ABOUT SOUTH WEST LLEN

OUR VISION

To improve education, training and employment outcomes for all young people of the South West LLEN area and to ensure that all those young people are supported in developing suitable and achievable post school aspirations for a positive future.

OUR MISSION

South West LLEN will realise our vision by:

- Effectively engaging and communicating with appropriate stakeholders from the education, training, employment, business and industry sectors of the community regarding our vision;

- Facilitating and brokering strategic partnerships to support the development and promotion of services and solutions that address gaps;

- Communicate to Government in a way that facilitates positive change for all young people in our region;

- Trial or pilot, support and/or facilitate the developments of initiatives designed to support young people to make successful transitions.
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SOUTH WEST LOCAL LEARNING AND EMPLOYMENT NETWORK

ANNUAL REPORT 2017

Old Police Residence – 7 Gilles Street,
Warrnambool, VIC 3280
03 5561 0047
reception@swllen.net.au
www.swllen.net.au
It has been a great privilege to serve the organisation. One of the many benefits I have found is meeting and working with like-minded and committed Board members and staff.”

MIKE HOLLAND SOUTH WEST LLEN CHAIRMAN
CHAIR’S REPORT

It has been a year of significant challenge for our organisation. Throughout 2017 we maintained our focus on fulfilling our contractual obligations to the Department of Education and Training (DET) in both Partnership Brokerage and Structured Workplace Learning roles. We achieved many of our goals in an environment of challenge. These are reported elsewhere in this report, as there is not a specific CEO’s report this year.

It is good to report that we do have a robust organisation with a highly dedicated staff and Board. The unexpected absence on unplanned leave of our CEO, Toni Jenkins, put pressure on staff and the organisation. We moved from a position of having 1.6 partnership brokers including the CEO, to a 0.6 partnership broker. At the outset I wish to thank all staff for their work during this time. Special thanks must go to our senior partnership broker, Helen Bayne, who stepped in to fill part of the role as Acting CEO. The organisation owes her a huge debt.

We entered 2017 as one of the LLENs which fully embraced the need to reshape our work to comply with the Vulnerable Children Branch of DET. Stellar programs had been developed as a result, offering great opportunities for schools, children and young people. It came as something of a shock in November 2017 to learn that our Common Funding Agreement had been renegotiated to take us back into Pathways and Transitions work. However, our workplans embrace greater contact with senior regional DET staff in both the east and west ends of this huge region and have allowed us to provide initiatives from our evidence-based programs with vulnerable children as well as the pathways and transitions to inform our work. We are well and truly launched into the different dimensions of our work.

It has been a year of challenge for our Board. The absence of a CEO put us all on a different footing. At the AGM last year, we agreed that we would retain the existing Board to carry out major tasks to reform our governance. In 2017 we have moved some way along this path. Like many other LLEN Boards, we are moving towards a smaller skill-based Board while ensuring we maintain our regional representation to avoid consolidation of membership in any one locality or sector.

During the year we lost three highly committed and talented Board members, Heather Reardon, Richard van Bergeijk and Rohan Keert. I express formal thanks to them for their role in a challenging period for our organisation. We retained four others and brought South West TAFE CEO Mark Fidge to our table. This is a smaller and committed group and we are grateful to them for the many meetings and activities in which they have contributed on our behalf.

Toward the end of 2017 the Board commissioned a review into our organisational structure from local firm Cooper Hardiman. This review was necessary due to the new directions for LLENs for 2018 and 2019. This report is of high value and being worked through by the Board. In addition, other review statements such as our annual finance audit have presented a direction for improvement in the future. We have been working on our review of the governance presented last year. This organisation has a lot of work to do and is meeting the challenge head on.

Our immediate objective is to oversee the fulfilment of contractual obligations in our work with schools and young people. The Board must complete work on its governance, the organisation review and our annual audit. Bringing to the table and to our staff people who have a committed passion for the LLEN and dedication to fulfil their roles is vital.

This is my final report to you as Chair and Board member. I was one of the founding members of South West LLEN and apart from a few months have been on the Board since its inception. It has been a great privilege to serve the organisation. One of the many benefits I have found is meeting and working with like-minded and committed Board members and staff. I will miss that opportunity. So, for this retired person and volunteer, as I introduce myself these days, it is a signing off.

My sincere thanks to everyone who has in any way assisted. I pay special thanks to our long-standing CEO Toni Jenkins for her many years of service while I have been a Board member.

I encourage all of our stakeholders to continue your journey with South West LLEN as we adapt in our ‘ecological’ system of schools, young people, wellbeing agencies and others to help our local communities grow and learn and work together.

MIKE HOLLAND
CHAIRMAN
TREASURER’S REPORT 2017

The financial statements for South West Local Learning and Employment Network Inc and the Independent Auditor’s report for the year ended 31 December 2017 are included in this annual report for presentation and ratification by members.

For the year South West LLEN recorded a slight deficit of $20,543. South West LLEN has sound financial processes and procedures and remains in good financial health with a net equity (or retained funds) of $115,069.

All liabilities, including all short-term and long-term staff provisions and Grants in Advance are more than matched by short-term assets.

The key areas of expenditure during the year were:

- **Salaries and on-costs** $352,388 (67%)
- **Partnership Projects** $75,245 (14%)
- **Other Operating Expenses** $101,925 (19%)

I recommend this report to the members of South West LLEN and look forward to the organisation maintaining its sound financial position in the future.

JANE BOYLE
TREASURER
“With more than 50 students undertaking their VCAL at our school in 2017, being able to so closely work with the LLEN to place students from all backgrounds, skill sets and interests has been supremely helpful. The use of the SWL Portal with students being able to self-investigate placements helps encourage individual work readiness preparation and also helps better channel school resources.”

