

# Annual Report 2022



**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 mainstream schooling and require additional support with their senior school studies in a non-competitive environment.

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# Chairman's Message: A Year of Opportunity

If 2022 has highlighted anything, it's that the demand for alternative senior secondary schools is soaring. As a result, we have been privileged to be able to welcome a greater number of students to our College – a 60% increase in enrolments from our first year.

At the forefront of everything we do at Y2IC is our vision of an inclusive community. This has been evident in our ongoing commitment to providing a safe and nurturing environment where our students feel a strong sense of belonging. Our small class sizes encourage students to build connections and feel they are respected, valued members of our Y2IC community. We cater to individual student needs by meeting them at their starting point and addressing their specific cognitive, and social and emotional needs.

The implementation of the Senior Secondary School Pathway reforms meant the introduction of the VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC) in 2023. As a small school, this posed certain challenges especially in establishing the new curriculum.

We invested heavily in extensive planning, staffing and professional development to ensure we would be prepared for the roll out.

This year has also seen an extension of our career counselling program, facilitated by our newly formed relationship with the Career Association of Victoria. We were able to guide our students through a process of evaluating options and identifying realistic and achievable goals to ensure successful pathway transitions.

A highlight of 2022 was the end-of-year celebration. After a two-year hiatus due to COVID-19, it was truly wonderful to have our staff, students and their families come together to celebrate the incredible achievements of 2022. The evening was definitely one to remember.

I would like to thank the staff for their continued dedication to the individual learning and wellbeing needs of our students and for their patience in developing the new curriculum. I would also like to thank the College Board for their unwavering support and commitment to our shared passion of empowering and supporting young people. I look forward to seeing what 2023 brings.

## **Trish Van Lint**

Youth2IndustryCollege  
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 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 which also brought opportunities to advocate for changes to structural and educational barriers faced by young people. Trish contributed to her community in her capacity as an active volunteer for several organisations, including Local Learning and Employment Networks in the Northern Region, the Inner Melbourne VET Cluster (where she was Chair) and the Spark Foundation.



**Tracey Fenton**  
**Y2IC Deputy Chairperson**

Tracey works in the not-for-profit sector and is committed to improving outcomes for people in need. As an accomplished Business and 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 an extensive background in developing, implementing, and managing multiple and concurrent programs, in driving execution at a highly detailed level and building workforce capability via development of training programs, specifically for 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.



**Trevor Ryan**  
**Y2IC Treasurer**

Trevor is semi-retired after 40 years working in the Finance industry. Trevor has been a senior member of the Telstra Corporation Finance group and has held several positions in the Finance and Commercial departments. During his professional career he has held various Finance-related positions in the Not-for-Profit, Retail and Energy sectors. He is currently volunteering on several Boards in the Education, Arts and Building sectors including Youth2Industry College. Trevor is also the Chair of the 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 complemented 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 a Disability and Community Services Project Specialist, she advocates to address barriers faced by people with disability. 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 is dedicated to empowering young people by helping them transition from school to meaningful work or further study. In addition to her extensive teaching experience, Mandy completed post-graduate studies in career education at RMIT, leading to a careers role at CBC St Kilda for the next 25 years. Responsible for coordinating Work Experience and VET, she also introduced the VCAL program and taught VCAL Literacy. Mandy took on a second careers position at Simonds Catholic College whilst being an active member of the Yarra Careers Group and the Yarra Careers Cluster in the Inner North. Her passion for ensuring a smooth transition from school to work or study saw her involvement in the establishment of the Inner Melbourne VET Cluster, which aimed to provide affordable access to a wide range of VET courses for students across all school sectors. Currently the Careers Counsellor and VET Coordinator at St Mary's College, Mandy also serves on the Y2IC Human Resources Subcommittee.



**Yun Sheng Chin**

Yun Sheng is a senior manager 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 the transformative impact of education, especially when students from all backgrounds are nurtured to thrive and succeed. He mentors university students and was previously a casual academic in the Faculty of Engineering and Information Technology at the University of Melbourne. He holds an MBA from Melbourne Business School and is a Graduate Member of the Australian Institute of Company Directors (GAICD). Yun Sheng also serves on the Finance Subcommittee.

