public transport to reach her placement every day and was never late, arriving early every day so she could prepare herself for the work ahead. Lily particularly praised the student's work ethic.

For Fatun her SWL placement has enriched her skills and knowledge of the children's services industry. She has learnt how to effectively communicate and educate young children and work with colleagues on a professional level and confirmed her desire to pursue a career in Childcare.

What an excellent result, well done Fatun!

## Case Study 2

Jenny Cao (VCAL student from St Aloysius College) - Term 3 - Hospitality placement with Spotless Epicure at the MCG

Spotless Integrated is a leading provider of integrated facilities services across Australia and New Zealand. Spotless Epicure is contracted by the Melbourne Cricket Ground (MCG) to deliver a suite of catering services throughout the MCG. As well as their proud tradition as the home of cricket and football, the MCG also plays host to conferences, music concerts, marathon finishes and a variety of other events which require a wide range of 'behind the scenes' staff to run smoothly. These range from security, IT, logistics and catering among many others. Spotless Epicure through the MCG provides catering and hospitality services all year round to all events held there.

The City LLEN first approached Spotless Integrated in late 2017 to explore a range of ways we could work together, as large employer of young people and part time workers in a growing industry; we had a lot in common. This relationship led to Spotless Integrated partnering with the LLEN in 2018 to run an Industry Immersion day for VCAL students as well as offering SWL opportunities for VCAL VET students.

The hospitality industry is an ever-growing industry within the Melbourne City Local Government Area. Melbourne's reputation for being the culinary capital of Australia, together with an ever-growing media focus on food and wine is the driving force behind the hospitality industry growth within our LGA.

Jenny Cao is a Year 12 VCAL student from St Aloysius College. She is studying Certificate II in Kitchen Operations and Hospitality. Jenny found out about the SWL opportunity with Spotless Epicure when the SWL Coordinator from City LLEN came out to her school to teach VCAL students how to access SWL opportunities. Jenny showed interest in wanting to apply for the SWL opportunity with Spotless Epicure. With the support and recommendation from her VCAL teacher we made it happen.

Following her successful pre-placement interview and completion of the appropriate paperwork, Jenny was accepted and commenced her placement during the week of the Australian Football League (AFL) Grand Final. Jenny said it was:

*'An exciting time to be working as there's a buzz around the place. It's an enjoyable challenge working in an environment that's full of energy...'*

Most of all Jenny enjoyed working as part of the kitchen operations team. She was designated different tasks everyday often working with different people. Jenny enjoyed the variety as this meant she got to experience a wide range of task and duties within a commercial kitchen environment. Jenny felt supported throughout her placement by the kitchen staff. Being in a busy commercial kitchen environment there were often times when the student had to think on her feet and practice her communication skills by seeking advice from her supervisors.

Jenny explained that:

*'A service menu is planned out by the Chef de Cuisine. Every staff member on the service line needs to work efficiently and cohesively. The service line is like a conveyer belt. Every person is designated a task. It's fast paced and requires team work and precision. Everyone on the team needs to know what they are doing to ensure food is plated up correctly and ready for front of house staff to collect and deliver'*

Jenny enjoyed learning about all the different types of dietary requirements, how to label meals accordingly so that customers with dietary requirements were delivered the correct meal and the consequences to customers with allergies or other important food preferences. In extreme cases food allergies can be fatal so Jenny was required how to prepare meals so that cross contamination does not occur. This relates directly to her Certificate II studies in Hospitality and Kitchen Operations.



