

2020

REPORT



2020

Chairperson's Report

I know it's a well-used cliché – but what a year 2020 turned out to be.

But not in the way we fully expected at the CCLLEN – despite a world-wide pandemic going on, as an organisation we were able to pivot and find ways to support our communities and I am immensely proud of that.

This is in credit to the wonderful leadership of our EO, Anne and her loyal staff, who were innovative in coming up with new ways of supporting young people in our communities. I commend them for their dedication and work for the CCLLEN in what at times, felt like worrying days.

The movement of board meetings, staff meetings and even mock interviews to online platforms was one way we all stayed in touch, which was most important in our new stay at home worlds.

The VET awards were still a highlight of the year, a celebration of student success was still held despite not being able to meet in person.

Another highlight due to events not being held was our partnership project with Beacon, which saw the development of the Careers videos, which are an amazing resource now available to all of our local schools. I hope that the staff and board consider making more of these in the future.

As we returned to a semblance of our old life towards the end of 2020, I decided that it was time for me to pursue some new interests and retired from the board. I have been honoured to be a part of the CCLLEN journey for 17 years, with roughly 10 of those as Chair and would like to take this moment to say a personal thank you to everyone I have worked with during that time, I enjoyed every minute of it and am very proud of some of the results we obtained in our communities.

Being involved with the CCLLEN has been wonderful professional and personal development, as well as an opportunity to form relationships that will extend beyond the term of a board member. I encourage our stakeholders or interested community members to consider becoming involved in the future, you won't regret it.

In closing I wish the board and staff all the best for the future, I will continue to follow your achievements from afar and smile every time I see your successes celebrated.



Kerri Raglus
Chairperson

Executive Officer's Report

There were some positives in 2020. We learnt a whole new way of working. We held meetings online, delivered workshops online, interviewed online, attended events online, did training online. We learnt a lot about working in the cloud, how to use different meeting and webinar platforms and tools, and how to set up a home office.

Our little team at CCLLEN worked apart and together, helped each other and laughed (as always). I am so proud of the way we adapted.

Highlights were the research that we conducted or assisted with, our interview tech workshops delivered on line, and the careers videos that we worked on with Beacon. We found a way to still hold the VET Awards and celebrate student achievements. We were successful in obtaining charitable status and registering with the Australian Charities and Not-for-profits Commission. This recognises the nature of our work and gives us access to a wider range of grants.

We learnt that online meetings are generally well attended. They are an efficient way to meet, with no time wasted on travel. I think that providing an online option to join meetings will now be routine.

We found that working from home can be very productive, if you have a quiet space and good internet.

We missed the events that we normally hold, but hope that at least some of them will return in 2021.

We all value face to face interactions. As restrictions eased, it was good to see people in real life, after so long only seeing them on screen or not at all.

And while I am proud of what we were able to do, I am still blown away by the work that schools did.

My thanks to all the team for their positivity and enthusiasm for finding solutions during the year. We said goodbye and good luck to Ashlee Collins when she enlisted in the Army, and Cheryl Sweeney who has retired from her roles with CCLLEN, Beacon and Youth Partnerships.

Thanks also to the CCLLEN board for their consistent support. We farewelled Jeni Clift, Lorraine Learmonth, Kristen Munro and Kerrie Raglus throughout the year. I especially thank outgoing Chair Kerrie Raglus who has given many years of service to CCLLEN, and been Chair for most of the last 10 years. Kerrie was always available to listen, give advice and offer assistance.



Anne Trickey
Executive Officer

What is the CCLLEN?

The CCLLEN is a grouping of organisations and individuals interested and involved in the wellbeing, education, training and employment of young people. Our core objective is to improve participation, engagement and attainment and transition outcomes for young people. There are 31 LLENs across Victoria. The CCLLEN's geographic boundary is inclusive of the Shire of Campaspe and Cohuna in the Gannawarra Shire.

The CCLLEN's stakeholder group encompasses education and training providers, business and industry, community organisations, and parents and families. The CCLLEN undertakes the brokering of partnerships with these stakeholders to assist with the successful transitioning of our young people through education and training into employment.

The CCLLEN holds funding agreements or Memorandums of Understanding for three major programs -

The Local Learning and Employment Network Partnership Brokerage Funding is to develop partnerships which result in an increase in the number and range of school-employer engagement activities including:

- Structured workplace learning, work experience and school community work
- School based apprenticeships and traineeships
- Guest speakers and presenters from industry
- Workplace visits and industry tours
- Mock interviews and work-readiness preparation.

Due to COVID 19 the funding agreement was varied in 2020 to allow for additional activities to support mandatory work placement, VET delivery, virtual school-employer engagement, partnership brokerage and information distribution.

The Echuca Moama Beacon Foundation operates a careers program for Echuca College, Echuca Twin Rivers Specialist School, Moama Anglican Grammar, St Joseph's College, and River City Christian College, and has contracted CCLLEN to deliver key elements of the program.

Campaspe Youth Partnerships is a partnership of 22 organisations including schools, community organisations and local government. Funding comes from various sources and is used across the schools for a number of engagement programs.

2020 Committee Of Management

Category 1	Schools Kerrie Raglus – Rushworth P-12 College (until November 2020) Paul Marshall – Echuca Twin Rivers Specialist School Louise Mellington – Kyabram P-12 College Michael Delaney – St Joseph’s College	4 positions
Category 2	TAFE Institutes or Universities with TAFE sectors Tegan Hartshorn - Bendigo Regional Institute of TAFE	1 position
Category 3	Adult Community Education organisations	1 position
Category 4	Other education and training organisations including private registered training organisations, universities and group training companies Mahir Ozdilek - MEGT	1 position
Category 5	Trade Unions	1 position
Category 6	Employers/Peak employer organisations/Regional employer organisations and employment agencies Peter Williams - Tangled Garden Bookshop Jenifer Clift – DWM Solutions (until May 2020) Lynda Magill – Sarina Russo Apprenticeships	4 positions
Category 7	Local Governments Kristen Munro - Shire of Campaspe (until October 2020) Lorraine Learmonth - Gannawarra Shire (until October 2020)	2 positions
Category 8	Other Community Agencies and organisations, Commonwealth and State government departments, School Focussed Youth Service, Adult, Community and Further Education Regional Councils, Regional Youth Councils, parent organisations etc Emma Brentnall - Campaspe Primary Care Partnership	2 positions
Category 9	Koori organisations, Peak Koori agencies and	1 position
Category 10	Community Members Trish Bradley	1 position
Category 11:	Nominated by the Committee who shall be a Community Member or a person associated with an Organisational Member	2 positions

Our People

Anne Trickey

Executive Officer

Anne has worked with local schools through a variety of Australian Government funded programs since 2002, and with the CCLLEN since 2010. She has qualifications in Career Development, Partnering Practice, Governance, and Training and Assessment.



Jacq Campbell

Structured Workplace Learning Coordinator

Jacq has a strong background in hospitality, event management and training. Jacq commenced with CCLLEN in 2011 working on the VET in Schools Excellence Awards and the Murray River Culinary Challenge. In 2014 Jacq became a full time employee taking on the Workplace Learning Coordinator role.



