FUND THEIR FUTURES

Investing in our local young people

Central Grampians LLEN
COLLABORATE • INNOVATE • EMPOWER







THE FUTURE OF CGLLEN

In June, the Department of Education (DE) advised Local Learning and Employment Networks (LLENs) across the state that our core School to Work contract would be centralised from the beginning of 2027. Existing funding agreements have been restructured to align with DE boundaries, effectively reducing contracts from 31 to 17. Contracts will now be spread across a much larger geographical area and have been put out to an open tender process.

As Central Grampians LLEN (CGLLEN) sits across two department areas, we initially intended to pursue partnership applications with neighbouring LLENs to maintain place-based delivery of our long-standing programs and activities. However, after careful consideration of the proposed contract requirements - including a decrease in funding levels, placement expectations, and an increase in targets - the CGLLEN Board of Management resolved that delivering the contract would not be a viable option for our organisation.

For decades, the School to Work contract and its predecessor programs have provided CGLLEN with crucial backbone support. The loss of this funding will significantly reduce our capacity to deliver valuable career education activities in schools and connect students with local industries and employers. It will also have significant flow on effects for our other programs.

Currently, our organisation is at genuine risk of closure. Without funding support, our community is in danger of losing access to a wide range of critical programs and partnerships that help our local young people discover their career interests and pathways, build confidence and prepare them for the workforce (see Appendix C).

MOVING FORWARD

CGLLEN is due to commence its next three-year strategic plan in 2027. To inform the planning process, we recently sent a consultation survey to all local secondary schools to advise them of the School to Work restructure and collect information on the industry engagement activities they would like us to provide during the 2027-2029 school years (Appendix B).

These activities will not be serviced by the new School to Work providers, so CGLLEN has been actively pursuing funding to fulfil school requests. We will continue to apply for grants over the coming months, however, time constraints around our current situation have prompted us to seek additional support from local partners through a donation pledge.

HOW YOU CAN HELP

To determine the ongoing viability of CGLLEN, we are currently meeting with key partners to gain pledges of support through a Corporate Partnerships Model (see Appendix D).

Over the years, our community has become increasingly disadvantaged by the centralisation of vital services. Distance, smaller school cohorts, limited public transport and workforce shortages mean rural students already struggle to access meaningful work-based learning opportunities without supported coordination and facilitation. If you value the critical role we play in building connections with schools, industry partners and the wider community to improve outcomes for local young people, we invite you to become part of the solution.

By making a pledge to provide a tax-deductible donation, you can help ensure our local students don't miss out on the programs and opportunities they need for future success.*

**Community members can donate to the organisation directly via CGLLEN's website*

5352 3266 | www.cgllen.org.au | eo@cgllen.org.au | @centralgrampiansllen

Our TARGETS

2027-2029

INDUSTRY ENGAGEMENT

- VIC VICE **x18 annually**
- DroneEd **as requested**
- Industry Engagement Presentations **x10 annually**
- Individual Industry Tours **x8 annually**
- Careers Quick Chat **x2 annually**
- Full Day Multi-Industry Tours **x3 annually**
- Short Courses **as requested** (Appendix B)
- Practice Interviews **x5 schools annually**
- Passport 2 Employment (P2E) **x2 annually**

2027	$245, 784
2028	$242, 612
2029	$239, 829
TOTAL COST	**$728, 225**

SUPPORTING APPROX 580 STUDENTS ANNUALLY

Please note the cost of Short Courses requested for 2027 is $38, 470 which could be consolidated if required.

Central Grampians LLEN MENTOR COMMUNITY

- Mentor networking and training opportunities **x18 annually**
- National Volunteer Week events **x2 annually**

2027	$1, 500
2028	$1, 545
2029	$1, 591
TOTAL COST	**$4, 636**

TAC L2P PROGRAM

The TAC L2P Program is primarily funded by the TAC and the Department of Transport and Planning. Although this is a deficit funding model, our program currently receives sponsorship from local councils and a Magistrate's Court Victoria grant to help cover running costs.

mates CENTRAL GRAMPIANS

- Program implementation
- Activity box materials and cooking ingredients
- End of year celebration events **x3 annually**

