



To ensure all young people  
leave school with the  
confidence, connections  
and experience to thrive  
in work and life

**ANNUAL REPORT 2021**





The BGKLEN has  
over 100 members.

---

Supports 37  
secondary school and  
education providers.

---

And strong  
relationships with over  
200 local businesses.



## Table of Contents

### 2 Contracts Overview

---

### 3 Chairperson Report

---

### 4 Executive Officer's Report

---

### 6 The importance of our work

---

- 6 Our challenge
- 8 Our plan
- 8 Our vision
- 8 Our guiding principles
- 9 Our goals: Inform, prepare, connect
- 10 Structured Workplace Learning Program
- 11 Project Ready
- 12 BGKLEEN Industry Expo
- 14 Gen Industry Project Description

### 16 Engagement Events

---

- 16 Work Readiness Workshop
- 16 Work Readiness Support
- 17 Oakwood Project
- 17 Online workshops

### 18 Wellbeing

---

- 18 Managing Stress and Anxiety Staff Sessions
- 18 Anti-Anxiety Cards
- 19 Mind Unwind App
- 19 The Wellbeing Network
- 20 Yarning circle
- 21 Supporting School Staff and Parents through COVID

### 22 Treasurer's Report

---

- 23 Audited Financial Statement
- 25 Our Committee of Management and Staff

# Contracts Overview

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

In 2021, BGK LLEN held the following contracts:



## Victorian Funding Agreement and School Employer Engagement

### DEPARTMENT OF EDUCATION & TRAINING

This contract is funded for the brokerage of partnerships that will result in an increase in school-employer engagement activities.

## 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.



# Chairperson Report



On behalf of the Committee of Management, I acknowledge the quality and inspiring work the BGKLEN team has completed over the past year. Continuing to set the benchmark as a dynamic and reliable organization and despite the challenges of COVID-19 meeting the needs of vulnerable young people by providing pathways into post school employment and education. BGKLEN plays a pivotal role in fostering connections between secondary schools and industry and as a result schools are transformed into collaborative hubs.

I especially acknowledge the work of Jayne Valle our Executive Officer who has displayed strategic leadership, enthusiasm and commitment to lead the team and the organisation during this most challenging year.

## Structured Workplace Learning (SWL)

BGKLEN worked with various employers to successfully place many young people into meaningful Structured Workplace Learning opportunities before COVID19 and sustained the program through the year by working creatively with employers and schools. BGKLEN deserve positive recognition and congratulations on the responsiveness demonstrated through effective online workshops and virtual industry tours.

## School workshops and industry activities

In response to COVID restrictions BGKLEN adapted classroom workshops to an online platform. The workshops had over 145 downloads across Victoria and Queensland. Over 600 students engaged in the online workshops and other virtual experiences.

## Industry Expo

Despite COVID challenges BGKLEN held the Annual Industry Expo for Secondary schools at Beaumaris Secondary College. Over 600 students engaged with 40 stallholders from industries including; fitness, health, trades and engineering.

On behalf of the Committee of Management I thank you all our wonderful schools, students, employers, funders and stakeholders for your continued partnership and support over the past year and we look forward to an even more successful year ahead with Covid under control.

Yours sincerely

**Ray Blessing**  
Chairperson (CEO, TaskForce)



# Executive Officer's Report

On behalf of the BGK LLEN team and Committee of Management  
I am proud to present the 2021 Annual Report.

COVID19 continued to have a huge impact in Victoria as schools endured various lockdowns. BGK LLEN remained committed to providing a hybrid of agile services to ensure our most vulnerable young students in the region had access to valuable resources. Our services and resources were developed from desktop research and direct consultations with schools and community services to ensure we embedded sustainable and evidence-based practices and services for students and educators.

COVID19 caused the fast tracking of technology in schools, industry, and community services. Our online workshops continued to be popular and were downloaded across Victoria.

The de-globalisation of industries and collapse of industries that young people rely on for part time employment such as retail and hospitality inspired BGK LLEN to conceptualise a platform between local young people and industry, with a specific focus on the manufacturing industry in the City of Kingston. 'Gen Industry' is a 12-month action-based research project spearheaded by our trusted partners YLAB. Gen Industry explores the problem of job skill shortages in Advanced Manufacturing in the City of Kingston using a collective impact model and consultative methods to empower youth participation in the process.

BGK LLEN further demonstrated its commitment to students facing vulnerability and piloted "Project Ready". Project Ready was delivered each Wednesday at Hampton Neighbourhood Community Centre for 12 students from 4 local secondary schools. At the end of 2021 students were awarded with a Certificate 2 in Active Volunteering. Project Ready provided a trauma informed, flexible learning environment for the students and as a result their school attendance, confidence and employability skills were increased.

2021 also saw the development of Yarning Circles delivered by Koori Engagement Support Officers from Department of Education and Training for secondary school career and pathway teachers. The Yarning Circles were notably included in the Department of Education and Training Victorian Marrung Education Plan.

I hope you enjoy reading about the other achievements of BGK LLEN; the small not for profit that has been doing big things in the community for nearly 20 years.

Yours sincerely,

**Jayne Valle**  
Executive Officer





## Major achievements



We found over **140 work placements** for secondary students despite Covid19 lockdowns

---



**124 teachers** all around Australia downloaded our online workshops

---



Our website was visited over **7000 times**

---



We delivered **5000 wellbeing resource cards** to schools and community organisations

---



**600 local young people** attended our Industry Expo



# The importance of our work

## Our challenge

### Our young people are entering a rapidly changing world of work

Young people are moving into a world of work that is dramatically different than their parents. Jobs are changing and new and interesting higher skilled industries and occupations are emerging. It is estimated that more than half our current preschool students will work in jobs that don't exist yet<sup>1</sup>.

Victoria's *Parliamentary inquiry into careers education* in schools has not kept pace with the constant changes. Young people, their families and teachers do not have enough information about the work of the future<sup>2</sup>.