KERRY CHEESEMAN PATHWAYS COORDINATOR, WARRNAMBOOL COLLEGE.

OUR STAFF

Toni Jenkins  Chief Executive Officer

Helen Bayne  Senior Partnership Broker/ Acting Executive Officer

Del Hammond  Admin and Finance Support Officer/ Project Officer

Lyn Lanman  Partnership Broker - Structured Workplace Learning

Denise Madden  Partnership Broker - Structured Workplace Learning

Jeff Hintum  Administration and Finance
OUR BOARD

MIKE HOLLAND
Community Member
(South West LLEN Chair)
After retirement from Victorian public education as a secondary teacher and principal and co-principal of three schools in south west Victoria, Mike has retained an interest in education and training and improving opportunities for young people as a Board member and Chair of South West LLEN and as a member of the Regional Leadership Group of Beyond the Bell.

JANE BOYLE
Brauer Secondary College
(South West LLEN Treasurer)
Jane has extensive experience as a principal and administrator at a number of secondary schools across Victoria. She is currently principal of Brauer College in Warrnambool, and previously held the same role at Camperdown College.

JAMES DENNIS
Victorian Farmers Federation
(South West LLEN Secretary/Public Officer)
James has a Bachelor of Agricultural Science from The University of Melbourne. He has owned and managed a grazing and cropping property near Birregurra for the past 40 years. He has been involved in education and training advisory bodies representing the Victorian Farmers’ Federation at local, state and federal levels. He has recently served four years as a board member of Corangamite Catchment Management Authority.

MARK FIDGE
South West TAFE
Mark is currently the Chief Executive Officer of South West Institute of TAFE, a position he has held since 2014 after initially joining the Institute as Finance Manager in 2003. He was appointed to the role of Executive Manager of Corporate Services in 2005, incorporating the role of Chief Finance Officer and appointed as the Institute Board Secretary in 2013. Prior to joining South West TAFE, Mark gained experience as a financial manager in a range of sectors in both Australia and the United Kingdom. He joined the SW LLEN Board on September 13, 2017.

SIMON DEWAR
Colac Secondary College
Simon has spent that past 15 years working in secondary education. In 2008, he was appointed as the assistant principal of Colac Secondary College before going on to become principal. Over the past eight years, he has worked hard to shape the culture of the school and improve the outcomes of all students at Colac.
THE FOLLOWING SERVED ON THE BOARD DURING 2017 BUT HAVE SINCE RESIGNED FROM THE BOARD. WE ARE GRATEFUL FOR THEIR CONTRIBUTION.

• ROHAN KEERT  
  (resigned 13 September, 2017)

• HEATHER REARDON  
  (resigned 21 June, 2017)

• RICHARD VAN BERGEIJK  
  (resigned 13 September, 2017)
In 2017 funding was provided by the Department of Education & Training to South West LLEN to broker sustainable partnerships that support schools and the broader community to assist young people at risk of disengaging, or who already have disengaged from education and training.

OUR KEY PROJECTS FOR 2017

COMMUNITIES OF PRACTICE RURAL SCHOOLS PROJECT
This innovative and ground-breaking project is featured in a case study later in this report.

CONTINUUM OF NEED FRAMEWORK
The Continuum of Need framework is a visual tool to support schools and service providers to achieve a more coordinated inter-agency response for young people and their families to focus on and identify those with additional needs and vulnerabilities. It enables schools to establish a ‘team around the learner’, that includes representation from all service providers supporting a student, and their family, and to coordinate joint efforts across agencies and schools.

The framework is built on the premise that the effective safeguarding of young people can only be achieved by putting the child at the centre of the system, and with every individual and agency playing their part, communicating and working together effectively.

In 2017, we worked in a partnership with School Focused Youth Services and Corangamite Shire Council to pilot the framework in two schools in Colac Otway–Colac Primary School and Lavers Hill K12 College, and two schools in Corangamite–Derrinallum P12 and Simpson Primary School.

This important work will continue in 2018.
HANDS ON LEARNING

In 2014, South West LLEN secured funding to identify and support the delivery of a program to support students that are disengaged from school. This led to the implementation of the Hands on Learning (HoL) program in four schools in our region.

HoL is an in-school program that helps students to re-engage with formal schooling through alternative approaches to education.

The concept of fostering a spirit of ‘volunteerism’ is seen as an important value by which the HoL programs operate. This notion of “giving back to the community” helps instil in HoL students a sense of affirmation and self-worth through the expressions of gratitude from community beneficiaries of HoL products and services. Participating schools have much evidence of this gratitude. More than one principal also referred to the benefit in students learning the importance of active participation in their local community.

In 2017, we continued to support Hawkesdale P12 College and Mortlake College P-12 to source funding to ensure the sustainability of this program.

NU Nurture Nest

The Nurture Nest program aims to build the capacity of parents and carers to support children to be ready for school. Topics are selected according to issues identified by schools and kindergartens, and include emotional maturity, nutrition, oral language, physical development and the importance of sleep and a regular night routine. While the program is for all families and carers, it has a particular focus on vulnerable children.

In 2017, the program was conducted in Hawkesdale, Koroit, Mortlake and Port Fairy.

NU R Nurture Room

This intervention program is based on an initiative developed by Warrnambool East Primary School in partnership with South West LLEN and the Warrnambool East Rotary Club. The Nurture Room program offers children an opportunity to appreciate the early nurturing experiences some have not had, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials of life. Students enter the Nurture Room at the beginning of the school day, follow a carefully structured two-hour program, and at 11am enter their regular classroom ‘ready to learn’. Students in the Nurture Room program have or continue to experience trauma, primarily due to sexual assault, physical assault, neglect, emotional abuse, family violence, and parents suffering serious illness, including mental illness. Typically, these students find the transition from home to school difficult, and their heightened anxiety on arrival at school makes it very difficult for them to learn.