2027	$163, 878
2028	$168, 794
2029	$173, 858
TOTAL COST	**$506, 530**

SUPPORTING 60 STUDENTS ANNUALLY

Resilient Ararat

- Youth MHFA training **x1 annually**
- Teen MHFA facilitator trained **x2**
- Mental Health Month campaign **x1 annually**
- Ongoing RA activities

2027	$120, 824
2028	$124, 449
2029	$123, 832
TOTAL COST	**$369, 105**

TOTAL FUNDING REQUIRED

2027	$531, 986
2028	$537, 400
2029	$539, 110
TOTAL COST *2027-2029*	**$1, 608, 496**



Invest in our FUTURE GENERATION

Research shows that the proportion of students anxious about their career prospects has grown since 2018.[1] Students are not getting the career exposure they need and are choosing from a limited menu of 10 occupations (see Appendix A).[2] Many of these occupations do not align with local demand, contributing to chronic skills shortages, lower youth retention rates and enduring economic impacts for our region.

CGLLEN supports young people to make informed decisions on their future careers by exposing them to a diverse range of industries. If students are unaware of the opportunities that exist, both locally and further afield, they are statistically more likely to drop out of further education and training as a result of selecting an occupation they are not suited to.[1] This can have lasting impacts on their futures.

By making a donation pledge, (see Appendix D), you can help provide young people with the learning experiences they need to confirm their ambitions and start planning suitable future career pathways.

DONOR BENEFITS

BENEFITS	MAJOR SUPPORTER *OVER $20K*	SUPPORTER *UNDER $20K*
Logo featured on CGLLEN website	large logo	small logo
Logo featured in CGLLEN newsletter as a Major Supporter (min 4 per year)	✓	
Media release exposure (combined)	✓	
Annual newspaper advertisement	logo	listed
Social media post acknowledging support	✓	✓

Updated October 2026

REPORTING

CGLLEN is committed to demonstrating accountability and will provide all supporters with an annual report at the conclusion of each year. To ensure continuous improvement of our programs and activities, supporters will also be given the opportunity to contribute feedback. CGLLEN will simultaneously pursue grants and other funding streams to support the Corporate Partnerships Model. In the interest of transparency, any additional grants received will be documented in our annual reporting. Funding exceeding the target amount will only serve to increase our organisation's capacity to deliver more programs to local young people over an extended period of time.

1 *OECD (2025), The State of Global Teenage Career Preparation, OECD Publishing, Paris, Organisation for Economic Co-operation and Development.*

2 *OECD (2021), Career Readiness in the Pandemic: Insights from new international research for secondary schools, OECD Education Policy Perspectives, No. 44, OECD Publishing, Paris.*

FUND THEIR FUTURES

Investing in our local young people

Central Grampians LLEN

COLLABORATE • INNOVATE • EMPOWER

APPENDICES

Supporting DATA

APPENDIX A

Program	Participating schools
mates CENTRAL GRAMPIANS	Ararat College Marian College Ararat West PS Ararat 800 PS Ararat North PS Pomonal PS Skene Street Specialist School Stawell West PS Stawell 502 PS St Patrick's PS Concongella PS
INDUSTRY ENGAGEMENT	Ararat College Marian College Lake Bolac College Stawell Secondary College Skene Street Specialist School
TAC L2P PROGRAM CGLLEN is also in the initial stages of working with schools in Corangamite Shire	Beaufort Secondary College St Arnaud Secondary College Ararat College Marian College Stawell Secondary College Lake Bolac College Skene Street Specialist School
Resilient Ararat	Ararat College Ararat West PS St Mary's PS Maroona PS Willaura PS

PROMOTING ASPIRATION

Young people consistently name low motivation, poor mental health and low confidence as the main barriers to reaching their education and employment goals.[1] For students in regional Victoria, these pressures sit alongside fewer educational opportunities, limited local career pathways and lower Year 12 attainment than in the major cities.[2] We believe that our young people should not be disadvantaged by their postcode.

Local students need to be exposed to in-demand industries and given the experiences they need to feel confident choosing them. International research confirms 11 indicators of better outcomes linked to the ways in which teenagers explore, experience and think about their potential futures in work while in secondary education (see over page).

