



equal education and
employment outcomes
for all young people

Annual Report 2018

6,910
BGKLLLEN
resources in use

1,570
people attended
BGKLLLEN
presentations

21,128
hours of student
placements in local
businesses

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Contracts Overview

The Bayside Glen Eira Kingston Local Learning & Employment Network (BGK LLEN) is an incorporated organisation that takes on contracts and funding that allows us to support young people in our community through strategic partnership brokering.

In 2018, BGK LLEN held the following contracts:

Student Engagement Grant

DEPARTMENT OF EDUCATION & TRAINING

Facilitate partnerships to keep or reengage young people in meaningful education

Structured Workplace Learning

DEPARTMENT OF EDUCATION & TRAINING

Create opportunities for young people to connect with employers through quality workplace learning opportunities

On Track Connect

DEPARTMENT OF EDUCATION & TRAINING

Provide referral support to local young people who are out of school and not engaged in education or employment

The BGK LLEN has over 140 members in the Bayside, Glen Eira and Kingston LGAs and has strong relationships with 33 secondary school and education providers and over 90 local businesses.



Chairperson and Executive Officer Report

In 2018, the BGK LLEN Committee of Management has actively revisited its current governance structure and ensured that it is meeting the requirements of a forward looking and progressive organisation. As a result of the work, we have updated the governing document and adopted the reformed Model Rules for an Incorporated Association. These changes better reflect the future direction of the BGK LLEN CoM as it moves to engage a skills-based Committee rather than the previously prescribed organisational category-based board. With these changes has come the opportunity to clarify the purpose of the BGK LLEN and set its directions for the end of this current contract and beyond through consultations with our local stakeholders including schools, councils and young people and broader influencers such as the Department of Education and Training and our local Members of Parliament. The BGK LLEN CoM is proud of the reputation and standing that the organisation has within its community and the relationships that have been built and maintained by the highly passionate and tenacious BGK LLEN team.

2018 has been an incredibly successful year for BGK LLEN when we measure the operational impact and reach of our current workplan. The focus has been on sharing and evaluating the resources that have been co-designed and developed with our local young people, teachers and our project partners. While BGK LLEN always has its commitment to local young people at the centre of our work, it has been very uplifting to see our projects utilised all over Victoria, in multiple locations across Australia, and even in a few instances internationally.

Recognising that the wellbeing of young people is core to their success, this year we have been focused on a number of key mental health projects including the development of our Mind Unwind app – due for release mid-2019. Our Anti-Anxiety Cards are still in huge demand and we are exploring developing complimentary cards focussing on other mental health issues. 250 schools are using the Managing Stress & Anxiety Teacher Resource and we have presented to 300 teachers and 160 students on the topic and project.

The New Work Order VCAL toolkit continues to extend its reach and influence. Over 650 teachers have downloaded the toolkit developed by local teachers, students and the Foundation for Young Australians, with 20,000 students across Australia set to undertake the learning. BGK LLEN and Foundation for Young Australians have presented to over 600 people about the toolkit and how it can be implemented within schools including Flexible Learning settings. We have also undertaken a peer-review and student evaluation of the toolkit, highlighting both its positive impact and the areas for further development. The main take away messages are that the toolkit has proven to be a success in providing teachers with higher student engagement in the classroom and that as a result, the majority of all students felt more confident and optimistic about their future.

The Engagement Co-Design Framework (ECDF) has been further developed to help transition vulnerable young people between education settings, year levels or even between classroom teachers. The framework has been presented to 70 Teacher Aides to increase the learning outcomes and improve the engagement of the students with additional needs that they have been assigned to. A session was also held for 30 carers of young people in residential care settings who were looking to build their capacity to advocate and communicate to schools on behalf of their clients. The training was incredibly successful with the improvements in “engagement” and “learning outcomes” improving by 7.8 out of 10 (12 weeks post the training).

Berendale School has also partnered with BGK LLEN and WeSupportU to implement the ECDF within their existing transition programs. The aim is to provide more targeted support to a handful of year 6 students who were identified as being particularly vulnerable during the move from year 6 to year 7. The result will be a refined transition process that can be used by any school as part of their transition process for students with additional needs.

The Structured Workplace Learning (SWL) program had an incredible year and we are very proud of the quality relationships we now have with local employers. Even with the doubling of our yearly targets, the SWL team were able to exceed their targets and found time to hold the inaugural Industry Expo at Beaumaris Secondary College in 2018. Student outcomes are a real measure of success with many students taking on paid work, full time apprenticeships or simply building lasting relationships with local employers.