The feedback from Jenny's supervisors at Spotless Epicure has been very positive. Gregory Nicholls, the Culinary Services Manager who arranged the student's placement, advised that:

*'The students' supervisors have mentioned that Jenny is enthusiastic, hardworking and willing to learn and take directions. Jenny is able to adapt well to working with different people. She is friendly and is able to work well under pressure.'*

Gregory advised that:

*"Admittedly the student was thrown in the deep end commencing placement leading up to the Grand Final where it's estimated that more than 100,000 people attended. But it's a good experience for the student as it gives the student a realistic experience of whether or not she's cut out for hospitality work."*

Gregory mentioned that moving forward the student has been offered casual employment with the Spotless Epicure kitchen operations team as a result of her SWL placement with them. Gregory has encouraged the student to keep an eye out for other roles available within Spotless and he hopes Jenny stays on with Spotless as he sees her progressing to other roles beyond the kitchen. He encourages all students to try out as many different hospitality roles as possible so that they can broaden their experience and knowledge which will enable more informed career pathway choices.

Gregory advised that he is happy to continue working with the City LLEN to offer SWL opportunities to VCAL students. He sees this as an excellent opportunity for students who are interested in hospitality pathways and for Spotless a terrific way to recruit good staff.

For Jenny her SWL placement with Spotless Epicure has given her an insight into back of house operations within a hospitality business. She advised that before her SWL placement she did not quite understand how the back of house team function as it was not visibly obvious to her. Now that she has worked in a commercial kitchen, she understands that the back of house team must work efficiently and quickly to be able to support the front of house team to deliver a smooth and efficient service to patrons.

Jenny is delighted that she has been offered employment with Spotless Epicure. She intends to keep working for Spotless whilst trying to figure out what she would like to do beyond secondary school. Jenny encourages VCAL students, especially those who are studying a Hospitality VET Certificate, to do an SWL placement with Spotless Epicure. Jenny's SWL placement has been a positive and educational experience. All the skills that the student has acquired through this SWL opportunity relate directly to her VCAL and VET Certificate II studies in Hospitality and Kitchen Operations.

Well done Jenny and thank you Spotless!



# Digital Media

## Highlights

2018 was another great year for growing our reach and engagement via social media.

The City LLEN decided to have our target audience and interactions to be with Education providers and other youth / education concerned organisations with the hope that information targeted for youth can be passed on via these interactions. We look forward to extending our presence on social media in the future and continuing to share with our partners and friends. Our end goal is to be able to influence and assist our fellow organisations to remain informed and ultimately get as many services as possible to youth who need them.

In 2018 we started creating newsletters with the I Newsletter platform, designed for schools and not profits. This platform allowed for interactive newsletters that read present as a book to be flicked through and can include galleries, videos and PDF's to be embedded.

## Common themes we found on social media concerning Victorian youth in 2018 were:

- Racial discrimination and harmful media stereotyping of young ethnic communities was of concern this year.
- STEM careers and studies for girls
- Young graduates facing employment struggles
- Tackling perceptions and stereotypes of VET outcomes
- Youth justice

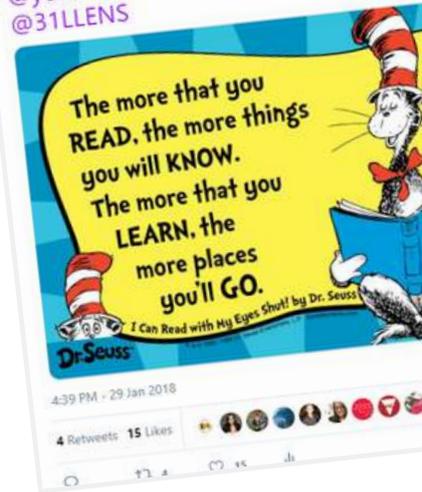
## Our most popular content:

- Inspirational posts about student achievement and young people overcoming adversity in education
- The latest reports to inform the sector
- Sharing our City LLEN events
- Informative articles regarding the education sector and young people

## Our goals for 2019:

- Use survey features on twitter and facebook to gain more feedback for future City LLEN events and initiatives.
- Better facilitate multimedia for our platforms such as videos, gifs and imagery.
- Explore other platforms to engage with our audience