# Youth2Industry College (Y2IC) Board (cont.)



## **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.



## **Sophie Keele**

Sophie is a registered Psychologist and an endorsed organisational Psychologist. Sophie has worked in areas spanning mental health services, careers counselling and lecturing/ research in higher education. Sophie is currently working as a School Psychologist in the secondary school setting. She is also completing a clinical bridging program to become endorsed as a clinical Psychologist. Sophie is passionate about student wellbeing and the provision of appropriate education and training opportunities, which enable young people to pursue a diverse range of learning and employment pathways. Sophie is also the Chair of the Human Resources Subcommittee.



## **Penny Vakakis** **Y2IC Principal**

Appointed the founding Principal of Youth2Industry in 2021, Penny has dedicated her career to assisting marginalised cohorts – especially young people – to seek equitable opportunities to enable them to participate fully in their communities. From her initial engagement as an Accounting, Legal Studies and Commerce teacher to her appointment as the Executive Officer of the Inner Melbourne VET Cluster (IMVC) she has extensive experience in education, vocational training and employment. Spanning over 30 years in the not-for-profit sector, Penny's passion for building the aspirations, career potential and personal successes of young people has been at the forefront of her work in the education space.

# VISION

An inclusive community

## PHILOSOPHY & VALUES

**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.



**Resilience**



**Inclusion**



**Perseverance**



**Empathy**

# The Y2IC Experience

The Youth2Industry College is a small, alternative, flexible senior secondary school 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 strong focus on each student's individual support needs and unique learning style.

We purposely keep our College student numbers small, enabling us to effectively form a close relationship with each student to develop their skills, self-confidence and support them in the transition into meaningful pathways such as further education or employment.

A key area that sets us apart from other senior secondary schools is our commitment to the mental health and wellbeing of our students. We pride ourselves on the tailored strategies and supports on offer.



## Our students typically:

- Have an interest in learning but many have not been suited to mainstream education settings and require additional support to complete their senior school studies;
- Have pathway 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.



# Wellbeing at Y2IC

An understanding of student needs and wellbeing is paramount to ensuring students feel safe, supported and best positioned to thrive in their education. Youth2Industry College is focused on preparing our students for their future and we are committed to equipping our students with the tools they need to succeed. Many of our students face barriers to education therefore our wellbeing program is a major component of our day-to-day operations and informs our approach to students' programs. Our wellbeing program encompasses many facets and in 2022 included the following:

- Intake Assessment interview to identify interests, supports and help draft a tailored Individual Pathway Plan;
- Access to our Wellbeing Team, which included access to a youth worker and an in-house Psychologist facilitated in partnership with JobCo;

- Participation in the Wayfinder Program – supporting students to explore their identities, stories, values and strengths. Students are introduced to mindfulness-based practices that support stress management, self-regulation and self-discipline;
- Access to Enrichment workshops aiming to give students an opportunity to explore and grow their interests and skills in activities outside their regular classroom. Examples included martial arts therapy, environmental leadership, fitness, mocktails and hip-hop dance;
- Access to escape spaces such as, the breakout space, mindfulness room, the fishbowl, to support mindfulness;
- Access to a breakfast and lunch program to support student engagement and readiness to learn;
- Free MYKI cards as needed;
- Access to external agencies (as needed), such as City of Port Phillip Youth Services.

The year also saw considerable planning and preparation for the implementation of a Restorative Practice Framework for 2023.

**“Many of our students face barriers to education therefore our wellbeing program is a major component of our day-to-day operations...”**



# The Y2IC Learning 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.

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). The VCAL program is individualised in recognition of the needs of each student and how it may impact upon their learning. Learning is linked to completing 1000 hours of the VCAL and issued at three award levels: Foundation, Intermediate and Senior.