Recent LLEN research has shown there is entry level work in growing industries, despite COVID-19, and young people have the interests to match it. Yet employers do not know how to find young people and young people do not know how to find the opportunities<sup>3</sup>.



There are 31,501 young people aged 12 to 18 years\* in Bayside, Glen Eira, and Kingston who need careers education

\*over half (54%, 17,121) aged 15 to 18 years



They need to explore our growing, largely service based, industries

which include: construction, health care and social assistance, professional scientific and technical services, education, real estate, financial and insurance services, and manufacturing (Kingston municipality only).

### Some young people are still leaving school early

Completing school is still the most important achievement a young person can do, and it doesn't matter if its VCE or VCAL. An international review has shown that post-school labour market interventions do not fully compensate for the transferable knowledge acquired earlier in the education system<sup>4</sup>. Australian research has also shown that every year of school past Year 10 adds an extra 10% to a young person's lifetime earnings<sup>5</sup>.

Despite the increasingly skilled economy, some of our young people are still leaving school early.



In 2016, 9% of our 20 to 24 years olds had left school early:

~2,000 before Year 12, including  
~1,000 at Year 10 or earlier.



750 (4%) young people aged 15 to 19 were disengaged from learning<sup>6</sup>.

The costs are significant even when small cohorts are disengaging. Research from New South Wales showed the cost to State and Federal Governments (mainly in welfare support and health care) of the 1,000 most vulnerable children and young people to the age of 40 (\$2.5M), is 16 times higher than the costs for the total under 25-year-old population (\$143k)<sup>7</sup>.

1 World Economic Forum (2016) *The Future of Jobs* webpage <http://reports.weforum.org/future-of-jobs-2016/>

2 Victorian Parliament (2018) *Inquiry into Career Advice Activities in Victorian Schools*. <https://www.parliament.vic.gov.au/925-eejsc/inquiry-into-career-advice-activities-in-victorian-schools>

3 Pope J (2020) *How work works: getting young people employment in our growing industries* <https://www.ccllen.com.au/publications/193-how-work-works-loddon-campaspe/file>

4 International Labour Office (2016) *Interventions to Improve Labour Market Outcomes of Youth: A Systematic Review*. ILO: Geneva

5 Leigh A & Ryan C (2008) Estimating returns to education using different natural experiment techniques. *Economics of Education Review*. 27: 149-1560. ANU: Canberra

6 Australian Bureau of Statistics (2016) *Census of Population and Housing*

7 Taylor Fry (2018) *Forecasting Future Outcomes. Stronger Communities Investment Unit – 2018 Insights Report*. NSW Government: Sydney

## Our young people are leaving school unprepared

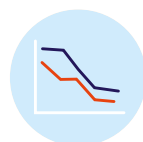
Early school leaving is only one of the reasons our young people may not be prepared for the future of work. We know that a large proportion of students:

- leave school without the **foundation skills** they need



40% of Victorian 15-year-old students did not meet national proficiency standards for reading, maths and science literacy in 2018<sup>8</sup>

- leave school without the **work experience** needed to compete for jobs



VicLLENs research has shown school-based work experience collapsed over 2020 and is not recovering

- or choose the wrong post school pathway



23% of university, and 45% of non-university, higher education students do not complete their qualification: including 7% and 20% respectively who drop out after their first year<sup>9</sup>

“Careers education in schools is vital in the changing world of work”

## We have disadvantaged young people particularly at risk

The Bayside, Glen Eira and Kingston area is often regarded as high socio-economic status, but it includes pockets of disadvantage, particularly in the south, where more young people disengage. An OECD (2016) study examining all available data in Australia found those most at risk of disengagement include:

- those with low education attainment and poor literacy and numeracy
- young women who are parents
- young people with disabilities
- Aboriginal or Torres Strait Islander young people
- young people who migrated from non-English speaking countries after the age of 13 years
- those with mental health issues (and disengagement is also a cause of stress in young people)
- those that lack work experience, and
- those from separated or divorced families<sup>10</sup>.

We support all young people, but also focus on at risk populations.

## Research shows careers education is vital

Careers education is important to ensure young people attach to growing pathways.

The international literature is clear. Careers conversations in schools are vital. They help school students:

- raise their aspirations
- plan, develop and implement career goals (including understanding pathways), and
- have confidence in pursuing education and training options.

Research has shown young people who could recall at least four employer contact activities at school were more likely to do well at and finish school, have smoother transitions from school to employment or further education, and ended up in better paying jobs<sup>11</sup>.

8 PISA 2018: Reporting Australia's Results. Volume I Student Performance <https://research.acer.edu.au/ozpisa/35/>

9 Completion rates of higher education students (2020) <https://www.dese.gov.au/higher-education-statistics/resources/completion-rates-higher-education-students-cohort-analysis-2005-2019>

10 OECD (2016) *Investing in Youth: Australia*. <https://www.oecd.org/australia/investing-in-youth-australia-9789264257498-en.htm>

11 Mann A (2012) *It's Who You Meet: Why employer contacts at school make a difference to the employment prospects of young adults*. Education and Employers taskforce: London



## Our plan

At BGK LLEN, we believe good things happen when communities invest in their young people. We are the partnership brokers, relationship builders and connectors that bring the community together to make sure every young person can thrive in the future world of work.

---

## Our vision

All young people leave school with the confidence, connections and experience to thrive in work and life.

---

## Our guiding principles

- 1 Collaboration:** We collaborate with schools, industry and other community organisations to achieve our common goal to ensure young people succeed.
- 2 Support and connection:** We support and connect schools, young people and families to make sure they have access to the right information and resources to make informed pathways decisions.
- 3 Inclusion:** We believe every young person can succeed, regardless of their background, and ensure our work focuses on every young person in our community.
- 4 Effective action:** We base our resources/services on research and use professional development, networking, critical reflection and evaluation to ensure best practice when working with young people.



