

# ANNUAL REPORT 2017



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NORTH MELBOURNE LANGUAGE AND LEARNING  
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2017 ANNUAL REPORT

# Our vision

Our vision is to be North Melbourne's leading learning centre for the culturally and linguistically diverse community, recognised for enriching and empowering the lives of the people we serve.

It's a vision we continue to live up to and advance as we work to meet the needs of people from 33 different language backgrounds in North Melbourne and surrounding areas.





# Chair's Report

It is my great pleasure and privilege to present the Annual Report for the year ending 31st December 2017 on behalf of the Management Committee of North Melbourne Language & Learning Inc.

It is our core objective as an organisation to provide the adult residents of the community of North Melbourne and its surrounding areas the learning they need to build and improve their lives and the lives of their families.

This past year has been one of significant change. Several members of the Committee of Management chose to step down making way for a new Committee made up of a mix of experience and fresh faces.

This was also the first full year for our General Manager Cliff Rundle. New relationships have been forged and trust and understanding has been built. But it is without doubt that it is the dedication, commitment and energy of the staff and volunteers of NMLL who are an inspiration to me, to the Committee and to the community members who undertake our programs and participate in our events.





# Chair's Report

In 2017 we continued to build on and strengthen our Community Learning Champions, Connecting Cultures and Volunteering programs and Intercultural Celebrations and Workshops. Alongside, NMLL also offered high quality Accredited and Pre-accredited English language courses. Innovative new initiatives such as the Microbusiness program have excited staff and students alike and will, we hope, provide pathways to the workforce.

We look forward to continuing with our successful program of events and introducing others during the course of the year ahead and I encourage all to come along and witness the great work of the organisation and get behind the staff and volunteers at our local events.

I'd like to thank our sponsors and funders for their backing that enables NMLL to do what it does. We owe a debt of gratitude to our dedicated administration, community development and education team whose contribution has been critical to ensuring we operate within our funding limits while delivering the best possible value for the community.

Thank you also to my fellow Committee members for their ongoing contribution, commitment and support and also to our predecessors on the Committee who left the organisation in such great shape. Special thanks are due to our General Manager, Cliff Rundle, for his skilful leadership, dedication and enthusiasm that has created the conditions for NMLL to continue to thrive in a not-for-profit environment of constant change and uncertainty and for his support and collaboration in my first year as Chair.

Mark O'Neil  
Chair

2017 Committee of Management  
David Lansley (Treasurer), Catherine Lander (Secretary), Catharine O'Grady (Vice Chair), Kamalini Kandasamy  
Tara Willersdorf and Mark O'Neil (Chair).  
Sammy Moneer resigned during the year after three years of service.



# General Manager's Report

Despite the periodic difficulty and frustration all staff experience, NMLL remains a positive organisation that initiates a lot of good in the North Melbourne locale. It's also a terrific place to work.

The following points to some of the keys activities of the last twelve months and represents the breadth of activity undertaken.

In a challenging year NMLL made progress towards its mission, "to give adult residents of North Melbourne and surrounding areas the learning needed to build a better life for themselves and their families".

Despite its small size NMLL is a busy and complex organisation, attempting to bring about positive changes for individuals, communities and North Melbourne in a dynamic social, cultural and political environment.





# General Manager's Report

## Governance

As the Chairman has noted, several long term committee of management members left the NMLL at the last AGM. Fortunately two experienced members remained, joined by new members who brought a range of skills and backgrounds that have proven valuable to NMLL's development.

The committee is committed to addressing NMLL's longer term survival, overall financial sustainability and the funding of the community development activities in particular. Several developments toward this end are planned for 2018.

My thanks to all members of the committee of management for their support, advice and contribution during 2017: Mark O'Neil (Chairman); Catharine O'Grady (Deputy Chairman); Catherine Lander (Secretary); David Lansley (Treasurer); Kamalini Kandasamy; Tara Willersdorf and Sammy Moneer who resigned during the year.

## Leadership and Strategy

Several NMLL staff also assume external leadership roles in the following ways:

- Convening the NAC and operating the NAC email distribution system and web site
- Participating in the INC and its sub committees
- Hosting LLO network meetings
- Organising and leading funding consortia
- Contributing to external networking events, forums and conferences
- Networking with services that meet the needs of NMLL students
- Networking with new workers of various services and introducing them to local networks.