In 2017, Warrnambool East Primary School’s pioneering work for the Nurture Room was recognised by winning the 2017 Victorian Early Years, Promoting Children’s Health and Wellbeing Award.
**ENABLING PARTNERS**

To create additional value for the funding provided by the Department of Education & Training, South West LLEN has developed expertise in accessing external funding to enable priority areas of work identified by our schools.

This allows South West LLEN’s partnership brokerage role to have a much greater spread, and over time we can facilitate a greater number of interventions across our region.

**IN 2017, WE SUPPORTED OUR PARTNERS TO ACCESS $66,700 FOR PROJECTS.**

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<th>Amount</th>
<th>Recipient</th>
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CASE STUDY:
COMMUNITIES OF PRACTICE RURAL SCHOOLS PARTNERSHIP

South West LLEN covers four regional local government areas, with strong agriculture and dairy industry sectors.

In recent years, various drivers have resulted in a change in socio-economic advantage across our region.

One example is that the number of small and medium sized dairy farms has declined, while the number of large scale farms has increased. This has resulted in an increase in the number of rental properties (former houses on small farms that have been sold to enable large farms). This in turn has resulted in an influx of disadvantaged families to rural areas seeking low cost housing.

Government schools across south west Victoria have reported a significant rise in students presenting with complex needs and challenging behaviours. Schools are increasingly tested by these students and wish to build their capacity to meet the needs of this growing and more challenging cohort.

Government school funding is mostly for infrastructure, and mainstream curriculum (e.g. literacy and numeracy). Limited funding is made available for initiatives to assist schools to support the health, wellbeing, inclusion and engagement of students. The capacity of small rural schools has very limited scope for inclusion and engagement interventions—due to budgetary restraints, small staffing and also because small primary schools do not have the luxury of dedicated social workers and wellbeing staff.

There are 40 government schools in south west Victoria, of which 15 have enrolments of less than 100.

In response, South West LLEN and some principals of small rural schools identified the need for ‘a new model’ to build the capacity of small primary rural schools to support their students with complex needs and challenging behaviours.

The aim of the Communities of Practice Rural Schools Project is to develop and pilot a model that builds the capacity of three neighbouring schools to effectively respond to students presenting with complex needs and challenging behaviours.

A longer-term aim is to develop strategies to ensure the Communities of Practice model is sustainable for the Cudgee, Panmure and Nullawarre primary schools, and to determine if the CoP model can be replicated for other rural schools.

The 2017 goals of the partnership were to develop and test:

- A model to enable economics of scale, particularly with regard to the small staffing numbers in rural schools, and that works with schools with depth and precision, innovation and creativity.
- A model that provides a consistent approach for vulnerable students.
- An approach that supports all students, including vulnerable students, to have the skills to cope and solve problems.
- An approach that supports the health, wellbeing, inclusion and engagement of all students, but particularly vulnerable students.
- A whole-of-school approach, including business staff, and shared specialist teachers for music, art and library—that builds staff understanding of positive behaviour support and engagement practices, and which ensures all students have the tools and skills to develop positive and self-regulating behaviours.
- A high quality, relevant, accessible professional development with a focus on trauma informed practice.

In 2017, four components of the rural schools’ model were developed.

**PROFESSIONAL DEVELOPMENT:** Staff from the three schools attended a whole-of-school professional development day. This event focused on the impact of trauma on the developing brain and trauma informed practice in schools, with the aim of building the capacity of all staff in the schools to support students with complex needs and challenging behaviours.

**PEACEFUL KIDS:** An eight-week program (one hour per week) delivered to groups of 6-8 students that covers mindfulness strategies and meditations, effective coping strategies and positive psychology exercises. The program is designed for anxious and stressed students. The fee for training to implement the program in schools is $685 and it is usually provided in capital cities across Australia. However, School Focused Youth Services arranged for this training to be delivered in Warrnambool without cost to schools. The principals and one support staff of the three schools completed this training and it is now being implemented in each of the schools.
**NUTURE ROOM:** Nullawarre Primary School identified the need for a program to support students experiencing anxiety and stress. The school set up the Nullawarre nurture room – where kids get to feel happy and safe, which is based on the principles of the Warrnambool East Primary School Nurture Room – but contextualised to a model that is practical for a small rural school.

**BUDDY MENTORING:** Panmure Primary School identified a student suffering from trauma and living with elderly grandparents. This student has not had a positive young adult male role model, and it was anticipated that he would benefit greatly from a trusting relationship with a suitable buddy.

**WHAT DO THE SCHOOLS SAY ABOUT THE PROJECT?**

The team at South West LLEN has been instrumental in allowing our staff to access resources and learning we would not otherwise have been able to access. They have been extremely professional and supportive in assisting us to meet the ongoing needs of students at risk and in providing staff with strategies and ongoing learning in the area of Trauma Informed Practice.

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**CASE STUDY:**
**WEST WARRNAMBOOL PRIMARY SCHOOL (WWPS)**

WWPS has a high proportion of students with complex needs and challenging behaviours, with 92 per cent of students considered to be disadvantaged and 14 per cent being Indigenous.

Toward the end of 2016, South West LLEN facilitated a ‘patron’ for WWPS, by way of a local philanthropic couple who make anonymous donations to worthy causes, and who generously donated $13,000 to WWPS. As the school does not have Deductible Gift Recipient Status, South West LLEN organised for the donation to be made to Beyond the Bell, a local community initiative that aims to improve education outcomes for young people in our region, who in turn passed the donation onto WWPS. The funds were used to establish a Nurture Room, a laundry, and for Trauma Informed Practice professional development.

