



OELLEN

**OUTER EASTERN LOCAL LEARNING
AND EMPLOYMENT NETWORK**

ANNUAL REPORT 2015



CONTENTS

CHAIR'S REPORT	2
EXECUTIVE OFFICER'S REPORT	3
OUR VISION & MISSION	4
STUDENT ACHIEVEMENTS	5
NEW PROJECT LAUNCH: COUCH SURFING STUDENTS	6
KPI 01	7
KPI 02	8
KPI 03	12
KPI 04	14
AWARD WINNERS	16
WORKPLACE LEARNING COORDINATORS PROGRAM	17
FINANCIAL REPORT	26
BOARD MEMBERS	31
STAFF	32



CHAIR'S REPORT

2015 was a year of change for the Outer Eastern LLEN (OELLEN). The year commenced with the opening of our new office in Ringwood. The expansion of the Eastland Shopping Centre opposite will bring valuable job opportunities to our community for all ages. Working with local industry opportunities continues to be a main focus of our work.

Funding for the Federal Government School, Business, Community Partnership Broker Program concluded at the end of 2014 and the organization has been able to continue with reduced staffing levels. The Statewide Workplace Learning Coordinator's Program was also discontinued in December 2015 but replaced by the newly restructured Structured Workplace Learning Program for 2016. This program will be implemented across all LLENs with the development of a new statewide portal to support young people to access Structured Work Placement opportunities. The reduction in levels of external funding for OELLEN was significant but by utilising cash reserves into the 2015 budget the LLEN was able to maintain support for many local initiatives to support our young people.

The Victorian State Government had committed to fund the LLEN initiative across the state for a further twelve months only, but with a change in State Government in late 2014, LLENs welcomed the announcement of a further funding commitment for the next four years. (albeit at 2009 levels)

In 2015 OELLEN was awarded the Victorian Certificate of Applied Learning VCAL Chair's Award in recognition of Outstanding Achievement by the Victorian Curriculum and Assessment Authority. OELLEN has been a strong advocate for VCAL since its inception. Many of our young people would not be still engaged in education if they had not been given the opportunity to enroll in VCAL. OELLEN would like to acknowledge the commitment and dedication of many of our teachers and coordinators both in schools and

non-school settings. The program has experienced steady growth with many seeing the certificate as a viable means to achieving a year 12 completion with the addition of industry, community and personal skills that allow for a smoother transition to further education, training or employment.

The continued need to promote Science, Technology, Engineering and Mathematics (STEM) across the curriculum has gained momentum. Access to trade training and state of the art innovative facilities enable students to access innovative programs that will prepare them for jobs of the future. OELLEN will continue to support the trade training facilities, KIOSC and the newly announced Tech School to be developed at Lakeside in Lilydale.

While a major focus for OELLEN has been industry-school engagement, OELLEN has continued with key partnerships to address retention and re-engagement.

A partnership with Swinburne and Anchor resulted in the launch of a report on the prevalence of couch surfing in the Yarra Ranges. While there had been anecdotal evidence that suggested that many young people engaged in the practice the report has been able to identify that there are a growing number of young people who have such troubled personal lives and face such extreme challenges that merely attending school becomes almost impossible. These are often the young people who may become homeless while attending school.

I would like to acknowledge the commitment of all Board members and thank them for their input. The Board consists of volunteers who give their time to deal with the governance, policy and strategic planning issues of the LLEN. I would particularly thank those who accept the additional important



responsibility of the Board Executive role.

Three members of the Board resigned during the year. I would like to acknowledge the valuable input that Ray Crampton, Roy Tomalin and Greg Hancock have made over their elected terms. Ray was a member of the executive and Treasurer for a time, Roy always kept us on track from an industry perspective and Greg provided the education expertise

Finally I would like to thank Fiona and her team for their continued commitment to providing high level of services to all partner organisations and supporting the disadvantaged young people in the Outer Eastern Suburbs. The team was bolstered by some short term contract staff last year who worked tirelessly to achieve outcomes for Work Experience. We were also sad to see Ana Matic resign to take up a new position in Ringwood. Ana had grown and developed her skills and was a great asset in supporting the team and especially Fiona. We wish her well in her new position.

With some certainty in our contracts going forward, we also welcome some new staff in 2016. These staff will support the programs going forward and provide a high level of expertise in their fields which will support our existing long term staff.

We look forward to an exciting 2016 and beyond.

Rae Jamieson
Chair Outer Eastern LLEN

EXECUTIVE OFFICER'S REPORT

In 2015 OELLEN was funded through the State Government Department of Education and Training to develop partnerships to support:

- Schools to link with business and industry
- Students in years 9 and 10 to increase their awareness of career opportunities locally and in growth industries
- Applied learning opportunities for students

The partnerships that address these categories are covered in this report. The breadth of activity demonstrates the commitment made by the LLEN staff, schools and training providers as well as the many volunteers and industry contacts across our community to developing meaningful partnerships and opportunities for our youth.

OELLEN also held the Workplace Learning Coordinators Program (WLCP) contract for the Outer East of Melbourne. This program included Work Experience and Structured Workplace Learning including School Based Apprenticeships. There was a significant increase in the number of school based apprenticeships (107 above 2014) sourced in 2015 but the structured workplace learning opportunities have not been taken up so readily. The value of structured work placements for young people completing a VET and/or VCAL course as part of their senior school certificate is recognized by employers. Increased employability and industry specific skills allow students to make better informed career choices and in many cases, continue on to further education, training or employment in an industry of their choice.

Despite these benefits many schools and VET trainers are not emphasizing the importance of structured work placement. Some progress was made with Trade Training Centres in Schools (TTCs) with some industry trainers insisting on their students participating in structured work placements. OELLEN has seven trade training facilities established across our region within schools and TAFEs offering a range of courses addressing local skill shortages.

The WLC Program concluded in December 2014 but a new program has been funded by the Victorian Government for 2016. The Structured Workplace Learning Program will be delivered across the statewide LLEN network with a portal for ease of access by schools and employers.

A reduced contract funded at 2009 levels has resulted in fewer staff at the LLEN and for some a degree of uncertainty. I would like to express my gratitude to all of the OELLEN staff for their dedication and commitment. Cherie Messerle and Kaz Erbs have continued in 2016. Ana Matic departed after 7 years. She commenced as a trainee before completing a University degree and has now taken the next step in her career journey.

Verity Hall, Alex Acosta, Joel Martin and Lisa Webster all worked in the WLC program and found other positions during the year. Debra Ceko has continued with the LLEN in an administrative role.



The announcement of the reopening of the Lakeside Campus in Lilydale has been welcomed by schools and local industry. The site in John Street will now relocate and offer an exciting extended range of TAFE and Higher Education courses to the community. A Tech School is also proposed on the site giving secondary students access to STEM opportunities that may not have been able to be offered at individual schools. Discussions around what this will look like have commenced. The model has been funded through the State Government and is based on the successful KIOSC Centre based at Swinburne Wantirna campus.

Fiona Purcell
Executive Officer
Outer Eastern LLEN



OUR VISION

Improved education, training and employment outcomes for young people in the Outer East of Melbourne.

OUR MISSION


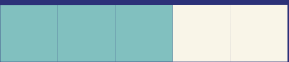

To broker collaborative partnerships between local agencies, organisations, industry and education and training providers that will result in improved education and training outcomes for young people aged 10-19, in particular those at risk of not making successful transitions.

STUDENT ACHIEVEMENTS 2015

OUTER EASTERN LLEN

www.oellen.org.au

NUMBER OF STUDENTS ENROLLED IN;

VCE SUBJECTS		6031
VET SUBJECTS		3414
VCAL		1381

28.4

AVERAGE VCE
STUDY SCORE

STUDENT COMPLETIONS IN 2015!

82.4 %

VCAL Units
Completed

85.7 %

VET Units
Completed

96.8 %

VCE
Completions

81.8 %

Applications for
Tertiary Places

NEW PROJECT LAUNCH

Couch Surfing Students:

