

Youth² Industry College

an inclusive community



Annual Report 2021

www.y2ic.vic.edu.au

Contents

Chairman's Message: A Year of Firsts	3
Youth2Industry College (Y2IC) Board	4-6
The Y2IC Experience	7-8
Vision	9
Philosophy and Values	9
Students in Focus	10-12
Staff in Focus	13
School Program	14-16
Student Outcomes	17-18
Y2IC College Community Surveys	19
Financials	21

Youth2Industry College caters for students who have vocational aspirations and are seeking more targeted and individualised support with their learning program. Students have typically struggled with middle school curriculum and require additional support with their senior school studies in a non-competitive environment.



Chairman's Message: A Year of Firsts

The Youth2Industry College grew from the work and vision of the Inner Melbourne VET Cluster (IMVC) specifically the non-school senior secondary education program "Youth2Industry", established in 2016 to focus on delivering VCAL Foundation and Intermediate outcomes. During the delivery of this program, it became clear that, with more resources, we could strengthen our regional response to support students achieve meaningful and long-term successful transitions.

2021 was a momentous year being our first year as a registered Independent school. Despite the ongoing and significant impact of the COVID-19 pandemic, the College has come through the lockdowns in excellent shape. With strong demand, expanded experiential learning initiatives and extensive industry partnerships, we are forging a strong platform for the sustainable growth of our unique Y2IC experience, to empower students to develop genuine employment skills and enhanced pathway and learning options.

The COVID – 19 pandemic instigated a shift in our focus - centered on being able to adapt to the rapidly changing needs of our community. I know parents and carers have had an important role to play in keeping spirits up. Lead by our founding Principal Penny Vakakis, I have been impressed by the flexibility and creativity of the staff. Their commitment and unwavering passion offered students stability through challenge and change. Our students have learnt so much about remote learning but more about themselves and caring for each other.

I would also like to thank and acknowledge the support and guidance of the College Board. It speaks to the energy, tireless work and commitment of Board members of how far we have come in the face of adversity over the last 12 months.

Thank you and congratulations to all concerned for what has been achieved in 2021!

Trish Van Lint
Youth2Industry College
Board Chairperson





Youth2Industry College (Y2IC) Board

Trish van Lint Y2IC Chairperson

Trish has extensive experience in the education sector and a passion for helping young people transition to a fully engaged and economic life following secondary school. As a secondary school teacher, she worked for many years in Northern Melbourne to address the societal barriers faced by young people in educational settings. Trish also worked in Community and Regional Partnerships at RMIT, with a focus on bringing schools and industry together in the North of Melbourne which also brought opportunities to advocate for changes to structural and educational barriers faced by young people. Trish also contributed to her community in her capacity as an active volunteer for several organisations, including Local Learning and Employment Networks in the Northern Region and the Inner Melbourne VET Cluster. She currently serves as the Chair of the Youth2Industry College Board, a continuation of her abiding interest in approaches to spark young people's potential through education and employment.

Trevor Ryan Y2IC Treasurer

Trevor is semi-retired after 40 years working in the Finance profession. He was previously a senior member of the Telstra Corporation Finance group working in various Finance and Commercial roles. During his professional career he has held various Finance related positions in the Non for Profit, Retail and Energy sectors. He is currently volunteering on a number of Boards in the Education, Arts and Building sectors including the Youth2Industry College. Trevor is also the Youth2Industry College Treasurer and Chair of the Finance Subcommittee.

Tracey Fenton Y2IC Deputy Chairperson

Tracey Fenton works in the not for profit sector. She is committed to improving outcomes for people in need within the community. As an accomplished Business & Program Manager, she has over 25 years' experience servicing the needs of adults, youth and families within the education, employment, welfare and community sector. Tracey has a background in:

- Developing, implementing and managing multiple and concurrent programs.
- Driving execution at a highly detailed level and
- Building workforce capability via development and delivery of training programs with a focus on young people.

Her current position at the Inner Eastern Local Learning and Employment Network provides opportunities to deliver education programs and initiatives that support reengagement of young people to overcome barriers and experience sustainable outcomes. Tracey also serves on the Y2IC Finance Subcommittee.





Brighdie O’Dwyer
Y2IC Secretary

Brighdie has developed an extensive skill set within the community services sector. As a Social Worker, she has worked with the homeless, people impacted by substance abuse, people exiting the criminal justice system, young people and recently people with disability.