## Our goals: Inform, prepare, connect

Over the next four years...





# Structured Workplace Learning Program

As COVID-19 impacted us all for the second consecutive year, the SWL Program became even more valuable and worthwhile in helping young people gain on the job experience. The SWL Program provides students studying a VET Certificate, while at school, a placement with a business and highly qualified professionals that align with their certificate. During these placements, students are provided with opportunities to develop essential employability and transferrable skills and apply the practical work learnt at TAFE in real work environments.

Throughout 2021, due to restrictions, lockdowns and as directed by The Department of Education Human Services, the SWL Program was suspended numerous times. However, BGK LLEN continued to maintain strong relationships with the employers and businesses a part of the SWL Program and when placements were able to commence, students eagerly resumed placements. BGK LLEN provided 144 students placements in a range of industries and roles.

While placements were suspended, BGK LLEN identified an opportunity to, once again, support Allied Health Assistance VETDSS students at Holmesglen in gaining insight into the health care industry. BGK LLEN facilitated a 'Getting Set for the Health Care Industry' presentation which included Allied Health Assistants working for Monash Health sharing their career pathways and work experiences in the Health Care Industry.

**84% of participants said that the workshop increased their awareness of the skills needed for the health care industry**


**76% said the workshop increased their confidence in securing future employment**

'Thank you for a great session. I feel very positive about the course, great to hear from people who are working in the industry to see what the future might hold.'

**Allied Health Student**

'Very clear, very honest, really practical and helpful advice. It was great to hear the women describe some aspects of their job, such as SOP and referring clients back to AHP, which matched EXACTLY what we have been learning in classes! I am also really impressed by the variety of roles and the different tasks AHP can perform, that was really interesting.'

**Allied Health Student**



Describe a typical day for you?



Monash Health



What attracted you to be an Allied Health Assistant?



Monash Health

# Project Ready

BGKLEN provided schools with Project Ready for the first time throughout 2021 with much success. 11 students from four different schools participated in the program where they achieved their Certificate II in Active Volunteering and developed a range of work readiness and life skills.

The students participating in this program were becoming disengaged in school and did not know what they wanted to do in the future. This program has increased their confidence, given them the opportunity to achieve a VET certificate, developed real life skills and broadened their understanding and ideas of potential career pathways they could take in the future.

Throughout the year numerous guest speakers shared their career pathways and experiences of life in real work environments, such as Bayside City Council Youth Workers and engineers from the Southern project Alliance. BGKLEN facilitated work readiness workshops, including Employer Expectations, Setting Yourself Apart (resume writing) and Interview Like a Pro. The program was run at Hampton Neighbourhood House allowing the students to participate in, what grew to be a much looked forward to weekly occurrence, the Chatty Café, where elderly residents came to the centre and were served morning tea by the Project Ready students. In this activity alone, the students developed a range of skills and increased the belief in their own capabilities.

At the conclusion of the program family and friends were invited to attend a graduation celebration where all students were recognised for their participation and successes achieved throughout the year. Students felt acknowledged and expressed that 'this was one of the best things they had done so far in their lives'.

BGKLEN is looking forward to providing this program to even more schools and students in 2022.

.....  
'Both our students are planning on continuing with VCAL at secondary school and will be commencing other VET courses at Holmesglen. I think they have had a very positive experience with the program and will be ready to hit the ground running.'

**Emma White, Mordialloc College**





# BGK LLEN Industry Expo

The Industry Expo is valued for its small-scaled, local approach that focuses on increasing connections and conversations between Industry, School Coordinators, and students.

The BGK LLEN Industry Expo was able to be run for its third time, in person, for students in years nine to twelve. BGK LLEN partners with Beaumaris Secondary College to host the event and secured support from Bunnings Mentone and Woolworths Mentone for catering and materials. This event provided students with the opportunity to engage with a range of industry-based activities and industry representatives to broaden their understanding of careers.

This year the expo saw an increase in a range of schools attending including Catholic, Independent and Government, as well as, the number of students and stallholders participating. Overall 600 students and teachers from 10 schools and 90 industry representatives attended.

On Tuesday the 11th of May, I had the opportunity to attend the BGK LLEN Industry Expo. There were many great opportunities and options to look at, what I enjoyed the most was the Australian Defence Force exhibit. They showed and explained many different opportunities they offer whilst training to become a soldier. This made me rethink what I would like to become in the future, now I don't know what to become with all these great opportunities I now know about. **Student, Westall Secondary College**

Today I got the opportunity to attend the BGK LLEN Industry Expo. We were able to see many different workshops and find out about which jobs we might be interested in for our future. The one that I was most interested in was the Australian Defence Force. I enjoyed the whole experience and learning new things. **Student, Westall Secondary College**

Expo was great and students really enjoyed their time there. Also picked up some great resources! **Berendale**

Huge thank you to the BGK LLEN team.

The day was a huge success and the hand warmers were very much appreciated. **MAS National**

Thank YOU so much for having us!!! We loved every second of it and cannot wait for the next one!!! **Crunch Fitness**

Well done to for organising a fantastic event! The feedback from our departments was that it was worthwhile and a great lunch. **Holmesglen**





# Gen Industry Project Description

BGK LLEN plays a pivotal role facilitating connections between a range of stakeholders that play a part in young people's lives and their career pathways. BGK LLEN is therefore strongly positioned to integrate with these stakeholders to form strong partnerships, collaborations and build strategies to benefit young people and their career development.

BGK LLEN identified a significant challenge faced in the local government areas where an incongruence existed between the needs and expectations of employers and the needs and hopes of young people studying and working towards securing employment. BGK LLEN identified that this challenge was significant in the engineering and manufacturing industries where employers were struggling to find young local workers, as well as, young people were either unaware of the opportunities that exist within these industries or held outdated perceptions of these industries.