Cheryl Sweeney

Project Officer

Cheryl worked as a Health and Physical Education teacher in Kyabram and Echuca TAFE for over 35 years. Cheryl's major projects for CCLLEN are the Beacon program in Echuca Moama, and Campaspe Youth Partnerships. Cheryl retired from CCLLEN in December 2020.



Ashlee Collins

Office Administrator

Ashlee commenced at the CCLLEN in January 2018 as a trainee undertaking Certificate III in Business Administration. Ashlee completed her traineeship in early 2019 and continues as our Office Administrator. Ashlee left us in October 2020 to join the Australian Army.



Jane Reid

Project Officer

Jane commenced with CCLLEN in July 2019, after assisting to establish the re-engagement program at Echuca College. Jane has worked in employment services, public relations and as a trainer and assessor, and has been working on projects for Youth Partnerships and Beacon.



Brian Wilkinson

Project Officer

Brian has worked in Education for over 35 years as a teacher and Principal. Brian assisted with School Friendly Business calendars and planning for Dookie Food and Fibre Careers day.



Strategic Directions

Our Vision Statement

All young people are supported to engage with education to reach their full potential and become successful contributors to their community.

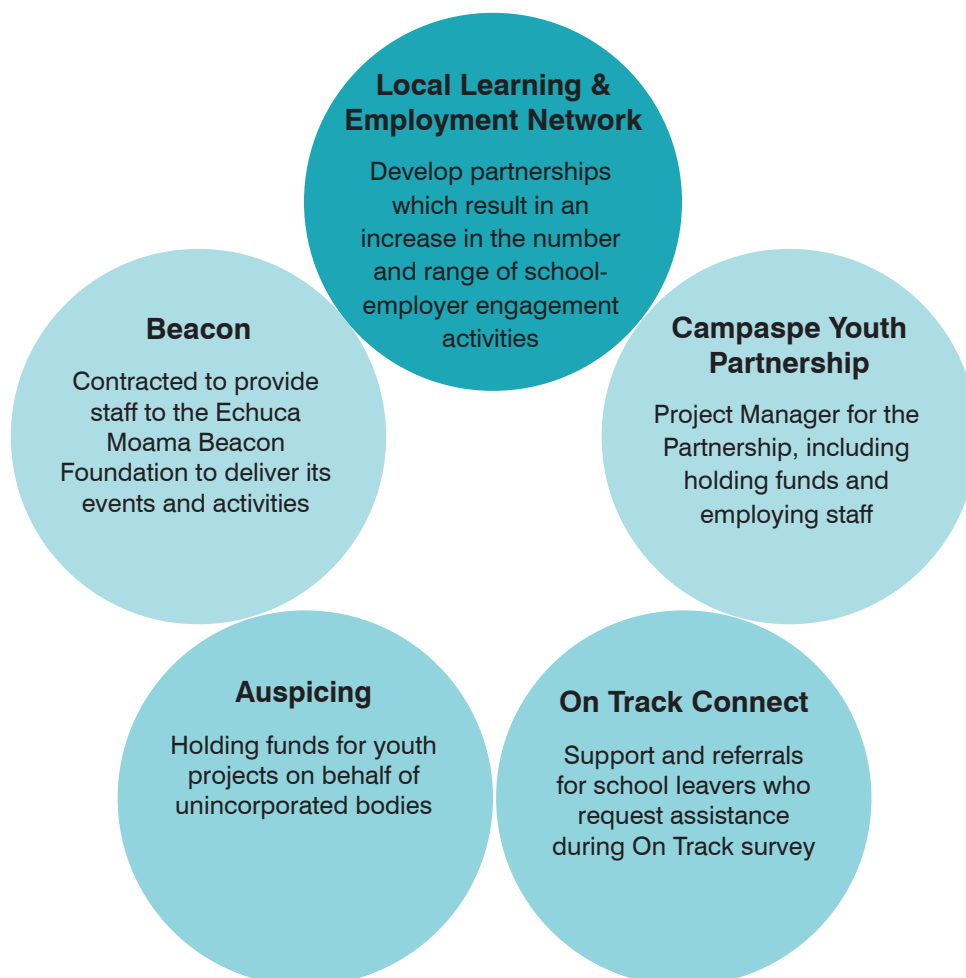
Our Mission Statement

We facilitate communication and partnerships between education providers, businesses, community organisations and individuals to assist young people to achieve their best.

This enables us to provide access to opportunities for young people which broaden their experiences, expand their horizons and support their wellbeing.

Our Objectives

- Connect with our stakeholders
- Communicate clearly
- Support wellbeing
- Develop partnerships
- Share research and data
- Be inclusive
- Encourage participation



Supporting Young People to Engage with Industry

484



Students have participated in Employability Skills and Interview Preparation workshops in 2020 at schools across the Campaspe Cohuna Region.

272



School Friendly Businesses in the Campaspe Cohuna region, promoting and enhancing the links between schools, parents and the business community.

350



Students (approximately) attended LLEN supported careers events in 2020, either in person or on line.

254



Students participated in mock interviews in 2020, either in person or on line. Mock interviews are conducted by local business people to give students an idea of what a real job interview is like.

38



Students were finalists in the VET in Schools Excellence Awards in 2020. Students are nominated by their teachers and trainers and go through a selection and interview process to become finalists.

57



Careers videos featuring local people and businesses providing a virtual careers expo experience for all secondary schools.

288



Structured Workplace Learning opportunities were advertised on the portal during 2020. The opportunities are available to secondary school students undertaking a VET subject.

8



Careers events were organised by CCLLEN, and held either face to face or online.

Progress towards LLEN targets

2020 was the start of a new two year contract with the Department of Education and Training. There are five Key Performance Indicators for this contract. In April LLENs were provided with a Letter of Variation to the contract to allow for additional activities, due to the impacts of COVID-19.

KPI 1. Increase the number of Work Experience opportunities available on the SWL Statewide Portal.

Target: 100% of schools tagged as offering WE facilitated through LLEN and/or school in-house, or not offered

Achievement: Target met

KPI 2. Increase the number of Structured Workplace Learning (SWL) opportunities consumed on the SWL Statewide Portal

Target: 134 opportunities consumed

Variation: Acknowledgement that targets were unlikely to be met, and that priority is to be given to assisting with mandatory SWL placements.

Achievement: 9

Few businesses were able to host students during the year, and for most of the year schools could not permit placements to proceed.

Placements are mandated for Allied Health students, but hospitals and aged care (where most placements are usually hosted) were unable to host due to COVID-19. A limited number of students were able to be hosted in allied health and pharmacies. Most of these were not arranged through the Portal.

KPI 3. Support access to quality School Based Apprenticeships and Traineeships (SBATs)

Target: 1 opportunity consumed on the SWL portal

Achievement: 2 opportunities consumed on the SWL portal

KPI 4. Increase participation in school-employer engagement activities

Target: 6 activities

Achievement: 8 activities

Variation: Virtual School-Employer Engagement - Resources and events that can be delivered on line and remotely

We delivered workshops to students at six schools on employability skills and interview technique. Some of these were delivered in classrooms early in the year. Some were delivered remotely, and some were provided as a recorded presentation for schools to use in class. One school delivered the recorded presentation while students were learning remotely and provided teacher support with the activities in the workshop. This was well received and students did well in subsequent mock interviews.

We partnered with Echuca Moama Beacon Foundation to create an online Careers Expo. Local businesses are featured in a video library of 57 occupations.