Brighdie’s significant work experience is complimented by a Bachelor of Applied Science (Disability), Bachelor of Social Work and a Master of Public Policy.

Brighdie is committed to promoting social justice and diversity within community, education, and mainstream services. Through her current role as the National Disability Coordination Officer, she advocates to address barriers faced by people with disability accessing education. Through her ongoing practice Brighdie enhances opportunities for people with disability to access, participate and achieve their goals in education and employment.

Mandy Ellwood

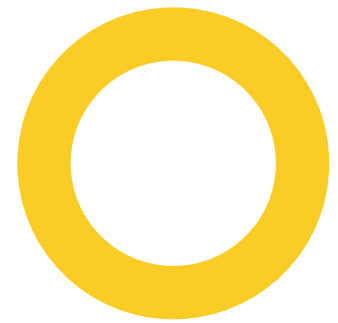
Mandy developed her interest in the transition from school to work early in her teaching career in a boys’ Technical School. She soon moved to careers counselling and became immersed in the problems facing young people as they moved from school to work or study.

Mandy completed her post-graduate studies in careers education at RMIT, after which she took on the careers role in a country school, before beginning at CBC St Kilda, where she remained for the next 25 years. There she coordinated Work Experience and VET, introduced the VCAL program at the College and taught VCAL Literacy classes, before taking on a second part-time careers role at Simonds Catholic College in 2010. During this time, she was an active member of the Yarra Careers Group and, for a time, the Yarra Careers Cluster in the inner north.

Mandy’s interest in empowering young people to prepare themselves for and find pathways to meaningful work led to her enthusiastic involvement in the establishment of the Inner Melbourne VET Cluster, which aimed to provide affordable access to the widest possible range of VET courses for students across all school sectors in the Inner Melbourne region. She has coordinated VET programs in her schools over this time.

Now the Careers Counsellor and VET Coordinator at St Mary’s College, Mandy still highly values the benefits of experiential and integrated learning. Mandy also serves and on the Y2IC Human Resources Subcommittee.





Yun Sheng Chin

Yun Sheng Chin is a Senior Manager and an IT Improvement & Assurance Senior Consultant at the University of Melbourne. He was previously a consulting practice leader at SMS Management & Technology and ASG Group. He has led teams, advised senior executives on technology risks, designed business strategies and implemented transformational change in multiple industries. In addition to his management consulting roles, Yun Sheng is passionate about advancing education. He was a casual academic in the Faculty of Engineering and Information Technology at the University of Melbourne. Yun Sheng completed an MBA at Melbourne Business School and is a Graduate Member of the Australian Institute of Company Directors (GAICD). He currently serves as member of the Youth2Industry College Board and on the Finance Subcommittee.

Sophie Keele

Sophie is a registered psychologist and an endorsed organisational psychologist. Sophie has worked in areas spanning careers counselling, mental health services and lecturing/research in higher education. Sophie is currently working as a School Psychologist after spending the last seven years as a careers counsellor in the secondary school environment. Sophie is passionate about the provision of education and training which enables young people to pursue a range of learning and employment pathways. Sophie currently serves as a Board Member for Youth2Industry College, which provides the opportunity to contribute meaningfully to the development of diverse learning pathways and is the Chair of the Human Resources Subcommittee.

Sheridan White

As a parent representative on the Youth2Industry College Board, Sheridan is a successful small business operator with extensive skills in business development and strategic planning. Sheridan is interested in alternative education and believes mainstream schooling does not suit all students. She is an advocate of caring school environments where children feel valued, connected and supported with a curriculum tailored to creating opportunities to learn and gain skills for employment. She has a strong interest in mental health for young people and believes a positive and engaging learning experience is important to building relationships, resilience and confidence.

Penny Vakakis Y2IC Principal

Penny's contribution to the not-for profit sector spans over 30 years. She has dedicated her career in assisting marginalised cohorts – especially young people – to seek equitable opportunities to participate fully in their communities, reinforced by her passion for seeking demonstrated economic and social outcomes. From her initial engagement as an Accounting, Legal Studies and Commerce teacher to her appointment as the Executive Officer of the IMVC she has extensive experience in education, vocational training and employment. Her clear leadership and expertise in overseeing organisational operations, resource management and the championing of local innovative evidence-based initiatives, steered the IMVC to be recognised as a best practice provider of vocational training, pre-employment and applied learning initiatives. Her appointment in 2021 as founding Principal of Youth2Industry College supports the application of a strength-based approach to build young people's aspirations, career and personal success.