## Management and staffing

NMLL has a committed and skilled staff team. In contrast to the upheaval of 2016 there has been little staff change in the last 12 months, allowing more attention to core activities. This is remarkable as many staff position are only funded for 12 months to 2 years and many are casual.

Management reporting systems have improved during 2017 but are labour intensive. Increasingly sophisticated information is required to monitor performance in real time, particularly of education delivery. Improvements will continue in 2018.



## Education

Sam deals with significant challenges including the difficulty of recruiting properly qualified and enthusiastic teaching staff, and complex and time consuming administrative and compliance regimes specific to each source of funding (AMEP in particular).

An ongoing challenge is the funding regimes for education delivery. Two of the three funding sources require large class numbers and unrealistic retention rates to earn the budgeted income. Neither regime makes allowance for the relative disadvantage nor complexity of the communities NMLL serves.

As a consequence there is an unfortunate tension between what is best from an educational perspective and what is financially viable. For example the move away from mixed level classes has been welcomed by teachers and students but has been financially challenging.

The education team also offered two workshops during the term three break. One addressed job application and interviewing skills and the other focussed on mobile phone apps that addressed problems faced by the student community. On all counts these were successful, addressing particular needs and bringing new people to NMLL. This model will be repeated in 2018.

## Community Development

The community development team is led by Loretta Asquini who is one of NMLL's longest serving staff members. CD activities, outlined elsewhere in this report, are vital to NMLL, and the starting point of important initiatives such as the microbusiness project. The CD events are also an important way to engage with communities and encourage people to engage in education.

The CLC program is particular is successful in this regard. Unfortunately its funding will be exhausted in early 2018. The CD team also recruits trains and engages the teams of volunteers who work in the classroom, support events and provide one on one tutoring. This too is important work inadequately supported through funding.

However an increasing number of people from the communities NMLL serves seek opportunities to volunteer, demonstrating the value of volunteering as a way to contribute and to gain experience. An ongoing challenge for NMLL is the need to provide sustainable resourcing to the CD team when only 12 month funding is on offer. The concerns noted above have been represented at various forums reviewing ACFE policies.

## Microbusiness Project

The Microbusiness project completed its first pilot course in 2017 and will offer another in 2018. The project itself is an outcome of community consultation conducted by the CD team in 2016.

Space doesn't allow a full explanation of the project here, but it is worth noting that the project has been an innovation that has had a positive impact across NMLL. It is especially pleasing to see that several of the Microbusiness course participants are having some success in earning income from their businesses.

The early indications are that the Microbusiness Project is addressing a need and should be developed and integrated into NMLL activities. The bulk of the project is funded through to July 2018 when it will be evaluated. As always acquiring further funding will be a significant challenge.

My thanks to Juliana Lobo and Clare Hawkins who have each lead significant parts of the Microbusiness project.



## Administration

Marie Toga leads a skilled hardworking administrative team that supports all NMLL activity. The demands on the team have increased with requirements for better reporting, support for compliance and reporting on all education programs, some financial processing, CD activities, microbusiness support and student enquiries.

Manatosh Chakma, previously a community learning champion volunteer (CLC) joined the team as an administrative assistant, backfilling Tewedros Haile who took extended leave from mid-2017. The admin team also provided skilled volunteering opportunities for two people who were improving their work skills. Through 2018 better use of the current business systems is required to streamline information provision and reduce the demands on the administration team.



## Looking forward

The competitive market environment in which NMLL delivers education will continue to be a challenge. However as an RTO and LLO NMLL has the potential to adapt, respond and grow. In addition it appears the Victorian Government will be more supportive of LLOs and provide funding for some of the gaps in current services.

The CD activities are integral to NMLL's business model. However sufficient long term funding is unlikely to be available. NMLL will need to seek innovative ways to support these vital activities. Moving forward, external adaption and internal cohesion will continue as an organisational and operational principle which will assist NMLL survive and grow.

Finally, I'd like to acknowledge the NMLL staff and volunteers who do a wonderful job in difficult circumstances with a positive can-do attitude. Together with them it is a pleasure and privilege to work with the communities served by NMLL.