At each level, learning is linked to the following VCAL strands: Literacy & Numeracy, Work-Related Skills, Personal Development Skills and Industry-Related Skills (VET/SBAT).

Each student is encouraged to undergo an initial Language, Literacy and Numeracy assessment which, in addition to an enrolment interview, helps advise and shape their Individual Pathway Plan and options for personalised learning approaches. Students also have access to over 40 Vocational Education and Training (VET) and School Based Apprenticeships and Traineeships that provide training in skill shortage industry areas.

“Students also have access to over 40 Vocational Education and Training (VET) and School Based Apprenticeships and Traineeships...”



# Employability at Y2IC



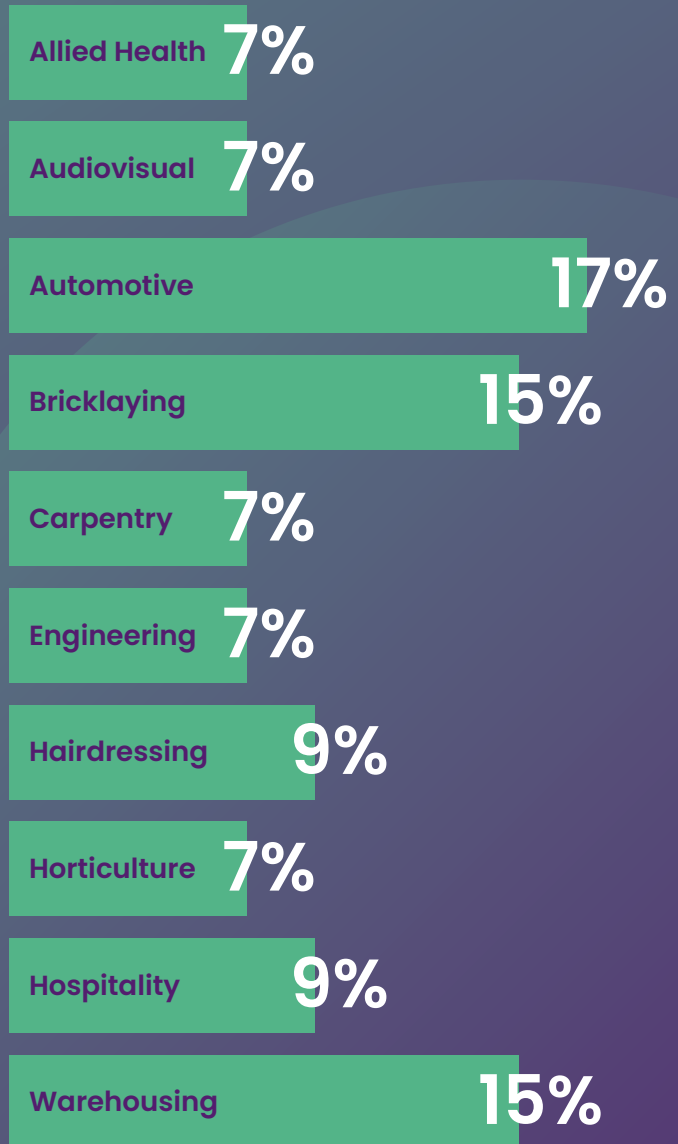
Jobs matter! Apart from being a source of income, they are also a source of self-esteem, social interaction and provide a sense of purpose and belonging.

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 (SWL) – on the job work placement which provides students an opportunity to develop workplace skills in a real work environment, build their awareness of career options and confidence to take the next steps towards a career;
- Workplace tours and tasters – beyond the classroom learning which include practical activities and experiential learning;
- Job Club – targeted support to secure casual, part time or full-time apprenticeships;
- 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.