In response to these challenges, BGK LLEN partnered with YLAB to develop a project called Gen Industry. This project consisted of multiple workshops with engineering and manufacturing employers, employees, young people (secondary schools students and apprentices) and other essential stakeholders to better understand the challenges and to implement strategies that increase the connection and understanding between employers and young people.

## Quotes received

### Development of the Project – Reaching out to local employers

"This is a great initiative that we would be happy to be part of – as an industry we need to start appealing to younger people and promote manufacturing as a great career choice." – *Local employer Michael at Coca Cola Europacific Partners (CCEP)*

"Thank you for the details on the project. It looks very worthwhile and I'd certainly be keen to be involved and support in what ever way I can. I work very closely with the CEO at Roma Foods and we both see this as a great initiative. Roma is a growing business in the healthy food sector, but the business has often struggled to recruit young people, so the initiative is very relevant." – *Local employer, David at Performance Path*

"Appreciate the opportunity to be included in this upcoming event. I am very much looking forward to e-meeting you and participating in the session." – *Employee at McCormick Foods*

"The scheme looks to be a worthwhile venture, and I would be happy to participate, to the extent possible at this time." – *Employer, Richard, at Furnace Engineering*

### After Online Employer workshop

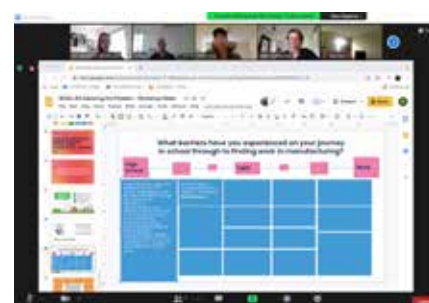
"Found this morning very insightful and came away some different thoughts on things. More than happy to continue to be a part of the process." – *Employer, Graeme, at Chocolate Works*

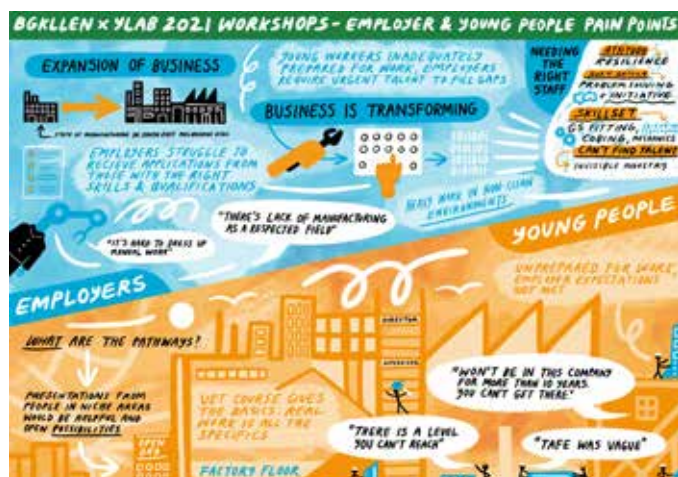
"I am certainly keen to be involved – from a strategic point of view I believe the Manufacturing Industry has to change and engaging young people is the way forward." – *Local employer Michael at Coca Cola Europacific Partners (CCEP)*

"It was a really good session and the businesses shared some great insights. Yes I am committed to being part of the project." – *Kingston City Council, Mercia*

"I really enjoyed the session today - always good to connect with other teams, especially through a lockdown. I would be very happy to continue into the next session next year." – *Employer, David, at Performance Path*

"Was good to be part of the discussion yesterday and I felt there was some very common themes running through the group...but also some really good insight gained through hearing others' thoughts about the future." – *Employer, Denise, at Australian Barbell Company*





Theme	Description	Participant Quotes
Individual Factors	<p><b>Young people have a positive hope for the future</b> - in 5 - 10 years young people want to have a relative job, being successful and be able to have a stable income with a house and nice car.</p> <p><b>Influence of career pathways</b> - Whilst some young people have a clear interest and passion, others are influenced by parents, schools, societal pressure.</p> <p><b>Important things to young people</b> - When selecting where to work, young people consider location, accessible workplace, remuneration and 'good workplace'.</p>	<ul style="list-style-type: none"> <li>"My parents' opinion on what I would be good at, my favourite subjects at school, what I believe I can achieve good at."</li> <li>"This, definitely, how much I enjoy doing the work that the job requires, enjoy to get to school to home or an easy commute via public transport."</li> <li>"Well when you try get your first job it's hard because they want people with experience but you can't get experience without getting a job."</li> </ul>
School & the workplace	<p><b>Current lack of experience available</b> - Young people lack the opportunity to build work experience and get the essential skills needed to complete work life tasks such as writing resumes and CVs.</p> <p><b>Need to have more realistic experiences</b> - Though there are young people who found their STEM education beneficial, it isn't fully engaged.</p> <p><b>Varying levels of maturing of STEM pathways</b> - Young people early in their education find that the STEM education is rudimentary, whereas at the 12 - 15 level, there is greater interest in STEM.</p>	<ul style="list-style-type: none"> <li>"While it gives us the knowledge necessary, it does not give us the experience of working with others in a legitimate collaborative working environment."</li> <li>"We have work experience and community service activities which simulate the workplace but maybe more group experience like a team environment."</li> <li>"Very subjective to specific subjects that many people don't like and take for the sake of having another subject. Then those students are looked down upon for getting poor grades."</li> </ul>

## After Online Employee workshop

"You're so welcome, it's a pleasure being part of this project and to reflect back on my journey! I'm definitely willing to continue participating in the Gen Industry Workshop and would love to attend the next 2 workshops." – Employee at McCormick Foods

In the first phase of Gen Industry project three workshops and 2 surveys were conducted to offer insight, exploration and discussion around the challenges the industry is facing.