**NUTURE ROOM:** In 2017 we supported the school to implement a Nurture Room, based on the successful model operating at Warrnambool East Primary School, brokering $5,000 funding to equip the room with a range of sensory equipment and furniture, such as a hammock, sensory lighting, and learning tools identified by a paediatric occupational therapist.

**AFTER-SCHOOL PROGRAM:** South West LLEN meets with WWPS each term and encourages the school to identify initiatives needed by students to improve their health, wellbeing, inclusion and engagement. An after-school physical activity program was one initiative to spring from these meetings. The majority of students at WWPS are not involved in extra-curriculum activities, due to cost and because these are not valued by parents. In term 3, an after-school basketball program, involving one session per week was undertaken. Each session started with a serving of fruit, and water was supplied. South West LLEN sourced $600 funding (from a local philanthropic fund) to employ an experienced local basketball coach, who is also a qualified teacher. The LLEN also sourced a volunteer to assist with the program which attracted 15 participants. The program proved to be very popular, and continued in term 4, but this time it was facilitated by the WWPS physical education teacher. To meet broader interests of students, an after-school arts program was also undertaken in term 4. South West LLEN sourced a volunteer art teacher for this program. Each program started with a serving of fresh fruit, followed by a mindfulness session.
There are 40 government schools in south west Victoria, of which 15 have enrolments of less than 100.
Session strengthens knowledge

AN educational session in Mortlake brought the attention of touch to the forefront earlier this week.

Librarian Jackie Elliott, as well as Mortlake College teacher Sue Armes and Mortlake Kindergarten’s Jane Googah originally brought the Beyond the Bell educational initiative to the town last year.

As part of the second of five sessions at the Mortlake library, Growing Minds9 postnatal occupational therapist Jasmine Elliott visited to teach parents about ways to improve their children’s learning abilities through fine motor skill improvements.

“‘We are looking at motor skills and building up body strength,’ she said. Activities included throwing balls, painting and other motor tasks.

Librarian Jackie Elliott said the program had had a "fantastic" start.

"It’s just a fantastic opportunity to learn more about parenting," she said.

Next week’s session will feature speech therapist Jocie Free talking about methods to teach communication skills during a child’s early years.

The session will be held at the Mortlake Library on Sunday, June 13 from 9am until 10.30am.

The organizers have postponed the fourth session on early sensory and literacy skills scheduled for June 20 until a date yet to be determined in Term 3.

The final session of this term will be held at Mortlake College on Tuesday, June 27, involving hands-on cooking sessions teaching parents how to create a healthier lunch box.

For more information or to RSVP, contact the Mortlake Library on 5599 2410 or Jane Googah at the Mortlake Kindergarten on 5599 2383.
Basketball program led by Seahawks coach Matt Alexander to build skills and self-esteem

HAVING AN ABSOLUTE BALL. Pupils from Warrnambool West Primary School are enjoying a basketball program with Seahawks coach Matt Alexander. Picture: Morgan Hancock

Sixty-six students have signed up for the program which is being led by Seahawks coach Matt Alexander.

Warrnambool West Primary School assistant principal Steven Liley said the program was a great opportunity for the students to try a new sport and to encourage healthy lifestyles.

"Not many of our children have participated in basketball," Mr Liley said. "This is a great opportunity that could lead students to playing basketball at school or in competition."

It has been introduced in partnership with South West Local Learning and Employment Network (SWLLEN).

Warrnambool West Primary School begins new after-school art program

Madeleine Rolfe

Creative. Warrnambool West Primary School students Xavier Bates, 8, and Rainey Hayes, 9, get some help with their clay sculptures from local artist Xavier Lane at the new after-school program. Picture: Rob Gunstone

A new after-school art program at Warrnambool West Primary School is giving young students a new creative outlet.

The arts activities program follows the success of a similar after-school basketball program introduced earlier this year.

The new program is run by Warrnambool artist Xavier Lane and has 20 students enrolled from prep to grade two.

It has been introduced in partnership with South West Local Learning and Employment Network (SWLLEN) which sourced resources for the program.

SWLLEN project officer Del Hammond said it would open opportunities for the school's younger students.

"The idea is to make the program fun and free flowing and allow the children to express themselves through art," Ms Hammond said.

"It was good to introduce an after-school program for students who are not sports minded and to target the younger age group."

Learning on the job

Student pathways to year 12 attainment and employment are changing, with many options available to young people in the southwest.

Program to help parents in transition

Small school benefits

17
GET ONLINE:
SWL placement offers are supported by a statewide web portal linking students, schools and businesses. The portal puts your business in control of your placements and saves you time.

VISIT:
Structured Workplace Learning (SWL) is an exciting program for VET or VCAL students and employers across all industries to get involved in.

The program helps students find a work placement in their local area, relevant to their studies. This will enable them to gain hands-on experience in an industry of interest to them which is a valuable asset for future employability.

Work placements are incredibly valuable when it comes to seeking future employment. Students who undertake a SWL placement benefit in the following ways:

- They gain industry experience in a workplace setting.
- They learn important skills related to their study.
- The placement provides on-the-job training to support VET programs.
- They can establish connections with employers.

The state-wide Structured Workplace Learning portal was introduced in 2016 by the Department of Education and Training to assist schools, students, and businesses in placing students into workplaces that complement their courses and build pathways to training or employment.

During 2017, 11 of the 18 schools in our service area used the portal and the assistance South West LLEN offered.

There were 158 opportunities (positions) on the portal for students to choose from and we were able to place 65 students into a SWL position.