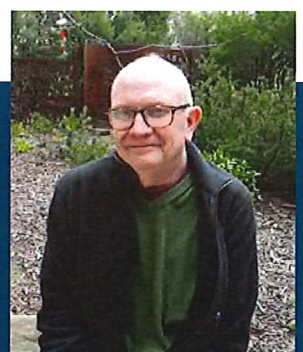
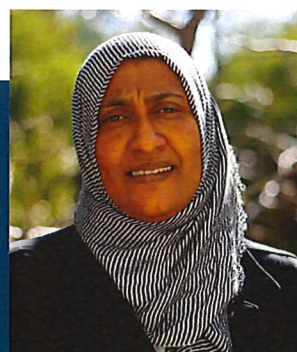
I look forward to working with them all for the next 12 months.

Cliff Rundle  
General Manger, NMLL



# Our Volunteers

## Classroom support



Thank you to all our volunteers, who make an invaluable contribution to NMLL.



# Our Volunteers

## One to One English Volunteer Tutors



## Community Learning Champions (CLC)





# A connected & empowered community

## Working to engage the local community

The community development (CD) program works with adults from the socially and culturally diverse communities in the inner north west of Melbourne. The focus for the 2017 CD program has been:

- Employment Support and Pathways
- Volunteering
- Intercultural Celebrations and Workshops
- Skill recognition and development

The CD team will continue this focus in 2018 and expand our reach and engagement with local community groups and individuals.

In 2017 over 450 members from 15 cultural backgrounds attended and participated in NMLL community events and activities. As a result 70% of participants indicated an increased in knowledge and understanding of other cultures in their community.



## Community Learning Champions (CLC) Program

The CLC program, running since 2014, trains and supports members of our culturally diverse community to help members of their community to connect to learning and get involved in their communities. CLC's actively participate in the design and development of programs, activities and courses run at NMLL. This program has been adapted from a UK model that has been extensively funded, implemented and evaluated across the UK. The unique model for engaging hard to reach learners has been implemented across North Melbourne, Flemington and Carlton in partnership with Carlton Neighbourhood and Learning Centre (CNLC).

During 2015-2017 the CLC program was funded through the HMS Trust Impact Grants stream.

In summary, in 2017, 16 people participated as CLC's, and

- Were from 10 different countries of origin
- Spoke 17 languages between them
- Engaged over 240 people in their community in learning and or community initiatives
- 63% of CLC's supported a disengaged learner to enrol in learning or to access work opportunities
- Contributed 698 volunteer hours and a value of \$17,450
- Comprised 25% of all NMLL volunteer hours from the total NMLL volunteer program.

NMLL will continue to offer the CLC program as an ACFE funded course in 2018. However funding is required for the previously funded wrap around services to ensure the participants are properly supported.



# 2017 Highlights

## **Intercultural Celebrations and workshop program**

Intercultural celebration and workshop program – funded through RE Ross Trust and City of Melbourne – celebrates the diversity of Melbourne’s inner northwest and promotes the shared understanding of cultures through events that primarily focus on intercultural exchange.

The events delivered in 2017 were:

- Two intercultural celebrations – Community Harvest Festival (March) and Living Traditions Festival (November)
- Two intercultural workshops – Breads of the World workshop and Weaving workshops
- Two excursions - Volunteer forum and Cherry Picking.

Through these activities:

- 450 plus community members were engaged
- People from 15 different cultural backgrounds attended events and activities
- 8 community members were employed from culturally and linguistically diverse backgrounds to share their skills and cultural expertise
- 70% of participants indicated an increase in knowledge and understanding of other cultures in their community as a result of participating in these events and workshops.

## **Vibrant and diverse volunteer program**

NMLL’s Volunteer Program is an important feature of all NMLL activities, whether supporting our students or learners in the English classes or supporting the community development team to deliver cultural and community activities and events.

In 2017 our community were able to participate as volunteers in the following ways:

- Classrooms Support Volunteers
- Community Learning Champions (CLC)
- One to One English Volunteers and Group Tutoring Volunteers
- Event Support Volunteers
- Community Development Support Volunteers
- Volunteer Program

In summary, in 2017:

- 32 volunteers actively participated in the NMLL volunteer program per term
- Volunteers contributed 2,910 hours or \$72,750 of value to NMLL community programs
- Approximately 45% of volunteers were from culturally and linguistically diverse (CALD) backgrounds.