The Y2IC Experience

The Youth2Industry College is a small alternative Secondary College in South Melbourne that provides educational opportunities to support students who require vocational options.

We deliver tailored, applied learning for students aged 15-19 years and teach our subjects in a very practical way with a big focus on learning-by-doing.

Our students LEARN, WORK and ENGAGE, graduating with the Victorian Certificate of Applied Learning (VCAL) qualification, which is an alternative equivalent to the Victorian Certificate of Education (VCE).

We purposely keep our College student numbers small enabling us to effectively form a close relationship with each student supporting them to develop their skills, identify their goals and thrive.

Youth2Industry College is focused on preparing our students for their future life in the community. With the changing nature of employment and the workforce, we are committed to providing outcomes that focus on but are not limited to:

Quality Programs

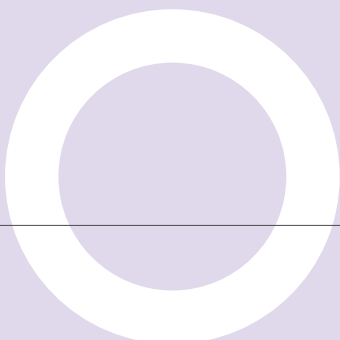
Learning is structured around the core requirements of VCAL, while maintaining an explicit focus on career development, Individual Pathway Plans and a suite of over 45 Vocational Education and Training (VET) and School Based Apprenticeships and Traineeships that provide training in skill shortage industry areas.

Personalised VCAL Program

Each student is encouraged to undergo an initial Language, Literacy and Numeracy assessment which in addition to an enrolment interview, will help advise and shape their Individual Pathway Plan and options for personalised learning approaches. Each student is engaged in tailored and supported work placement activities that build their awareness of career options; confidence to take the next steps towards a career; and explore career options aligned to their interests and strengths within a safe, supported learning environment.

Pathways and Transitions

A key focus is maximising post-program options guided by vocational assessments and extensive career counselling. It is expected that every student will transition to further education, employment or a combination of further training and employment, facilitated by the College's extensive industry networks and/or VET provider relationships.





Wellbeing

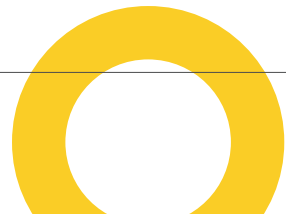
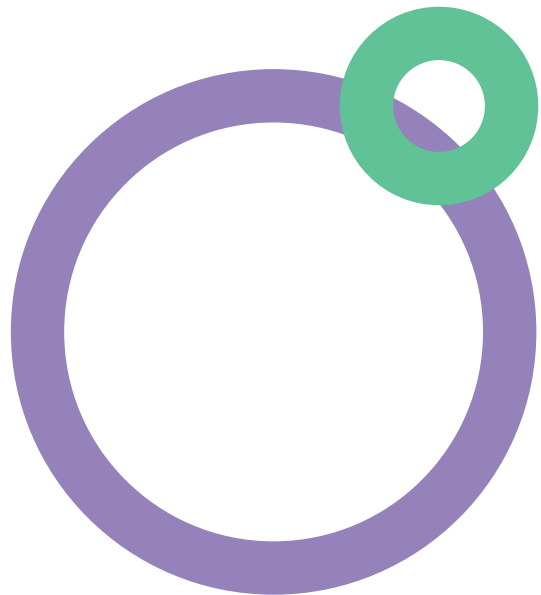
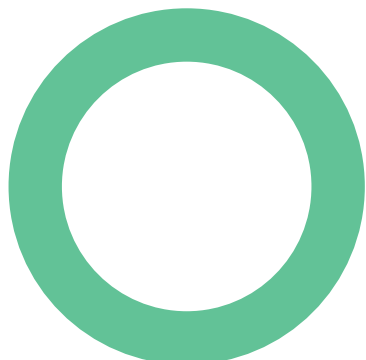
Many of our students face additional barriers to education therefore our wellbeing program is a major component of our day-to-day operations and strongly informs our work and approach to students' programs. Our wellbeing program also incorporates access to a Student Inclusion and Wellbeing Leader for structured wellbeing sessions, Project Wayfinder and elements of Positive Education. Developed at Stanford University, Project Wayfinder brings an innovative approach to social and emotional learning. The Positive Education elements delivered in the program involve the development of the growth mindset, resilience, problem solving, gratitude and respectful relationships.