The opportunities on the portal are industry based, and the industries with the highest demand were automotive (11), community services and health (11), building construction (10), hospitality and manufacturing both had eight. We also placed students in sport and recreation, retail and personal services, creative arts and culture, and agriculture.

The SWL portal is a wonderful tool for all schools but none more so than schools at a distance from regional centres, who can see what opportunities are available for their students before approaching the employer. When time is short, career teachers have asked us to speak with local employers that students/schools have approached to educate and inform the employer regarding aspects of a SWL.

Our work rate with SWL has made an impact on building relationships with schools, particularly with at-risk or hard to place students.

We have worked hard with employers, building understanding of students’ needs and finding employers who will mentor and work closely with some of our hard to place students. Meeting the students, which some schools encourage, is also helpful for us to understand their needs. This also helps us not to place students in work placements that set them up to fail.
The new mentoring connection was brokered by South West LLEN as part of its commitment to building the capacity of rural schools to deal with their growing number of students with complex needs and challenging behaviour”
CASE STUDY:  
A SPECIAL DAY

Young Bob (not his real name) now has his special day at school.

In a life that has been impacted by trauma, this special day is something to celebrate.

Bob had been living in Warrnambool with his mother but after she was jailed – following the same route as his father – Bob was forced to move to a nearby country town to live with his grandparents.

His grandparents were doing the best they could, but their age and health issues meant they were limited in many ways.

Bob is a bright boy but clearly has issues as a result of his previous difficult home life. Before moving from Warrnambool, Bob had seen the Nurture Room program in action and was aware of his school’s mentoring program.

At his new small rural school, it was quickly identified that Bob needed extra guidance. He has never had a positive young male role model in his life and the school and South West LLEN discussed the possibility of finding a suitable mentor for him.

Some of Bob’s friends at his previous school had mentors and Bob was open to the idea. He felt special to be chosen for the program and the connection was immediate.

On the first meeting, Bob proudly showed his mentor around his school, and at the end of this meeting he was asked if he wanted to continue with his mentor. His answer was an emphatic yes. He said that he has music on Mondays which he really likes; and if the mentor could visit on Mondays that would be his special day.

The volunteer mentor visits the school for an hour each week to spend time with the student. The mentor has a psychology degree, is studying teaching, works part-time on camps with children with autism and has a background in music.

The new mentoring connection was brokered by South West LLEN as part of its commitment to building the capacity of rural schools to deal with their growing number of students with complex needs and challenging behaviour.

This pilot has been a great success so far and it is hoped similar connections can be made at other regional schools.
CASE STUDY: JACK, WILLIAM, BEN AND SALLY

The following are case studies of students who were successful in their SWL placements in 2017.

JACK

Jack was attending the Lavers Hill Turning Points Campus, (Colac’s alternate school setting) as he was not thriving at the mainstream campus of Colac Secondary College (CSC).

He was enrolled in Senior VCAL which included Certificate III Information, Digital Media and Technology and C++ Coding as his Vocational Education and Training (VET) courses. He required a Structured Workplace Learning (SWL) placement to align with his VET course.

South West LLEN sourced a placement for Jack at one of the Colac Primary Schools and liaised with the school’s computer technician to enable the placement.

South West LLEN also case managed a pre-placement interview with the Assistant Principal and the school’s computer technician prior to commencement of the placement to ensure all participants were organised and prepared. The interview took the form of a job interview. This was highly successful, and the placement began the following week for one day a week for two terms.

Jack loved the placement and with encouragement of his supervisor and the Principal applied for a computer technician gap year position advertised at Trinity College in Colac.

Following the process, Jack was offered the job and is currently happily working at Trinity which is looking for funding to be able to continue his role into 2019.

WILLIAM

William had serious anxiety problems while attending mainstream primary and secondary school, which seriously impacted on his attendance and progress.

Having withdrawn from secondary school early, he was eventually referred to Lavers Hill Turning Point Campus and began to tentatively engage in VCAL study. As part of his program he was enrolled in Certificate II Automotive.

South West LLEN was asked to help find a placement for William in the panel beating field of automotive.

William was already 18 and had his licence so was able to drive himself to his work place. However, he was prone to severe panic attacks and was still working on strategies to manage these.

A sympathetic panel beater was sourced. An interview organised and William engaged in a one-week SWL placement.

The panel beater reported that everything went well, except William often returned very late from breaks.

Following the placement William kept visiting the work shop. Shortly after this he had a small accident in his own car and asked the panel beater if he could use his shed and advice to fix it himself. Over this process he settled into the rhythm of the work shop and was seen to be sufficiently skilled, improved and organised to be offered a job in the panel beating business.
BEN

Ben left school at Year 9 and worked various labouring jobs and at McDonalds for a number of years before realising he wanted more. He was referred to Turning Points to complete his senior years of schooling and is currently working on Intermediate VCAL.

Through pathway planning it was discovered Ben had an interest in individual support and working with disability.

Accessing Certificate III in Individual Support is very difficult in Colac and only available if Ben was to exit the school and go to the program full time. Timing is not right for Ben to do this as he has not yet completed the Intermediate VCAL and would have to leave behind the supports provided by Turning Points.

South West LLEN sourced a placement for Ben at genU, a disability training and support provider in Colac. A work place interview and tour were organised and Ben was supported by SWLLEN to attend. Ben was prepared for this and performed incredibly well in the interview and communicated beautifully with the clients on the tour.

He completed his placement, loved it and has cemented his desire to work in the field into the future. His supervisor would like to see him work with them again and is writing him a reference for any job he chooses to apply for.

Currently Ben is completing his VCAL, will apply to genU for employment without the Certificate III and hopes to gain work and then do on-the-job training.

When asked what happened with school, he responded “I could not sit in the classroom and was always being kicked out, I couldn’t put up with it any more so I left and didn’t go back in year 9”.