The Yarra Ranges Youth Homelessness Prevention Project

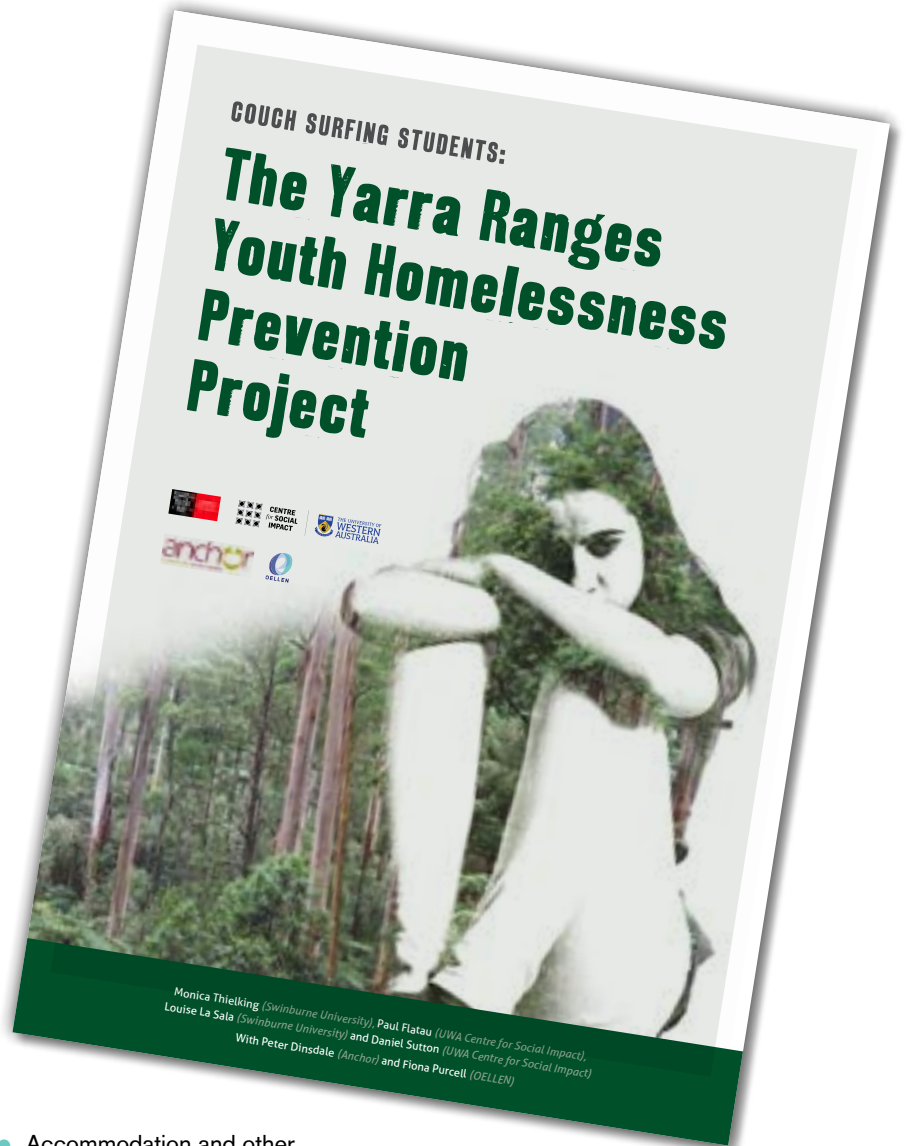
The Couch Surfing Students: Yarra Ranges Youth Homelessness Prevention Project was launched by the Honourable James Merlino, Deputy Premier, Member for Monbulk and Minister for Education on Tuesday 2nd June at the Sherbrooke Family & Children's Centre Upwey.

The project developed out of a research partnership between Anchor Youth Services, the Outer Eastern Local Learning and Employment Network (OELLEN), Swinburne University and the University of Western Australia Centre for Social Impact. The partnership highlights the cross-sector nature of youth homelessness as falling in both the educational and community services contexts.

The study investigated the experiences of, and perceptions toward, couch surfing secondary students in the Yarra Ranges Shire Council. It sought to provide evidence to better understand how to intervene earlier rather than later, and to ensure that services, like Anchor and OELLEN, are more able to effectively support the needs of schools who are at the 'coalface' of early stage homelessness in youth.

Based on the findings of the research, five key recommendations were made.

- Local Homeless Youth Services should be a presence within schools - Youth services need to be known to students so that they can be accessed when needed.
- Staff and Students need to be educated about homelessness and local youth homeless services so that they are aware of the services that are available and where to access them.
- Schools need to be equipped to offer immediate support to students in crisis.
- Accommodation and other support needs to be provided to young students so that they don't have to sleep rough or continually look for a new place to stay
- Reconsider when and how the term 'homelessness' is used in the youth context so that young people are able to identify themselves as requiring support early.



KPI 01

Developing school/industry partnerships that support the expansion of workplace learning opportunities and complement the work of the Workplace Learning Coordinator service.

The strategic approach taken to achieve this KPI was to have particular focus on building school/industry partnerships that would expand workplace learning opportunities for the most vulnerable cohorts.

CIVIL CONSTRUCTION SBATs

OELLEN worked collaboratively with Holmesglen TAFE to promote Civil Construction School Based Apprenticeship and Traineeships (SBATs) to schools and Learn Local providers to enable vulnerable young people to gain a qualification in Civil Construction. 30 students from across the metropolitan region commenced this program in 2015.

OELLEN is a member of the Holmesglen Civil Construction Advisory Group, working closely with the Civil Construction industry and Link Employment. This provided a platform to advocate for an increase in the support for quality student placements in this industry.

CASE STUDY

OELLEN & RACV Club Healesville – increasing opportunities for young Aboriginal students.

Background and critical issues

Since the Workplace Learning Coordinators Program commenced the OELLEN has been seeking to increase workplace learning opportunities for Aboriginal young people and have offered many School Based Training and Apprenticeship opportunities to Aboriginal young people in the Outer East, however, there has been very little uptake to date. To address this, an

OELLEN Project Officer, working collaboratively with Koorie

Education Support Officer (KESO) and Aboriginal Elders Reference Group discussed strategies to raise aspirations and increase the confidence of Aboriginal young people in the Outer East.

The Project Officer was invited to meet with her and a small group of female Aboriginal students to discuss their areas of interest to assist in organising appropriate work experience. From this meeting it was clear that although they expressed a desire to go to university or TAFE, none of the students could identify an area of study they really wanted to pursue. The Project officer and KESO decided that there was a need to provide opportunity for the students to increase their knowledge and understanding of the requirements across a range of pathway options with potentially strong vocational outcomes.

In addition to low self-esteem and aspiration, lack of regular public transport had also been identified as a significant barrier to participation in workplace learning. One strategy was to look for a quality work experience placement that would provide insight into a broad range of pathway options in the local area. The RACV Club in Healesville not only covered a range of employment opportunities but was also located within easy access for students.

Role of OELLEN in developing the partnership

The Project Officer met with the RACV Club Healesville management to discuss the possibility of an individually planned work experience program for the students. The organisation had demonstrated that they were very receptive to supporting the career development of young people in the local area. Following further discussion,

individual schedules of work were developed for four students that ensured that, following induction to the organisation, over a five-day period each student would experience work in Reception, Food preparation and service, Retail, Gymnasium, Beauty, Spa and housekeeping. The RACV documentation had clearly defined expectations and outcomes including the dates, starting and finishing times, dress codes and grooming standards.

Having organised a quality placement, the Project Officer again met with students to discuss the work schedule and organisation requirements and ensure that they were able and willing to meet these. The students were very enthusiastic and recognised that the placement provided opportunity to experience a number of different jobs in a busy organisation and had the potential for future employment in the local area.



KPI 02

Broadening the applied learning opportunities available for students.

A key strategic approach to meeting KPI 2 was to further develop the capacity of teachers to broaden applied learning opportunities and to broker partnerships to support students to engage in community projects linked to outcomes within the VCAL strand.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

VCAA VCAL Showcase

OELLEN was approached by the Victorian Curriculum and Assessment Authority (VCAA) to organise a VCAL showcase for the Eastern Metropolitan Region. The event which took place in December at 1330 Conference Centre in Scoresby showcased a number of VCAL community projects and provided workshops for teachers in each VCAL strand. 105 teachers registered to attend and came from as far as Coburg in the north and Warragul in the south.

A diverse range of VCAL Community Projects were presented by students and staff from schools across the Eastern Region, including Aquinas College, Bayswater Secondary College, Berengarra School, Mater Christi College, Mooroolbark College, Mount Lilydale Mercy College, Rowville Secondary College and Salesian College. Many of the community partnerships showcased were brokered by OELLEN Project Officers.

Aquinas College students outlined how they had built relationships with clients at Strathdon Medium Care Aged Care during Semester one and following this, a grant from Anglicare enabled them to produce story book photo albums for the residents which captured some wonderful memories.

Students from Bayswater Secondary College showcased their Green Smiles community project, a collaboration between the school, Arrabri Community House

and EACH, which was brokered by OELLEN and funded by a Department of Environment, Land Water and Planning, Local Landscapes Enhancement Grant.

Another community partnership project brokered by OELLEN was presented by the PDS teacher from Mooroolbark College. This involved students researching the effects of autism on family and the community prior to supporting a young family with a severely autistic child by cleaning, filling and painting the interior of their house with products, training and supervision donated by Dulux paints, Selleys and Uni-Pro.

Mater Christi College students presented their Pink Ribbon Day project which was chosen because the girls felt that being part of a school of 900 girls it was important to raise awareness across the school and wider community. The VCAL students organised a number of fundraising activities and whole school events to promote breast cancer awareness. One of these involved the whole school, dressed in pink, forming the pink ribbon symbol for breast cancer on the sports courts.

Rowville Secondary College showcased their three-day volunteer boot camp where the Senior VCAL students worked with community groups supporting homeless people. The activities included cooking with Fairshare, sorting goods at the Salvation Army warehouse and a charity homeless cricket match in collaboration with Café Credo. The students were also involved in Rowville Community Kitchen.

Induction day for new VCAL Teachers and Coordinators

The morning session focussed on VCAL 'nuts and bolts' which included

an overview of applied learning and competency based assessment, how to develop an integrated program and where to access help and support. Twenty five participants engaged in group activities to build their knowledge and understanding of rules of evidence to ensure validity, reliability, fairness and flexibility.

The focus of the afternoon session was the preparation of Quality Assurance Templates, where participants were given step by step guidance through all elements of the QA process and why it is important to provide detailed information as to how students will meet the outcomes.

VCAL Quality Assurance day Professional Learning

David Gallagher recently retired manager of VCAL VCAA delivered an entertaining and informative keynote address which focused on the highlights of his many years as the Victorian Curriculum and Assessment Authority VCAL Manager and emphasised the importance and contribution VCAL and VCAL teachers are making in the education of young people.

Jan Molloy from the Immigration Museum and Campbell McNolty from SYN Media talked through some of the programs and resources that their respective organisations provide and how they link with the VCAL curriculum - particularly in the areas of PDS and Literacy.

Jayne Campbell from the Salvation Army introduced The Oasis - Stories of Youth Homelessness, an observational documentary that follows the daily lives of young

people experiencing homelessness and The Salvation Army staff who care for them. The film takes an unflinching look at the difficulties and triumphs that happen each day and night. Through viewing this and other recommended resources, students can develop an understanding of youth homelessness as a social justice issue.