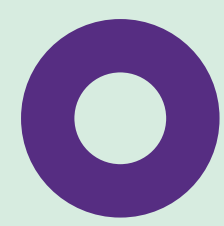
Collegial Partnerships

The College works alongside education providers, employers, community agencies, RTOs, and local government to strengthen and support learning.

Sensory Sensitive Learning Environment

Achieved through layout, built structure, furnishings and fittings, combining more traditional classroom learning with breakout areas and small shared mindfulness spaces.





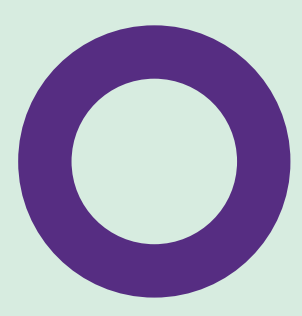
VISION

An inclusive community

PHILOSOPHY & VALUES

-  **Resilience**
-  **Inclusion**
-  **Perseverance**
-  **Empathy**

- 1.** Our approach to education is student-centred and strength-based. There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.
- 2.** We believe implicitly in a holistic approach to education, engagement and wellbeing that will allow development and progress in our students' attitudes, behaviours, and education goals.
- 3.** We aspire to build students' employability skills through experiential and integrated learning practices. We value achievement, curiosity, perseverance and responsibility.
- 4.** We provide opportunities for real world exposure to work and workplaces to support informed career choices and exploration of current and emerging industry pathways.
- 5.** We embed a culture of child safety and ensure the learning environment is safe and supportive, where their voice is heard and considered.
- 6.** We ensure that our College programs and supports are respectful and inclusive. We do not repeat previous experiences of educational exclusion - we make use of students' energy, creativity, and uniqueness.



Students in Focus



We are an inclusive, empowering and welcoming College with a focus on every student's individual support needs and unique learning style. Our approach to education is person-centred and strength-based, focusing on building resilience, confidence and self-worth to support the transition into meaningful pathways such as further education or employment.

Our students:

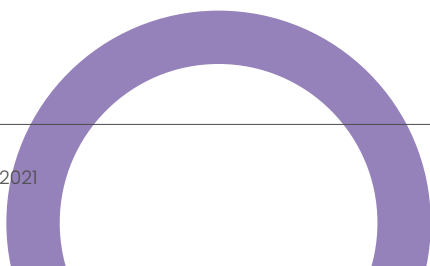
- ✓ Have an interest in learning but many have not been suited to in mainstream education settings and require additional support to complete their senior school studies
- ✓ Have vocational aspirations and are interested in pursuing pathway options such as apprenticeships, traineeships or further study
- ✓ May also present with cognitive or social emotional barriers such as anxiety and mental health disorders.

At the end of January, 2021 the College started with 26 students and this steadily climbed to 33 by Census, exceeding College strategic cohort targets.



I am writing to thank you! I am aware of the energy and enthusiasm you focus on to make a successful College and students that attend. I am grateful that my son has had the opportunity to be a student at Youth2Industry College. During his time there I have seen him grow and learn. The skills and confidence that he has gained have helped him to strive for a future career. Again, thank you for your hard work and passion.

Jane, Parent from VCAL Foundation



In 2021, as at the August census:

33

Students enrolled
fulltime



88% in Year 11
12% in Year 12



VCAL Levels

Foundation Students **16** Senior Students **4**

Intermediate Students **13**

16

Students required
support with social
emotional needs

10

Students required
cognitive and sensory
adjustments



Male **23**
Female **10**

Language
spoken
at home

70% English

6% Somalis

Remaining Dinka, Arabic, Hebrew, Cantonese,
Vietnamese, Swedish, Pashtu and Swahili



97%

**Student retention
rate during the 2021
school year**

2021 became very challenging for students due the prolonged effect of COVID- 19 with associated lockdowns and remote learning. As a result, the College developed a coordinated, school wide approach to remote learning and attendance. Additional student support provided during lockdowns included: access to school laptops (where required); hard copies of classwork/assessments for students with unreliable internet; the option to learn and communicate with staff via phone calls and emails; targeted induction of "Microsoft Teams"; daily mental health and attendance check-ins; guides to online learning; range of resources for parents caring for children at home; and onsite supervision for vulnerable children.