SALLY

Sally has had a tumultuous home life which led to high absenteeism and poor performance at school.

She also has diagnosed dyslexia and found learning very difficult, made all the more challenging as she would not tell her teachers about her condition and behaved poorly to hide it. As a result, she stopped going to school during Year 8.

Sally was referred to Turning Point, where she was enrolled in Foundation VCAL and with counselling admitted to her dyslexia and became more confident to work with the condition.

She loves children and had decided she would like to work in childcare. South West LLEN sourced a SWL placement with a day care centre and gained Sally’s permission to inform the centre director of her condition.

Sally’s placement went very well, she related well to both the children and the staff and she was encouraged to return for more placement.

Following this, Sally’s private life took a turn for the worse and she was unable to return to the day care centre.

Towards the end of 2017, South West LLEN returned to the day care centre to enquire if they would give Sally a School Based Apprenticeship for 2018. The Director was very keen to support her and discussed the possibility further with Barwon Youth and Child Services to ensure the placement could take place. This meant Sally could access a course not usually available in Colac, be paid while working and be qualified to work in the industry once she turned 18.
CASE STUDY: CONNECTIONS AND PATHWAYS PARTNERSHIP

In addition to partnership brokerage funding, South West LLEN receives funding for the Structure Workplace Learning (SWL) program. For 2015 and 2016, a portion of this funding was provided to SW LLEN to source SWL placement for difficult to place students, and to collaborate with schools and other service providers to provide young people with holistic, integrated support to assist them to engage, and re-engage, in education and training.

In 2015, our SWL staff identified a need for a case management approach for a number of difficult to place students. This cohort of students typically lack confidence, and some endure anxiety or similar conditions. Most have no experience in gaining employment, often coming from intergenerational unemployed families, or single-parent families. In most cases, mainstream schooling does not fulfil the needs of these students. It was recognised that the case management approach required would be very time consuming, but had the potential to provide an important intervention to re-connect this cohort of students to their education and provide them with a meaningful pathway to an equivalent to a Year 12 qualification. In response, in 2017 the role of the SWL staff broadened to take on a partnership brokerage role, with their salaries funded by both funding streams.

The connections and pathways partnership approach involves a close partnership with SW LLEN and a school, and a broader partnership with SW LLEN, schools, and a range of employers across our region.

The school identify appropriate students, leading to an initial meeting where SW LLEN staff get to know the student who is looking for a SWL placement. The aim is to determine the student’s strengths and interests and what type of workplace might suit them. SW LLEN then use this information to find a placement to suit the student’s aspirations and needs.

We schedule a meeting with the identified workplace. This is intended to build a relationship with the workplace and to discuss the student’s needs.

Interview times are organised for the student.

Meanwhile, the student is supported to be prepared for the interview, including developing their resume and helping them to understand what to expect at the interview. They also prepare necessary paperwork, including relevant signatures to complete the legally required forms.

In most cases, SW LLEN take the student to the workplace interview, at which time we discuss any concerns they have.

Times for placement and the necessary paperwork are all dealt with at the interview. At the conclusion of the interview, the student meets their supervisor and other team members and is taken on a tour of the workplace facilities. This helps to alleviate any fears they might otherwise experience leading up to the placement.

Next, we help to ensure the student’s school is communicating with their family and that the student has the means to travel to the placement.

At the conclusion of the placement, SW LLEN follow up with the employer, student and school as to the outcomes.

If the student feels the industry type suits their future needs, SW LLEN organise another placement to further their understanding of the industry and strengthen the possibility of transition into further training. We then work with the school to identify a VCAL pathway for the student, and support the school to make that happen.

Connections and pathways partnership case study

In 2017, 36 students placed into SWL positions by SW LLEN were of the hard to place category and were at risk of non-completion of school.

A further 15 placed into SWL positions were disengaged due to a lack of available opportunities in their small rural towns and the challenge of finding transport for placement in bigger towns within the region.

We have developed a strong partnership with Turning Point, a campus of Lavers Hill K12 College that works with students who have disengaged or are at risk of disengaging from school, education and in many cases have little or no aspirations for their future. When asked what value does SW LLEN add to Turning Point, the coordinator made the following response.
“We deal with vulnerable youth, many suffering from trauma and coming from families with entrenched unemployment,” the coordinator said.

“They want to break out of that cycle but you simply cannot put them into a Structured Workplace Program and expect there to be success,” she said.

“These students need case management and support. South West LLLEN makes sure the employer knows the needs of the young people and since working with the LLLEN the success rate of our placements has been phenomenal.

“Over the past two years of the LLLEN’s involvement we have turned around our workplace program and the students are now all enjoying success. We could not have done this without South West LLLEN.”

Rough calculations for 2017 estimate that the average cost for SW LLLEN’s partnership brokerage per connections and pathways partnership to place a student at risk of non-completion of secondary school to be somewhere between $2000 to $2,800.

In 2018, SW LLLEN’s evaluation methodology for the connections and pathways partnership will include a return on investment measure, ie, the average cost for SW LLLEN’s partnership brokerage per connections and pathways partnership student placement. We will compare this with a costing for a young person likely to endure a lifetime of unemployment and underemployment. This measure will provide DET with a measure of the return of investment of DET funding provided from DET to South West LLLEN for one of South West LLLEN’s partnership initiatives.

CASE STUDY: PASSPORT 2 EMPLOYMENT

The Passport 2 Employment program (P2E) was developed by the Glenelg Transition Action Network in 2013. The first program was successfully delivered in Portland in 2014. South West Transition Action Network (SWTAN) has been delivering the program in Warrnambool since 2015 and South West LLLEN has been involved since its inception.