A special thank you to all our CoM members, organisational members, partner agencies, change-makers, schools and youth services who have made the work we do not only very impactful, but also very enjoyable.

Lastly, none of this would be possible without the passion of the staff that made up BGK LLEN over 2018 – Brendan O’Connell, Kathy Woods, Laura Vandersluys, Rachel Costello and Samantha Hewitson. Without this committed group of people there would be far less equality in education and employment opportunities for our young people in the Bayside, Glen Eira and Kingston area.

“On behalf of the BGK LLEN Committee of Management, I would like to pay our respects to a founding member, previous Chair, and a deeply valued CoM member, Les Heimann OAM. Les gave 18 years’ service to the BGK LLEN and sadly passed away in December after a long battle with cancer. We will forever be thankful for all Les gave to our organisation, our community, and especially, our young people.” **Sue Cattermole, BGK LLEN Chair**

BGK LLEN Strategic Plan 2017–19

Our Vision: Equal education and employment outcomes for all young people

STRATEGIC DIRECTION



Local

We create and facilitate connections between local agencies, communities and young people in the Bayside, Glen Eira and Kingston municipalities



Learning

We advocate making education more accessible and engaging for marginalised young people so they can progress on their chosen pathway



Employment

We build and disseminate knowledge that empowers young people for the future world of work



Network

We facilitate meaningful partnerships by forming and nurturing authentic relationships that invest in young people

GUIDING PRINCIPLES

1

Contributes to developing new, or enhancing existing, opportunities that positively affect local young people

2

Builds capacity for BGK LLEN to be a valued and self-sustaining entity

3

Facilitates programs and partnerships that can be replicated or scaled up to achieve longer term impacts

4

Responds to identified local needs and emerging opportunities through seed funding, pilots or proof of concepts

Key Initiatives

New Work Order VCAL Teacher Toolkit – FYA Partnership



The New Work Order VCAL Teacher Toolkit was officially launched by the Deputy Premier and Minister for Education James Merlino on February 22, 2018.

The toolkit is now in the hands of over 660 educators locally, nationally and internationally with 20,000 students benefiting from the innovative, novel and evidence-based pedagogy.

2018 was not just a year of monitoring though, it was also a year of thorough evaluation of the impact of the toolkit. The outstanding findings of the evaluation showed that teachers believed the toolkit has proven to be a success in building student engagement in the classroom and unanimously agreed that the toolkit had increased their students' self-confidence in navigating the future world of work. In

general, students reported that they have started to build their portable skillset and feel more optimistic about their future as a result of going through the toolkit activities.

While the evaluation was extremely positive, there are areas that were highlighted for further development such as increasing the use of technology to implement the activities, increase the profiling of those professionals utilising enterprise skills and generally supporting young people to build their creativity skills.

The next steps for the toolkit include peer-led training on its implementation in the classroom and conducting interviews with Australian people who are experts in the highlighted enterprise skills.

“I feel more confident navigating options to help me prepare for the future of work”
Parkdale Secondary College Student

“Highly recommend to teachers of VCAL. We have seen a shift in the improvement of our students this year as a result of the toolkit”
Oakwood School Teacher



620
teacher toolkit
downloads



20,000
students
undertaking
toolkit
activities

Engagement Co-Design Framework (ECDF) – Inclusive Transitions Pilot with Berendale School and WeSupportU



BGK LLEN has facilitated a partnership between Berendale School and WeSupportU to benchmark best practice in transitioning students with additional needs across education settings – in this case, year 6 students entering year 7.

The Engagement Co-Design Framework (ECDF) aims to increase the educational inclusion and participation of vulnerable students in mainstream education. ECDF captures student voice to describe strategies that increase student self-regulation and engagement in the classroom by exploring a three-step approach:

One: What is the student strength?

Two: What is the most effective refocus strategy?

Three: What is the most effective diffusion or redirection strategy that can increase coping skills?

The ECDF was first piloted with students in a tier three re-engagement program but it was thought to also be applicable to

any students with additional needs. The BGK LLEN and WeSupportU put this to the test by taking the learnings of the original pilot and conducting training with 100 Teacher Aides and Carers/Parents. With the feedback showing a score of 8 out of 10 for improvement in student engagement and outcomes 12 weeks post-training, the need for the ECDF in this space was confirmed.

Berendale School is unique as it is the only special school in the region that starts at year 7. They were approached to work alongside WeSupportU to embed the ECDF framework in their transitions program and pilot the new approach with 6 new students who were identified as going to find the transition across education settings difficult. The end result would be a best-practice resource for mainstream education to utilise when students with additional needs enrol in their school.

The program ran over term 4 2018 and evaluated by Monash University with the resource planned to be available in term 2 2019.