They then apply this knowledge in their VCAL Special Project investigation and project management where they are required to develop a program to educate other young people about the topic. The resource has been mapped to meet the learning outcomes of VCAL PDS Senior Unit 2.

The issue of homelessness was also presented at a parallel workshop presented by Melissa Walsh from The Big Issue who showcased the resources available from her organisation to support VCAL PDS projects.

Justine Sakurai once again provided a range of creative activities to engage Numeracy students and Catrina Salton gave a detailed presentation on how Berengarra School established their VCAL social enterprise Café Ed.

Representatives from Box Hill Institute and Deakin College discussed Pathways beyond VCAL.



APPLIED LEARNING OPPORTUNITIES FOR STUDENTS

VCAL community projects

Bayswater Secondary College – Green Smiles

This was a collaboration between VCAL students from Bayswater Secondary College, Arrabri Community House and EACH. The project was funded by a Department of Environment, Land Water and Planning, Local Landscapes Enhancement Grant. The students worked on extending the existing path to the hothouse, developing a native garden using recycled tyres as flower planters and creation of a sensory garden for EACH clients with disabilities.



Croydon Community School – Nesting Boxes

The 'Nesting Boxes' project was developed through collaboration between Croydon Community School and members of the Croydon Men's Shed and Croydon Conservation Society. The project, brokered by OELLEN, aimed to further develop student's technical skills and personal growth through the construction of sixteen nesting boxes that were to become home to wildlife across a number of parks and reserves in the Maroondah local government area. There was special focus on constructing a shelter that would encourage the sugar glider possum to take up residence.

The students spent time each week working under the guidance of Croydon Men's Shed members to plan, design and construct their boxes.

A formal celebration was held at the completion of the project and the Maroondah City Council Mayor, Cr Tony Dibb, congratulated the students on their contribution to protecting the local environment.



KEY PERFORMANCE INDICATORS



Mt Lilydale Mercy College –
Responsible Community Challenge,
Mt Evelyn Toy Library Puppet Theatre

The Mt Evelyn Toy Library Puppet Theatre was a collaboration between Morrison Men's Shed, Mt Evelyn Toy Library, Mount Lilydale Mercy College and Upper Yarra Community House. The students submitted an application and received funding through the Yarra Ranges Council Grants program to support the project.

With the support and guidance from the Men's Shed, the students designed and constructed a puppet theatre and wooden toys

The project was mapped against VCAL learning outcomes with the expectation that all students would be actively involved and demonstrate leadership, self-initiative, problem solving, time management and cooperative team work skills. Each team was responsible for maintaining an evidence journal on their project outlining tasks undertaken each week and supported by digital photos.



English as an Additional Language
Program at Lakeside Lilydale Campus
Box Hill Institute

The OELLEN responded to a need to broker for a specifically tailored program for refugee young people wanting to transition to VCAL or a vocational certificate, but had not yet achieved the necessary level of proficiency in Literacy and Numeracy. The Project Officer invited key stakeholders to contribute to planning and developing a program. In Semester Two, a program commenced at the Lilydale Community Campus of Box Hill Institute for a group of students keen to engage in further education and training.

KEY PERFORMANCE INDICATORS



Mooroolbark College –
Joshie's Heros

The Joshie's Heroes VCAL project developed from a community initiative that was created to raise money to support a young couple with a severely autistic boy access therapy critical to providing him with the best chance at living life to his full potential.

As a result of Joshie's autism, the interior walls of the family home were much in need of patching and re-painting, and due to the huge cost of therapy, and time required to manage Josh, the family had neither the funds nor time to carry out the repairs.

This project provided opportunity for the students to explore an area that they were really unfamiliar with, and develop a number of skills they had not encountered prior to the project. That made it really engaging for them. Through involvement, they learned a lot about autism and how it affects not only the parents, but also siblings and the wider community. They were required to confront the impact of autism and discuss this with an unfamiliar wider community, so they really had to step out of their comfort zone. Through participation in the community project, the students built skills in teamwork, communication, negotiation and time management. The individual student's evaluations included:



"This (project) was by far one of the best things I've ever done in school. I'm a pretty hard person to get motivated and sometimes I slack off, so I was surprised about how motivated I was to put in effort and work as hard as I could to do a good job the whole time we were there..... everyone's teamwork was awesome. I feel like this project has taught me a few things and one of them was not to judge too quickly"

"We all worked exceptionally well together as a group."

"Overall I am proud of the team and what we accomplished. We all worked super well together and couldn't have asked for a better project or group to have worked with."

KPI 03

Supporting schools with careers-related strategies, including for year 9 and 10 students, that raise awareness and knowledge of career opportunities in growth industries consistent with the Careers Curriculum Framework.

One of the key strategies to achieve KPI 3 was expansion of the Work Inspiration program.

OELLEN worked collaboratively with Maroondah City Council who once again offered three Work Inspiration programs for Year 10 students attending schools in the Maroondah area. The students learned about the work of the council and diverse career pathway opportunities. During the course of the three- day program they toured various Council sites; participated in a personality quiz to identify their interests, strengths and potential future careers; participated in a career conversation with Council employees; planned and completed a career story board and marketing project and engaged in a number of other activities designed to further develop their problem solving, communication and team skills. The feedback from teachers and students was very positive and highlights the benefits to be gained from providing opportunities for students to experience the workplace and career options.



"I feel so lucky to have been witness to such an amazing program and opportunity for our students. You both should be super proud! I've had great feedback regarding the presentations. Thanks again, you were amazing."

Teacher, Ringwood Sec. College

"I think that this program is a great idea and it's very well organised."

"I hope it continues going for a long time. The experience has been incredibly helpful."

"It was a fun, enriching program."

Comments from student evaluations



NATIONAL SCIENCE WEEK

OELLEN supported KIOSC with their Careers of the Future Expo held at Caribbean Business Park on August 18th 2015. The Expo allowed young people to see how leading local businesses shape our world through science, technology and innovation. Students were able to tour businesses and find out about pathways and courses available. The OELLEN Pop – Up Career Booth was also available on the site. OELLEN developed info graphic sheets for distribution.

MEDICAL TECHNICIANS



Medical Technicians operate anaesthetic, cardiac, operating theatre and medical testing equipment, perform and assist with laboratory tests, and fill prescriptions to support Health Professionals

EMPLOYMENT



Employment for Medical Technicians to November 2019 is expected to grow very strongly

EDUCATION



The most common level of education for Medical Technicians is Certificate III or IV

GENDER

78.2%
of Medical Technicians are female



WORK HOURS



58.3% of Medical Technicians work full time. Average of 36.6 hours a week

UNEMPLOYMENT



Unemployment for Medical Technicians is below average

EARNINGS



Average weekly earnings full time before tax \$866

Medical Technicians are mainly employed in Health Care and Social Assistance, Retail Trade and Public Administration and Safety

MEDICAL LABORATORY SCIENTISTS



Medical Laboratory Scientists conduct medical laboratory tests to assist in the diagnosis, treatment and prevention of disease

EMPLOYMENT



Employment for Medical Laboratory Scientists to November 2019 is expected to grow moderately

EDUCATION



The most common level of educational attainment for Medical Laboratory Scientists is Post Graduate/ Graduate Diploma or Graduate Certificate

GENDER

69.9%
of Medical Laboratory Scientists are female



WORK HOURS



70.6% of Medical Laboratory Scientists work full time. Average of 36.6 hours a week

UNEMPLOYMENT



Unemployment for Medical Laboratory Scientists is average

EARNINGS



Average weekly earnings full time before tax \$1,350

Medical Laboratory Scientists are mainly employed in Health Care and Social Assistance, Professional, Scientific and Technical Services and Education and Training

KPI 04

Supporting schools to engage, both geographically and by industry, with business and industry stakeholders.

This KPI was achieved through the introduction of the VCAA IP Program and the establishment of the Outer Eastern Trade Training Alliance which brought together schools with Trade Training Facilities to plan and implement a Regional approach to providing work placement and pathway opportunities for young people in the Outer East of Melbourne.

INDUSTRY PATHWAYS IN THE VCE & VCAL

OELLEN promoted the two-year Industry Pathway (IP) program and brokered industry partnerships to enable students enrolled in Engineering Studies at Knox Innovation Opportunity and Sustainability Centre (KIOSC) to participate in this new initiative offered for the first time in 2015.

Industry Pathways in the VCE and VCAL is a two-year program developed by the Victorian Curriculum and Assessment Authority in consultation with schools, industry and tertiary providers. It provides a new form of recognition for students who choose to complete a senior secondary program of study in a specific vocational area. It is designed to provide a strong foundation for further learning and skill development in a particular vocational field and is currently available in Building and Construction, Community Services and Health, Manufacturing and Engineering and Sport and Recreation.

To gain the Industry Pathway in Manufacturing and Engineering students must complete a VCE or Senior VCAL that includes the Industry Pathway program of studies and 80 hours of workplace learning. Students who achieve the Industry Pathway in Manufacturing and Engineering will have demonstrated that they have a strong mix of industry, Maths and English skills.

Central to the program are the industry project partners and OELLEN assisted in brokering partnerships with twelve engineering companies in the Outer East. The students will complete the program in 2016.