The program aims to empower students between 15-18 years who have a mild or medium disability to further their knowledge, skills and opportunities for employment, further education and/or training.

In 2017, the Structured Workplace Learning (SWL) team supported the program by participating on the SWTAN committee and actively assisting the program with background support, grant applications and industry knowledge.

The program had 22 participants with four students not completing the program. The students were from Warrnambool College, Emmanuel College, Warrnambool Special Developmental School, Brauer College, Timboon P-12 and Hampden Special School.

An evaluation was conducted at the end of the seven-week program which found the P2E program was successful in building participants’ confidence and self-esteem by creating post-school goals, taking part in job interviews and learning how to apply for a job.

- Six students felt more confident about post-school options.
- Five students had a better understanding of NDIS.
- Eight students felt they had created some post-school goals.
- Seven students knew what services were available to support post-school goals.
- Six students improved their understanding of employability skills and the expectations of employers.
- Six students better understood how to apply for a job.
- Seven students knew more about taking part in a job interview.
- Seven students knew more about making connections to industry.

The South West LLLEN SWL team will continue to support and encourage the P2E program for 2018.
CASE STUDY:
ON TRACK CONNECT

On Track is a Victorian Government initiative, launched in 2003, designed to ensure young people are on a pathway to further education, training or employment after leaving school. Each year during April-May, On Track surveys young people who left schools or other training organisations from Years 10-12 in the preceding year. The survey is designed to provide information on post-school destinations, and to identify young people not in education, training or full-time employment. This data provides a better understanding of outcomes from education as well as assisting the government to improve pathways planning. Data on destinations is also published annually on a school by school basis.

On Track Connect, as part of On Track, aims to assist those young people who have left school and, at the time of the survey, are not studying or in full time work.

South West LLEN has managed the implementation of On Track Connect from its inception. The role is to set up appropriate referral arrangements to provide advice to young people requesting further assistance about options for re-engagement with education, training or employment. South West LLEN also reports outcomes of the On Track Connect process back to the Department of Education and Training (DET).

In 2017 South West LLEN received notification that 24 young people had agreed to be contacted following the ‘On Track’ survey.

Young people referred to South West LLEN are notoriously difficult to contact even with personal email addresses and mobile phone numbers. Many young people also choose not to accept the offer of additional support.

Attempt was made to contact all of the young people. Nineteen were Year 12 completers, five were early school leavers but nine out of 24 were not contactable via the details supplied.

Most of the students contacted asked for assistance with the jobactive network, as they were looking to improve their working hours from casual to part or fulltime. The students wanting to go on to further education and training in 2018 were all concerned about earning enough money to qualify for Youth Allowance to help finance their studies and living away from home.

Three female students asked for information about traineeships, particularly office admin, however no courses for office admin were available at South West TAFE.

Three students were referred to Work Ready and Transition to Work programs. These programs were very slow to respond to student referrals and numerous attempts had to be made by the LLEN before the students were contacted by these organisations.

Five females and four males did not respond to calls or emails. Students who did not respond to calls were all emailed. One student responded to the email and was referred to Work Ready.

It was observed that the further the student lived away from regional towns, the less likely that they would respond / take part / or ask for assistance.

Advice regarding and referral to external agencies including Centrelink, Transition to Work, Work Ready, Reconnect, South West TAFE and local apprenticeship centres, was discussed with all the clients with varying degrees of willingness to take the advice.

Those without clear plans were referred to relevant local agencies for support and were encouraged and advised regarding further training options to gain qualifications to improve their chances of future employment.

It is a shame for those who do not take up the supports offered as they are many and beneficial.
CONNECTING THE DOTS FOR ‘MILLY’

‘Milly’, a student transitioning from Year 12, did not have the support or desire to move away from her home. Her family lived 30 kilometres from Warrnambool and when South West LLEN as part of the On Track survey communicated with her she was struggling with what to do to change her situation. Milly was working three jobs, for total of around 20 hours work per week. The jobs were in cafes and hotels, and often the hours clashed, which made it difficult for her to improve her hours of work. After some discussion Milly came into the South West LLEN office and we were able to work out a plan. She was applying for business administration positions, had contacted Westvic Staffing Solutions, the main apprenticeship centre sourcing traineeships in our region, but was not getting to the interview stage. Firstly, we referred her to Centrelink, and through that she was able to obtain a Health Care Card. We then spoke to Transition to Work and Work Ready at South West TAFE. Through this process, Milly decided that she needed to do a certificate course in business administration to improve her job prospects. Unfortunately, South West TAFE did not offer this course, but after we arranged meetings with the course adviser, Milly enrolled into the Certificate III Event Management and Tourism course which had some of the components that Milly needed to improve her outcomes. This course had ongoing enrolments which made it possible for Milly to join mid-year.

This outcome, whilst encouraging, is not the norm when dealing with the cohort of students referred to us through On Track Connect. Many of the young people who were looking for employment or training had not registered with Centrelink as jobseekers or sought out other job support services or training.
## FINANCIALS

### STATEMENT OF FINANCIAL POSITION FOR YEAR ENDED 31 DECEMBER 2017

**NOTE:** A copy of all financial statements are available on request

<table>
<thead>
<tr>
<th></th>
<th>2017 ($)</th>
<th>2016 ($)</th>
</tr>
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<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
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<td>Cash and Cash Equivalents</td>
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<td>Trade and Other Receivables</td>
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<td><strong>NON-CURRENT ASSETS</strong></td>
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<td>Motor Vehicles, Plant and Equipment</td>
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<td>35,199</td>
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<td>66,046</td>
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<td><strong>Total Assets</strong></td>
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<td><strong>CURRENT LIABILITIES</strong></td>
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<td>Grants in Advance</td>
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<td>Provision</td>
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<td>Trade and Other Payables</td>
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<td><strong>NON-CURRENT LIABILITIES</strong></td>
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<td>Interest Bearing Liabilities</td>
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<td>Total</td>
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<td><strong>Total Liabilities</strong></td>
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<td><strong>Net Assets</strong></td>
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<td><strong>EQUITY</strong></td>
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<td>Retained Earnings</td>
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<tr>
<td><strong>Total Equity</strong></td>
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<td>135,612</td>
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</table>
# Statement of Comprehensive Income for Year Ended 31 December 2017