“The Engagement Co-Design Framework project gives Berendale School the opportunity to refine its Transitions process and then share it as best-practice with all of the schools in the region to help them better listen to, educate and support students with additional needs”

Jenny Hamilton, Principal Berendale School

“The students who participated in the program were easily identified by the new teachers as the behavioural management strategies were clearly in place and the students were clearly more at ease in the school environment. There were notable less behavioural issues for the 6 students in the program” **Louise Van Corler, Evaluation Lead from WeSupportU**



Training increased engagement with students by **8/10**



Training increased confidence in working with students with additional needs by **8/10**

Anxiety Aware Classroom Resources



The Managing Stress and Anxiety Teacher Resource was officially launched by Tim Richardson MP at an anxiety information session held at Parkdale Secondary College during October. Tim, being the local member, was proud to launch the resource as well as share his own experiences with anxiety. The launch was followed by a presentation on Managing Stress and Anxiety and was attended by over 200 parents and students. BGK LLEN also presented the resource as part of their involvement with Anxiety and OCD Week.

All 33 schools in the BGK LLEN region have now received their Teacher Resource in 2018 and the focus has turned to the upcoming mobile phone app – Mind Unwind.

2018 saw beta testing of the app by local students, incorporation of their ideas into the development, branding and naming of the app which is due to be launched mid-2019. The standout features of the app are no tracking, no in-app purchases and a “Panic Button” feature that will give young people immediate access to their identified supports. These include phone contacts, Spotify songs, YouTube clips or gifs, or activities and information sheets already on the app. Having these items at their fingertips will reduce the frustration of opening multiple apps during a time when they need tools to support self-regulation.

“The latest research is showing that anxiety can leave students up to 18 months behind in learning compared to their peers. That is why it is so vital for us to partner with schools through organisations such as BGK LLEN to try and curb those numbers” **Michelle Graeber, CEO ARCVic**

“The whole idea of being selected to trial an app and provide feedback was really empowering for our students.”

“I really appreciate the opportunity for students to be able to participate in the trialling of the app and provide feedback.” **Kyla Alexander Wellbeing Coordinator, Westall Secondary College**



73% of students gained new skills to help control anxiety



81% of students felt they knew where to go for support

Structured Workplace Learning (SWL)

Now in it's third year, the SWL program has increased in recognition and use throughout our local area and beyond. Our program offers local students the opportunity to reinforce their classroom learning, build their networks and help reduce local skills shortages, by being involved in real-life working environments within our suite of local business.

The BGK LLEN connects with local businesses through attending business networks, cold-calling and being part of local community activities. From there, strong partnerships are formed between BGK LLEN and these local businesses and opportunities are developed that both meet the needs of the employer and the local students. The BGK LLEN records and monitors all the opportunities through the Department of Education and Training

state-wide SWL portal, where students can then browse opportunities and identify which works best for them. This year, the BGK LLEN team have been focused on those students who have the most difficulty in finding opportunities without extra assistance. BGK LLEN works one on one with these students to build employability skills and empower them to contact suitable employers. This, in turn, strengthens not only the young persons likelihood of getting a placement but also the general school-industry relationship.

Over 230 opportunities were created from our bank of local businesses and the feedback on connections between businesses, schools and students have been overwhelmingly positive and rewarding for all parties involved.



234
positions
created



21,128
placement
hours
completed

“I was blown away yesterday with the amount of support you can offer our students. Thank you so much. I wish I could help them more but I just don't have the time to help them all individually. So to have you guys is amazing” **Emma Farrington, Cheltenham Secondary College**

“Thank you so so much for all your help! Honestly couldn't have done it without you” **Year 12 Student, Star of the Sea College**

At Risk Forum



The At Risk Forum is held every year and continues to grow, with this year seeing the largest number of attendees to date and booking out in 4 days!

Each year the forum is designed to build on the professional practice of those in the community who are working with vulnerable young people and we were very fortunate this year in welcoming Lucy Thomas, CEO and Co-Founder of *PROJECT ROCKIT* as Keynote Speaker on the subject of Bullying. Lucy immediately grabbed the attention of everyone in the room and had us laughing, thinking twice about how we use technology and most importantly, provided some practical strategies.

The Keynote Speaker was then followed by attendees having the choice of two of the four workshops. The workshops were: Educating Young People with Autism, Understanding OCD and Managing Reassurance, Trauma Informed School Communities and Creating Suicide Safer Communities.

The feedback from these sessions suggested that the attendees had gained practical ideas and strategies that they would be able to use when working with their vulnerable cohorts.