**Foundation
Level**



77%

**Intermediate
Level**



80%

**Senior
Level**

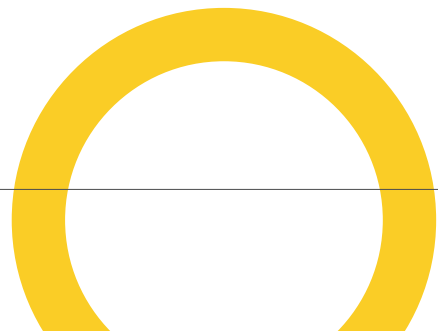


76%

**College
Average**



77%





Staff in Focus

In 2021 College staffing comprised:
Three VCAL teachers; Part time Stakeholder Engagement Officer; Part time VET trainer; Part time Welfare Coordinator; and Principal. Business Administration, Financial Services and additional wellbeing support were outsourced.

All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All classroom teachers held a teaching degree or higher qualification and 33% of teachers held a Master's degree.

Staff were offered the opportunity of a Staff Satisfaction Survey, but it was felt it would be difficult to achieve statistically significant or anonymous feedback while the College was so small. Staff members had the opportunity to engage and provide feedback to the school leadership through individual discussion, staff meetings and various consultative processes including but not limited to Curriculum and OHS Committees. Staff feedback was also sought through annual probation and performance reviews.

The attendance rate for staff was 98%.



Professional Learning

To enhance VCAL teaching provision, a significant emphasis was placed on in house and online remote professional development workshops for all staff, to address specific learning and compliance priorities. Sessions included:

- First Aid Training
- DET- Mandatory Reporting
- DET – Infection prevention and control in schools (COVID-19)
- VALA Induction Day and Masterclasses
- Leading Performance and Development
- Making Numeracy Count
- Inclusive Classrooms and High Impact Teaching Strategies
- Metacognition Workshop
- 7 Habits of Highly Effective People
- NCCD Moderation
- IELLEN VCAL Network
- IMVC VET Cluster meetings
- “Like” Schools Principals Network
- Mental Health First Aid (1/2 day workshop)

School Program

The Youth2Industry College's curriculum focuses on building students' employability skills aiming to apply experiential and integrated learning practices to develop personal knowledge, abilities and core work-ready skills, whilst exploring realistic career options.

At the Youth2Industry College, the Victorian Certificate of Applied Learning (VCAL) program is individualized in recognition of the needs of each student, that may impact upon their learning. Learning is linked to completing 1000 hours of the VCAL and issued at three award levels: Foundation Intermediate or Senior.

At each level learning is linked to the VCAL strands of Literacy, Numeracy, Work Related Skills, Personal Development and Industry Related Skills. Students may commence a VCAL level at different times during the year and are given the flexibility (where required) to complete a VCAL level within two years of commencing. The timeframe allows for the student cohort to work within their literacy and language abilities and work at a pace that they can realistically achieve.

VCAL unit learning outcomes focus on integrated projects and activities. A number of learning outcomes in one or more strands will be grouped into logical, assessable activities that take into account project based activities.

Students also complete a Vocational Education and Training (VET) or School based Apprenticeship and Traineeship (SBAT) program as part of the Industry Specific Skills Strand. All students accessed VET or SBAT programs at the College.

Industry Immersion Program at Y2IC

Jobs matter! For almost all of us, they are a source of income. But they are also a source of self-esteem, of social interaction, a feeling of purpose and even of community.

At Y2IC we specialise in delivering Industry Immersion programs which are designed to maximise student engagement, showcase careers, pathways and industry options and more importantly build confidence and self-esteem.