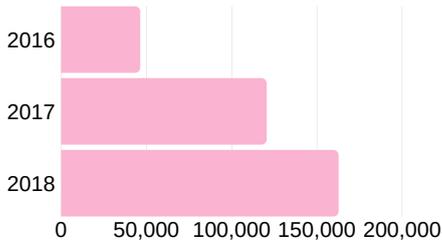
Good luck to all the prep students starting their schooling in Victoria today! @DE @youthcentralvic @cityofmelbourne @31LLEN



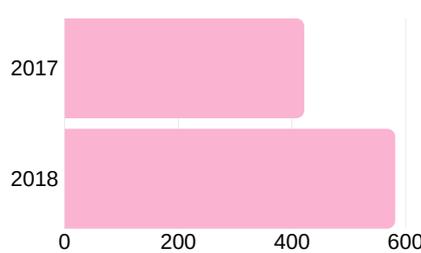
## Statistics and growth

The data below represents how our social media engagement has improved from 2017 to 2018 and the percentage increase for different social media interactions.

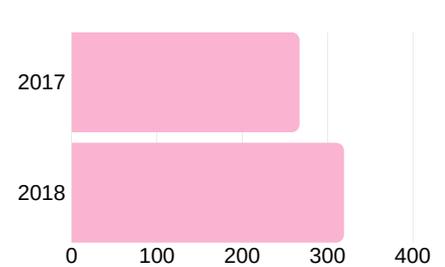
 Twitter Impressions up 35% from 17



 Link clicks up 38% from 17



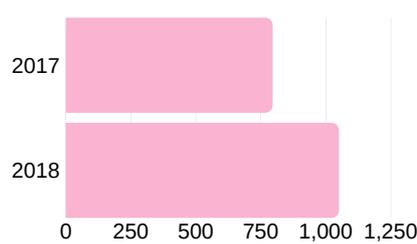
 Retweets up 19% from 17



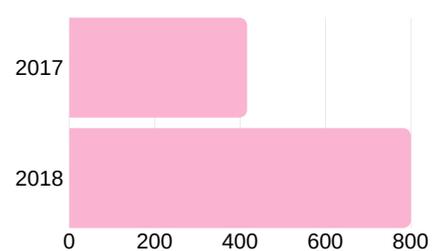
 Likes up 32% from 17



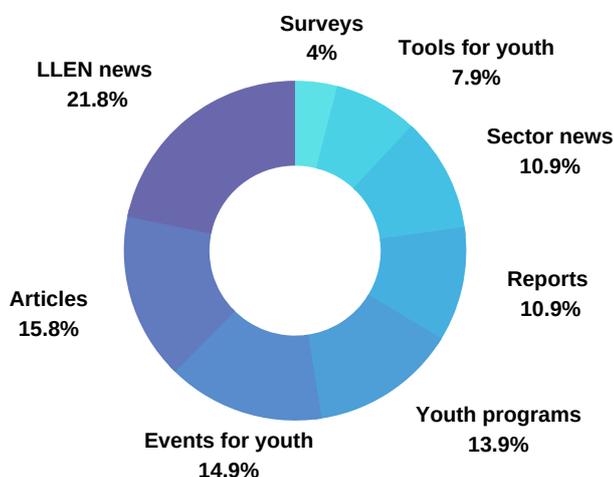
 Profile visits up 99% from 17



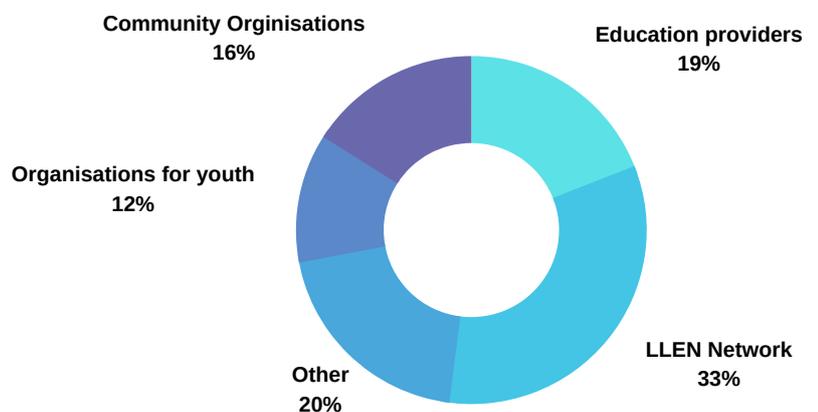
 Newsletter opens up 48% from 17



## What we posted about in 2018



## Who Interacted with us in 2018



# Committee of Management 2018

Dr Virginia Dods (Chair)	Senior Policy Advisor, Commission for Children and Young People then Multicultural Senior Community Engagement Adviser   Strategic Communications Team   Communications Division Department of Education and Training
Chris Christoforou (Treasurer)	ACFE Projects Leader, Centre for Adult Education then Executive Officer, Ethnic Communities Council of Victoria
Sha Coringly (Deputy Chair)	CEO, Australian Community Workers Association
Gary Power	Principal, Kensington Community High School
Michael Meehan	Head of School, Foundation Studies, Box Hill Institute of TAFE – city campus
Tina Hosseini	Deakin University and Youth Multicultural Commissioner
David Cragg	Assistant Secretary, Victorian Trades Hall Council then retired
Clare Kellett	Senior Education Consultant, The Slade Group
Lisa Patience	Manager, Sign for Work
Snr Leading Constable Dianne Bloom	Youth Resource Officer, Southbank Police Station
Eliana Cuppari	Program Manager, Whitelion
Sarah Bourke	General Manager, The Ladder

# Our Partners

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

Adult and Migrant Education Service

[African Australian Student Organisation](#)

Albert Park Library

[ALS Global](#)

Anglicare Yarraville

[Appiration Media](#)

Apprenticeships Matter

[Australian Community Workers Association](#)