All secondary schools in our region can access the videos. We created a workbook to guide students through the library, helping them to choose which occupations to view and then reflect on the information. Some schools have used this in a classroom environment as a virtual Careers Expo. Echuca Specialist School has weekly sessions where students take it in turns to select a video for the class to watch. Most schools have provided access to the videos so that students and families can watch at home.

We provided a guest speaker on line to a VET Community Services class for an assessment task.

Late in the year we were able to organise circus arts workshops with trainers from the National Institute of Circus Arts. The workshops included information on NICA's courses and careers in circus. Four schools participated, sending 140 students over two days. These workshops will be included in 2021 reporting.

KPI 5. Improve student experience by acting on feedback from school-employer engagement activities

Target: Report feedback that has been acted on, and detail the planned or actual mitigation strategies

Achievement: The portal received 48 responses from students with feedback on events they had attended. Responses from students were mostly positive and endorsed the work that we had done to adapt workshop presentations and events to on line delivery. Additionally, we monitored student engagement during events, and sought feedback from teachers and industry presenters. Refinements were made to delivery in response to feedback. Improvements to the inclusion of industry guest speakers were incorporated.

Other activities included in the variation

Partnership Brokerage and Information Distribution

CCLLEN undertook a range of activities in this area. A summary is below, and more detailed information on several activities mentioned appears in this Annual Report.

At the beginning of lockdown Campaspe Shire Council requested our support to facilitate the Campaspe Youth Services Network. We convened and chaired the June meeting, updated the distribution list and forwarded information to the membership. From July the Shire resumed management of the Network.

Late in Term 2, when students returned to on site school, we partnered with Campaspe Shire Council to conduct a consultation across the Campaspe Shire to hear from secondary students their experiences and feedback. We collated this into a report with recommendations, Lessons from Remote Learning, which we provided to all schools.

Mental health was a concern and we worked actively with the Campaspe Murray Mental Health Network and the Campaspe Schools and Agencies Wellbeing Network. We also assisted Echuca Regional Health by providing them with reports on recent youth consultations, and distributing information on their progress with the establishment of a headspace centre.

We partnered with three other LLENs on an employer consultation and internship program across Loddon Campaspe, funded by the Loddon Campaspe Regional Partnership. Twenty-six employers (10 of them from the CCLLEN area) were interviewed by young interns trained in research methods about opportunities for young people and advice for gaining employment. The report, *How Work Works*, has been distributed widely.

The Committee for Echuca Moama held two Community Cabinets to hear from local businesses on the impacts of COVID restrictions. Although most of the impacts were negative, there were a few positives. CCLLEN attended both Cabinets via Zoom and gained much valuable information, which was used for our planning and used to inform our reporting to DET on disruptions and industry readiness to re-engage with students (as requested in the contract variation). We also gained information on COVID impacts from conversations with businesses when we delivered School Friendly Business calendars to them in July.

CCLLEN's work with the Campaspe Youth Partnerships provided a means to share information, provide support and prepare for changes. Operations Teams meetings provided insight into schools' work to support students in a variety of ways. Holding meetings on line made attendance easier for many members.

Continuum of Need

The Continuum of Need is a tool for mapping a young person on a continuum to determine their level of need against a wide range of domains that support their health, wellbeing and development.

CCLLEN maintains and regularly adds to a directory of services that is hyper-linked to the Continuum of Need mapping tool.

Echuca Twin Rivers Specialist School has mapped all of their students using the tool, and found it very helpful in identifying issues and prioritising assistance.

Other schools are investigating using the tool, and requesting assistance with the process. CCLLEN and Echuca Twin Rivers Specialist School provided further information and advice. School Focused Youth Service offered funding to cover teacher release to work on mapping students.

Campaspe Youth Partnerships



Working collaboratively to support vulnerable young people aged 10-18 years to:

- Improve engagement with education and training leading to the completion of Year 12 or equivalent.
- Reduce escalation of problems for individual young people.



Values

- Respect
- Responsibility
- Resilience
- Community
- Care

Full MoU members

- | | |
|---|--|
| <ul style="list-style-type: none"> • Anglicare Victoria • Bendigo TAFE • Campaspe Cohuna LLEN • Campaspe Primary Care Partnership • Campaspe Shire Council • Department of Education & Training • Department of Human Services: Centrelink • Echuca College • Echuca Neighbourhood House • Echuca Twin Rivers Specialist School | <ul style="list-style-type: none"> • Kyabram Community & Learning Centre • Kyabram P-12 College • River City Christian College • Rochester Secondary College • Rushworth P-12 College • Save the Children - Hands on Learning Program • St Augustine's College • St Joseph's College |
|---|--|

Affiliate members

- | | |
|---|--|
| <ul style="list-style-type: none"> • Community Living and Respite Services • Kyabram District Health Services | <ul style="list-style-type: none"> • School Focused Youth Services • Victoria Police |
|---|--|

Vision Statement

All young people have real access to learning opportunities, integrated services and community inclusion.

Mission Statement

Partnering to facilitate, the provision of an effective accessible and integrated service delivery and responsive learning opportunities for vulnerable young people.

Integrated Service Directory

The Continuum of Need is an online framework resource on services available in Campaspe. At risk students can be mapped to develop a shared support plan with a holistic approach.

Re-engagement Programs

A range of programs are made available to our schools to cater for different students' interests and abilities, to help them get back on track with their education. These programs aim for the disengaged young people to re-engage with their learning, improve social, personal skills and connect with the school and wider community.

Gateway:

Re-engagement program for young people disengaged from school to continue with their education in a supportive setting, with a view to re-engage with mainstream education or other alternative education settings. This is run by Echuca College.

Junior Park Rangers:

A primary based program which aims to encourage engagement, resilience and confidence, as an early intervention strategy for disengagement. Through project-based learning, students learn responsibility, teamwork, environmental sustainability and how to care for animals.

MATES:

A youth mentoring program which matches a young person (Mentee) with a volunteer (Mentor) from the local community. They meet weekly during school terms at the school, which develops a structured and trusting relationship. Mentors encourage and reinforce positive behaviour, enhance self-confidence and self-worth.

I CAN Network:

A combined school secondary mentoring program provides fortnightly group mentoring to students on the Autism Spectrum. It focuses on teamwork, personal strengths, communication, managing stress and building an 'I CAN' attitude. The Imagination Club is a primary based program for students who are Autistic, or who have learning differences or experience social anxiety. It aims to develop self-acceptance, belonging, optimism and confidence. Programs are facilitated by an I CAN Network Leader and Mentor, at least one of whom is on the Autism Spectrum.

Murray Life Adventures:

6 week program with one day a week with outdoorsy and challenging type activities with a focus on safety, fun and learning with a slow build on the concepts of team building and leadership with the main aim to assist to re-engage the students to education and teamwork in a fun and outdoors setting.

Hands On Learning:

Hands on Learning (HoL) is an innovative education program that caters to the different ways young people learn, helping students build confidence, engage and achieve at school. Students thrive developing the creativity, self-discipline and interpersonal skills vital for the 21st Century workforce. Students attend one day a week fostering teamwork and leadership. Students and artisan-teachers share meals and work together on meaningful projects that benefit the school and local community.