Early and varied interactions are key to helping students overcome perception barriers, build career aspiration, and successfully transition from school to stable work.[1] This is why CGLLEN focuses on ensuring our rural students have access to a diverse range of career education activities across each year of their secondary education, complementary to the curriculum delivered in the classroom.

LOCAL SECONDARY SCHOOLS ICSEA DATA

School	ICSEA value	ICSEA percentile
Ararat College	940	21
Marian College	1017	55
Lake Bolac College	936	20
Skene Street Specialist School	878	7
Stawell Secondary College	959	29

Source: www.myschool.edu.au

The Index of Socio-Educational Advantage (ICSEA) is a scale of socio educational advantage that is calculated for each school in Australia. The numerical scale represents the educational advantage or disadvantage of a school's student population based on parental occupation, education, school location and student demographics. This is not a rating of school quality. For example, Ararat College's value of 940 is in the 21st percentile which means that the school is more educationally disadvantaged than 79% of schools in Australia. On average, primary schools in the Central Grampians area are more educationally disadvantaged than 59% schools in Australia, ranging from 27%-94%.

1 *Mission Australia (2024), Youth Survey Report 2024 - young people identified lack of motivation, mental health concerns and confidence as the most common barriers to achieving their education and employment goals.*

2 *Australian Institute of Health and Welfare (2025), Rural and remote health - the proportion of people with Year 12 or a bachelor's degree is higher in major cities than in regional and remote areas, reflecting fewer education and career opportunities outside metropolitan centres.*



> **Activities provided by CGLLEN allow our students to visit local businesses, explore different workplaces, and gain a real understanding of the wide range of career opportunities available within our region. For many of our students, seeing these workplaces firsthand helps make future employment feel achievable and motivates them to think about their own goals.**
>
> **Jacob Bates**
> Teacher
> Skene Street Specialist School

THE 11 INDICATORS OF CAREER READINESS

The Organisation for Economic Co-operation and Development (OECD) Career Readiness project makes use of quantitative evidence to investigate how teenage career-related activities and attitudes are associated with better adult employment outcomes. The research shows that secondary school students who explore, experience and think about their futures in work frequently experience lower levels of unemployment, receive higher wages and are happier in their careers as adults. It also confirmed 11 indicators that are most effective in helping teenagers explore, experience and think about their potential futures in work. These indicators of career readiness are:

Exploring the future

- Career conversations with teachers, family members and friends
- Engaging with people in work through career talks or job fairs
- Workplace visits or job shadowing
- Application and interview skills
- Occupationally-focused short programs

Experiencing the future

- Part-time work
- Volunteering

Thinking about the future

- Career certainty – the ability to name an expected occupation in adulthood
- Career ambition – the expectation of working in a professional or managerial role
- Career alignment – where the educational plans of a student can typically be regarded as appropriate for entry to their occupational expectation
- Instrumental motivation towards school – where students acknowledge that their education will be useful for their working lives

10 DEFAULT OCCUPATIONS

The OECD also found young people choose from a limited menu of 10 occupations (below), whether they suit them or not. This was confirmed in Victoria by Monash University study in 2022 and costs the State Government and young people dearly through high dropout rates from further-education (23% of university and 45% of non-university higher education students).

- Doctors
- Teachers
- Business managers
- Engineers
- Lawyers
- Police officers
- ICT professionals
- Nurses & midwives
- Designers
- Psychologists

> **Our partnership with CGLLEN demonstrates the power of schools and communities working together. It's a connection that creates opportunities for our young people to build confidence and helps every student take their next step with purpose.**
>
> **Emma Henry**
> Principal
> Ararat College

Source: OECD (2021), Career Readiness in the Pandemic: Insights from new international research for secondary schools, OECD Education Policy Perspectives, No. 44, OECD Publishing, Paris.

APPENDIX B

Combined SCHOOL DATA

2027-2029

In June 2026, we sent a survey to the principals of all five of our local secondary schools to collect data on the industry engagement activities each school would like CGLLEN to provide during the 2027-2029 school years. Schools were also given the opportunity to request other CGLLEN programs or additional supports.