BGK LLEN would like to thank Emma McCarthy, WeSupportU, Michelle Graeber, Renee Tsatsis and the Anxiety Recovery Centre, Hannah Weymes, Jayne Valle and School Focused Youth Services for giving their time and valuable insight on the subjects presented.

We would also like to thank the following organisations who partner with us each year to present the Forum– Bayside City Council, Kingston City Council, Glen Eira City Council and Holmesglen Vocational College

“The presenters and workshops were very good. The content is particularly helpful for our work with young people”

Forum participant

“One of the best training events, excellent content and speakers”

Forum participant



88%
of attendees
think their
practice will
improve after
attending the
forum



2018 Industry Expo

Schools in the Bayside, Glen Eira and Kingston region were concerned that there were not enough opportunities for their students to make decisions about their VCE subjects and VET course selections. Teachers said that there were lots of career expos, but they were mostly suited to VCE students seeking academic pathways. Few opportunities existed for students taking alternate pathways to see what is available to them. Furthermore, that there were no opportunities for students to physically try out the skills that they would be undertaking if they did choose a certain pathway.

In response, BGK LLEN's SWL team held their first Industry Expo on 13th of September 2018. The day combined local employers, industry representatives, TAFES, registered training organisations and local youth services.

The Industry Expo gave students the opportunity to physically try activities related to a range of industries as well as see what opportunities were available during school through the VET Delivered to Schools program as well as post school options.

Feedback from the day showed that 97% of students thought the event helped them understand careers and pathways better. Teachers also created some great connections with training providers and local employers.

"We go to a lot of events like that, and I have to say that was one of the best organised we've been to. From the guys meeting us with trolleys, to the quality of stallholders, and the A+ snacks, it was all great." **Sam Loy, Headspace Elsternwick**

"It was great! Well organised and plenty of interest from both students and teachers. We would love to be a part of the 2019 expo." **Mary Scott, Vision Australia**



400
local
students



81%
of students
felt they
better
understood
careers



Treasurer's Report

It was an honour to be handed over the Treasurer Position at BGK LLEN in August 2018 from Les Heimann OAM, a founding member of BGK LLEN and incredible supporter of the organisation. I would like to acknowledge Les and his family for giving so much time to BGK LLEN and for leaving the organisation in great shape. We will miss his big personality and keen eye.

It gives me great pleasure to present the financial reports on the operation of the BGK LLEN for the 12 months ended the 31st December 2018.

In summary, at the end of 2018 the organisation has combined assets of \$375,186 and liabilities of \$60,149 leaving the organisation with equity of \$315,037. On a 'cash basis', at the end of 2018 we had cash totalling \$362,927 to meet total liabilities of \$60,149. The 2018 audited financial statements have been prepared by our appointed independent auditors BPR Audit Pty Ltd.

The BGK LLEN carries out important work to keep young people engaged in school and delivering on its commitment to young people, schools and partners. I wish the BGK LLEN continued success in its work for 2018.

Ben Vasiliou
Treasurer

Audited Financial Statement

BAYSIDE, GLEN EIRA, KINGSTON LLEN INC
ABN: 54263014967
STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2018

	Note	2018 \$	2017 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	3	346,637	362,921
Accounts receivable and other debtors	4	24,403	6
TOTAL CURRENT ASSETS		<u>371,040</u>	<u>362,927</u>
NON-CURRENT ASSETS			
Property, plant and equipment	5	4,146	4,836
TOTAL NON-CURRENT ASSETS		<u>4,146</u>	<u>4,836</u>
TOTAL ASSETS		<u>375,186</u>	<u>367,763</u>
LIABILITIES			
CURRENT LIABILITIES			
Accounts payable and other payables	6	22,938	146,385
Employee provisions	7	37,211	31,405
TOTAL CURRENT LIABILITIES		<u>60,149</u>	<u>177,790</u>
NON-CURRENT LIABILITIES			
TOTAL NON-CURRENT LIABILITIES		-	-
TOTAL LIABILITIES		<u>60,149</u>	<u>177,790</u>
NET ASSETS		<u>315,037</u>	<u>189,973</u>
EQUITY			
Retained surplus		315,037	189,973
TOTAL EQUITY		<u>315,037</u>	<u>189,973</u>

The accompanying notes form part of these financial statements.