22



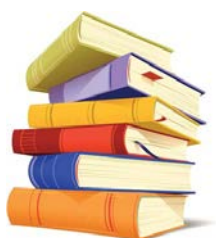
Organisations are members of Campaspe Youth Partnerships.

40+



Students participated in online mentoring or in the online Expo as presenters, contributors or attendees.

8



Schools involved in Youth Partnerships programs: Echuca College, Echuca Twin Rivers Specialist School, Kyabram P-12 College, River City Christian College, Rochester Secondary College, Rushworth P-12 College, St Augustine's College and St Joseph's College.

32



Students engaged in Murray Life Adventures , a program based on outdoorsy and challenging type activities with a focus on safety, fun and learning to assist to re-engage the students to education and teamwork in a fun outdoor setting.

121



Young people participated in Campaspe Youth Partnerships programs over the year.

25



Students participated in the Hands on Learning program that caters to the different ways young people learn, helping students build confidence, engage and achieve at school.

17



Students were mentored and supported in the MATES mentoring program. Through weekly visits at school, a volunteer mentor encourages and reinforces positive behaviour, enhances self-confidence and feelings of self-worth.

8



Students participated in an animal based program at Billabong Ranch.

Campaspe Youth Partnerships

Due to the COVID 19 health crisis and the resulting restrictions placed on programs in schools during 2020, all the Youth Partnerships programs and activities were suspended from mid March 2020. The pandemic had a profound impact on all school programs, in particular those that are held outside the schools. This affected our timelines, KPIs and outcomes for 2020.

Hands on Learning had commenced in Term 1. As the year progressed Hands on Learning was able to continue, initially with materials and projects supplied to students at home, and regular online check ins with the Artisan Teacher. Later many students were eligible to return to school and some programs resumed face to face.

Murray Life Adventures hosted one group of students in Term 1, and two groups in Term 4. The program is set beside the Murray River and includes challenging activities that foster teamwork, communication and problem solving.

I CAN Network turned to online mentoring to support students with autism, having previously offered this to a small number of young people across the country. Some local students moved to this mode. I CAN Network planned for their annual expo to be online and sought participation from local mentees. More than 30 students from CYP were involved, either providing a presentation to the expo, or attending the online event. Imagination Club for primary students commenced in Echuca in Term 1 until remote learning commenced.

Mid year Echuca Twin Rivers Specialist School were able to participate in an animal based program at Billabong Ranch. This went well with strong support from Billabong and ETRSS staff. Students were enthusiastic participants, with improvements in engagement, attendance and confidence.

The Mates Mentoring program was suspended for the year, with minimal contact possible through letters and a small number of mentees still attending school in person. An online gathering via Zoom was organised in Semester 2 with several mentors and mentees able to attend. CCLLEN maintained contact with mentors and trained new mentors ready for 2021.

While programs were suspended or moved online, the Management Group and both Operations Teams continued to meet to share, plan and prepare for the return to face to face programs. Our timelines for reporting to the Ross Trust and receiving funding instalments were postponed by negotiation with the Trust.



2020 VET IN SCHOOLS EXCELLENCE AWARDS

CAMPASPE COHUNA LLEN STUDENT OF THE YEAR



**NURAL ASYIQUIN
(ASH) SANIF**



This year the annual VET in Schools Excellence Awards were conducted to comply with COVID restrictions so that we could still celebrate the outstanding achievements of Vocational Education & Training (VET) students within our regional schools.

Around 600 secondary school students are enrolled in VET subjects and School Based Apprenticeships in our region this year.

Thirty-eight students were nominated for the Awards by their VET teachers and trainers. Completion of a work placement in the relevant industry is normally a pre-requisite for nomination but this requirement was waived, as this year placements were frequently not possible. Nominated students submitted their resume and were interviewed on line by a panel of judges. The process is good preparation for entering the workforce. On line learning proved to be very good preparation for the interviews. The three judges enjoyed the experience and had high praise for the finalists. Brendon Hawken said "I believe that the VET program improves the education, training as well as employment opportunities, and it offers a transition to other pathways, be it university, employment or other, to achieve outcomes for the young people in our region."

Michael Pratt said "I love to hear how these incredibly motivated, focussed and committed young people are forging their own careers in their chosen fields of study. It is obvious that they enjoy their learning, their involvement in a workplace and the positive outcomes and recognition that they receive." Jess Ibbeson, Community Programs Co-ordinator, Campaspe Shire Council said "It was wonderful to see the tremendous value of work that local young people are accomplishing, and to also hear the huge amount of passion that drives them to success in their areas of interest." The judges acknowledged the flexibility of the students and schools to adapt to the demands during the judging interviews, particularly juggling various technology platforms and coping with poor internet reception.

What is VET in Schools?

Vocational Education and Training in Schools (VET in Schools) allows secondary school students to study a particular job or vocation and gain industry qualifications. A VET subject includes theory and practical components.

Students undertaking a VET subject may be planning a career in that industry, or seeking a contrast to their academic subjects, or wanting to develop their work related skills.



What is Structured Workplace Learning?

Structured Workplace Learning (SWL) is an important component of a VET subject. Students are hosted by employers to undertake a short term hands on placement. On-the-job experience helps them to develop skills and competencies related to their subject.

Jacq Campbell, Structured Workplace Learning Co-ordinator with Campaspe Cohuna LLEN, says that "a work placement assists students to develop a realistic understanding of the world of work and to gain employability skills."

Portal website for Structured Work Placements

The Victorian Department of Education and Training provides an on line portal to help students find host employers for work placements. Students and schools can use the

portal to look for work placement opportunities with local businesses. Campaspe Cohuna LLEN manages the portal for this region. Jacq Campbell invited businesses to contact her to be included.

www.workplacements.education.vic.gov.au

MEGT SCHOOL BASED APPRENTICE / TRAINEE OF THE YEAR



CONNOR BACON



Australian School Based Apprenticeships and Traineeships

School Based Apprenticeship and Traineeships (SBAT) are the same as normal apprenticeships and traineeships except that they are completed part time whilst the young person continues their schooling, rather than being done full time. SBATs are available in a wide variety of industries and involve a contract of training and paid employment. Typically, a student is employed in the workplace one day per week, and attends school the other four days.

School Based Apprenticeships and Traineeships are a 'win win' situation for both the student and the employer. Students gain a nationally recognised qualification and valuable experience in the workplace. Employers can contribute to the career development of a young person, and gain an extra pair of hands in a very cost effective manner. On completion of the SBAT an employer may offer full-time employment to a young person who has already proved their value.

School Friendly Business

Campaspe Cohuna LLEN recognises businesses as being School Friendly for the support they give to young people in their journey through school and into further education and employment.

Host employers and Award sponsors are demonstrating two ways of being School Friendly. We thank both hosts and sponsors for their contribution to local young people.