TRADE TRAINING ALLIANCE

OELLEN established the Trade Training Alliance to enable Trade Training Managers in the OELLEN region to share information and build collaborative relationships and partnerships. There are seven Trade Training Consortia in the Outer Eastern LLEN Region and members of the Alliance meet bi-monthly. One significant outcome from the alliance in 2015 was the OELLEN facilitation of a Moderation and Validation network which began with the Engineering trainers and was conducted by

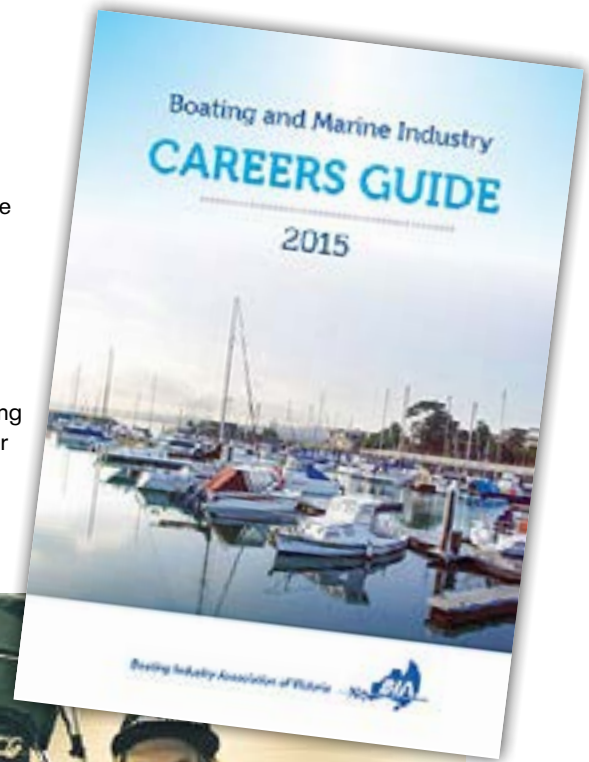
the Supervising Executive Officer, CMM – Engineering Industries. This has established an ongoing quality assurance process and local Engineering training provider network. Plans are underway to establish the process for all VETiS industry areas offered within the TTC Alliance. The Alliance is also developing a discussion paper examining Vocational Education and training provision in the Outer Eastern Metropolitan Region.

INDUSTRY PARTNERS

Over a two year period, OELLEN played a key role in brokering partnerships to support the Boating Industry Association of Victoria (BIAV) to increase apprenticeship participation rates in the skill shortage areas of marine craft construction and marine mechanical.

As a member of the education working group, OELLEN implemented a number of initiatives. These included:

- Development of the 2015 Boating and Marine Industry Careers Guide
- Establishment of the inaugural industry career panel at the BIAV Show to provide information on apprenticeships to young people and career practitioners
- Interactive Career Booths promoting marine trade pathways in the Outer Eastern Metropolitan Region.



From Left: Paul Junginger, Evolution Boats; Apprentices Nathan Graham - Evolution Boats; Alan Heib, Sam Humphreys and Nick Humphreys - Southside Marine Services, with the Victorian Minister for Training and Skills, the Hon. Steve Herbert MP.

AWARD WINNERS

OELLEN RECEIVES THE VICTORIAN CURRICULUM & ASSESSMENT AUTHORITY VCAL CHAIR'S AWARD

The Outer Eastern LLEN was presented with the Victorian Curriculum and Assessment Authority VCAL Chair's Award at a ceremony held on Thursday May 14 2015. This

award recognises the outstanding achievement of an individual or organisation in delivering or promoting the VCAL in their community or region. OELLEN Chair, Rae Jamieson received

the award on behalf of OELLEN and acknowledged the ongoing commitment of VCAL teachers to improving the education outcomes of young people in the Outer Eastern Region.



OELLEN Chair and EO with VCAA Chair Chris Wardlaw (right) and VCAA VCAL manager Adam Whitbread (left)

WORKPLACE LEARNING COORDINATORS PROGRAM

BACKGROUND

OELLEN has held the contract for the Workplace Learning Coordinators Program in the Outer East since it commenced in 2010. Since then, there has been demonstrated year on-year improvement in outcomes. The WLC program concluded in December 2015. The aim of the program was to:

- increase the number of young people undertaking workplace learning placements in places of employment, especially within those industries that provide strong vocational outcomes for young people;
- increase the alignment between VCAL and VET provision and local industry needs; and
- increase the number of Koorie young people undertaking workplace learning placements.

EMPLOYER AND EDUCATION & TRAINING PROVIDER ENGAGEMENT

A strategic action in 2015 was the redesign of the OELLEN website to facilitate easy access for schools to register workplace learning needs, and employers to register opportunities. This has established a process that fits well with the processes that will be introduced in 2016 with the new Structured Workplace Learning Program and State-wide portal.

As a number of employers now require students to submit a Resume, the WL Coordinators in collaboration with OELLEN Project Officers attended Knox and Maroondah Careers Network meetings and presented up to date information on developing a Resume and interview techniques – including group interviews – to increase engagement, support the career development of students and increase teacher capacity.

TRENDS

Student placements in 2015 were 95 above the total target figure. There was an increase in the number of placement hours for Structured Workplace Learning (SWL) although placement numbers were below target for that category. This may have been due to a number of factors:

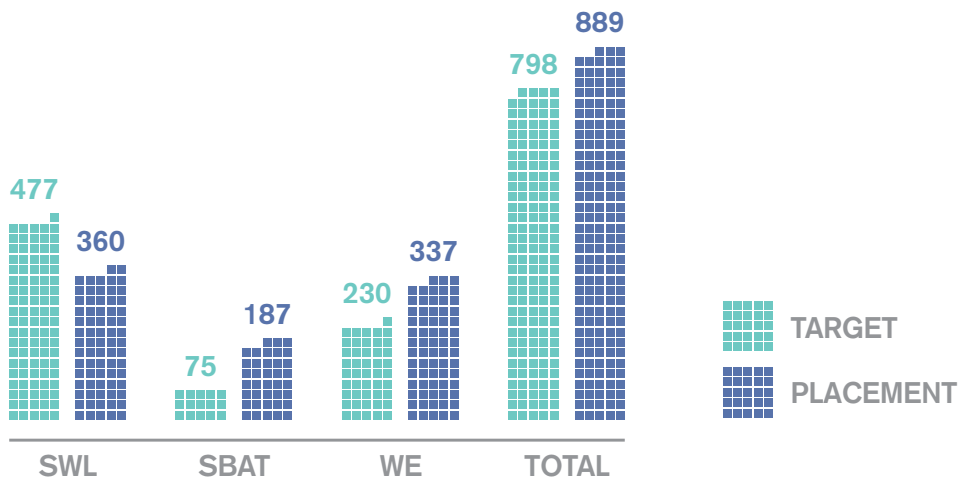
- The significant increase in SBATs in 2015 impacted on SWL figures. There is a direct correlation between the number below SWL target (111) and the number above SABB target (112).
- Despite ongoing OELLEN, advocacy many schools and VET trainers are not emphasising the importance of structured work placement. Some progress was made with Trade Training Centres in Schools (TTCs) with some industry trainers insisting on their students participating in structured work placements.
- Anecdotal feedback from schools indicated a drop in VETiS enrolments and this was expected to continue in 2016.

CIVIL CONSTRUCTION PILOT

OELLEN, in partnership with the Holmesglen TAFE Waverley Campus and Link Employment, piloted an SBAT program in Civil Construction. 30 young people from schools and other VCAL Providers participated in the first year.

This was a great opportunity to be involved in a growing industry locally.

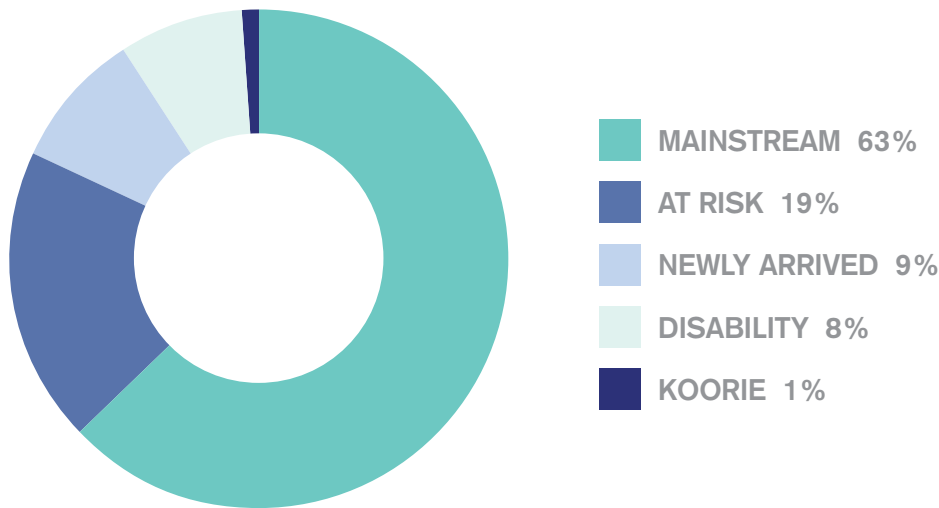
2015 Workplace Learning Coordinators achievement against target



PLACEMENTS BY COHORT

The majority of placements (63%) were for mainstream students and 71% of these were SWL or SBATs. 19% of total placements were students classified as 'At Risk', 9% were 'Newly arrived' and 8% were students with a Disability. Koorie students made up 1% of the total number and although placements for Koorie students were below target in all categories, the number of placement hours was higher than 2014.

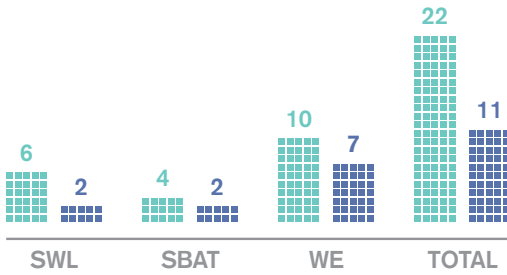
2015 Placements by cohort



KOORIE

There was an increase in the overall number of Koorie placements and despite a continued low uptake for available SBAT opportunities, two Koorie students undertook an SBAT compared to zero in 2014. The number of placement hours in 2015 (980) was significantly higher than in 2014 (160) in part due to the two SBATs. This demonstrates a significant year-on-year improvement.