Community Development Coordinator  
Loretta Asquini



# Community Harvest Festival



# Weaving Workshop





# Living Traditions



# Cherry Picking Excursion





# Education Report 2017

In 2017 NMLL Education continued to run accredited and pre accredited training focused on responding to the needs of its students. The program maintained a family friendly timetable that took into account other commitments such as dropping off and picking up children from school.

We delivered the program under different funding regimes including ACFE and Skills First (Victorian Government); the AMEP (Federal Government), and with funds from various local governments.

The nationally accredited Certificates in Spoken and Written English were delivered in standalone classes. Their modular framework allows relative ease of entry and exit to the program. Although standalone classes are preferred by both teachers and students alike, student numbers are essential in determining whether they are viable.

It is with this in mind that we faced the challenges brought on by winter, events and occurrences during the year that impact on student enrolment and attendance, some of which are cultural in nature. It is important for us to continually promote and market our programs to increase student enrolment and uptake so that standalone classes can be maintained in the long term.

The Education and Community Development teams worked together to provide a more rounded learning experience for NMLL students. One area of collaboration that aligns education and Community Development is a shared thematic approach. Themes are established after consultation with teachers, students and the community at the end of the year in preparation for the following year. The themes that were adopted in 2017 were health (healthy body healthy mind), pathways (volunteering and agencies), technology (use technology to learn and communicate), and my community (culture).

They anchored and contextualised both accredited and pre accredited course delivery. Excursions, speakers on health and volunteering, presentations and workshops on using technology to facilitate and support learning, and cultural activities and celebrations were features of the program in partnership with Community Development.

One of the aims of excursions and events was to bring the community of learners and the community at large together to learn, share and celebrate. Our educational programs also benefited from the classroom volunteers whose contribution to the learning context is acknowledged, appreciated and valued.



One program that epitomises the collaborative work of Education and Community Development is the microbusiness for women program Everybody's Business. The program which is designed to empower migrant women, aims to test and develop a business idea, how to start and do business in Australia, technology for business, managing risks, budgeting and marketing. It has a mentoring component and business support elements. Although at the pilot stage, this innovative program has yielded some good results and is being fine-tuned for future programs.

At the end of the year, students were asked how they felt about their study and pathway goals and it is worth noting that the great majority were very satisfied with the NMLL programs. Beginner students noted pronunciation and speaking, reading and writing as key areas of learning, and wanted to continue improving in those areas, as well as becoming more confident with technology. The higher level students noted writing a resume and cover letter, filling in forms, negotiation skills, pronunciation and other phonological features, computing, and grammar as focus areas of learning. English communication skills were seen as essential for short and mid-term goals such as helping family and children, starting a business, finding employment, and for further study in vocational areas.



NMLL student feedback, along with input from community, industry, evaluations and surveys conducted by funding bodies, feeds into the NMLL program review and planning cycle and informs our questions to improve the program. The questions, among many, that are a focus for NMLL are: how can we better respond to student needs and learning preferences? How can courses better align with the vocational, employment and social needs of students and allow for even better integration of NMLL Education and Community Development activities? How can we provide a broader educational, vocational and lifelong learning experience for our participants? How can we best support students on their educational and employment pathways? These are some of the questions that focus our planning to develop better programs.

I have now been at NMLL for a year and enjoy the special quality of the centre, the activities, programs, staff, volunteers, students and all other participants. It is a delight to be part of it.

I am most grateful to all involved in the NMLL learning community.

Sam Navarria  
Education and Compliance Coordinator



# Everybody's Business: the Microbusiness Project

In 2017 NMLL Education continued to run accredited and pre accredited training focused on responding to the needs of its students. The program maintained a family friendly timetable that took into account other commitments such as dropping off and picking up children from school.

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The nationally accredited Certificates in Spoken and Written English were delivered in standalone classes. Their modular framework allows relative ease of entry and exit to the program.

Although standalone classes are preferred by both teachers and students alike, student numbers are essential in determining whether they are viable. It is with this in mind that we faced the challenges brought on by winter, events and occurrences during the year that impact on student enrolment and attendance, some of which are cultural in nature. It is important for us to continually promote and market our programs to increase student enrolment and uptake so that standalone classes can be maintained in the long term.

## Microbusiness Course

The first course was delivered over six weeks, two days a week, in July and August 2017. The microbusiness course incorporated English as a Second Language (ESL) and computer skills support. Training materials were designed to meet the needs of culturally and linguistically diverse adult learners.