2020 VET IN SCHOOLS EXCELLENCE AWARDS

CAMPASPE COHUNA LLEN VET IN SCHOOLS EXCELLENCE AWARDS WINNERS 2020

CAMPASPE COHUNA LLEN VCAL STUDIES AWARD WINNER



**TYLER
GRIMA**



ECHUCA MOAMA TOURISM TOURISM & EVENTS AWARD WINNER



**ASHAH
DOWNIE**



MOAMA BOWLING CLUB HOSPITALITY AWARD WINNER



**NATHAN
HUISMANN**



CAMPASPE COHUNA LLEN SALON ASSISTANT AWARD WINNER



**MADISEN
ZAMMIT**



SARINA RUSSO APPRENTICESHIPS PRIMARY INDUSTRIES AWARD



**LUCY
NELSON**



RIVERINE HERALD SPORT & RECREATION AWARD WINNER



**WILLIAM
GRAHAM**



WINTER BLUES FESTIVAL MUSIC INDUSTRY AWARD WINNER



**NURAL
ASYIQUIN
(ASH) SANIF**



CAMPASPE COHUNA LLEN EQUINE STUDIES AWARD WINNER



**HOLLY
SHARPLES**



BENDIGO TAFE EMPLOYMENT PATHWAYS AWARD WINNER



**DECLAN
BAKER**



BRADY ELECTRICAL CONTRACTING ELECTROTECHNOLOGY AWARD WINNER



**WILLIAM
HOOPER**



CVGT BUILDING & CONSTRUCTION AWARD WINNER



**ALEXANDER
GRAHAM**



GO TAFE AUTOMOTIVE AWARD WINNER



**JONI
GRUNDY**



ST JOSEPH'S COLLEGE EDUCATION SUPPORT AWARD WINNER



**MACY
LARKIN**



COMMUNITY LIVING & RESPITE SERVICES COMMUNITY SERVICES AWARD WINNER



**STEPHANIE
WILLIAMS**



FINALISTS IN CAMPASPE COHUNA LLEN VET IN SCHOOLS EXCELLENCE AWARDS 2020

Automotive

Joni Grundy

Building & Construction

Nathan Taylor
Alexander Graham

Community Services

Stephanie Williams

Education Support

Ella Larkin
Jade Hussey
Macy Larkin
Chelsea Beer

Electrotechnology

William Hooper
Jarrad Hibberson
William Old

Employment Pathways

Ryley Dodman
Samuel Prosser
Matthew Cartwright
Declan Baker
Jaxon Bishop

Equine

Holly Sharples

Salon Assistant

Madisen Zammit

Hospitality

Jessica Zlateff
Isabella Foley
Nathan Huismann
Hayley Campbell
Eden McInnes
Rylea Hipwell

Music

Nural Asyiquin (Ash)
Sanif

Primary Industries

Milli Moncrieff
Lucy Nelson

Sport & Recreation

William Graham

Tourism & Events

Jessica Smith
Lara Urbinak
Ashah Downie

VCAL Studies

Jamie Dempster
Kyle Turner
Tyler Grima

School Based Apprentice / Trainee

Amber Devereux
Connor Bacon
Charlie McKenzie

Structured Workplace Learning Portal

Local Learning and Employment Networks (LLENs) across Victoria are funded to increase access to appropriate SWL placements for students undertaking VET as part of their senior secondary certificate.

Structured Workplace Learning provides students with the opportunity to integrate practical on-the-job experience and learnings in industry with nationally recognised VET. This is undertaken as part of either the VCE or the VCAL, VCE Industry and Enterprise or VCAL units. It provides enhanced skill development, practical application of industry knowledge, assessment of units of competency, achievement of some learning outcomes for VCE studies or VCAL units and enhanced employment opportunities.

One of the principles of Quality SWL is that it “is of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to be able to demonstrate competence according to industry standards”.

The State Government, with the assistance of the LLENs, has developed a Statewide Portal for listing placement opportunities across all vocations. The portal is available for all schools, students, parents and employers to use.

Schools can consume placements off the portal which will then generate all the correct forms. Businesses can manage student placements through the portal and readily align them with capacity to host students in the workplace.



Careers Expo On-Line

Each year Beacon holds a Careers Expo for secondary students in Echuca Moama, but in 2020 that could not be done. Instead the Beacon Board decided to embrace technology and deliver the event on a digital platform.

CCLLEN offered assistance with the project by contributing funding and staff, in exchange for being permitted to share the careers videos with all the secondary schools in our territory.

Beacon readily agreed to this proposal and we now have a library of 57 videos (and likely to grow), filmed by Radiant Media.

Radiant Media Productions were contracted to film local businesses, capturing 56 different occupations in short video clips, plus a video with general advice on 'Choosing a Career'.

Most of the businesses filmed are located in Echuca and Moama, with a few from Kyabram, Rochester and Cohuna. In the videos, the business people provide information about their job, explain a typical day and how they got into the industry. They also describe some of the skills required for their role and which school subjects were important for their career. The videos show the workplace, and staff carrying out tasks, giving a genuine and meaningful outlook of different occupations.

The businesses and employees were incredibly generous with their time and expertise and have provided quality information and advice for students. There are long term benefits for everyone. As we come out of restrictions and return to a new kind of normal, various opportunities will arise, so it is imperative that our youth be equipped to take full advantage of them as they take place, thus building our future workforce and strengthening our community. A successful transition from education to employment sets a young person up for life and they are our best resource for our future workforce.

The videos are hosted on schools' websites and students can access them during their careers classes and from home. An interactive workbook was created by CCLLEN to assist students to select videos of interest, take notes and reflect on the information provided.

We thank Echuca Moama Beacon Foundation for the opportunity to partner with them on this exciting project.

Echuca Moama Beacon Foundation

& Campaspe Cohuna LLEN

Careers Expo Online



Interview Techniques and Employability Skills Workshop

Interview Techniques and Employability Skills are workshops that have been developed by CCLLEN over years and delivered as face-to-face sessions to students in schools across our region.

Interview Techniques help prepare students for an interview, be it for part time, full time work or when arranging a work placement. Topics covered are creating a resume, writing application letters, employability skills, first impressions, body language, personal presentation, handshake practice and how to answer questions in an interview.

Students then get the opportunity to use this new knowledge by writing an application letter addressing selection criteria and submitting their resume for an advertised position. “Mock Interviews” are scheduled and the students attend these live sessions as if really going for the job.

Employability Skills is an interactive and fun session in which is shared with students to explain and allow the students to discover, their Employability Skills. Employability Skills are the work skills and personal attributes that employers look for when hiring a new employee. They are also known as transferable skills because the employability skills that are learnt in one workplace or setting can be applied and further developed in other workplaces and roles.

Industries emphasise that employability skills and the right attitude are essential for young job seekers in securing employment; training can cover most other aspects.

A high percentage of students don't believe they have enough experience and skills when they are applying for jobs whilst at school. They often underestimate the importance of highlighting these skills such as communication, teamwork, leadership and problem solving. We also encourage young people not to underestimate their knowledge of current technology and emerging social platforms. This is valuable knowledge to share in the work place.

These presentations have proved invaluable to students; we had to find a way to continue to contribute and support students on the journey to the world of work.

The new challenge in delivering these two sessions was to keep them engaging and helpful while still being interactive, but from a distance! The powerpoint presentations were streamlined and adjusted to better represent the current “norms”. The fun and highly interactive handshake sessions has been transformed into a collection of friendly, distanced greetings and a new slide appeared with tips on conducting an interview online.

A new workbook was created and delivered to students and teachers on line, offering activities, checklists and reminders that “Preparation is the Key”.

After practice and checking we had the technology right, the presentation went live for the first time with ten Year 9&10 students and three teachers from River City Christian College. This was in collaboration with the Echuca Moama Beacon Foundation as part of the ‘Real Futures’ program.