Barnett Motorbody Repair

[Bendigo Bank](#)

BrainSTEM

[Brotherhood of St Laurence](#)

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 \(CAE\)](#)

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](#)

Department of Education and Training

[Doutta Galla](#)

Epworth Health Care

[Fitted for Work](#)

Drummond Street Services

[Engineers Australia](#)

Girl Geek Academy

[Headspace](#)

Hester Hornbrook Academy

[In2Science](#)

Inner Eastern LLEN

[John Holland Group](#)

Kensington Community High School

[Lady Gowie Docklands](#)

Livewire

[MacKillop Family Services](#)

Maribyrnong & Moore Valley LLEN

[Melbourne City Mission - Frontyard](#)

Melbourne Multicultural Hub

[Melbourne Youth Services Forum](#)

Multicultural Youth Advocacy Network

[MYER](#)

National Disability Coordinator Office

[NMFC- The Huddle](#)

North Melbourne Language and Learning Centre

[Novotel Melbourne on Collins](#)

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](#)

Slade Group

[Spotless Intergrated](#)

St Aloysius College

[St Joseph's Flexible Learning Centre](#)

SYN Radio

[STREAT Social Enterprise](#)

The Langham Hotel- Melbourne

[The Centre - North Melbourne](#)

The Chocolate Box

[The Ladder](#)

University High School

[University of Melbourne](#)

Victoria Police – Melbourne East

[Victoria University](#)

Victorian Aboriginal Education Association

[Victorian College for the Deaf](#)

Victorian Cooperative on Children's Services for Ethnic Communities

[Victorian Council of Social Services](#)

Victorian Cooperative on Children's Services for Ethnic Communities

[Victorian Council of Social Services](#)

Victorian Cooperative on Children's Services for Ethnic Communities

[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 \(YSAS\)](#)

*The 2018 Capital City Local Learning and Employment Network Audited Financial Statements were distributed at the 2019 AGM. Copies can be obtained by contacting the LLEN via: [info@ccllen.org.au](mailto:info@ccllen.org.au)*





Capital City Local Learning and Employment Network Inc.

[www.cityllen.org.au](http://www.cityllen.org.au)

Suite 404, 365 Little Collins Street, Melbourne, VIC, 3000



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