Workshop One brought together local engineering and manufacturing employers, workshop two brought together young people aged 18-24 who took a university pathway which led them to now currently working in the industry and workshop three brought together apprentices working towards securing employment in the industry. Two surveys were developed; one completed by Secondary School students and the other completed by employers.

The findings from these consultation activities consisted of:

### Employer challenges –

1. Employer's struggle to receive applications from those with the right skills, qualifications, and experience. There is a presence of young people being inadequately prepared for work and employers requiring urgent talent to fill gaps.

"Current skills that are required don't necessarily exist in the market"

"Skill sets are changing... we don't have access to the right people."

2. There is a negative community perception of the industry, where it is described as a dried up industry and consists of heavy work in non-clean environments. Both employers and young works feel that the industry is 'invisible' to young people, students and the broader community.

"There's a lack of vision of manufacturing as a respected field".

3. Employers place varying degrees of importance on the employment of young people, some related young people to 'poor attitude and low work ethic' while others appreciated young people as 'essential to the future of business to keep pace with technology'.

### Young people challenges –

1. Engineering and manufacturing industry was not 'put on the radar' and explored with young people as a viable career option. Young people notes that opportunities to explore pathways to manufacturing were not presented during high school or even during university.

"Would have been helpful in high school to have presentation from people in niche areas to help open the possibilities."

2. Young people valued interacting with peers and supervisors to upskill, build rapport and gain support. Young people have the concern of "How far will a career in this go?"

"Won't be in this company for more than ten years...there is a level you cannot reach."

3. There is a disconnection between the work and skills learnt in TAFE compared to the work and skills needed to be applied in the real work environment.

"The VET course gave me the basics of everything. The work is all the specifics."

"At TAFE we were using hand tools, and at work I'm coding, manipulating machines."

## Consultation Outcomes

From the workshops and survey findings, BGKLLN will aim to build strategies, resources, and opportunities to:

Build awareness of pathways among young people

Enhance factors for retention within the industry

Build network relationships with stakeholders to share resources and build on common goals

### Next Phase

The second phase of Gen Industry includes facilitating an in-person workshop in term one, 2022. Employers, employees, secondary school students and staff, TAFEs and other stakeholders will come together to brainstorm potential solutions to the challenges identified in phase one. A second workshop will be facilitated to develop prototypes where BGKLLN will coordinate and implement throughout the remainder of the year.



# Engagement Events

## Work Readiness Workshop

In the second half of 2021, BGK LLEN was fortunate enough to be able to facilitate an employer engagement workshop, in person, at a local Secondary School at start of term 3. This workshop, Interview Like a Pro, includes a video developed by BGK LLEN of current professionals working in a range of industries, sharing their tips and tricks on how to be successful in an interview. The workshop, alongside the video, develops students' abilities to identify personal strengths and skills that can be expressed in an interview, explores ways to prepare for an interview and provides opportunity to share and discuss the most common interview questions and the best ways to answer their questions.

The school shared this workshop in their school newsletter stating, "On Monday 12 July, The Bayside, Glen Eira, Kingston Local Learning and Employment Network presented their 'Interview Like a Pro' Workshop to our Year 9 students. The interactive presentation provided students with tips and strategies to support them in job interviews. Great discussions were held on topics including how to prepare for an interview, how to express your strengths and common interview questions." – *Stephanie Martin, Careers and Pathways Coordinator, Beaumaris Secondary School.*

### Outcome of workshop

**90% of students** learnt about skills that are important in the workplace and **100% of students** thought that the information and resources provided will be helpful.

## Work Readiness Support

BGK LLEN partnered with Bayside Youth Services and Short Courses Australia to address the affect COVID has had on young people and their employment opportunities. It has become significantly evident that COVID has negatively impacted the hospitality industry where jobs will be in demand post restrictions, however young people do not have the required training to secure these jobs. Therefore, this partnership was formed to offer young people the following training throughout November; Food Safety Handler (SITXFSA00) and Responsible Service of Alcohol (SITHFAB002).



## Oakwood Project

BGKLEN partnered with Southern Program Alliance and Oakwood School in Chelsea to provide a small group of students in year 10 with the opportunity to gain a first-hand insight into the Level Crossing Removal project that was underway in Chelsea and Edithvale. This is the first sustained program of its kind with the Southern Program Alliance (SPA), connecting students who may show an interest in infrastructure or construction careers with employees working on the level crossing removals. The program was designed to consist of multiple sessions, showcasing the variety of careers available on the level crossing removal projects, and engaging students in activities that are linked to curriculum allowing them to achieve learning outcomes within their VCAL certificate. It was planned for students to gain their Safe at Work Certificate as well as Construction Induction Card on completion of the program, providing them with the opportunity to apply for work in the construction industry.

The first session of the program occurred on 5th August, 2021 where several employees from the Southern Program Alliance visited Oakwood School as guest speakers, sharing their experiences as workers on site and a part of the Level Crossing Removal project.



'Thank you so much for giving us this opportunity BGKLEN!!! Definitely need more of this in our school, real life people talking about their experiences to our students. All I can say is what a great introduction that was to start off our program!'

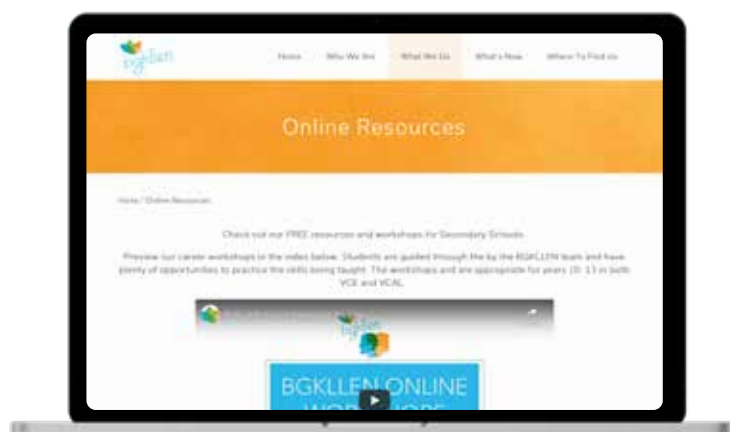
**Career Pathways and Transitions Staff member, Oakwood School.**

## Online workshops

BGKLEN's virtual work-readiness workshops continued to be utilised by schools during lockdowns / remote learning, as well as, with students in schools on site. The virtual workshops have been accessed and downloaded 35 times during the second half of this year. Overall, throughout 2021 a total of 64 downloads were made to utilise our workshops.