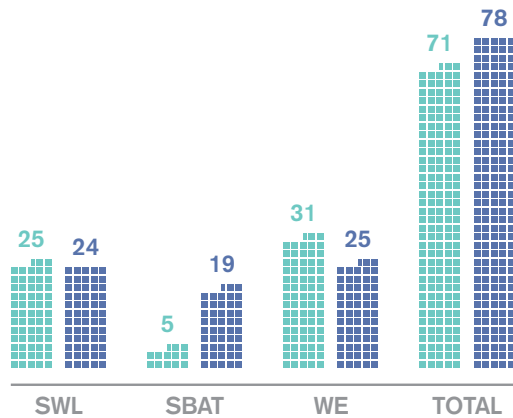
2015 Workplace Learning Coordinators achievement against target: Koorie



DISABILITY

The most significant achievement was the number of SBAT placements. These accounted for 28% of the total placements for young people with a disability and exceeded target by 14. Collectively, SWL and SBATs made up 63% of work placement for this cohort which was a very positive outcome and reflected the work of the Coordinators in changing attitudes to provision of work placement for this cohort.

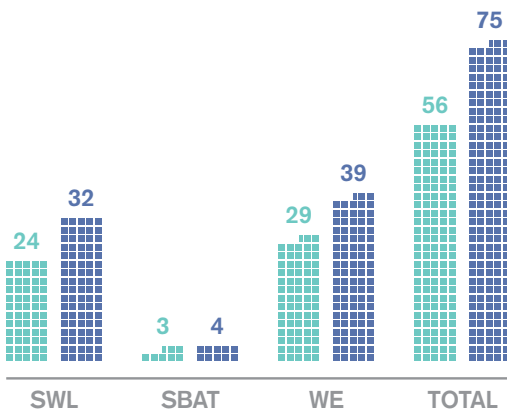
2015 Workplace Learning Coordinators achievement against target: Disability



NEWLY ARRIVED

Placements exceeded target in all categories.

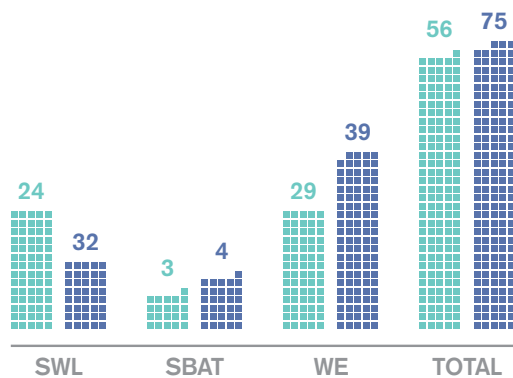
2015 Workplace Learning Coordinators achievement against target: Newly arrived



AT RISK

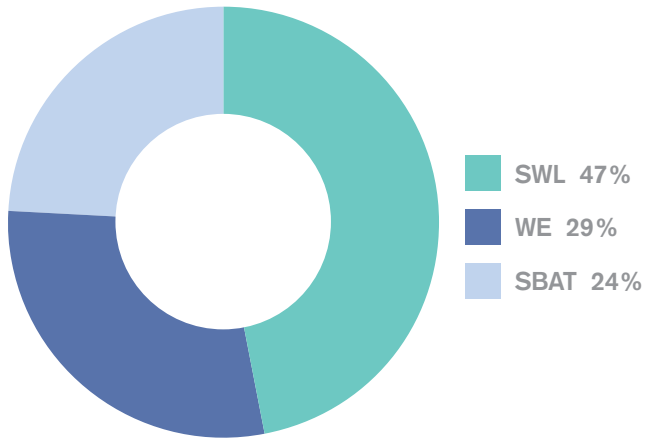
The overall total was slightly above target. The SBAT figure was 10 above and Work Experience was 34 above, however, SWL figures were well below target for students at risk.

2015 Workplace Learning Coordinators achievement against target: At Risk

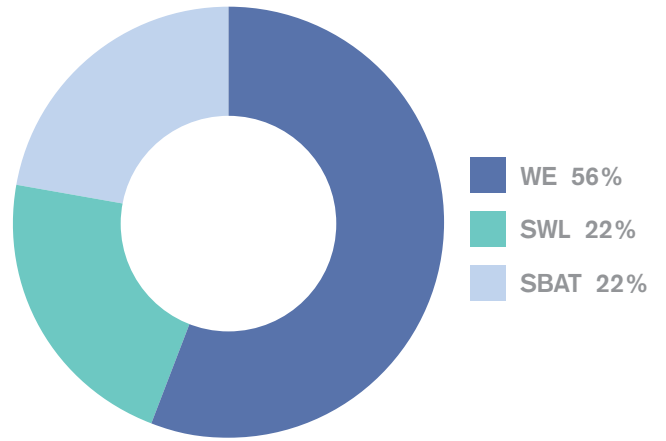


WLCP PLACEMENT DATA CHARTS

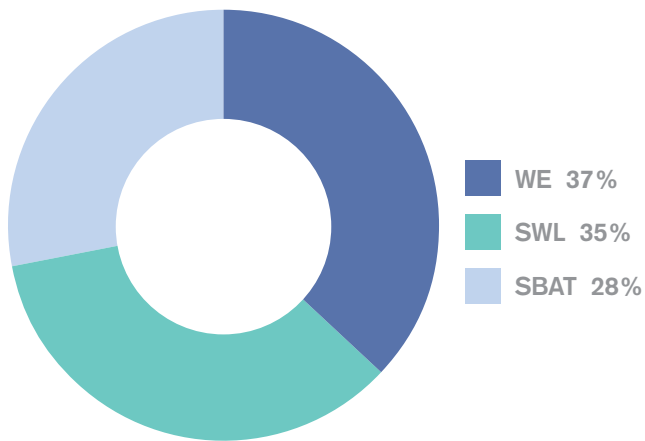
2015 Mainstream placements by category



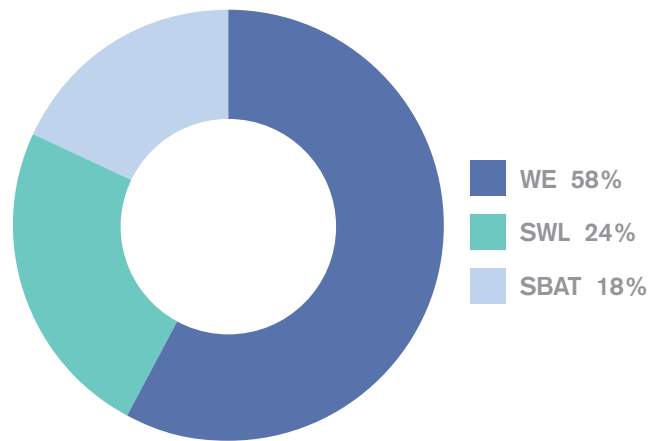
2015 Koorie placements by category



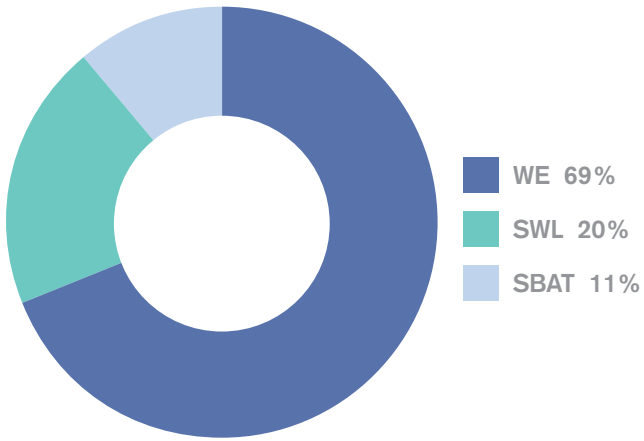
2015 Disability placements by category



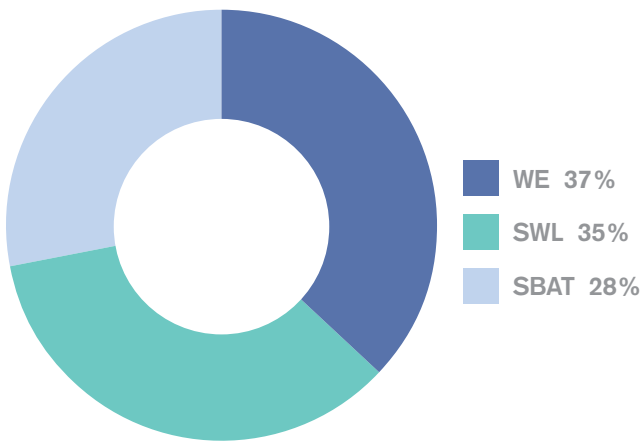
2015 Newly Arrived placements by category