The presentation went well with no technical hitches and students joining in the Chat room offering their career aspirations and asking questions. This enabled us to answer those questions on the spot.

Circus Arts Workshops

Late in 2020, when schools were permitted to send students on excursions and camps, we had the opportunity to facilitate circus arts workshops delivered by National Institute of Circus Arts (NICA) and hosted by Uncaged Spirit Circus School in Moama.

National Institute of Circus Arts has funding from the Federal Government through the Higher Education Participation and Partnerships Program (HEPPP) to improve access to undergraduate courses for people from low SES backgrounds interested in pursuing a career in circus arts. NICA conducts workshops and outreach programs to encourage students to undertake formal arts training at NICA and establishes clear pathways and academic preparation to ensure successful auditions. Uncaged Spirit has been associated with NICA for many years.

CCLLEN offered to coordinate the schools' access to the workshops, and to provide transport and catering.

Five workshop sessions were held, of between 90 minutes and 2 hours, over two days. 140 students from four schools participated, mainly Year 7 and 8 students. Each workshop began with a group warm up, then students were split into three groups to rotate through tumbling, balancing and silks activities. All activities highlighted the importance of team work and communication.

Students were enthusiastic participants in the workshops. Activities were carefully structured to build confidence and familiarity with the various apparatus, leading to more challenging activities. The presenters were very skilled in coaching students through the workshops. There was much encouragement and laughter from students, and even a few teachers joining in. It was especially pleasing to see all students willing to try the activities and actively encouraging each other. We were thrilled to be able to run face to face workshops that were lots of fun at the end of a challenging year.

Several schools have expressed interest in further workshops for careers and wellbeing purposes. NICA and Uncaged Spirit are both keen to work with CCLLEN again to organise workshops.



Campaspe Careers Professional Learning Network

The Campaspe Careers Network is a group consisting of dedicated and passionate Careers teachers from all our Regional secondary schools. The Careers teachers' role includes assisting students to find quality work placements for their students across a range of Vocations.

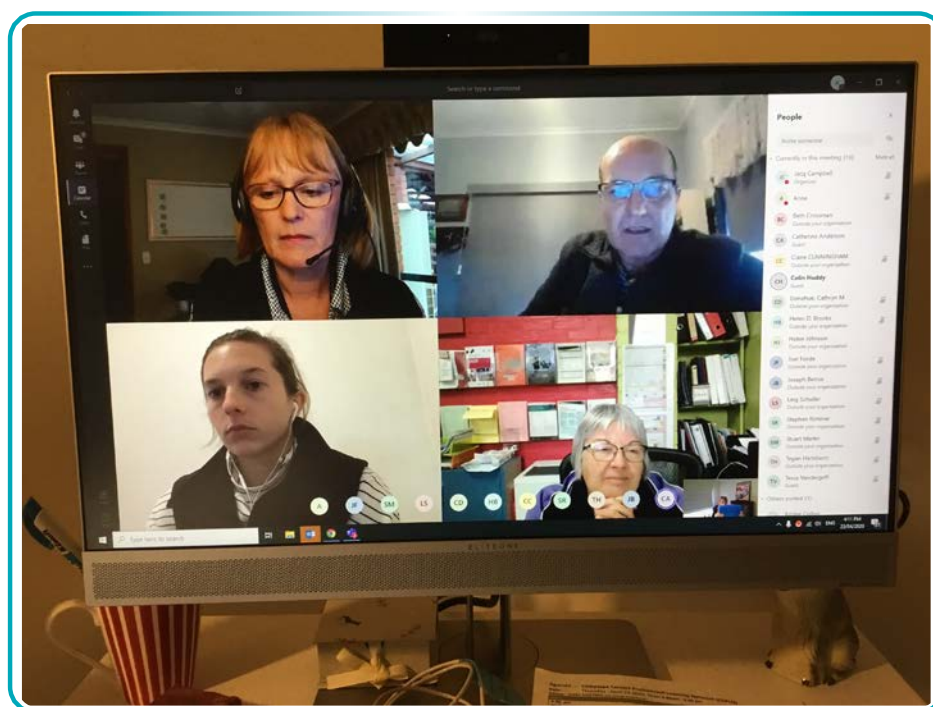
CCLLEN supports the careers network by arranging venues and guest speakers, maintaining distribution lists, providing banking, minutes and professional development certificates.

Network meetings, held twice per term, provide an opportunity for school careers practitioners to share information and resources, promote best practice and connect with other schools, training providers, business and industry.

2020 allowed us our first and only face to face meeting for the year, the world went topsy turvy and then our meetings got a whole lot better.

As almost all of the universities and other training and educational providers are city based or out of region, not all meetings were attended in a regular year. With the advantage of meetings on virtual platforms, everyone could attend and did so, sharing information to the group prior to each meeting so there was time for the careers practitioners to gather questions and field ideas. This was an enormous advantage to the careers network with really strong connections created with Monash University, Federation University, La Trobe, Melbourne University, Charles Sturt to name a few.

The network was also joined each meeting by representatives from the Department of Education and Training, MEGT, Sarina Russo, Hotel School, Integrity Business College, Collarts and the Photography College.



Murray River Culinary Challenge

The Murray River Culinary Challenge was put on hold while our schools buckled down to remote learning and some testing times.

Traditionally, to commemorate the towns up and down the Murray River where the Challenge takes place, we create a tea towel which has become quite the collector's item.

One of the hardest hit industries has been our much loved hospitality sector and to support and celebrate our great industry we created a "special edition" 2020 tea towel.

Tea towels were hand delivered to our local hospitality businesses with it's heart felt message.

We hope the tea towels brought some cheer!



School Friendly Businesses

School Friendly Businesses support their communities and can help improve education and transition outcomes for young people. As the 'Business Working With Education Foundation' indicates - students 'need aspiration, experiences and networks—the type of support and opportunities that are only possible through a whole of community approach'.

The CCLLEN aims to help schools and businesses work together. There are many ways businesses can be 'School Friendly'. We want to recognise those businesses already interacting with schools and encourage more businesses to become involved.

Across the CCLLEN region 272 businesses and 37 schools are involved. School Friendly Businesses participate in mock interviews, careers events, work placements and sponsorship. They also receive School Friendly Business calendars every six months.



**School Friendly
Business**

How Work Works

New research has identified ten practical actions that could help young people to find employment in the Loddon Campaspe area.

“How Work Works” is a report based on interviews conducted by youth interns aged 18-24 with more than 25 major regional employers and 250 young people. The research found that despite COVID-19, over the long term, many local industries are growing and that there is a diverse range of entry level work available for young people. Most encouragingly, young people’s interests also often match the characteristics that employers say they are looking for in new staff.

With most employers reporting that they were willing to train people on the job, the research suggests that young people in Loddon Campaspe could actually be facing better employment opportunities than their counterparts in Melbourne.