Schools have provided positive responses to the workshops stating, for example: "Speaking of Year 9s, we are doing resumes with them on Monday. We are using your fab "Setting Yourself Apart" resource" – *Mentone Grammar VCAL Coordinator*

Free to download from the BGKLEN website at [www.bgkllen.org.au/online-resources](http://www.bgkllen.org.au/online-resources).





# Wellbeing

BGK LLEN recognises the importance of young people's mental health for them to have the potential to thrive in life and also have the ability and confidence to fulfill their career aspirations. To support young people's mental health, BGK LLEN continues to offer and provide schools and young people with a range of mental health resources.

## Managing Stress and Anxiety Staff Sessions

BGK LLEN expanded its reach to young people through facilitating its Managing Stress and Anxiety Program in numerous schools, to school staff. The program was adapted to meet the needs of school staff, supporting them in building their own awareness of stress and anxiety, increasing their capacity to manage their own stress, which, in turn, built their confidence to help their students to manage their stress and anxiety. The staff workshops also provided each staff with a toolkit bag which included a sensory item, self-care book, set of anti-anxiety cards, further information of support services and resources to apply the strategies in the classroom.

### Quotes from the staff sessions:

"The presenter was engaging and clearly knew the material well – the goodie bags and the experiential activities were really engaging and helped bring the content to life". **School Mental Health Practitioner**

"It was an enjoyable workshop and I learned a lot and have access to lots of resources." **Staff member**

"Thank you for running such an engaging workshop yesterday. I have received excellent feedback from the staff so far." **School Principal**

## Anti-Anxiety Cards

In partnership with Headspace Elsternwick, BGK LLEN first developed an Anti-Anxiety card (green). This card became increasingly popular among young people, in schools and the wider community, where organisations offered it to their participants. In response to this, BGK LLEN developed five new anti-anxiety cards in 2019 focusing on various managing stress and anxiety strategies.

Throughout 2021 BGK LLEN offered schools our Anti-anxiety cards through network meetings, workshops and through requests. Over the course of the year, BGK LLEN sent more than 5000 cards to schools and other organisations.



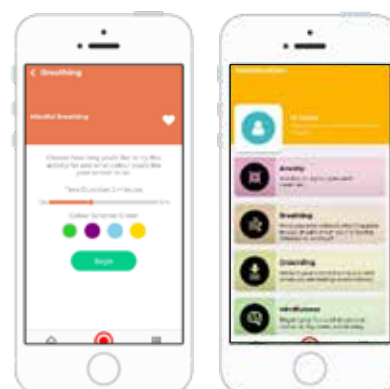
## Mind Unwind App

The Mind Unwind app was designed by young people for young people consisting of a range of features to help manage stress and anxiety. This app can be personalised with the users' favourite songs, images and contacts accessible through a unique panic button for when immediate support is needed. This app is 100% free and downloadable for both iPhone and androids.

Awareness of this app has increased where people, such as staff at the wellbeing network, are recommending it to colleagues and students.

The app has been downloaded not only Australia wide but also internationally.

There are a total number of 393 MindUnwind app downloads in iOS app store from the range of March 9th, 2021 till March 9th, 2022. In terms of android play store, there are a total of 203 active android devices with the MindUnwind application installed.



## The Wellbeing Network

BGKLEN organises and chairs the Wellbeing Network where the Bayside, Glen Eira and Kingston Secondary school wellbeing staff and personnel meet monthly with local mental health and wellbeing organisations. These meetings consist of an allocated topic for discussion and exploration which staff have identified as an area of concern and need. Around this topic, presenters from a range of organisations share their resources that staff could utilise in their schools and with their students. The wellbeing network is an opportunity for staff to offer and receive collegial support, learn about new supports and resources to improve the wellbeing and mental health of their schools. BGKLEN aims to continue to further strengthen this network, exploring the incorporation of primary school staff to build collaboration between the primary and secondary education sectors with the goal to increase preventative strategies over remedial.

This network became even more essential over the last two years, particularly throughout 2021, as the impacts of COVID-19 was increasing in both staff and students.

### Feedback received:

“Appreciate your support as always and look forward to seeing you again soon!”  
**Wellbeing Staff member, Parkdale Secondary School**

“You have responded to the needs of participants in what is extremely challenging times for us all but particularly as chair of this network. I have full confidence that you will be a fabulous chair going forward into the future.” **SSSO Psychologist**

“It was good to link into the wellbeing network last week – some new information for me from the speakers and good conversation with the school staff.” **Wellbeing Staff member, Mordialloc College**