The data provided through this consultation has been collated and used to map CGLLEN's activities across the three-year period, inform grant applications and cost out our targets for this Corporate Partnerships Model. To ensure optimal student experience, industry engagement activities have been structured across year levels and the number of sessions has been set per activity. Some activities have maximum student numbers which accounts for the variation in numbers displayed in the below tables.

Year 7 - VIC VICE (maximum 2 sessions per student per year)

School	2027	2028	2029
Ararat College Two sessions per class (three classes)	6	6	6
Lake Bolac College*	2	2	2
Marian College	-	-	-
Skene Street Specialist School (junior years)	2	2	2
Stawell Secondary College	-	-	-

**Lake Bolac College's VIC VICE sessions will be delivered to combined Year 7 & 8.*

Year 8 - VIC VICE (maximum 2 sessions per student per year)

School	2027	2028	2029
Ararat College Two sessions per class (three classes)	6	6	6
Lake Bolac College*	NA	NA	NA
Marian College	-	-	-
Skene Street Specialist School (middle years)	2	2	2
Stawell Secondary College	-	-	-

Year 8 - DroneEd (1 session per student per year)

DroneEd is a new program that will launch in Semester 2 , 2026.

Year 9 - Industry Engagement Presentations (whole year level - maximum 4 per year)

School	2027	2028	2029
Ararat College	3	3	3
Lake Bolac College	4	4	4
Marian College	-	-	-
Skene Street Specialist School (junior years)	4	4	4
Stawell Secondary College	-	-	-

Year 9 - Workplace Industry Tours (maximum 2 per year)

School	2027	2028	2029
Ararat College	2	2	2
Lake Bolac College	2	2	2
Marian College	-	-	-
Skene Street Specialist School (junior years) *additional request*	4	4	4
Stawell Secondary College	-	-	-

Year 10 - Careers Quick Chat (whole year level event)

School	2027	2028	2029
Ararat College	1	1	1
Lake Bolac College	1	1	1
Marian College	-	-	-
Skene Street Specialist School (junior years)	-	-	-
Stawell Secondary College	-	-	-

Years 10 & 11 - Short Courses 2027

School	Barista	FSH	First Aid/CPR	RSA	White Card
Ararat College	1	1	1	1	1
Lake Bolac College	1	1	1	1	6 students
Marian College	1	1	1	1	1
Skene Street Specialist School	-	-	1	-	-
Stawell Secondary College	1	1	1	1	1

**Food Safety Handlers (FSH), Responsible Serving of Alcohol (RSA), Construction Induction (White Card)*

Years 10 & 11 - Short Courses 2028

School	Barista	FSH	First Aid/CPR	RSA	White Card
Ararat College	1	1	1	1	1
Lake Bolac College	-	-	CPR only	-	-
Marian College	1	1	1	1	1
Skene Street Specialist School	1	1	CPR only	-	-
Stawell Secondary College	-	-	-	-	-

Years 10 & 11 - Short Courses 2029

School	Barista	FSH	First Aid/CPR	RSA	White Card
Ararat College	1	1	1	1	1
Lake Bolac College	-	-	1	1	6 students
Marian College	1	1	1	1	1
Skene Street Specialist School	-	-	1	-	-
Stawell Secondary College	-	-	-	-	-

Year 10 - Full Day Multi-Industry Tour (1 per year)

School	2027	2028	2029
Ararat College	1	1	1
Lake Bolac College	1	1	1
Marian College	1	1	1
Skene Street Specialist School (junior years)	-	-	-
Stawell Secondary College	-	-	-

Year 12 - Practice Interviews

School	2027	2028	2029
Ararat College	Yes (4 days)	Yes (4 days)	Yes (4 days)
Ararat College Year 11 VM students *Additional request*	Yes (2 days)	Yes (2 days)	Yes (2 days)
Lake Bolac College	*Delivered through Passport 2 Employment program*		
Marian College	Yes (4 days)	Yes (4 days)	Yes (4 days)
Skene Street Specialist School	*Delivered through Passport 2 Employment program*		
Stawell Secondary College	-	-	-