Twelve women completed the course.

Their business ideas ranged from hospitality, food and catering, social enterprises, fashion, beauty and health & well-being businesses. Of these twelve students two are already working in their businesses; three are in the final stages of business planning and their businesses are expected to be launched soon; two others have temporarily paused any business development activities to dedicate themselves to paid work and family commitments; two women continue making their products as a 'hobby' activity because they lack the time and capacity to complete the tasks required to formalise a business; one student decided to pursue further studies in IT and two students have disconnected from the project.

The second round of training was delivered through a seven week course in March, April and May 2018. Using action research methods we have reflected on the experience of students and teachers and have revised the second course. We improved the tasks and exercises; we adopted topics such as time management and goal setting to the beginning of the course.

Now the curriculum incorporates activities that will guide students towards implementing changes in their lives so they can start the conversation about the support that they will need in order to create space for their business. We have also incorporated metacognitive activities to support students learning processes and the course was extended to allow time for more reflective and experiential learning activities as well as one-on-one time with teacher.



The project evaluation has so far demonstrated that participants gained knowledge about the complex Australian regulatory system for microbusinesses. Students also gained confidence to pursue their ideas, seek employment opportunities and consider further education pathways. Life skills and planning skills are essential to successfully launch microbusiness. Once they finish the course students need to negotiate space and time at home that they now know is necessary in order to continue working and progressing with their business ideas. Overall to establish their businesses the students clearly need more support than expected and available with the current funding arrangements.

## Student Experiences

*“Keep up the work and continue helping people like us. This project helped me to build confidence and find what I am good at and what I am passionate for work. Helped me to realise and learn things about myself and bring out what I can offer, and use my own abilities to find work and earn money. Encouraged me to work more and be better and made me feel that I can do it because we can!” (Student 2017)*

*“The business course has expanded my mind making me think that it is possible. Before I thought it was not possible for me to open a business in Australia. Learning the process, the steps, is giving me direction. My English is improving, I am now researching, looking for competitors (...) I am now working on my vision” (Student 2018)*

## Mentoring

Mentoring is an important component of the project. Our mentoring program has recruited a team of professional business specialists and microbusiness owners who kindly donate their time to share their skills and assist students with goal setting, business development and networking.

There were six microbusiness mentors engaged during the first phase of the project. For the past twelve months mentors have helped participants to refine their business plans, pursue opportunities to test their products and find customers.

The project had unrealistic expectations about the progress that participants would be able to make six months after training. The reality is that women’s lives are full of complexities around child rearing, family and community responsibilities. Furthermore, even though we were careful to recruit participants with intermediate language skills we are working with fairly socially and economically disadvantaged students and most have never worked in Australia, or had work experience in Australia.

Others come from such a different socio-economic background, their deeply embedded cultural influence on entrepreneurship is so dissimilar from what they encounter in Australia, that they struggle to adapt to the new systems and approaches, even simple business planning tasks such as goal setting.

As a result some of our mentors have focused in assisting student in building an understanding of these new business tools and concepts.



All of the observations above create extra challenges for students to find the time and motivation to plan a business. Having mentors to guide them through these challenging business development tasks and emotions is vital to the success of their enterprise.

## Business Development

A complementary business development (BD) role was funded for 12 months by the ACFE CAIF. The BD role complements the microbusiness course and the support offered by the mentors. The business development component of Everybody's Business offers three levels of business development support:

- i. One-on-one support to clarify business ideas, provide business development advice and supervision
- ii. Building connections to local business and organisations that can offer business opportunities or may engage the microbusinesses
- iii. Broader relationship building and networking with larger business and corporate organisations that can engage the services on offer and provide opportunities for growth.

As the project approached its mid-cycle some of the microbusinesses started to show substantial progress, and it was important that the project was able to create and foster business opportunities that helped establish the women's independent businesses.

## Pop-up Market Stalls

Once a month the Everybody's Business project holds a market stall at the Flemington Farmers' Markets. The pop-up stall is an extension of the classroom and comes with the support of project staff and mentors. The markets provide a business-like experience and a safe and supervised

environment for direct contact with customers and potential customers, without risks of financial loss. In fact the market stalls have become an invaluable part of the Microbusiness project.