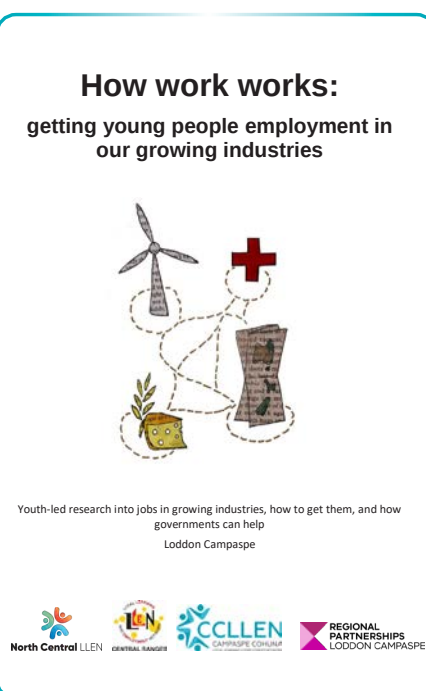
The research identified five practical steps that governments and local leaders could take to help young people find local employment. One of those steps was to take a ‘jobs first’ approach in COVID-19 recovery planning, which researcher Jeanette Pope said is an opportunity to get a two-for-one outcome.

‘Employers told us that they are facing skill shortages and young people said they needed experience to get work. So, if we fast track projects that provide young people with experience in tight labour market areas, we get a win-win outcome. We could also create new gap-year internships for young people whose lives have been affected by COVID-19, which could give employers access to the skills their businesses need and give young people meaningful work experience.’

Researcher Jeanette Pope said the study also identified five practical things that young people could do to take advantage of the employment opportunities that are out there.

‘One simple step is to rethink your CV. Experience is the main thing that employers look for on a CV but the employers we spoke to said that previous experience in their industry wasn’t that necessary. They said that volunteering, community or sporting involvement, or evidence of being able to see a task through to its conclusion, was just as important’.

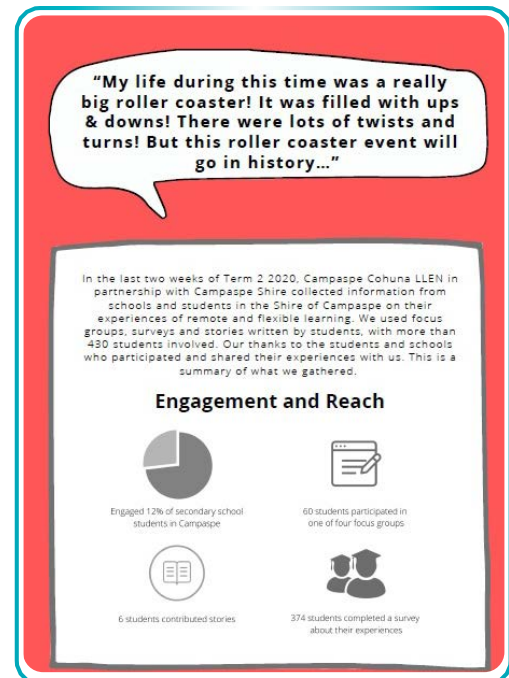
Researcher Jeanette Pope was commissioned by a partnership of four Local Learning and Employment Networks with funding from the Loddon Campaspe Regional Partnership. The report was launched on 22 October 2020 by the young interns to representatives of the Loddon Campaspe Regional Partnership, local MP’s and participating guests and employers via Zoom.



Lessons from Remote Learning

In the last two weeks of Term 2, 2020, Campaspe Cohuna LLEN, in partnership with Campaspe Shire Council, collected information from schools and students in the Shire of Campaspe on their experiences of remote and flexible learning.

Students shared what had worked, and hadn't, for them during the first period of remote learning. From the information gathered we were able to make a number of recommendations prior to the second period of remote learning.

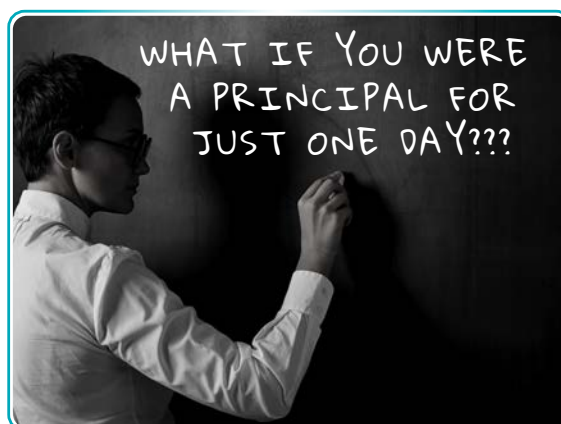


Voice of our Youth

A youth consultation project engaged 12.5% of young people aged 12-25 in the Loddon Campaspe region during 2019 on their experience of the education system. The consultation was a joint project led by the Loddon Campaspe Regional Partnership, with support from project partners and key stakeholders including Campaspe Cohuna Local Learning and Employment Network, the Department of Education and Training, the City of Greater Bendigo, and Campaspe Shire Council.

The finalised report was published on line in 2020. Links to the report were provided to schools and agencies who had contributed.

The website <https://www.voiceofouryouth.com.au/> provides information, key findings and recommendations in an interactive space. The report is also available to download, for those who prefer a written document.



Agriculture Careers Research Project

Twenty-three LLENs across the state are participating in the 'Securing the next generation in farming and food careers' Melbourne University research project application. If the application for Australian Research Council (ARC) Linkage funding is successful, the research project will take place over three years. The project will involve industry partners, Rimfire Resources, AusVeg, Wimmera Development Association and Birchip Cropping Group, as well as other agriculture and food industry partners across the state. Wimmera Southern Mallee LLEN instigated the LLEN's collective involvement in the project application.

To secure the future growth of Australia's farming and food system, governments, industry and community, organisations need evidence-based data to understand young people's lived experiences of farming and food work and careers. Currently little is known about why young people enter the farming and food sector for work or as a career and why they stay or leave. This lack of knowledge jeopardises Australia's food production, as well as the livelihood of young people and the sustainability of regional and rural communities. In order to design and implement effective measures to attract and retain young people in agriculture, governments and industry must understand the needs and preferences of young people for policy support, services and methods of engagement for working in the farming and food system.

The specific aims of the project are:

1. To identify what enables or constrains young people in entering and thriving in agri-food careers in rural and regional areas;
2. To analyse the extent to which young people's experiences, needs, issues, aspirations and education pathways are addressed in current government and agri-food sector policies and programs in Australia.

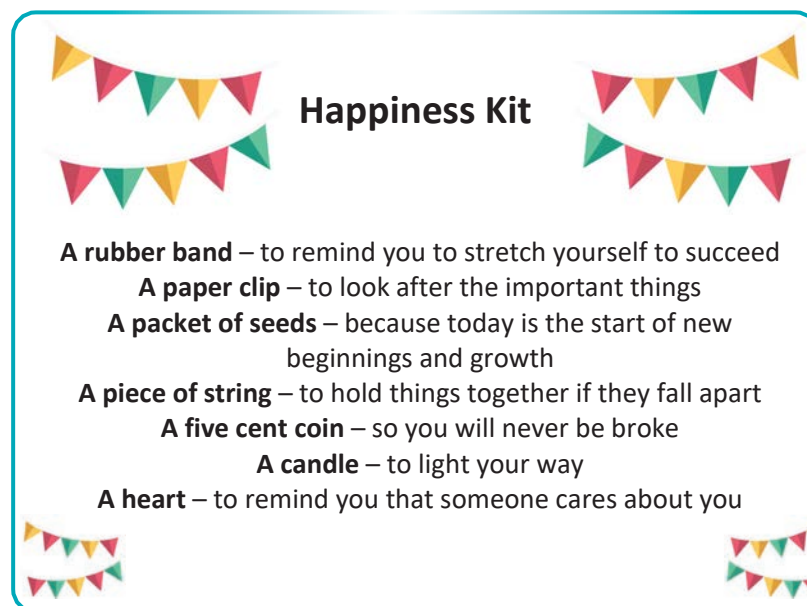
The project will focus on researching young people aged 15-35 years old who currently, or have very recently, lived and worked in rural and regional Australia in the agri-sectors, or in associated education and training.