## % of students undertaking SWL by industry



## Sample Industry Immersion Programs Offered in 2022

Organisation	Industry	Summary Outcomes
Port Phillip ECoCentre	Sustainability	City of Port Phillip ECoCentre conducted a presentation on the local environment, outlined sustainability issues and provided hands on activities.
ACMI	The Arts	Students exposed to how film and moving images have the power to spark imagination, share stories and shape history.
MAS Employment	Trades	Supported by the MAS careers trailer, students were exposed to: <ul style="list-style-type: none"> <li>• Employer expectations of young people wishing an apprentice;</li> <li>• Pathways options and requirements;</li> <li>• Hands-on activities.</li> </ul>
Academy of Interactive Entertainment	Gaming	Students were provided with: <ul style="list-style-type: none"> <li>• Relevant knowledge about the industry;</li> <li>• Education pathways for further study;</li> <li>• Hands activities related to electronic coding and gaming.</li> </ul>
Women in STEM	Technology	Hosted by Australian Industry Group (AI Group), on-site presentation provided students with: <ul style="list-style-type: none"> <li>• Information related to working in manufacturing, engineering, information and technology industries;</li> <li>• Hands on activities.</li> </ul>



Organisation	Industry	Summary Outcomes
National Electrical and Communications Association (NECA)	Electrical	<p>NECA is the peak industry body representing the interests of the electrical and communications contracting industry across Australia. The workshop provided students with information on:</p> <ul style="list-style-type: none"> <li>• What employers in the industry look for in young people;</li> <li>• Apprenticeship requirements/ Education pathways;</li> <li>• Hands on activities.</li> </ul>
Victoria University	Beauty	<p>Workshop provided:</p> <ul style="list-style-type: none"> <li>• Information on VET programs – options and requirements;</li> <li>• Post school course options in the Hair and Beauty industries;</li> <li>• Hands on activities.</li> </ul>
MotoGP	Motor Industry STEM	<p>This tour and industry presentation provided a range of student activities and interactive workshops to gain an understanding of:</p> <ul style="list-style-type: none"> <li>• Careers in Science, Technology, Engineering and Mathematics (STEM)</li> <li>• Hands on activities related to motor-technology</li> </ul>
RMIT	Various industries	<p>Hosted by RMIT, workshop outlined growth industries and education pathways. Industries included:</p> <ul style="list-style-type: none"> <li>• Creative Industries</li> <li>• Future Technologies</li> <li>• Business and Enterprise</li> <li>• Environment and Sustainability</li> <li>• Social Care and Health</li> </ul>

# Students in Focus

In 2022, as at the August census:



## VCAL Levels

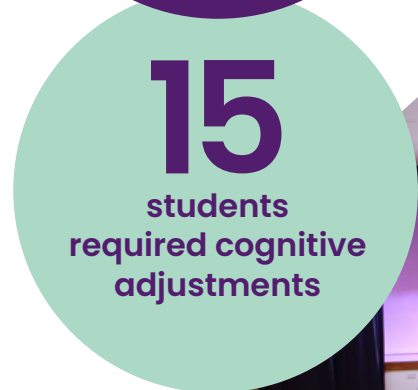
### Foundation Students



### Senior Students



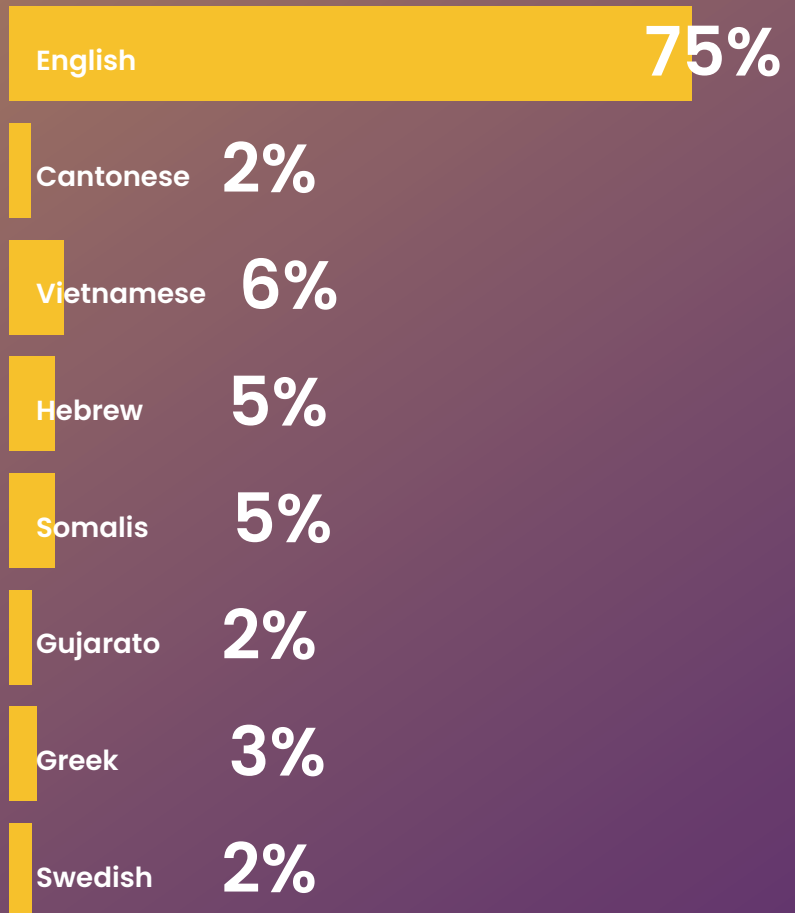
### Intermediate Students



# Students Representation



## Language spoken at home





**93%**

Student retention  
rate during the 2022  
school year

## 2022 Attendance Rates

Foundation  
Level

**73%**

Intermediate  
Level

**75.3%**

Senior  
Level

**74.3%**

College  
Average

**74.2%**



## Staff in Focus

In 2022 College staffing comprised: Four VCAL teachers; Leader of Senior School; Part time Stakeholder Engagement Officer; Student Inclusion and Wellbeing Leader; Part time Administrative Officer and Principal. Financial Services and Education 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.

Staff participated in focus groups as part of the Strategic Planning Workshops and indicated working with the demographic of students the College caters for, was the key draw card. Staff are motivated to provide enhanced teaching and learning, together with genuine holistic support, which affords students the opportunities to find meaningful employment and to lead fulfilling lives despite their personal challenges. The staff enjoyed engaging with and believing in students, which underpins students finding their strengths and feeling proud of who they are. Staff take pride in students graduating from the College with a tangible improvement in their self-esteem and self-belief. The staff find the educational journey with their students to be rewarding.

Staff members engage and provide additional feedback to the school leadership through individual discussion, staff, curriculum and student management meetings. Staff feedback was also sought through annual probation and performance reviews. It was felt a formal Staff Satisfaction Survey would be difficult to achieve statistically significant or anonymous feedback, while the College is so small.

## Professional Learning

In preparation for the Senior Secondary Schooling Pathway Reforms to be implemented in 2023, we invested in professional development for our staff to ensure a seamless transition.

In 2022 a significant emphasis was placed on:

- The new Senior Secondary Schooling Pathway Reforms with the State moving to an integrated senior secondary certificate
- The implementation of Restorative Practices and the
- New Child Safe Standards.

Summary of workshops included:

- VCE VM and VPC Reform Applied learning in Practice
- Child Safety Policy and Standards
- First Aid and CPR Updates
- Victorian Pathways Certificate – Workshops on all units
- VCE VM – Numeracy, WRS, PDS Workshops
- Restorative Practices ISV PD
- The Careers Department
- Asthma Victoria webinar
- Youth Mental Health First Aid
- DET – Mandatory Reporting
- DET – Infection prevention and control in schools (COVID-19)
- Respectful Workplace Training
- Compass Training

# Student Outcomes



All students completed VCAL units in 2022



Student Graduates successfully attained the VCAL across all VCAL Levels.

