



Brimbank
City Council

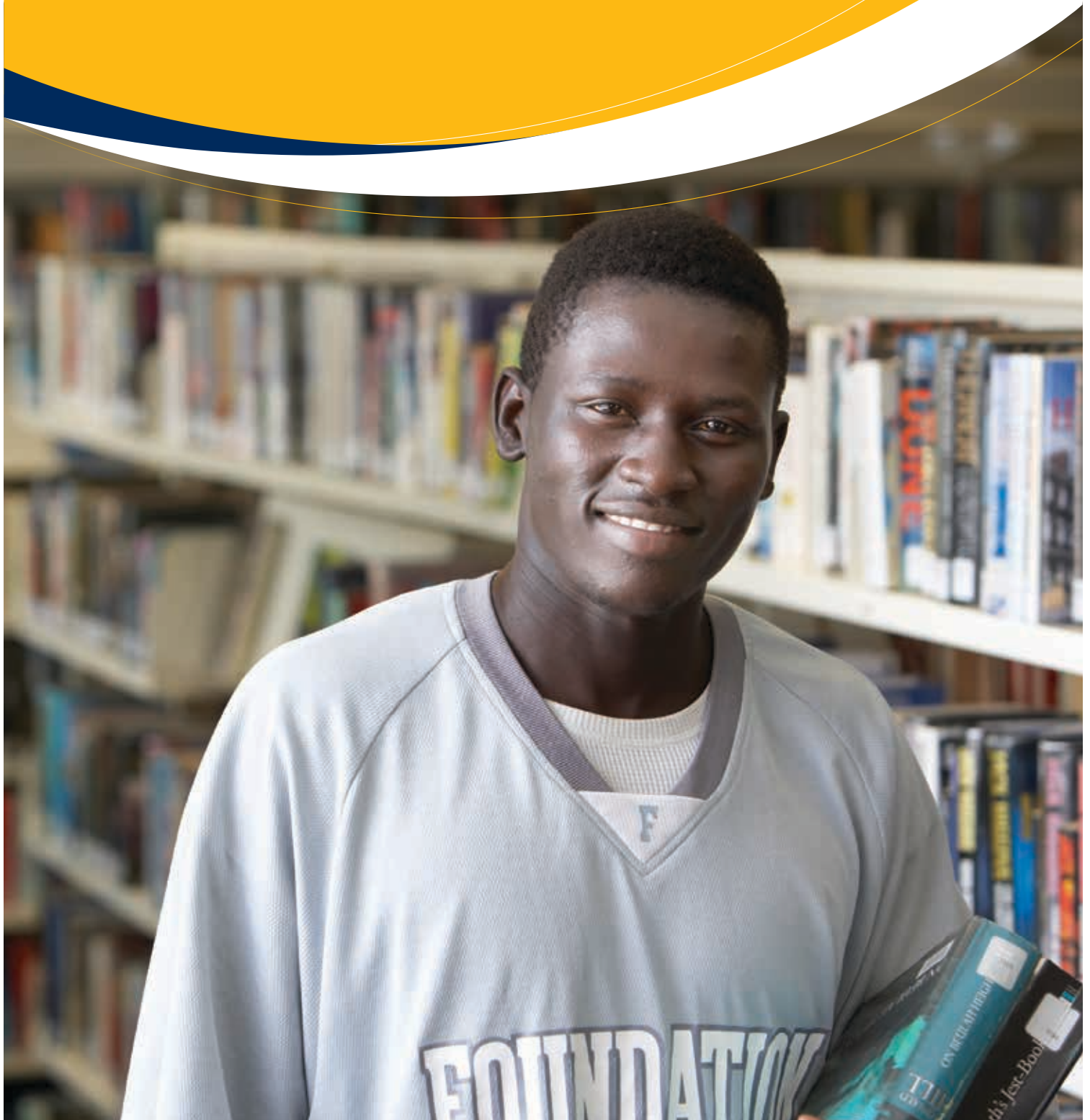


Brimbank Community Learning Strategy

2014 - 2017

Brimbank as a Learning Community

Through a shared vision and partnership approach, Brimbank will support and facilitate learning in all forms, to drive the social, economic and cultural life of the community.



Introduction

As the world around us changes, learning for all throughout life is an essential requirement to maintain employability, achieve personal fulfilment, build caring and cohesive communities, and add to quality of life.

In recognition of the central role of learning in life, Brimbank City Council developed its first Community Learning Strategy through a consultative process with residents and service providers during 2009-10. The Community Learning Strategy 2010-2013 was adopted by Council in 2010.

The Community Learning Strategy supports learning in all life phases and is a long-term approach to improving the social and economic outcomes of individuals and the community. The Community Learning Strategy provides a framework for facilitating partnerships, supporting improved learning outcomes and building economic access and development.