## Business Opportunities

In 2017/2018 the business development role created a number of business opportunities for the students:

- Catering opportunities emanating from Learn Local organisations, Neighbourhood Houses and at events hosted by NMLL
- Workshop facilitation – creating opportunities for entrepreneurs to build group facilitation skills and develop alternative income stream for their business

Several students were assisted to design and print business cards and flyers for promotion at the above events. A small amount of work has been contracted as a result.

## Future Directions

We are on a journey and continue to learn lessons to successfully deliver the project. The most important lesson is that we need to find creative ways to remain responsive to the needs of the communities we work with, and be able to deliver a project that makes a real difference to CALD groups' economic lives.

We are continually reviewing and adapting the project to create best practice around the ways we respond to the needs of our participants. The project developed an evaluation framework from the outset to monitor and evaluate the project's progress. We have conducted surveys and semi-structured interviews with project stakeholders and gathered evidence that will inform future funding submissions.



## Future Directions

The information will be collated in a comprehensive evaluation report with the aim of disseminating the project's results and recommendations to other organisations who seek to implement microbusiness start-up projects similar to Everybody's Business project.

The pilot of Everybody's Business project was funded by the Victorian Multicultural Commission, the Victorian Department of Education through the ACFE and CAIF programmes and the Moonee Valley City Council. The management of the project's various components and the multiple sources of funding has been a challenge for us, as it is a complex project, is time consuming and a difficult task for our small organisation.

## Plans for 2018/2019

The microbusiness project has been an important innovation at NMLL, demonstrating our capacity to respond to local needs and commence to build pathways to real opportunities. The pilot project finishes later in 2018. The ongoing evaluation process is expected to provide evidence of the projects value and likely impact. NMLL is seeking to secure the future of the project so that it can grow and continue. Specifically NMLL will seek resources to:

- Provide on-going support to micro-entrepreneurs
- Recruit, train and support 15 to 20 participants for a third round of training during semester 2, 2018.
- Finalise and promote project evaluation report to decision makers
- Seek funding for the Microbusiness project to continue beyond November 2018 and for the BD role to continue beyond July 2018.

Microbusiness Project Worker  
Juliana Lobo de Queiroz





# Financial Report

For the year ended 31  
December 2017

## Summary of results

	2017	2016
Income	695,723	608,894
Expenditure	(695,534)	(606,692)
<b>Net surplus for year</b>	<b>189</b>	<b>2,202</b>
Cash held at end	275,695	165,296
Other short-term assets	58,604	26,022
Long-term fixed assets	204,778	225,503
Total liabilities	(224,305)	(102,238)
<b>Net assets at end</b>	<b>314,772</b>	<b>314,583</b>

Note:

Summary figures used in this report are extracted from the full annual financial accounts of North Melbourne Language & Learning (NMLL) for the year ended 31 December 2017. The full accounts provide more details on the financial performance and position of NMLL, including a description of the accounting policies adopted, explanatory notes, and the independent auditor's report.

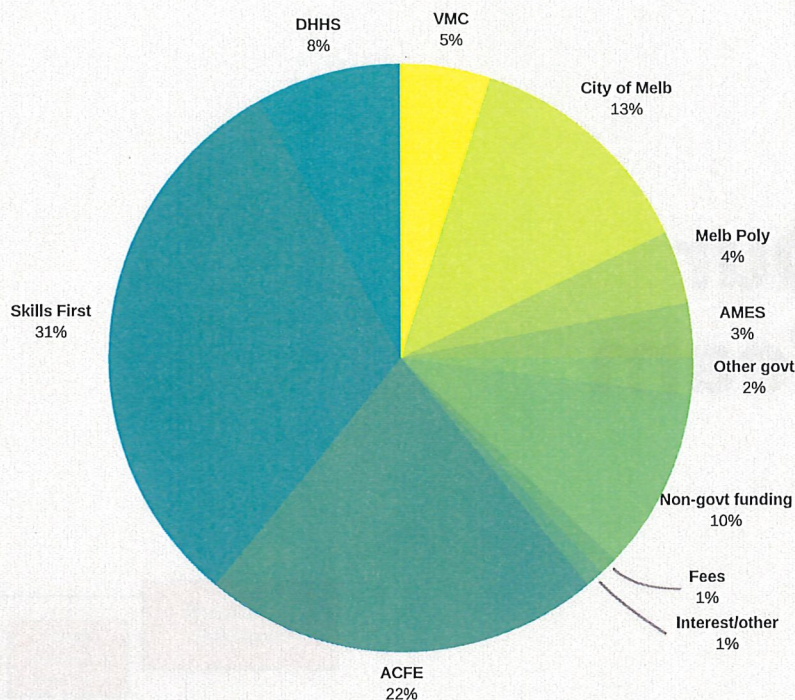
## Treasurer's Report

North Melbourne Language & Learning (NMLL) recorded income for the year of \$695,723 and incurred expenditure of \$695,534, posting a small annual surplus of \$189, in line with the objective to return a balanced result for the year.