Industry Immersion programs can vary in length and structure but can include:

- Structured Workplace Learning – on the job work placement which provides students an opportunity to develop workplace skills in a real work environment
- Workplace tours and tasters– beyond the classroom learning which include practical activities and experiential learning
- Industry Presentations – delivered by industry professionals and designed to support students to discover the breadth of career pathways and benefits of working in a particular industry
- School Based Apprenticeships/Traineeships – allow students to commence an apprenticeship or complete a traineeship whilst completing their senior school studies



COVID-19 interrupted most activities in 2021. Most of the College industry immersion activities/initiatives were planned for but unable to proceed:

Structured Workplace Learning

Industry	Number of students placed but not completed due to COVID-19
Automotive	2
Hairdressing	2
Community Services	2
Music	3
Carpentry	1
Painting	1
Flooring	5

Industry Presentations

Organisation	Industry	Delivery
Civil Construction Federation	Civil Construction	7 students participated
AI Group	Engineering	Suspended due to COVID-19
CILTA	Supply Chain	Suspended due to COVID-19
Rail Institute	Rail	Suspended due to COVID-19
MEGT	Apprenticeships and Traineeships	12 students participated

Workplace Tour and Taster Programs

Organisation	Industry	Delivery
Master Painters Association	Painting	7 students participated
SYN FM	Broadcasting	30 students participated
Rail Institute	Rail	Suspended due to COVID-19
AI Group	Manufacturing	Suspended due to COVID-19
Floor Covering Institute of Australia	Flooring	Suspended due to COVID-19

Y2IC Industry Immersion Spotlight: Painting, Decorating and Signwriting Trades

Since its foundation over 100 years ago, Master Painters Australia (MPA) has functioned as an independent representative for firms and individuals conducting business in the painting, decorating and signwriting trades.

MPA has developed strategies to address its skills shortage and workforce development over the long term. One way to support the industry is to work side by side with schools such as Youth2Industry College to share pathway opportunities with young people.

In collaboration with MPA, Youth2Industry College facilitated a customised Industry Immersion Program to promote the industry as a career of choice for those students considering working in the trades. Insights were provided into:

- Benefits of working in industry
- Current career trends, training and apprenticeship options
- Employer expectation and the employability skills required to join the trade
- Decorative finishes hands-on activities

Upon completion of the program all students were surveyed and provided feedback to the following questions:

Statement	Strongly Agree	Agree
The Immersion Program was enjoyable, interesting and useful	90%	10%
The host employer was knowledgeable and helpful	100%	-
The Immersion Program has opened my mind to a career in the industry	75%	25%
I have a better idea of what I would like to study in the long term	75%	25%
I would recommend Immersion Programs to others	100%	-



Student Outcomes

VCAL



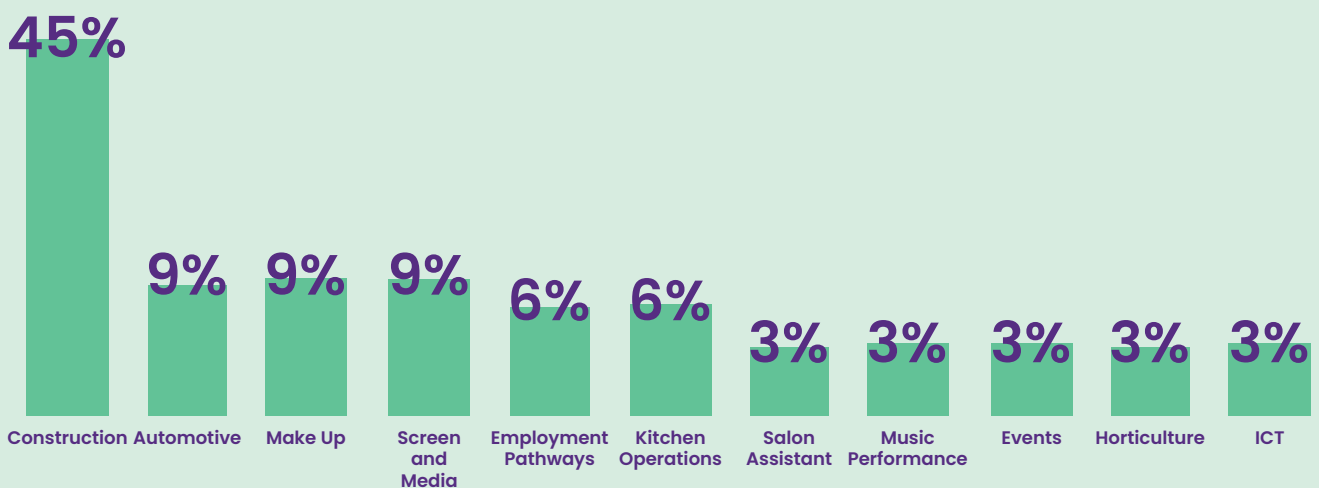
Student Graduates successfully attained the VCAL across all VCAL Levels Foundation, Intermediate and Senior.