Passport 2 Employment*

School	2027	2028	2029
Ararat College	*Expressed interest and requested more information*		
Lake Bolac College	Yes	-	Yes
Marian College	*Expressed interest and requested more information*		
Skene Street Specialist School	Yes	-	Yes
Stawell Secondary College	-	-	-

** Based on student numbers and the level of interest from schools, CGLLEN has allowed for the facilitation of two P2E programs per year. This program can be delivered as a cross-school cluster arrangement.*

Our PROGRAMS

INDUSTRY ENGAGEMENT

Central Grampians LLEN facilitates and supports local partnerships that create opportunities for young people to actively participate in education, training and employment, and connect with their community.

Our Partnerships and Pathways Coordinator works closely with schools and industry to provide work-based learning opportunities for local students. These include a diverse selection of Industry Engagement events and activities that expose secondary students to a range of industries, workplaces, employers and career opportunities. Our current offerings include:



INDUSTRY ENGAGEMENT PRESENTATIONS

Industry Engagement Presentations are designed to provide students with insights into industries they may otherwise have limited exposure to. In collaboration with teachers, sessions are tailored to meet the specific career interests of the students attending. Relevant employers and industry representatives are invited to come into the classroom and talk to groups of students about their job pathways. This can be done individually or as part of a panel discussion. The industry professionals provide information on career opportunities in their industries and discuss what employers look for in future employees.

At the conclusion of each Industry Engagement Presentation, students are updated on any local workplace learning opportunities currently available in that industry. They also have the opportunity to ask questions of the presenters.



WORKPLACE INDUSTRY TOURS

Workplace Industry Tours allow students to build on their knowledge, skills and understanding of employment by visiting an operational workplace.

The tours can help young people make sense of what they are learning in the classroom and broaden their knowledge of how this relates to future job prospects. Engaging with local industries and their employees exposes students to real life experiences and networking opportunities.

By hosting an industry tour, employers build stronger links with local schools and enhance future workforce options by showcasing roles that currently exist and addressing career pathway options.



PRACTICE INTERVIEWS

Students have the opportunity to use Practice Interviews to prepare for real-life job interviews. These interviews allow students to present their portfolios and resumes, and answer general interview questions from a small panel of CGLLEN staff members and industry representatives.

This process helps the young people get comfortable with promoting themselves and their relevant knowledge, abilities, qualifications and workforce experiences. Following their practice interviews, all students are provided with individual feedback to help them further develop their interview and communication skills.



CAREERS QUICK CHAT

Careers Quick Chat brings industry professionals and secondary students together at local schools for unique networking opportunities. Students are given five minutes with each employer to talk about careers and pathways, job roles, qualifications and employment opportunities. The initiative aims to help students gain an insight into a range of occupations and increase their knowledge of pathway options and career progression. Careers Quick Chat also broadens the young people's scope for school subject selection and higher education and exposes them to job opportunities that are available locally and further afield.

COMMUNITY IMPACT

2025	
55	industry engagement events delivered *including short courses*
1381	participants

2026 *to date (correct as of 14/08/26)*	
20	industry engagement events delivered *including short courses*
389	participants

**Participant numbers are a combined total of all activities; not individual students reached. Some students may have participated in multiple activities.*



SHORT COURSES

We support students from our local secondary schools to develop employability skills in the hospitality, construction and health industries by providing them with access to accredited short courses. These include Food Safety Handlers, Responsible Service of Alcohol, Barista, Sandwich Making, First Aid/CPR and White Card training.

Short courses help equip students with additional skills and confidence to understand the world of work. They provide young people with recognised certificates that enhance their employability, support their transition from school to the workplace and increase their chances of gaining meaningful employment.



VIC VICE

VIC VICE is a virtual reality platform that features 360-degree video and video-game style simulations. This cutting-edge technology is designed to expose students to industries that are traditionally difficult to access.

CGLLEN is responsible for the delivery of VIC VICE in Ararat, Stawell and Lake Bolac, allowing students to experience different workplaces in a fully immersive, interactive and multi-sensory way.