Giving learning opportunities to babies and children, early and often, will help them to thrive at school, as will support for parents and carers in their role as the child's first teacher. Students who engage at school and go on to further education have better job prospects and economic and health outcomes. Adults of all ages can continue to grow and develop by accessing a range of learning opportunities for pleasure or work, and help to build our neighbourhoods as learning communities.

Review of the Community Learning Strategy 2010-2013

The implementation of the first Community Learning Strategy commenced in 2010. An evaluation of the 2010 - 2013 Strategy was undertaken in early 2013 to inform the development of this new strategy.

The evaluation found that "Brimbank City Council and its strategic partners have been successful in developing a culture of learning in the municipality and this has built a solid foundation for future development. The challenge is to make a sustainable transition from the establishment phase to consolidation as a learning community."

Community Learning Strategy 2014-2017

The review and local consultation processes have led to the development of this second Community Learning Strategy, which builds on the work of the first Strategy. The Community Learning Strategy 2014-2017 has been developed as a framework for partnership and collaboration, to broaden learning opportunities for all who live, work and study in Brimbank.

Council delivers key services to residents using a life stage approach. To align this strategy with Brimbank's service delivery, the Community Learning Strategy has been developed using the life stages of early years, school years, young people and adults.

This Community Learning Strategy continues the excellent work undertaken during the establishment phase of fostering a community of lifelong learners. It builds on the lessons of the previous plan, aligns with priorities set in Council's Community Plan, and outlines specific directions for future work.

Long term benefits

Creating a community of lifelong learners is a long term vision; it requires bold leadership, broad community understanding and support and the creation of new partnerships and ideas for ongoing innovation and engagement. Investment in learning by individuals, families and communities brings economic inclusion, healthy living, social cohesion and intercultural understanding.

Learning is recognised as a driver for positive economic and social change in Brimbank. Brimbank City Council, through its Community Learning Strategy and with its partner organisations, will facilitate the creation of new approaches, seek the ongoing identification and coordination of pathways to learning, and lead, encourage, and support residents to participate in learning on a daily basis over their lifetime.

A Vision for the City of Brimbank

"Brimbank will be the dynamic centre of Melbourne's West. We will be a proud, diverse and connected community."



Strategic Challenges of Council

The Brimbank Community Plan 2009-2030 (updated 2013) describes the community's vision and priorities for the next 20 years and establishes a shared basis for joint planning, service delivery and advocacy. It forms the foundation for Council's partnership development with community members, community groups, service providers, local organisations and State and Commonwealth organisations. The Community Plan is based on community consultation conducted during 2008 and 2013.

The Brimbank Community Plan lists four strategic challenges and the following two are supported by the Community Learning Strategy:

- Education and lifelong learning: Ensuring residents have opportunities to engage in culturally appropriate, high quality education and learning activities that are relevant to their needs.
- Employment: Ensuring Brimbank is attractive to employers and that residents have the skills and education to enable them to take advantage of new employment opportunities as they arise.



Linked Plans

An important outcome of the first Community Learning Strategy 2010-2013 is that learning is now included in the following Council documents:

- Brimbank Age Friendly City Plan (2013-2017)
- Brimbank Community Plan (2009-2030, updated 2013)
- Brimbank Community Strengthening Policy (2011)
- Brimbank Disability Action Plan (2012-2016)
- Brimbank Economic Development Framework (2012-2015)
- Brimbank Municipal Early Years Plan (2011-2014)
- Brimbank Neighbourhood Partnership Agreement and Strategic Plan (2013-2016)
- Brimbank Reconciliation Action Plan (2013-2017)
- Brimbank Settlement Action Plan (2013-2017)
- Brimbank Social Justice Charter (2012)
- Brimbank Youth Policy and Action Plan (2010-2014)

Our Achievements to Date

An evaluation of the Community Learning Strategy 2010-2013 found that Brimbank City Council and its strategic partners have been successful in developing a culture of learning in the municipality and this has built a solid foundation for future development. The challenge is to make a sustainable transition from the establishment phase to consolidation as a learning community. The evaluation also found that the achievement of the long-term vision will require a commitment to appropriate resourcing. A governance committee of key stakeholders has been established, which promotes sustainability and long-term positive change.

By working collaboratively with partner organisations, the following was achieved:

Early Years

- Liaison and alignment with Brimbank Early Years Reference Group (BEYRG) aims and activities.
- Analysis and collaboration around key early years learning issues such as increasing kindergarten enrolments, encouraging bilingualism and promoting language-rich households.

School Years

- Engagement and support of out of school learning opportunities, homework clubs and family learning clubs in Brimbank.
- Analysis and support of family and community engagement in the formal education sector.