All students completed VCAL units in 2021.

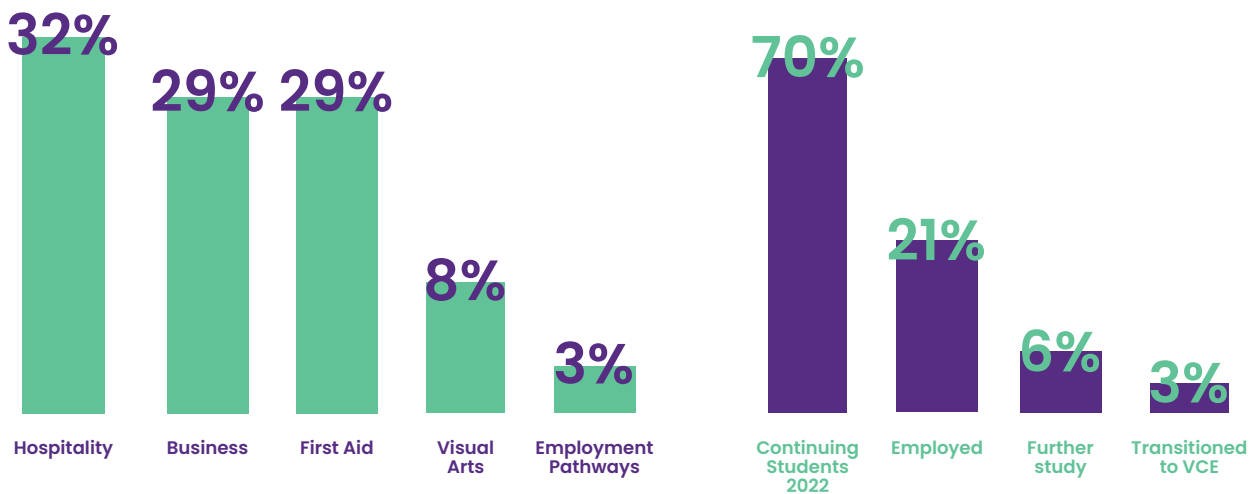
VET and SBAT Programs

The Youth2Industry College is a member of the IMVC and as such has access to over 45 VET programs. The most popular courses selected by students at our College included:



VET and SBAT Programs

The Youth2Industry College also purchase customised VET program/s packaged as a mix of units delivered as Skill Sets from various RTOs. Students had the opportunity to participate in more than one VET industry area. Popular VET Skill Set courses included:



One student enrolled in a Childcare SBAT. In 2022 SBAT offerings will be expanded to support students with their career aspirations.

The effects of the COVID-19 pandemic meant that our students engaged through online learning and some practical components could not be delivered. VET achievements included:

- 97% of students achieved VET units in 2021
- 18 students (95%) completed HLTAIDO3 Provide First Aid
- Four students (80%) completed the Certificate II in Visual Arts skill set
- 13 students (85%) completed all Construction units able to be delivered during the pandemic
- 11 students completed the Certificate II in Business skill set
- Eight students completed the Certificate II in Hospitality skill set
- Nine students completed their full VET certificate across the industry areas of Acting, Make Up, Music Industry, Screen and Media, Kitchen Operations and Construction

Y2IC College Community Surveys

Snapshot of Student Responses

Statement	Strongly Agree	Agree
My teachers provide learning outcomes for lessons	74%	26%
My teachers give me feedback about my work	85%	15%
My teachers ask me to explain my answers	55%	45%
My teachers use more than one way to check that I understand	44%	56%
If I don't understand something, my teachers explain it another way	72%	28%
My teacher gives extra help when students need it	74%	26%
My teacher makes the work we do in class interesting	38%	62%
My teachers encourage all students to do their best	72%	28%
I feel like I belong at this school	34%	51%
I feel the College respects me	58%	38%
The work I do is preparing me for the future, the things I am learning will help me in my adult life	58%	30%
At this school, there is a teacher or adult who listens to me when I have something to say	59%	28%
The school provides a safe environment to learn	56%	31%
The College makes me feel good about myself	43%	45%