COMMUNITY IMPACT

2025	
9	VIC VICE sessions delivered
137	students reached

2026 *to date (correct as of 14/08/26)*	
5	VIC VICE sessions delivered
81	students reached



PASSPORT 2 EMPLOYMENT

Passport 2 Employment supports school students living with a disability or other challenges overcome barriers to participating in their community and the workforce. CGLLEN began implementing the program in 2025, allowing Skene Street Specialist School students to explore pathways into further education and get involved in the local community. P2E is a hands-on workshop style program that runs for 8-11 weeks. It focuses on improving communication and life skills needed for employment, and is supported by a network of local disability, education and community service providers. Weekly topics include presentation and employability skills, budgeting, living a healthy lifestyle and preparing for the transition from school to employment. P2E also incorporates practice interviews, an industry tour and an 'Amazing Race' activity to familiarise students with local support agencies.

COMMUNITY IMPACT

2025	
8	students supported to complete the P2E program



DRONEED

DroneEd is an interactive classroom lesson that exposes secondary students to local industries that utilise drones and other advanced technology in their day-to-day operations. CGLLEN developed DroneEd to build on the success that VIC VICE has had in engaging students. The program is designed to showcase the diverse pathway options available to students post school, provide technology-related skills and knowledge and create meaningful connections between local students and employers.

DroneEd combines videos of local industry professionals with hands-on learning to increase student awareness of the capabilities of drones. Featured industries include agriculture, environment, mining, local government, emergency services, real estate and digital media.

DroneEd is in the final stages of development and is due to be launched in the second half of 2026.

Central Grampians LLEN
COLLABORATE • INNOVATE • EMPOWER

ADDITIONAL PROGRAMS

In addition to Industry Engagement activities, CGLLEN facilitates a range of other programs to help young people build confidence, develop life-skills and connect with their communities.



TAC L2P PROGRAM

The TAC L2P Program assists young Victorian learner drivers aged 16 to 21 (and in some cases, up to the age of 23) who don't have access to a supervising driver or vehicle, gain the 120 hours driving experience required to apply for a probationary licence. Eligible learners are matched with a fully licensed volunteer driver (mentor) and provided with an L2P vehicle to support them during their time in the program.

CGLLEN coordinates L2P across the Northern Grampians Shire, Ararat Rural City and Pyrenees Shire. We recently expanded our program to service parts of Corangamite Shire.

COMMUNITY IMPACT

2025	
59	young people supported to gain 120 hours of driving experience
16	participants gained their P-plates
2026	*to date (correct as of 14/08/26)*
53	young people supported to gain 120 hours of driving experience
15	participants gained their P-plates

> **The partnership and support provided by CGLLEN in coordinating and delivering the MATES program has been invaluable, and we have seen the positive impact that caring, consistent mentors can have on our students.**
>
> **Anthony Cain**
> Principal
> Stawell West Primary School



MATES MENTORING

MATES matches nominated students from 11 participating schools with volunteer mentors from the community. They meet for one hour each fortnight, within school hours, for the duration of the school year. Mentors provide students with encouragement, guidance and support to help them build confidence, develop social skills and achieve personal growth.

During sessions, students and mentors have the opportunity to share their hobbies and interests and learn new things. They also have access to a MATES Activity Box which contains games, books, puzzles and craft supplies.

COMMUNITY IMPACT

2025	
60	local students matched with a MATES mentor
700+	hours of mentoring support provided
2026	*to date (correct as of 14/08/26)*
41	local students matched with a MATES mentor



RESILIENT ARARAT

Resilient Ararat is a school-led approach to promoting positive mental and emotional health and wellbeing among students and the wider community. The project supports the implementation of The Resilience Project curriculum in five schools across Ararat Rural City and promotes positive community engagement with mental and emotional health.

Through the development of specialised projects and activities, Resilient Ararat helps reinforce the important work schools are undertaking with students throughout the local community. Recent initiatives include *Kindness in a Cup* which allows community members to purchase pay it forward coffees, and *The Positive Postie Virtual Gratitude Wall* which encourages people to acknowledge and celebrate local businesses, sporting clubs, community groups or individuals who are doing great things.