Both income and expenditure were up on the prior year, reflecting a combination of factors, including an increase in NMLL's overall program and project activities.



## The main sources of income were:



- Skills First Program funding for delivery of accredited courses.
- Adult Community & Further Education (ACFE) funding for pre-accredited courses and community learning and capacity-building programs/projects.
- City of Melbourne community services funding for neighbourhood house activities and community development programs.
- Department of Health and Human Services funding for neighbourhood house coordination.
- Philanthropic support, including from the Helen Macpherson Smith Trust and the RE Ross Trust, for the Community Learning Champions and Connecting Cultures projects (completed in 2017).
- Victorian Multicultural Commission funding for our new Microbusiness project, in progress.
- Adult Migrant Education Services (AMES) and Melbourne Polytechnic funding for English classes for migrants and refugees.
- All other sources, including small grants from other government sources, and earned revenue such as student fees and bank interest.

The net assets for the organisation at the end of the year totalled \$314,772, of which \$204,778 is tied up in long-term physical assets (including building improvements). The balance of \$109,994 is made up of a combination of restricted and general cash reserves.

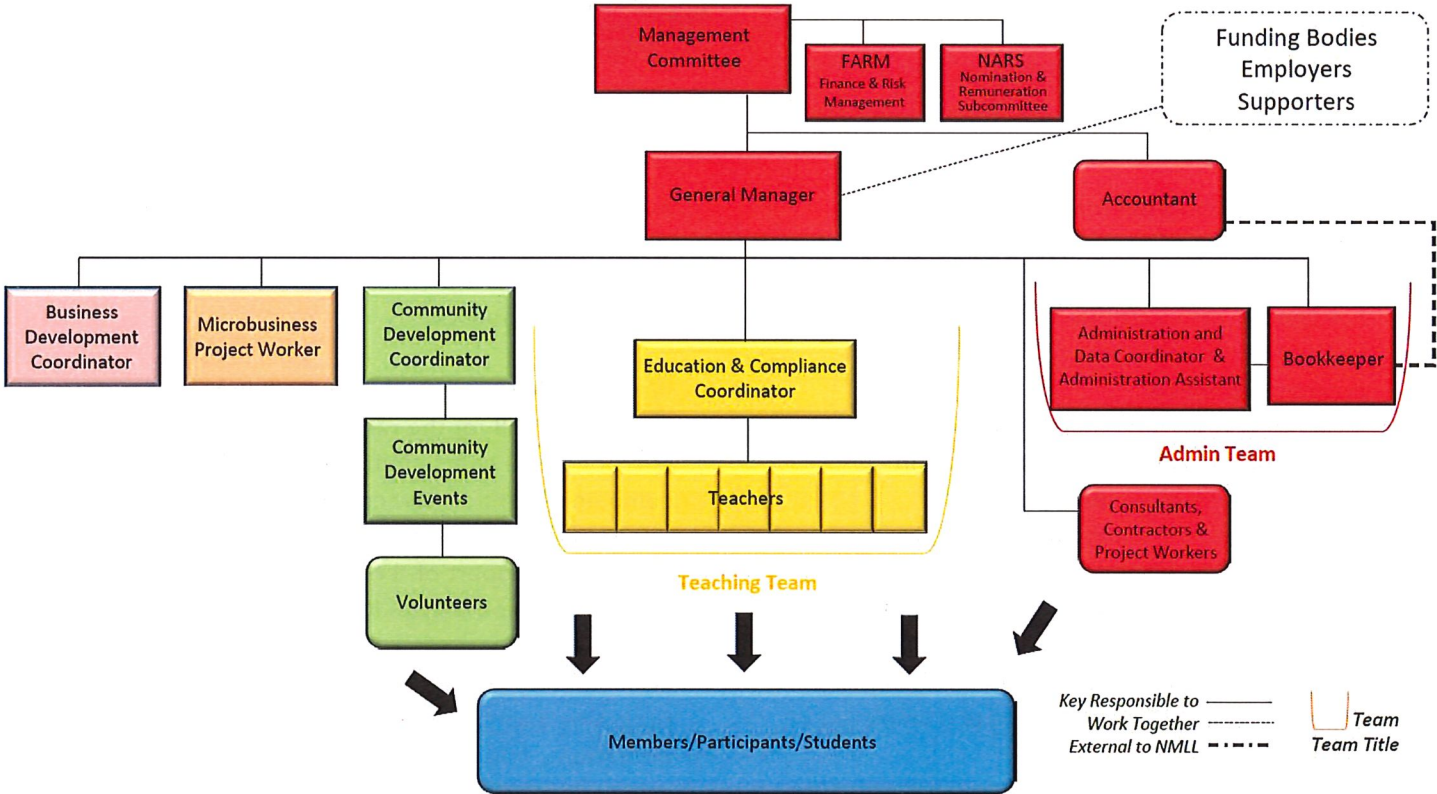
Available cash at year-end was \$275,695. This includes funds tied to specific purposes such as pre-funded future activities and other committed amounts.