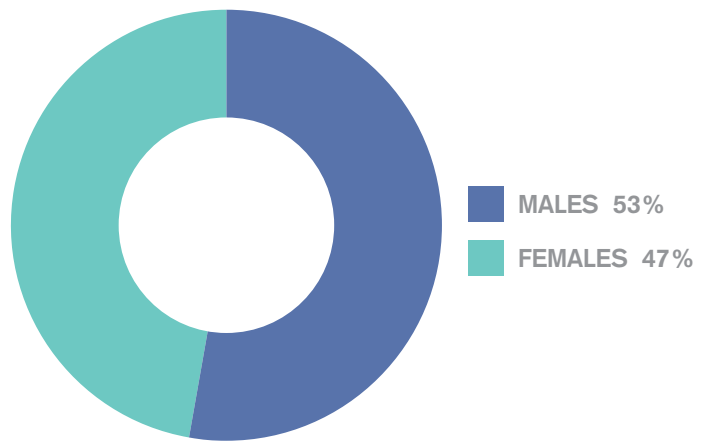
2015 At Risk placements by category



2015 placements by sector

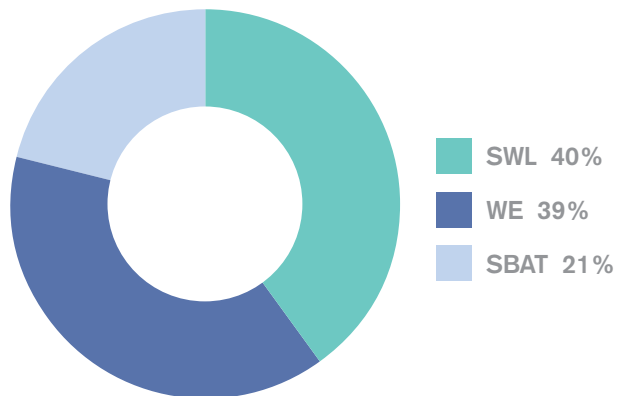


2015 placements by gender

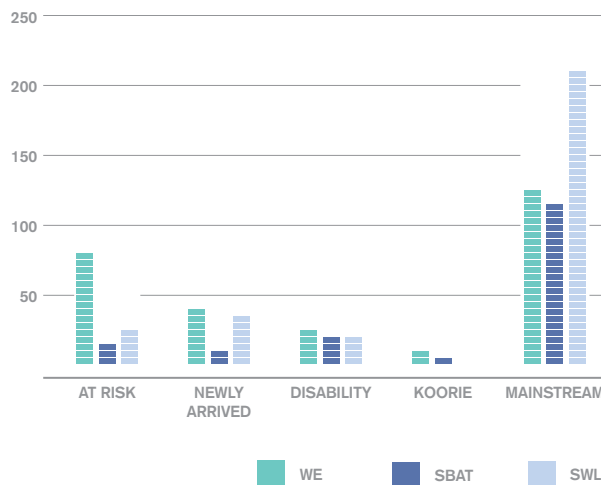


WLCP PLACEMENT DATA CHARTS: GOVERNMENT SCHOOLS

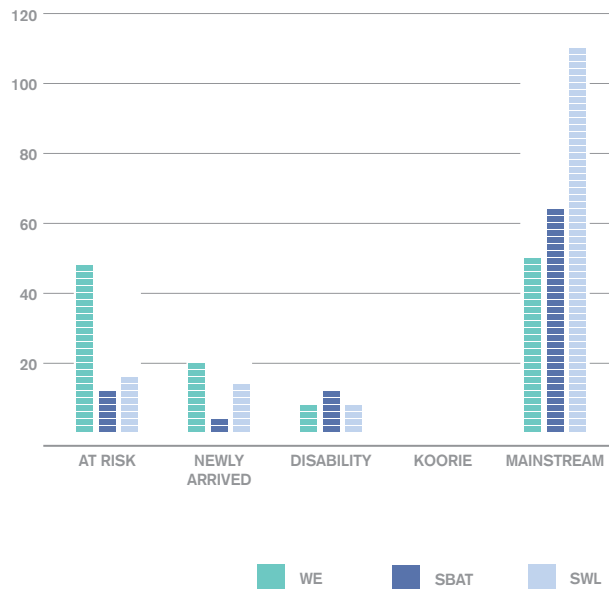
2015 Government School total placements by category



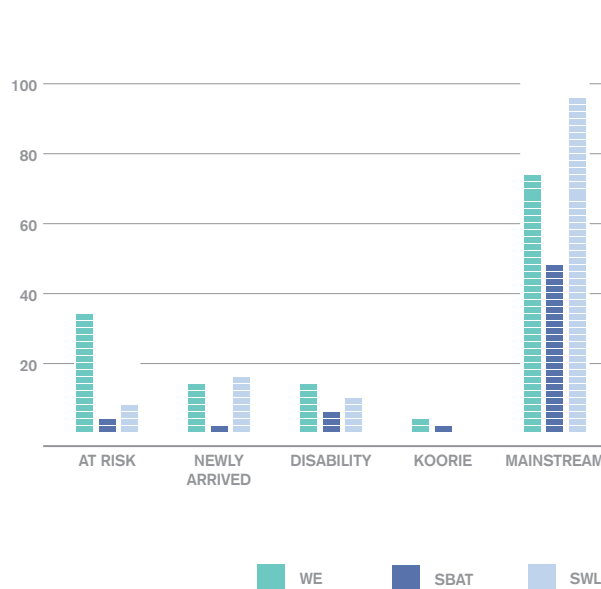
2015 Government School total placements by category and cohort



2015 Government School male placements by category and cohort

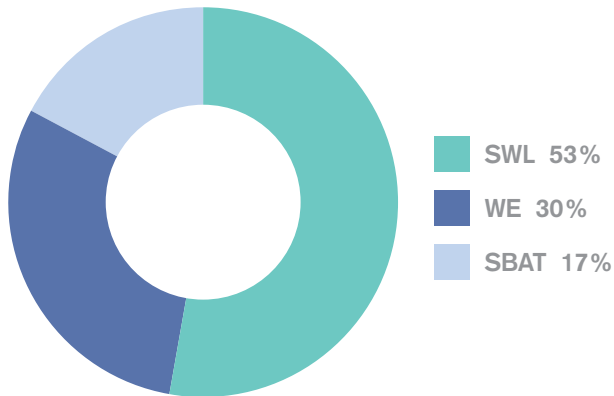


2015 Government School female placements by category and cohort

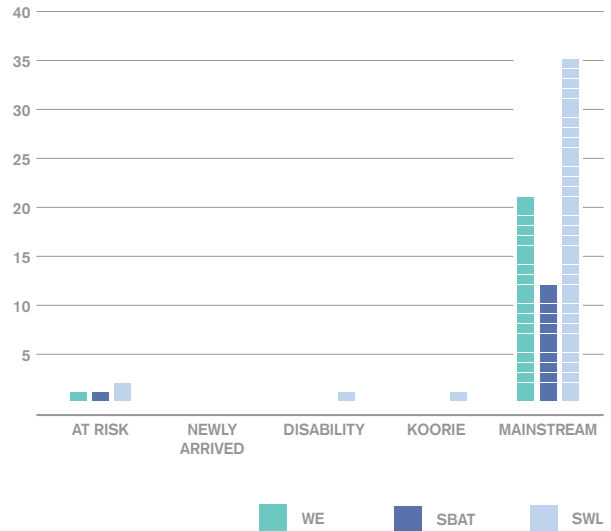


WLCP PLACEMENT DATA CHARTS: CATHOLIC SCHOOLS

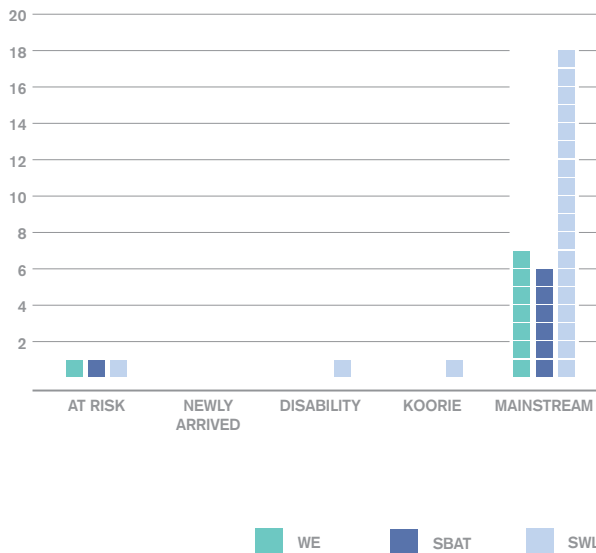
2015 Catholic School total placements by category



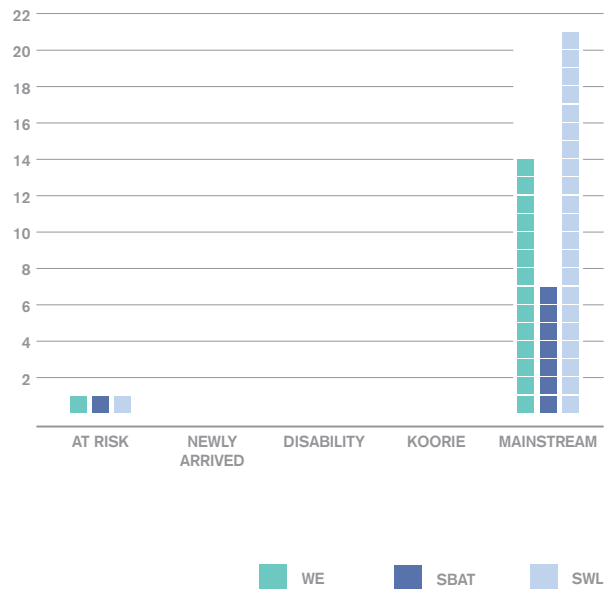
2015 Catholic School total placements by category and cohort