Mental Health Month

Each year, Resilient Ararat develops a new campaign to mark Mental Health Month (MHM). We work with students from our cluster schools to design a campaign concept, branding elements and social media content. Themes are based around the three main principles of The Resilience Project; gratitude, empathy and mindfulness - more affectionately known as GEM! These campaigns are rolled out in the community each October to promote positive mental health strategies.

COMMUNITY IMPACT

MHM CAMPAIGNS *to date*

- **2025:** *The Positive Postie Project*
- **2024:** *October 'Stick to it' Challenge*
- **2023:** *Grow Happiness*
- **2022:** *Painting the Town with Gratitude*
- **2021:** *Random Acts of Kindness in the Rat*
- **2020:** *Bean Resilient*



Teen & Youth Mental Health First Aid

Resilient Ararat regularly sponsors community members to complete Youth Mental Health First Aid (YMHFA) training. We have also worked with schools to train staff members as Teen Mental Health First Aid (TMHFA) instructors so they can then deliver the teen course to students. YMHFA and TMHFA equip participants with the knowledge, skills, and confidence to recognise, understand and respond to young people experiencing a mental health problem or mental health crisis.

COMMUNITY IMPACT

2025

170	community members trained in Teen and Youth MHFA
2	teachers trained as Teen MHFA Instructors



MENTOR COMMUNITY

The Central Grampians LLEN Mentor Community provides free support, information and training opportunities to all volunteers across our MATES and TAC L2P programs.

As part of the initiative, mentors have exclusive access to events, including personal development sessions, guest speakers, Coffee Catch Ups and celebrations. They are able to attend as many activities as they like to connect with fellow volunteers and boost their skills, knowledge and confidence as mentors.

Our Mentor Community is a way for us to give back to our volunteers and ensure they feel valued, capable and supported in their mentoring roles. Regular activities include:

Professional Development

Wherever possible, we provide mentors with access to professional development that strengthens their mentoring skills. Examples include Youth Mental Health First Aid, CPR and leadership courses.

Coffee Catch Ups

Throughout the year, our MATES and L2P Coordinators invite mentors to attend Coffee Catch Ups at local cafes. These informal meetings give mentors the opportunity to get to know each other over a cuppa, share their ideas and experiences and seek guidance or support from the program coordinators as required.

National Volunteer Week

Each year during National Volunteer Week, mentors are invited to attend a morning or afternoon tea to network and hear from a relevant guest speaker. Mentor service awards are also presented on this day to recognise the valuable work of our volunteers.

Guest Speakers

We invite a number of guest speakers to present to our Mentor Community on topics related to youth mental health, effective communication, trauma and other program-specific topics. Guest presenters help ensure mentors have the confidence, skills and knowledge to support young people.

CGLLEN Annual General Meeting

Our mentors are encouraged to attend our Annual General Meetings to learn more about our programs and how their volunteer roles support the work we do in the local community.

COMMUNITY IMPACT

2025	
87	volunteer mentors at CGLLEN
18	mentor events provided

2026	*to date (correct as of 14/08/26)*
72	volunteer mentors at CGLLEN
9	mentor events provided

Central Grampians LLEN
COLLABORATE • INNOVATE • EMPOWER

CGLLEN is a registered charity and is proud to be endorsed as a Deductible Gift Recipient (DGR). Any donations made to our organisation are tax-deductible.

DONATION PLEDGE

Thank you for your interest in supporting CGLLEN. Your donation pledge will help ensure local young people continue to have access to programs and activities that allow them to explore careers, develop aspirations and transition successfully into further education, training and employment. The CGLLEN Board of Management will make a decision on the viability of the organisation by December 2026. If deemed viable, you will be provided with instructions on how to fulfil your donation pledge.

DONOR INFORMATION

Company Name

Phone

Authorised Contact Person

Email

DONATION LEVEL *(please select one)*

☐ **Major Supporter - over $20,000**

☐ **Supporter - under $20,000**

Benefits received *(listed separately on information sheet)*

Amount pledged

$

ONGOING DONATIONS

☐ **I would like to commit to a three-year donation**

Amount pledged per year

$	$	$
2027	2028	2029

Name

Signature

Date

CGLLEN OFFICE USE ONLY:

☐ **Donation processed**

Date

Initial