BAYSIDE, GLEN EIRA, KINGSTON LLEN INC
ABN: 54263014967
INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2018

	2018 \$	2017 \$
INCOME		
Grant income:		
LLEN Core funding	356,911	266,577
SWL DET funding	221,792	238,762
Other operating income:		
Engage funding	-	20,000
Other revenue from operating activities	27,341	13,037
Non-operating activities:		
Interest	4,644	5,809
	<u>610,688</u>	<u>544,185</u>
EXPENDITURE		
Project expenses	68,982	111,437
Employment expenses:		
Wages & Salaries	299,247	311,241
Contract Consultants	1,040	-
Staff Training & PD	795	3,404
SGC Superannuation	28,101	29,299
Work Cover Premium	3,594	3,975
Other Employer Expenses	1,095	88
Provision for annual leave	5,806	17,145
Occupancy expenses:		
Office Rental & On-Costs	21,084	21,362
Office Cleaning	-	100
Office Furniture (expensed)	-	189
Utility Costs	1,210	1,210
Administration expenses:		
Advertising, Marketing, Promo	6,840	88,788
Administration Expenses	-	-
Governance Expense	2,863	1,792
Accounting & Audit Fees	4,660	2,700
Insurance	722	990
Donations	-	50
Bank Fees	213	206
BGK LLEN Events	26	4,889
Conferences/Seminars/Forums	1,945	2,494
Computer Hardware	154	2,255
Computer Maintenance	-	7,928
Computer Software & Licences	223	337
Internet & Email Services	706	704
Depreciation	1,920	2,073
Meetings Costs & Catering	1,264	1,493
Memberships & Subscriptions	3,266	2,964
Repairs & Maintenance	454	300
Stationery & Printing	2,277	3,452
Postage & Couriers	402	266
Reimbursed expenses	4,951	36
Resources & Research	970	1,250
Staff Amenities	1,452	996
Storage	1,018	976
Telephone	5,541	6,488
Travel, Parking, etc	5,824	4,972
Venue Hire & Catering	6,979	1,871
	<u>485,624</u>	<u>639,717</u>
Current year surplus before income tax	125,064	(95,532)
Income tax expense	-	-
Current year surplus/(deficit)	<u>125,064</u>	<u>(95,532)</u>

Independent Audit Report

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bpr
 audit

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF BAYSIDE, GLEN EIRA, KINGSTON LLEN INC

Opinion

We have audited the financial report of Bayside, Glen Eira, Kingston LLEN Inc (the Entity), which comprises the statement of financial position as at 31 December 2018, the statement of profit or loss, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and managements' assertion statement.

In our opinion, the accompanying financial report gives a true and fair view of the financial position of the Entity as at 31 December 2018, and of its financial performance and its cash flows for the year then ended in accordance with the financial reporting requirements of the Associations Incorporation Reform Act 2012 [Victoria].

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist Bayside, Glen Eira, Kingston LLEN Inc to meet the requirements of the Associations Incorporation Reform Act 2012 [Victoria]. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the financial reporting requirements of the applicable legislation and for such internal control as management determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

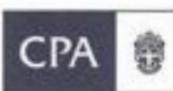
We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BPR Audit Pty Ltd

BPR Audit Pty Ltd
 (Authorised Audit Company)
 Suite 16, 333 Canterbury Road
 CANTERBURY VIC 3126

Bernie Rohan
 Director

Dated: *27th February 2019*



LIABILITY LIMITED BY A SCHEME
 APPROVED UNDER PROFESSIONAL
 STANDARDS LEGISLATION

Committee of Management 2018

Sue Cattermole	Chairperson	CEO, St Vincent de Paul Society
Ben Vasiliou	Deputy Chair/Treasurer	CEO, Youth Projects
Robyn Cochrane	Secretary	Researcher, Monash University and Director, Cochrane Research Solutions
Les Heimann OAM	Ordinary Member	Community Member
Conor Mullan	Ordinary Member	Project Manager, Youth and School Partnerships, Chisholm Institute
Vivienne McElwee	Ordinary Member	Principal, Sandringham College Senior Campus
Toby Laverick	Ordinary Member	Youth Services Coordinator, Glen Eira City Council
Brent Govan	Ordinary Member	Acting Head of Department, Holmesglen Vocational College
Lydia Sorensen	Ordinary Member	Community Development Officer, City of Kingston Youth Services
Stuart Davies	Ordinary Member	Apprenticeship Support Officer, Busy at Work
Stuart Andrews	Ordinary Member	Department of Education & Training
Ray Blessing	Ordinary Member	CEO, Taskforce

BGK LLEN Team 2018

Brendan O'Connell	Executive Officer
Kathy Woods	Business & Operations Manager
Laura Vandersluys	SWL Coordinator
Rachel Costello	SWL Project Officer (finished term 4, 2018)
Samantha Hewitson	Education Engagement Coordinator (finished term 1 2018)



**Bayside Glen Eira Kingston Local Learning
& Employment Network (BGKLEN)**

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