**Note:** A copy of all financial statements are available on request

## Income

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 ($)</th>
<th>2016 ($)</th>
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<tbody>
<tr>
<td>Contract Income - Department</td>
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<td>391,298</td>
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<td>Interest Income</td>
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<td>4,158</td>
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<tr>
<td>Grant - Project Income</td>
<td>40,253</td>
<td>101,156</td>
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<tr>
<td>Other Income</td>
<td>4,156</td>
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<tr>
<td>Profit on Sale of Motorvehicles</td>
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<td>1,736</td>
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<td>Workcover Claims</td>
<td>50,365</td>
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<td><strong>Total Income</strong></td>
<td><strong>509,015</strong></td>
<td><strong>498,348</strong></td>
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</table>

## Expenditure

<table>
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<tr>
<th>Description</th>
<th>2017 ($)</th>
<th>2016 ($)</th>
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</thead>
<tbody>
<tr>
<td>Accounting and Audit Fees</td>
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<td>7,220</td>
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<td>Advertising and Promotion</td>
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<td>5,338</td>
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<td>Bank Charges</td>
<td>530</td>
<td>356</td>
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<tr>
<td>Conferences</td>
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<td>814</td>
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<tr>
<td>Consulting Fees</td>
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<td>Depreciation</td>
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<tr>
<td>Fringe Benefit Tax Expense</td>
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<tr>
<td>Insurance</td>
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<td>IT Information Technology</td>
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<td>Meeting Expense</td>
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<td>Motor Vehicle</td>
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<td>Motor Vehicle Lease</td>
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<td>Project Expense</td>
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<td>Rent</td>
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<td>Superannuation</td>
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<td>Telephone and Internet</td>
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<td>Travel</td>
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<td>5,158</td>
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<tr>
<td>Wages (incl. Workcover)</td>
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<td>304,560</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>529,558</strong></td>
<td><strong>482,877</strong></td>
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Profit Before Income Tax: (20,543) 15,471

Income Tax Expense: -

**Profit After Income Tax and Interest Expenses:** (20,543) 15,471

Total Comprehensive Income Attributable to Members: (20,543) 15,471
AUDITOR’S REPORT

SINCLAIR WILSON AUDIT & ASSURANCE SERVICES

INDEPENDENT AUDITOR’S REPORT TO THE MEMBERS OF SOUTH WEST LOCAL LEARNING & EMPLOYMENT NETWORK INC

REPORT ON THE AUDIT OF THE FINANCIAL REPORT

We have Audited the financial report of South West Local Learning & Employment Network Inc, which comprises the statement financial position as at 31 December, 2017, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the Board’s declaration.

In our opinion the financial report of South West Local Learning & Employment Network Inc, is in accordance with Division 60 of the Australian Charities and Not-for-Profits Commission Act 2012 and Associations Incorporation Reform Act 2012, including:

a. giving a true and fair view of the South West Local Learning & Employment Network Inc’s financial position as at 31 December, 2017, of its financial performance and its cash flows for the year ended in accordance with the accounting policies described in Note 1; and

b. complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013 and the requirements of the Associations Incorporation Reform Act 2012.

BASIS FOR OPINION

We conducted our Audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Report section of our report. We are independent of the South West Local Learning & Employment Network Inc, in accordance with the Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act) and the ethical requirements of the Accounting Professional and Ethical Standards Board’s APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our Audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

EMPHASIS OF MATTER - BASIS OF ACCOUNTING

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the South West Local Learning & Employment Network Inc’s financial reporting responsibilities under the ACNC Act and the Associations Incorporation Reform Act 2012. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

RESPONSIBILITY OF THE BOARD AND THOSE CHARGED WITH GOVERNANCE FOR THE FINANCIAL REPORT

The Board of the South West Local Learning & Employment Network Inc, are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the Associations Incorporation Reform Act 2012 and the ACNC Act and the needs of the members. The Board’s responsibility also includes such internal control as the Board determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free form material misstatement, whether due to fraud or error.
In preparing the financial report, the Board is responsible for assessing the South West Local Learning & Employment Network Inc's ability to continue as a going concern, disclosing as applicable, matters relating to going concern and using the going concern basis of accounting unless the Board either intend to liquidate the South West Local Learning & Employment Network Inc, or to cease operations, or have no realistic alternative but to do so.

AUDITOR’S RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL REPORT

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

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

• Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform Audit procedures responsive to those risks, and obtain Audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

• Obtain an understanding of internal control relevant to the Audit in order to design Audit procedures that are appropriate in the circumstances, but not for the purpose of expressing as opinion on the effectiveness of the South West Local Learning & Employment Network Inc’s internal control.

• Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

• Conclude on the appropriateness of Board's use of the going concern basis of accounting and, based on the Audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the South West Local Learning & Employment Network Inc's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the Audit evidence obtained up to date of our Auditor's report. However, future events or conditions may cause the South West Local Learning & Employment Network Inc, to cease to continue as a going concern.

• Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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

[Signature]

FELICITY MELICAN
PRINCIPAL

Dated this 23 February, 2018
287 Timor Street
Warrnambool VIC 3280