Snapshot of Parent Responses

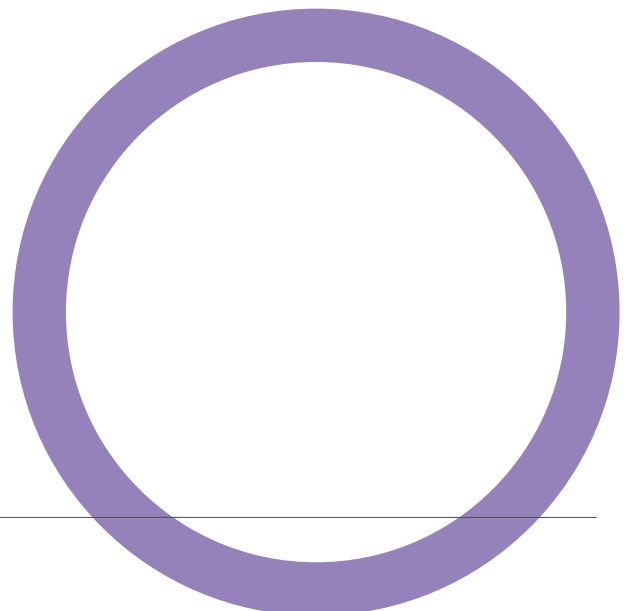
Statement	Strongly Agree	Agree	Neither agree or disagree
My child is happy at this school	56%	35%	9%
My child feels safe at this school	89%	11%	-
The school is effective at helping my child achieve his/her best	78%	22%	-
I am given opportunities to find out how my child is going	78%	16%	6%
Positive behaviour is reinforced and rewarded in the school	75%	-	25%
The school uses a broad range of communication types to keep parents informed	78%	11%	11%
The school gives good opportunity to speak with teachers	78%	16%	6%
The learning program offered at this school meets the needs of individual students	50%	47%	3%
Teachers understand the different abilities of students and teach accordingly	75%	-	25%
Overall, I am very satisfied with my decision to send my child to this school	75%	20%	5%



"I started off at Youth2Industry College not knowing anybody. I was soon to be introduced to the staff who welcomed me in. After getting to know the staff I found they were really supporting of my vision and were excited to help bring any student's idea to life to the best of their ability. I was lucky to share the experience of studying with Rachel who was very open minded to teaching and learning from students. She would do everything she could to support the class and made sure to incorporate our VET skills in the assignments she gave us. Rachel made sure class work was as engaging as possible during the lockdowns of 2021 and made sure to give extra support to students who needed it so they could keep up with work. It was a very positive learning experience, her open mindedness, understanding of students and her passion for teaching really stood out during the year. Every staff member had a lot of passion in supporting students to reach their goals throughout the year. Penny was really the backbone to the College and did everything she could to help students with their work and to assist students to get into further studies. She would always make sure that students ate during breaks helping for example, to make toasties for students. She really cared for the students and did

a great job managing the College and my peers even under pressure due to lockdown. Being surrounded by staff passionate about the students really created a positive and safe learning environment and made me feel like I was able to express myself how I wanted to and gave a great sense of community at the College. The College pushed me a long way to complete school and my VET course and helped me to exceed my own limits and I was able to surprise myself. Youth2Industry College was a part of my journey that won't be forgotten and I was grateful to be a part of theirs".

Joshua, VCAL Senior Student



Financials

Please note Youth2Industry College does not charge student fees. All resources including excursions, materials, VET program tuition fees and laptops are covered by the College.

Income		
Recurrent Commonwealth Funding	\$793,138	72%
Recurrent State Funding	\$258,668	23.5%
Other	\$49,655	4.5%
Total	\$1,101,461	

Expenditure		
Employee Expenses	\$504,446	53%
Education Expenses	\$102,488	11%
Advertising and Marketing Expenses	\$13,409	1.4%
Computer consultancy and Software Expenses	\$22,448	2.3%
Depreciation Expenses	\$14,158	1.5%
Insurance	\$6,953	0.7%
Professional Services	\$36,210	4%
Occupancy Expenses	\$157,036	16.5%
Student Support Expenses	\$23,661	2.4%
Other	\$66,036	7.2%
Total	\$946,842	

Net Surplus	
Total	\$154,620

Balance Sheet as at 31 December 2021	
Total Assets:	\$1,418,893
Total Liabilities:	\$536,327
Total Equity:	\$882,566

An Independent Auditor's Report, prepared by Simon Aukstin (CA), McBain McCartin & Co is available on request.



Youth②
Industry
College
an inclusive community

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