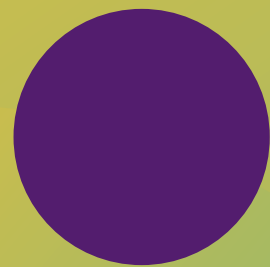
## VET and SBAT Programs

The Youth2Industry College is a member of the IMVC and as such has access to over 40 VET programs. In 2022 students enrolled in 12 different courses. The most popular VET courses included:

1. CPC20220 Certificate II in Construction Pathways
2. SIT20316 Certificate II in Hospitality
3. AUR20720 Certificate II in Automotive Vocational Preparation
4. CUA31020 Certificate III in Screen and Media
5. SHB20216 Certificate II in Salon Assistant
6. 22338 VIC Certificate II in Building and Construction Pre-apprenticeship
7. ICT30120 Certificate III in Information Technology

Youth2Industry College also delivered VET Job Camps in First Aid and Hospitality to help with work readiness. Approximately 25% of students participated:

VET Job Camp	Satisfactory Completion
Hospitality	62%
First Aid	100%



### VET achievements for the year included:

- 77 % of students undertook VET courses. Of this cohort 50% fully completed their courses (an increase of 22% from the previous year).
- 11 % students undertook SBATS (an increase of 7% from the previous year). Of this cohort 83% completed their program. Industry areas included: Childcare, Allied Health, Education Support, Plumbing, Business Administration
- Of the students who undertook VET Courses 94% of students achieved VET units of competency in 2022

### Destinations

**All exiting students received personalised career counselling and were supported to achieve successful transitions.**

Destinations	
Employed	42%
Further study	43%
Transitioned to VCE	5%
Interstate	5%
Unknown	5%

# Y2IC College Community Surveys

## Snapshot of Student Responses

Statement	Strongly Agree	Agree
My teachers provide learning outcomes for lessons	69%	26%
My teachers give me feedback about my work	64%	24%
I like my teacher	69%	26%
My teachers use more than one way to check that I understand	40%	36%
If I don't understand something, my teachers explain it another way	52%	26%
My teacher gives extra help when students need it	60%	26%
The teachers have my respect	83%	15%
I feel the College respects me	79%	16%
I like this school	75%	21%
The work I do is preparing me for the future, the things I am learning will help me in my adult life	62%	19%
At this school, there is a staff member I can share my problems with	74%	17%
The school provides a safe environment to learn	81%	19%
The College makes me feel good about myself	64%	31%

## Snapshot of Parent Responses

Statement	Strongly Agree	Agree
My child is happy at this school	34%	50%
My child feels safe at this school	51%	49%
This school treats my child with respect	68%	16%
The school is effective at helping my child achieve his/her best	16%	68%
I am given opportunities to find out how my child is going	42%	34%
Positive behaviour is reinforced and rewarded in the school	60%	16%
The school uses a broad range of communication types to keep parents informed	26%	42%
The College promotes mental health and wellbeing	32%	44%
The learning program offered at this school meets the needs of individual students	20%	68%
Teachers understand the different abilities of students and teach accordingly	33%	59%
Overall, I am very satisfied with my decision to send my child to this school	52%	32%



# Kate NEKIC: End of Year Celebration Speech

I really hated school. I was late almost every day. I could not stand the stress and anxiety. I would fall asleep. I would hand things in late, or not at all. In the environment of doing an exam I became overwhelmed and anxious and was barely able to succeed. I hid in the bathroom for every exam – it was just too overwhelming for me to tackle. Even though I tried my hardest, I felt like I could never keep up with the demands of school and everything was crashing down around me.

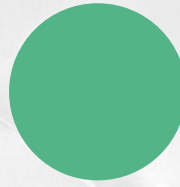
I used to be academic. I went from being a straight A student to being unable to complete any work. But last year I wasn't doing well. People thought I was lazy, but I was not doing well with my mental health. I didn't want to fail school, it wasn't intentional, but I couldn't pull myself up from it.

That's how VCE works, as soon as you start struggling in one assessment it affects your whole outcome for the subject – it is a ripple effect. You feel you must keep doing well and don't have a chance to catch your breath. While I know that other students struggled with VCE and it was a collective experience, I felt isolated and that I was more problematic than others.