Koorie Homework Group

CCLLEN assisted Njernda Aboriginal Corporation to successfully apply for homework group funding for 2020. For a large part of the year the students could not meet, but when on site learning resumed after the second lock down the attendance at the homework group was particularly strong. Students had been keen for the group to recommence and wanted the support and assistance that it provides. The group responded by meeting twice each week and continued to the end of the school year. Attendance was regularly more than 12 students per session.

Year 12 Packs

A community member approached Campaspe Shire Council with an idea to give “kindness packs” to all Year 12 students in Campaspe, to let them know that their community cares about them and wishes them well. The Shire made contact with organisations, including CCLLEN, Apex and Peter Walsh MP, seeking interest in creating the packs. CCLLEN led the project and provided funding, Apex provided volunteers to assemble the packs, and Peter Walsh and Steph Ryan provided letters to be included. The packs included small items to remind students of positives. After a working bee in the CCLLEN office, CCLLEN staff were able to deliver packs to all secondary schools in Campaspe and Cohuna as well as TAFE and Indie School. Schools were then able to distribute the packs to Year 12 students. Our thanks to Prue Crowe-Galea for the idea and her work sourcing items and assembling packs.



Mental Health

Throughout 2020 progress was made on a new headspace for this region. CCLLEN kept secondary school principals and wellbeing staff updated during the process. Echuca Regional Health won the tender in June to deliver headspace as the lead of a consortia of local agencies. CCLLEN invited a representative of Echuca Regional Health to present on headspace to the Campaspe Youth Partnerships Management Group in August 2020. In November a headspace centre manager was appointed.

CCLLEN is an active member of the Campaspe Murray Mental Health Network and is the auspicing body for a Campaspe Shire Council grant for a mental health awareness event. The event was to be held in October, but was postponed due to COVID. The Network hopes to hold the event in the first half of 2021.

CCLLEN is a member of the Executive Group for the Campaspe Schools and Agencies Wellbeing Network. CCLLEN arranged for the network to participate in a consultation with the Murray Primary Health Network on mental health services and supports.



Campaspe Murray
Mental Health
Network



**CAMPASPE SCHOOLS
AND AGENCIES
NETWORK**

Echuca Moama Beacon Foundation

2020 has been a year like no other and we have been challenged in many ways to deliver our Real Futures program. We have stayed positive and stayed safe. We continually adapted our events to comply with changing Covid restrictions and closed borders, by embracing technology and thinking out of the square.

We have worked closely with schools to tailor the Beacon program for each individual school, so four hundred and thirty students from our five schools, did not miss out on the Beacon events this year.

Leadership Program

Beacon Leaders 2020

Although the Beacon leaders have had a difficult year with changes to our normal program, they have stepped up to the challenge, demonstrating resilience and flexibility. The twenty leaders included, six Year 10 students from St Joseph's College, six Year 9s from Echuca College, four Year 9s from Moama Anglican Grammar and two each from River City Christian College and Echuca Twin Rivers Specialist School. They have worked well with their respective school's Beacon Coordinator, to host the events.

Leadership Development Day - 14 February

The leadership training day prepares the new leaders for their roles as Beacon Ambassadors. The day was held at Bendigo TAFE, Echuca campus and included group activities and 'hands on' workshops to develop public speaking, networking and leadership skills. Previous Beacon Leaders gave advice to the new leaders on their role. We received positive feedback on the value and usefulness of the training day.

The Beacon Leader End of Year Celebration this year was a dinner following the AGM.

Community Events

Business Breakfast – 13 March

The annual Business Breakfast, held at Radcliffe's Restaurant, was attended by a bumper crowd of 101 people, representing the schools, Beacon Board and the local community.

2019 Beacon Leaders, Imogen Tall and Tayla Dickson, shared their experiences of the value of the Real Futures program and the leadership program. Carol Cartwright from Insurance House spoke on behalf of the business community to express their support for the young people and the Beacon program. Paul Marshall, Principal from Echuca Twin Rivers Specialist School, represented the schools and pledged their support for the students in navigating their career pathways.

The 2020 Beacon Leaders were officially presented with their Beacon badges by the Honourable Peter Walsh and Beacon Chair, Sue Turner. There was a great buzz in the air in anticipation of the year ahead.

Fundraiser

In place of the Bunnings Sausage Sizzle which we could not hold this year, we are planning an online Christmas Raffle with prizes donated by Bunnings and sponsors.

Real Futures' Program

Beacon/CCLLEN Careers Videos

The Careers Expo as we know it, could not be held this year due to the pandemic. The Beacon Board partnered with CCLLEN and contracted Radiant Media Productions to film local businesses, capturing 57 different occupations in short video clips, plus a video with general advice on 'Choosing a Career'.

Most of the businesses filmed are located in Echuca and Moama, with a few from Kyabram, Rochester and Cohuna. In the videos, the interviewees provide information about their job, explain a typical day and how they got into the industry. They also describe some of the skills required for their role and which school subjects were important for their career. The videos show the workplace, and staff carrying out tasks, giving a genuine and meaningful outlook of different occupations.

We would like to acknowledge all our wonderful local businesses and organisations for allowing us to film their workplace and to be interviewed. The videos were officially launched virtually on 12 October. A Careers Expo Workbook has been created to complement the videos. Some of our Beacon schools have conducted in-school virtual Careers Expos in Term 4, using the videos and workbook.

Mock Interviews & Interview Technique Sessions

The Mock Interviews were held in many different formats, throughout the year.

Moama Anglican Grammar were able to hold the normal face to face mock interviews. River City Christian College, Echuca Specialist School and Echuca College held their mock interviews online, through different technology platforms, with the students set up at school.

St Joseph's College managed to organise 150 students to complete online interviews with over 30 interviewers using a platform 'Whereby, with the interviewers in their office or working from home and most of the students at their homes, during remote learning.

We acknowledge the wonderful volunteers for embracing technology and being flexible with our different methods of delivering the mock interviews this year, to ensure our students had a realistic and valuable interview experience. All the students should be commended on their participation and rising to the challenge of an online interview.

Interview Technique Sessions presented by CCLLEN's Structured Workplace Coordinator Jacq Campbell, to help the students prepare for their interviews, varied from face to face with Moama Grammar and Echuca Specialist School, to livestream with River City Christian College and recorded sessions for St Joseph's College and Echuca College during the lockdown. An interactive workbook was created to complement the session.

Pathways Pledge Ceremonies – October and November

A virtual Pathways Pledge Ceremony was held on 13 October, with Moama Anglican Grammar, Echuca Twin Rivers Specialist School and River City Christian College. Students were on site at their respective schools and Andrew Walker's presentation was livestreamed through the Microsoft Teams platform. We received positive feedback from the three schools involved. Echuca College held their ceremonies in individual classes in November and St Joseph's College were able to hold their event on 16 November in a Year 10 assembly.



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