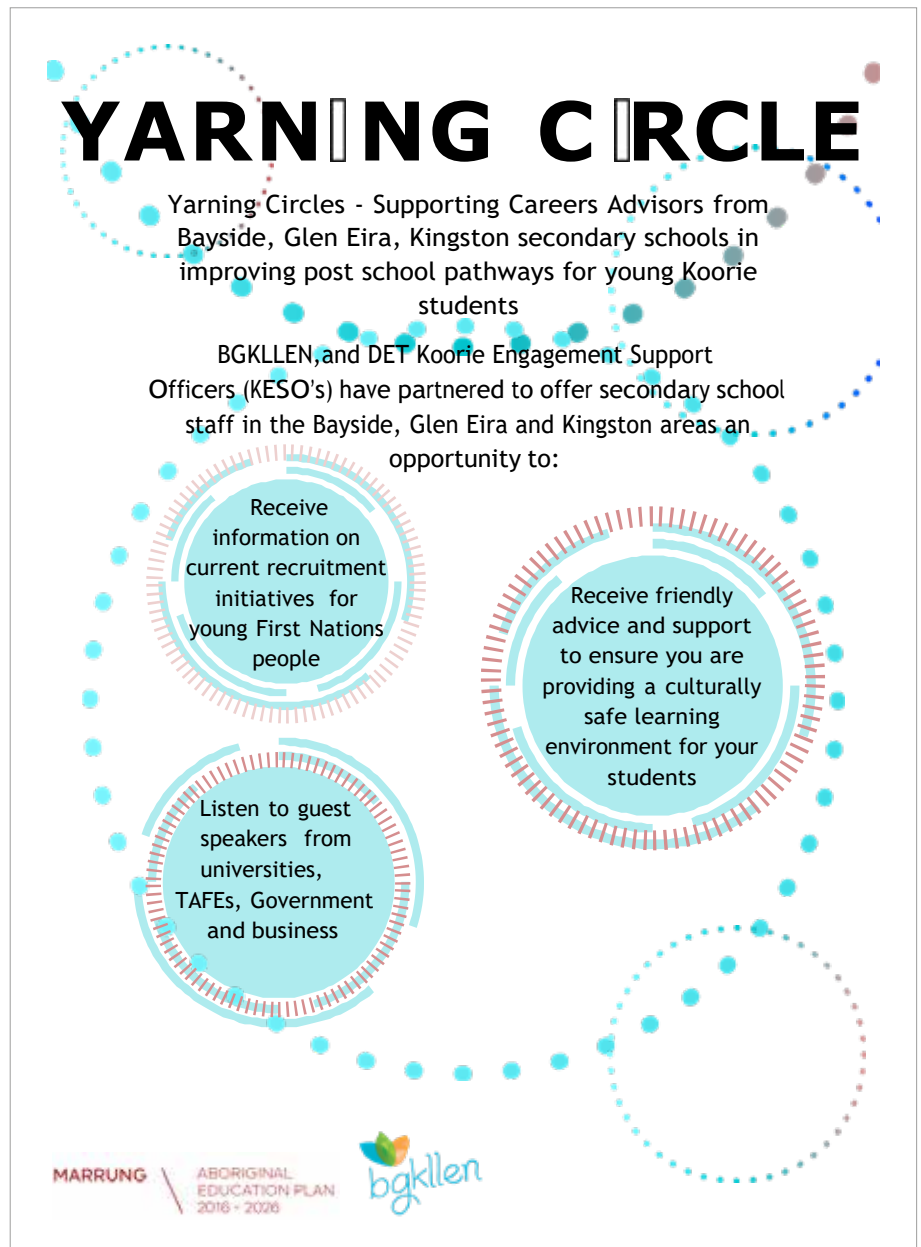
# Yarning circle

In 2021 BGK LLEN established Yarning Circles in partnership with the Koori Engagement Support Officers (KESOs) from Department of Education and Training (DET). BGK LLEN and DET identified a gap between KESOs and School Pathway Practitioners and Leaderships staff.

Yarning Circles are an opportunity for Secondary School pathways practitioners to connect and ask questions in a safe and respectful environment. They will build culturally responsive and inclusive services and provide for targeted Koorie initiatives, including initiatives to support learners with additional needs to meet educational benchmarks.

The Yarning Circle initiative for Secondary Schools is included in the Det Marrung Aboriginal Education Plan 2016–2026.

During 2021 COVID19 meant our Yarning Circle were held online however we plan to hold them at Derrimut Gathering Place in Mordialloc in 2022.



# Supporting School Staff and Parents through COVID

Schools expressed to BGKLEN the increasing stress and challenges parents were experiencing during remote learning, and the impact this was having on their relationships with their children.



BGKLEN then connected with Dale Sidebottom to facilitate a workshop about generating fun, energy, and joy with teenage children. BGKLEN welcomed family and friends to this private webinar with Dale. The one-hour workshop was designed for families to participate and have fun together during the stress and testing times we experienced throughout the year. Dale shared simple and practical ideas to support our mental health and wellbeing as we adapt to a new reality. Dale has developed brand new ideas that he created and tested this year to help bring more joy, fun and laughter into our lives in these unprecedented times.

Schools also expressed to BGKLEN the decrease in staff wellbeing. BGKLEN connected with Hasmin, the wellbeing education lead and facilitator for The Common Purpose Collective. With 15 years' experience teaching in primary and secondary schools, she has in-depth knowledge of the demands, pressure and joyful moments of what it means to be a teacher. She is also a qualified 'Consciousness Coach' where she provides coaching, workshops and webinars to help teachers reconnect with themselves, learn tools and strategies to manage their work and life balance. Hasmin facilitated a Teachers' Wellbeing Matter webinar for teachers and educators who were feeling the stress, fatigue and challenges of schooling during lockdowns. Hasmin provided participants tools and strategies to help improve their mental wellbeing.



# Treasurer's Report

It gives me great pleasure to present the financials for the 12 months ended 31 December 2021. Despite the challenges of the ongoing pandemic, BGK LLEN has successfully continued to advance its goal of equal education and employment outcomes for all young people in its local community.

These are audited financial statements, which have been prepared by our regular independent external auditors, BPR Audit Pty Ltd.

As at the end of 2021, BGK LLEN had total assets of \$755,375 and total liabilities of \$448,008 leaving the organisation with equity of \$307,367. The total liabilities include a 2022 funding payment for the LLEN contract totalling \$369,164, which is also accounted for in current assets accounts receivable, and \$78,844 for accounts payable and employee provisions. On a 'cash basis' BGK LLEN had cash totalling \$278,291 to meet the liabilities of \$78,844.