One day I got a call saying that I failed Year 11 and I needed to find a better solution for next year. I was looking into doing Year 12 VCAL, but it felt like a risk, and it felt very different. Unfortunately, I felt that there was a stigma around it that it was too easy for kids who didn't care about school or their future. My old school told me about Y2IC and said it was a really exceptional VCAL school. I really didn't want to repeat, and I didn't have the confidence to move on to VCE Year 12. I feel like my mental health was really compromised in trying to fit into VCE learning which was just beyond me. I felt that this was not how I was going to make the most of my life.

**“My old school told me about Y2IC and said it was a really exceptional VCAL school.”**





## Kate NEKIC: End of Year Celebration Speech (cont.)

The first time I came to Y2IC was on a school tour, I noticed it was smaller and more intimate and it was very different from my old school in a good way. Even though I was still very unsure and didn't know about VCAL I had a gut feeling about this place. It was a good gut feeling. And I believe that is the kind of thing you should follow in life. I felt like I had a place here.

That positive gut feeling grew during orientation and the first week of school. Even though the place was so unfamiliar, I just felt like I could finally find what I was looking for. One of the first things I noticed about the school and something I have always liked was the mindfulness room. It was so nice to have a place that was calm and dedicated to looking after students' wellbeing and taking a break. We also had individual meetings at the start of the year to speak about our learning experiences and needs, and it was evident that the school cared and wanted the best for us. I also liked the small size of the school. The teachers can connect with the students in a far deeper and more meaningful way, and the students have better opportunities to engage with each other. School became something intimate and supportive which is something I haven't experienced before.

Everyone has come from different places, and everyone has had different experiences and challenges - we don't know why everyone is here, but we just know that we are all here to find something better and safer. We all had the common need for something different to what we were pressured to fit into before. We are all here to find our path and make the most of our education.



When schools try to control students to fit into the archetype of mainstream 'success', students can lose their individuality and neglect their own needs. This is something that I am proud to say does not happen at Y2IC.

Now that I finished Year 12, I wanted to share my personal school experiences to encourage other students to feel optimistic about their future and understand that it's okay to struggle. It is so important to make decisions for yourself and take ownership over the choices you make for your own future. For me I came to the College because I wanted to start taking care of myself and I wanted to be in an environment where I had the resources to achieve success. If next year's students could take away one thing from me today, it would be that investing in yourself and your education is worth it, and success doesn't look just one way. I feel like our senior class is a good demonstration of this because we're all going off on our different paths and pursuing things that are fulfilling and are our own idea of 'success'.

Best of luck to everyone next year and I wish the best for everyone in the senior class!

**“Now that I finished Year 12, I wanted to share my personal school experiences to encourage other students to feel optimistic about their future...”**

# 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	\$1,227,561	75%
Recurrent State Funding	\$403,124	24%
Other	\$16,360	1%
<b>Total</b>	<b>\$1,647,045</b>	

Expenditure		
Employee Expenses	\$801,598	55%
Education Expenses	\$120,889	8%
Advertising and Marketing Expenses	\$ 26,182	2%
Computer consultancy and Software Expenses	\$ 16,000	1%
Depreciation Expenses	\$ 64,873	4%
Insurance	\$ 9,944	0.7%
Professional Services	\$ 37,705	3%
Occupancy Expenses	\$235,804	16.3%
Student Support Expenses	\$ 65,468	5%
Other	\$ 69,056	5%
<b>Total</b>	<b>\$1,447,519</b>	

Net Surplus	
	<b>\$235,866</b>

Balance Sheet as at 31 December 2022	
<b>Total Assets</b>	<b>\$1,247,598</b>
<b>Total Liabilities</b>	<b>\$129,166</b>
<b>Total Equity</b>	<b>\$1,118,432</b>

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

# Youth② Industry College

*an inclusive community*

[www.y2ic.vic.edu.au](http://www.y2ic.vic.edu.au)

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