2015 Catholic School male placements by category and cohort

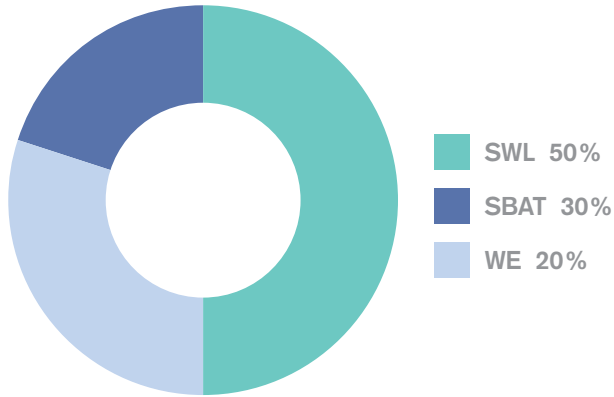


2015 Catholic School female placements by category and cohort

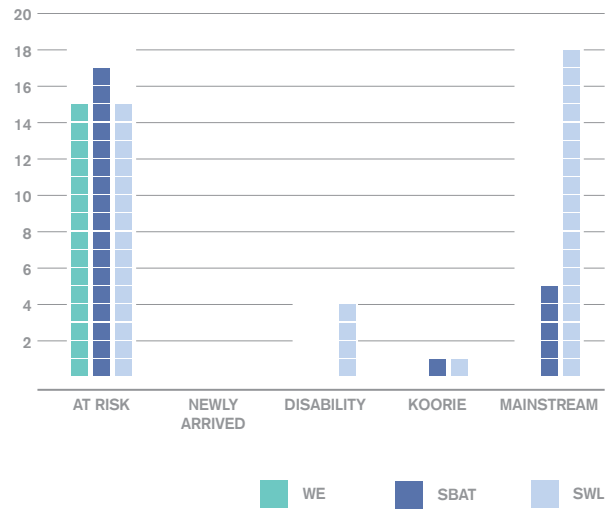


WLCP PLACEMENT DATA CHARTS: INDEPENDENT SCHOOLS

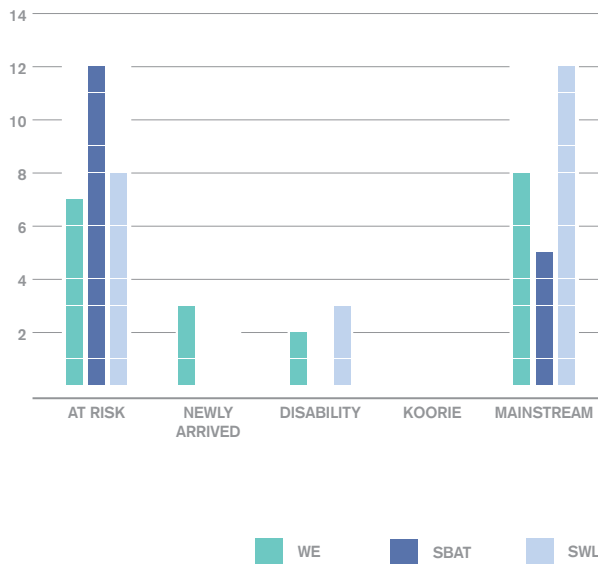
2015 Independent School total placements by category



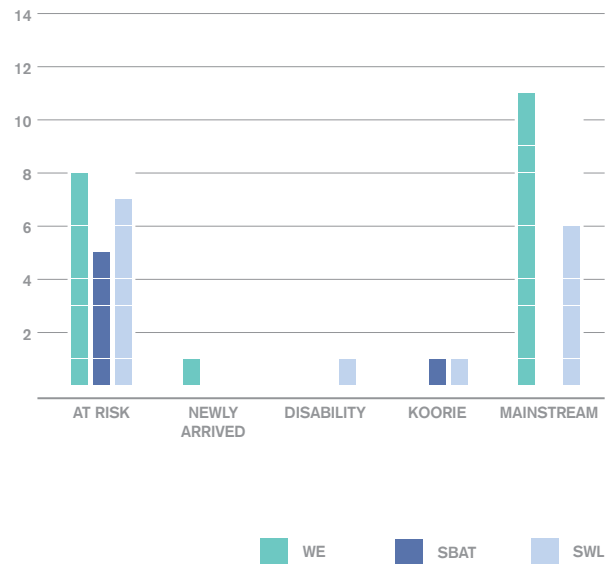
2015 Independent School total placements by category and cohort



2015 Independent School male placements by category and cohort

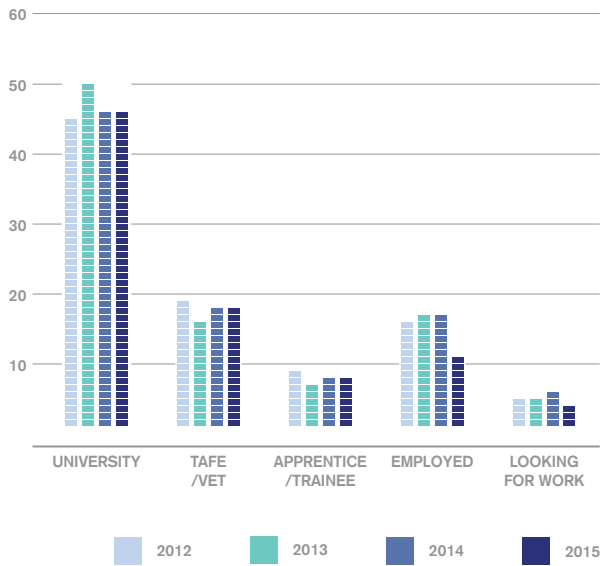


2015 Independent School female placements by category and cohort

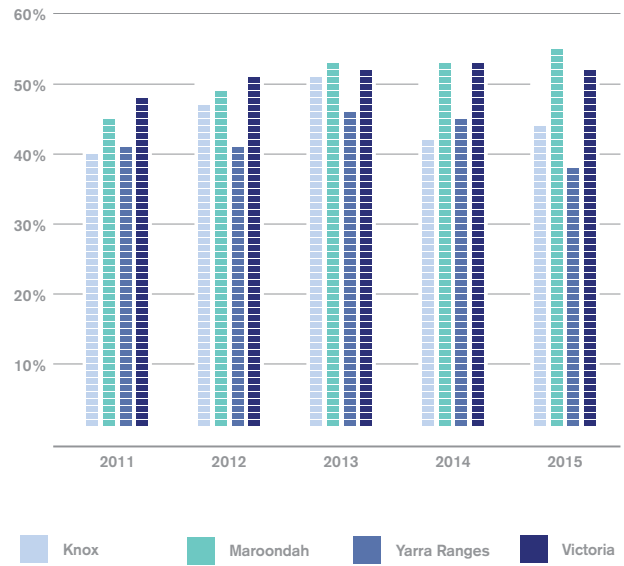


ON TRACK DESTINATION TRENDS

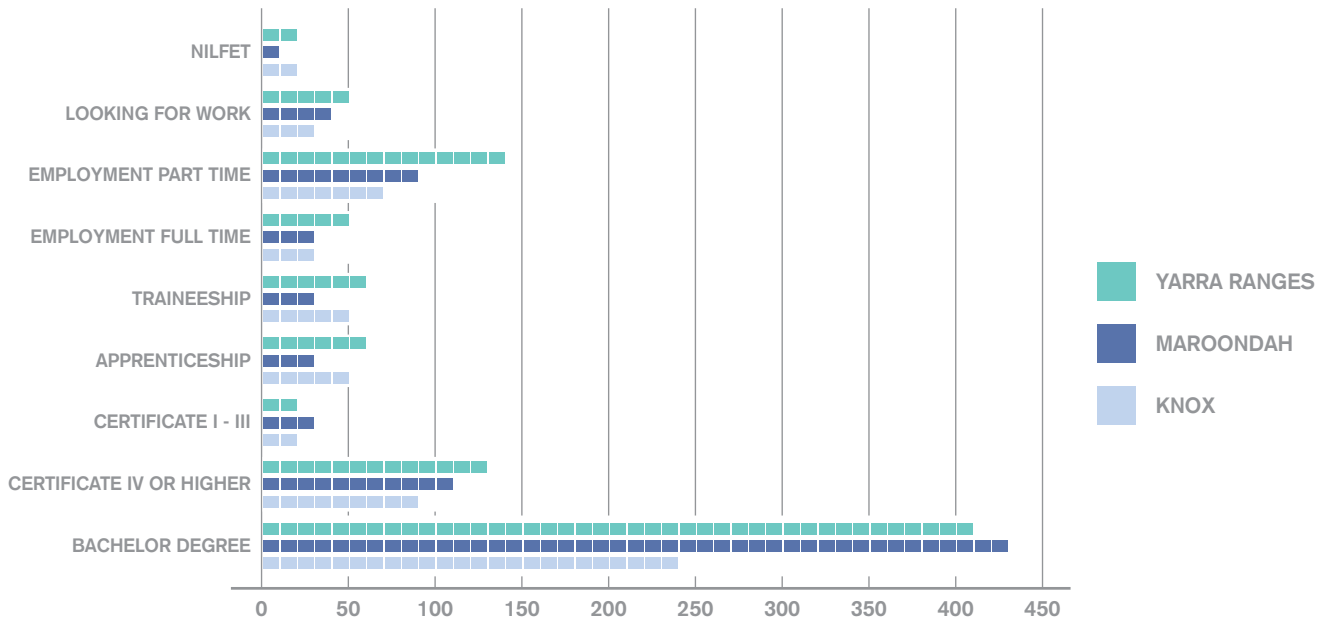
OELLEN Year 12 Completers Destination Data: 2012 - 2015



OELLEN Year 12 Completers taking up a Bachelors Degree by LGA: 2011 - 2015



ON TRACK Year 12 Completers Destination Data: 2015



FINANCIAL REPORT

INCOME & EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015

INCOME	Notes	2015	2014
Government Grants		553,618	918,213
Interest		9,661	12,068
Other Income		9,678	6,103
Parental Leave - Centrelink		-	-
		572,957	936,384