We are anticipating further growth in overall activity in 2018 for the ramp up in our Microbusiness course initiatives and the commencement of new community-connectedness projects, made possible through the valued support of the Victorian Multicultural Commission and City of Moonee Valley.

We continue to build on the success of our programs and the sustainability of our operations, and work tirelessly towards the achievement of life-changing outcomes for our community. Our challenges could not be met without the collective efforts, support and goodwill of our funding partners, our dedicated and loyal staff, wonderful volunteers and participants. To each, a heartfelt thank you, and we look forward to working as one in 2018.



# Our Team





# Our partners, supporters and contributors

ACFE | David Harris

Asylum Seeker Resource Centre | Gill Meek

Australian Government | Adam Bandt

Australia Post

Brotherhood of St Laurence

City of Melbourne | Liam Lenihan, Francesca Hunter, Anna Poulentzas

City of Melbourne Councillor | Dr Jackie Watts

Cohealth | Trevor Whitton

Department of Education and Training | David Dutot

DHHS NM Housing Office | Valda Cupido, Nick Elmes, Edinha Tchong

Eris Centre | Khalid Mohamed

E&S Communications | Carlo Carabella

Helen Macpherson Smith Trust | Lin Bender & Lea-Anne Bradley

Hotham Mission | Beth Stewart-Wright

Inner Melbourne Community Legal | Melanie Dye

Inner North Cluster (INC) partners:

Carlton Neighbourhood Learning Centre | Mary Parfrey & Sarah Deasey

Farnham St Neighbourhood Learning Centre | Cathy Connop

Kensington Neighbourhood House | Carolyn Webster

The Centre | Michael Halls

Wingate Avenue Community Centre | Jan Thorpe

Flemington Farmer's Markets

Jesuit Social Services

Melbourne Employment Forum | Christine Njoroge

Melbourne Polytechnic (AMEP) | Rochelle Beatty, Shae Mourtzakis,

Zeenat D'Souza, Karin Whitehead,

Linda Boyd

Moonee Valley City Council

North Melbourne Agency Collective

North Melbourne Community Centre | Chloe Davis & Nathan Sibilia

North Melbourne Football Club - The Huddle

PABX Services | Shaun Cox



# Our partners, supporters and contributors

Public Records Office of Victoria | Tara Oldfield

RFP Business Services | Robert Pisano

Refugee Talent | Andrew Keast

RE Ross Trust | Maryanne Pearce

Syneka Marketing | Alex Makin

Service Stars | Jane Farrell

Victorian Multicultural Commission | Domenique Szantyr

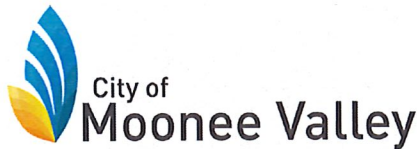
Victoria Police - PCCC | Nick Parissis

Wyndham Community & Education Centre Inc | Alex Findlay





# Thanks & Acknowledgements



A sincere thank you to all our supporters from the North Melbourne community and beyond. Your contribution makes an immeasurable difference to the lives of so many.





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