The organisation operated at a small loss for the year (\$37,813). Notwithstanding this loss, the BGK LLEN's finances are well managed by the team with assistance from our accounting services provider Lime Results and with oversight by the Committee of Management. I wish BGK LLEN every success for 2022 and beyond.

**Kieran Donoghue**  
Treasurer



# Audited Financial Statement

**BAYSIDE, GLEN EIRA, KINGSTON LLEN INC**  
**ABN: 54263014967**

**STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2021**

	Note	2021 \$	2020 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	3	278,291	398,648
Accounts receivable and other debtors	4	<u>462,955</u>	<u>398,118</u>
<b>TOTAL CURRENT ASSETS</b>		<u>741,246</u>	<u>796,766</u>
<b>NON-CURRENT ASSETS</b>			
Property, plant and equipment	5	<u>14,129</u>	<u>8,083</u>
<b>TOTAL NON-CURRENT ASSETS</b>		<u>14,129</u>	<u>8,083</u>
<b>TOTAL ASSETS</b>		<u>755,375</u>	<u>804,849</u>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Accounts payable and other payables	6	416,905	412,667
Employee provisions	7	<u>31,103</u>	<u>47,002</u>
<b>TOTAL CURRENT LIABILITIES</b>		<u>448,008</u>	<u>459,669</u>
<b>NON-CURRENT LIABILITIES</b>			
<b>TOTAL NON-CURRENT LIABILITIES</b>		<u>-</u>	<u>-</u>
<b>TOTAL LIABILITIES</b>		<u>448,008</u>	<u>459,669</u>
<b>NET ASSETS</b>		<u>307,367</u>	<u>345,180</u>
<b>EQUITY</b>			
Retained surplus		<u>307,367</u>	<u>345,180</u>
<b>TOTAL EQUITY</b>		<u>307,367</u>	<u>345,180</u>

The accompanying notes form part of these financial statements.



**BAYSIDE, GLEN EIRA, KINGSTON LLEN INC**  
**ABN: 54263014967**

	2021 \$	2020 \$
<b>INCOME</b>		
<b>Grant Income</b>	<b>517,037</b>	<b>506,899</b>
Funding 2021	517,037	506,899
<b>Other Operating Income</b>	<b>27,641</b>	<b>14,790</b>
Other Income	27,641	14,790
<b>Non-Operating Activities</b>	<b>474</b>	<b>94,736</b>
Interest Received	474	2,012
Cash Boost Stimulus Non Assessable	-	92,724
<b>Total Income</b>	<b>545,152</b>	<b>616,425</b>
<b>EXPENDITURE</b>		
<b>Administration Expenses</b>	<b>79,333</b>	<b>41,918</b>
Accounting & Audit Fees	4,859	5,222
Administration Expenses	-	72
Advertising, Marketing, Promo	16,324	2,871
Bank Fees	350	184
Bookkeeping	2,778	-
Computer hardware	960	959
Computer Maintenance & IT Support	2,145	6,380
Computer Software & Licences	2,202	473
Conferences/Seminars/Forums	7,700	314
Contract Consultants	13,717	-
Depreciation	3,243	4,392
Governance Expense	164	1,084
Insurance	905	758
Internet & Email Services	1,445	595
Meetings Costs & Catering	1,122	327
Memberships & Subscriptions	1,775	5,885
Postage & Couriers	157	416
Reimbursed expenses	78	-
Repairs & Maintenance	169	57
Resources & Research	972	-
Rounding	1	(1)
Small Equipment Purchases	2,437	803
Staff Amenities	946	770
Stationery & Printing	6,390	4,528
Telephone	4,368	4,735
Travel, Parking, etc	2,126	1,094
Other	2,000	-
<b>Employment Expenses</b>	<b>396,909</b>	<b>380,587</b>
Wages & Salaries	361,079	317,219
SGC Superannuation	31,681	30,136
Portable Long Service Leave	2,030	2,497
Work Cover Premium	1,519	3,086
Staff Training & PD	15,349	1,441
Provision for Employment Exp	(15,900)	13,717
Employee Wellness	565	-
Work Placement	50	-
Other Employer Expenses	536	12,491
<b>Occupancy Expenses</b>	<b>22,321</b>	<b>23,835</b>
Office Rental & On-Costs	20,593	22,097
Office Cleaning	50	-
Storage	1,090	1,080
Utility Costs	588	658
<b>Project Expenses</b>	<b>84,402</b>	<b>13,239</b>
Projects	82,639	7,874
Venue Hire & Catering	1,763	5,365
<b>Total Expenses</b>	<b>582,965</b>	<b>459,578</b>
<b>Current Year Surplus/(Deficit)</b>	<b>(37,813)</b>	<b>156,847</b>

# Our Committee of Management and Staff

## Committee of Management

**Ray Blessing**  
CEO Taskforce  
Chairperson

**Aaron Peterson**  
Assistant Principal,  
Glen Eira Secondary College  
Deputy Chair

**Robyn Cochrane**  
CEO/Lead Researcher,  
Cochrane Research Solutions  
Secretary

**Bridget Anderson**  
Treasurer

### Ordinary Member

Oscar Ramos  
Coordinator, Bayside City Council  
Youth Services

Paul Newson  
Principal, Berendale School

Alistair Bishop  
Service Support Manager  
Department of Education and  
training

## BGKLLN Staff

**Jayne Valle**  
Executive Officer

**Kathy Woods**  
Business and Operations Manager

**Laura Boyd**  
Partnerships and Pathways  
Coordinator

**Carolyn Coyle**  
Partnerships and  
Pathways Coordinator

**Jamie Freese**  
Administration and Project Officer



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

G03, 75 Tulip Street Cheltenham, Victoria 3192  
Phone: +613 8512 0779 Email: [admin@bgkllen.org.au](mailto:admin@bgkllen.org.au)

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