EXPENDITURE		2015	2014
Accounting fees		5,810	9,395
Audit fees		3,810	3,600
Bank Charges		396	482
Depreciation expense		7,269	9,132
Utilities expense		5,560	7,091
Advertising and promotion		255	2,344
Administration and other expenses		96,843	182,933
Rental expense on operating leases		40,537	42,192
Salaries and wages - Superannuation		34,086	60,019
Salaries and wages		367,519	666,165
TOTAL EXPENDITURE		562,095	983,353
Current year operating (deficit)/surplus before income tax		10,862	(46,969)
Income tax expense	1 (a)	-	-
Net current year operating (deficit)/surplus after income tax		10,862	(46,969)
Other comprehensive income		-	-
TOTAL OPERATING SURPLUS & COMPREHENSIVE INCOME		10,862	(46,969)
RETAINED SURPLUS AT THE BEGINNING OF THE FINANCIAL YEAR		255,884	302,853
RETAINED SURPLUS AT THE END OF THE FINANCIAL YEAR		266,746	255,884

ASSETS & LIABILITIES STATEMENT AS AT 31 DECEMBER 2015

CURRENT ASSETS	Notes	2015	2014
Cash and cash equivalent	4	379,449	758,017
Deposit and Bond	2	8,593	11,284
Prepayments		6,166	10,555
TOTAL CURRENT ASSETS		394,208	779,856
NON CURRENT ASSETS			
Property, plant and equipment	3	21,741	28,540
TOTAL NON CURRENT ASSETS		21,741	28,540
TOTAL ASSETS		415,949	808,396
CURRENT LIABILITIES			
Accounts payable and other payables	5	7,159	15,835
Other provisions		-	-
Grant in advance		-	327,529
GST payable & PAYG withheld		3,445	72,710
Provisions for employee benefits		138,597	136,436
TOTAL CURRENT LIABILITIES		149,201	552,510
TOTAL LIABILITIES		149,201	552,510
NET ASSETS		266,748	255,886
MEMBERS' FUNDS			
Members contribution		2	2
Retained surplus		266,746	255,884
TOTAL MEMBERS' FUNDS		266,748	255,886

STATEMENT OF CASH FLOWS

CASH FLOWS FROM OPERATING ACTIVITIES	Notes	2015	2014
Receipts from Government Grants		233,089	1,049,650
Receipts from customers		9,741	6,103
Interest received		9,678	12,068
Other receipts		-	-
Payments to suppliers of goods and services		(205,622)	(209,562)
Payments to or for benefits of employees		(424,984)	(719,248)
Net cash provided by (used in) operating activities		(378,098)	139,011
CASH FLOWS FROM INVESTING ACTIVITIES			
Net cash provided by (used in) property, plant and equipment		(470)	(6,276)
Proceeds from sale of investments		-	-
Net cash provided by (used in) investing activities		(470)	(6,276)
Net increase/(decrease) cash held		(378,568)	132,735
Cash at beginning of year		758,017	625,282
Cash at end of year	4	379,449	758,017

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Act Reform Act 2012. The committee has determined that the association is not a reporting entity.

The financial report has been prepared on an accruals basis and is based on historic costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of this financial report.

Income Tax

No provision for income tax has been raised as the entity is exempt from income tax under the Income Tax Assessment Act 1997.

Property, Plant & Equipment (PPE)

Leasehold improvements and office equipment are carried at cost unless, where applicable, any accumulated depreciation.

The depreciable amount of all PPE is depreciated over the useful lives of the assets to the association commencing from the time the asset is held ready for use.

Leasehold improvements are amortised over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

Impairment of Assets

At the end of each reporting period, the committee reviews the carrying amounts of its tangible and to determine whether there is any indication that those assets have been impaired. If such an indication exists, an impairment test is carried out on the asset

by comparing the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, the asset's carrying amount. Any excess of the asset's carrying amount over its recoverable amount is recognised in the income and expenditure statement.

Employee Benefits

Provision is made for the association's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits have been measured at the amounts expected to be paid when the liability is settled. Employee benefits include annual leave, Redundancy pay and long service leave provided after seven years' service.

Provisions

Provisions are recognised when the association has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured. Provisions are measured at the best estimate of the amounts required to settle the obligation at the end of the reporting period.

Cash & Cash Equivalents

Cash and cash equivalents include cash on hand, deposits held at call with banks, and other short-term highly liquid investments with original maturities of three months or less.

Accounts Receivable & Other Debtors

Accounts receivable and other debtors include amounts due from members as well as amounts receivable from donors. Receivable expected to be collected within 12 months of the end of the reporting period are classified as current assets. All other receivables are classified as non-current assets.

Revenue & Other Income

Revenue is measured at the fair value of the consideration received or receivable after taking into account any trade discounts and volume rebates allowed. For this purpose, deferred

consideration is not discounted to present values when recognising revenue.

Interest revenue is recognised using the effective interest method, which for floating rate financial assets is the rate inherent in the instrument. Dividend revenue is recognised when the right to receive a dividend has been established.

Grant income is recognised when the entity obtains control over the funds, which is generally at the time of receipt.

If conditions are attached to the grant that must be satisfied before the association is eligible to receive the contribution, recognition of the grant as revenue will be deferred until those conditions are satisfied.

All revenue is stated net of the amount of goods and services tax (GST).

Goods & Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO). Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the statement of financial position.

Accounts Payable & Other Payables

Accounts payable and other payables represent the liability outstanding at the end of the reporting period for goods and services received by the association during the reporting period that remain unpaid. The balance is recognised as a current liability with the amounts normally paid within 30 days of recognition of the liability.

NOTE 2: DEPOSIT AND BOND	2015	2014
Rental Bond	8,393	11,084
Other Deposit	200	200
	8,593	11,284

NOTE 3: PROPERTY, PLANT AND EQUIPMENT	2015	2014
Computer Equipment	60,930	60,930
Less accumulated depreciation	(57,067)	(53,974)
	3,863	6,956
Office Equipment	20,093	19,623
Less accumulated depreciation	(14,731)	(13,090)
	5,362	6,533
Furniture and Fittings	33,594	33,594
Less accumulated depreciation	(21,078)	(18,543)
	12,516	15,051
	21,741	28,540

NOTE 4: CASH AND CASH EQUIVALENTS 2015 2014		
Cash at Banks	379,422	757,990
Cash on hand	27	27
Total cash and cash equivalents	379,449	758,017

NOTE 5: ACCOUNTS PAYABLE AND OTHER PAYABLES 2015 2014		
Sundry Creditors	2,532	4,066
Credit Card	2,370	(444)
Superannuation Fund Payable	2,257	12,213
	7,159	15,835

NOTE 6: CASH FLOW INFORMATION		
Reconciliation of Net Cash Provided by Operating Activities to Operating Surplus 2015 2014		
Operating Surplus	10,862	(46,969)
Non-cash flows in deficit from ordinary activities		
Depreciation	7,269	9,132
Changes in assets and liabilities		
Decrease/(increase) receivables/prepaid	7,080	(12,595)
Increase/(decrease) in grants advance	(327,529)	131,437
Increase/(decrease) in other creditors	(8,676)	(12,046)
Increase/(decrease) provision for leave	2,161	6,935
Increase/(decrease) in GST & PAYG Withheld payable	(69,265)	63,117
Net cash used by operating activities	(378,098)	139,011

FINANCIAL REPORT

STATEMENT BY THE BOARD OF DIRECTORS

The board has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the board the financial report as set out on pages 1 to 7:

1. Presents a true and fair view of the financial position of Outer Eastern Local Learning and Employment Network Inc as at 31 December 2015 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Outer Eastern Local Learning and Employment Network Inc will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the board and is signed for and on behalf of the committee by:

Board Chair 
Treasurer 
Dated this  17th day of February 2016

AUDITOR'S INDEPENDENCE DECLARATION UNDER SECTION 307C OF THE CORPORATIONS ACT 2001 TO MEMBERS OF OUTER EASTERN LOCAL LEARNING AND EMPLOYMENT NETWORK INC.

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2015 there have been:

- a) No contraventions of the auditor independence requirements as set out in the Corporations Act 2001 in relation to the audit; and
- b) No contraventions of any applicable code of professional conduct in relation to the audit.



Geoffrey B Johnson
Of Rucker DWC Pty Ltd
Chartered Accountants
Mitcham VIC
Dated: 19/1/2016

2015 BOARD MEMBERS

COMMUNITY MEMBERS

Chair Rae Jamieson Maroondah City Council

UNIONS

Deputy Chair Ray Crampton Electrical Trades Union

OTHER COMMUNITY AGENCIES & ORGANISATIONS

Secretary Jo Priest MEGT
Director Tim Pitt EACH

COOPTED MEMBERS

Treasurer Mark Heuston Croydon Community School

SCHOOLS

Director Bronwyn Harcourt Croydon Community School
Director Greg Hancock Lilydale Heights Secondary College
Director George Perini Healesville High School

TAFE INSTITUTES

Director Sharon Rice Swinburne

ACFE ORGANISATIONS

Director Janet Claringbold Mountain District Learning Centre

OTHER EDUCATION AND TRAINING ORGANISATIONS

Director Ruth Murphy Max Employment

EMPLOYERS

Director Roy Tomalin ANCA
Director Steve Downey Priority1
Director Stephen Dunn Adult Learning Australia

LOCAL GOVERNMENT

Director Helen Ruddell Knox City Council
Director Adam Cooper Maroondah City Council
Director Tania Asper Yarra Ranges Council

2015 STAFF

EXECUTIVE OFFICER

Fiona Purcell

PROJECT OFFICERS

Cherie Messerle

Kaz Erbs

WORKPLACE LEARNING COORDINATORS

Verity Hall

Alex Acosta

Lisa Webster

Deb Ceko

Joel Martin

ADMINISTRATION

Ana Matic - Office Manager

**OUTER EASTERN LOCAL LEARNING
AND EMPLOYMENT NETWORK**

15/45-51 Ringwood Street, Ringwood VIC 3136
PO Box 1069 Croydon VIC 3134

T (61) 03 9870 4555

F (61) 03 9870 9444

E info@oellen.org.au