Youth

- Advocating for positive changes to TAFE provision in Victoria.
- Increasing transition opportunities for young people.
- Review and analysis of needs assessment and provision of service for young people.

Adults

- Analysis of adult education provision and possibilities in Brimbank.
- Liaison with Adult Community and Further Education Board to promote further engagement and provision in Brimbank.

Seniors

- Review and analysis of later life learning needs.
- Active networking within the sector to promote learning in later life.
- Support to Brimbank's University of the Third Age (U3A).

Communication and Partnerships

- 'Celebrating Learning' e-newsletter published bi-monthly.
- Regular seminars held to promote and value learning in all life stages in our community.
- Networks established throughout Brimbank to promote learning as a driver for change.
- Council policies and strategies now recognise the importance of learning in improving economic and social outcomes.
- Memorandum of Understanding with Catholic Schools Network in Ardeer/Albion.
- Memorandum of Understanding with Deakin University.
- Brimbank Learning and Employment Steering Committee established to facilitate learning and employment partnerships and outcomes.
- Teacher of the Year category introduced in Brimbank's Australia Day Awards.
- Council membership of the Australian Learning Communities Network.

Celebrating Learning: Case Study

Faten's Story

"My name is Faten and I was born in Lebanon. I had to fly to Australia in September 1997 by myself. I was crying because I left my daughter back there and I missed my family. I was never happy in Australia because I didn't speak English and I didn't have my driver's license. Everything was different and difficult. I was always upset and crying because my husband worked night shifts with long hours.

After one year my daughter finally got the visa and came to Australia with my friend. When I saw her I couldn't believe that was my daughter and she changed everything in my life.

After a while, I studied two months of English. Then I stopped because I had four kids and no time to learn or work. After my kids went to school I started to study English again because the first time I went I was very shy because I never talked English before, and so I needed to learn and speak English for my future so I could get a good job.

My kids had been helping me how I say a word and what that word means and sometimes I go to the library with my kids to read books and learn new information's. Sometimes I even read newspapers and it often helps me and I even learn new words.

I am very happy now because my English is not bad... because English changed all my life and it is much easier for me to talk to people at Shopping Centres and if I have appointment.

I wrote this true story for use to see how much I have improved my English."

Faten has been a student at Community West, and this was a winning entry in the short story competition "It's never too late...to learn to read" funded by the Department of Education, Employment and Workplace Relations.



Celebrating Learning: Case Study

Sophia & Mohamed's* Story

Sophia is 24 years old and came to Australia from Iraq two years ago with her young son Mohamed. Speaking very little English, she came over to be with her husband who had arrived previously. However, their relationship did not continue.

Sophia now lives with her sister and son as a single mother. Mohamed speaks Arabic at home and understands little English, not having attended any Early Years services. Sophia and Mohamed are very isolated, with few friends and with only her sister to provide family support.

Brimbank's English and Children's Services Project Officer met Sophia at the St Albans Library. The project worker had seen her there a number of times attending *Story Time*, borrowing books and using the computers. Sophia approached the Project Officer to ask about childcare for four year old Mohamed. She initially appeared fearful and tense, with little knowledge of Early Years services available.

Using an interpreter, the Project Officer explained the various services available to her, including kindergartens, playgroups and future primary schools. Sophia expressed an interest in sending Mohamed to kindergarten, and to enrol to study English once he began attending school.

The Project Worker linked Sophia and Mohamed into a kindergarten accessible without a car, as well as potential primary school options, one of which had an Arabic speaking worker to introduce them to the school.

Sophia and Mohamed have benefited from the support they have been given. This family was very vulnerable due to

Sophia's age, their English language proficiency, their lack of knowledge of services, and their isolation. This family now has more knowledge, more opportunities to be educated and to socialise with others, and to feel part of the community.

Sophia now appears more relaxed and happy. With Mohamed attending school, she is enrolled in full-time English classes with AMES and is preparing to study a Certificate III in Children's Services with AMES in St Albans

* Names have been changed

Children's Services Project Officer
funded by Communities for Children

Lola's* Story

Lola is a refugee who arrived in Australia in 2012. She is a hardworking and very committed year 12 student who is achieving excellent results and aspires to study Medicine at university.

She does not have parents and lives with her sister who is her guardian. There are many family members in the home and she did not have a room to study in or even a desk.

Lola has received two scholarships from Western Chances and has been awarded funds to purchase textbooks, a desk, VCE revision lectures, tutoring and to pay for the internet at home.

* Name changed to protect privacy.



What is Lifelong Learning?

Most people are involved in learning situations on a daily basis – pursuing their interests, helping children with homework, volunteering, playing sport, listening to the radio or reading a newspaper, as well as more formal study. Consciously or otherwise, we are learning or helping others to learn.

Lifelong learning incorporates accredited education which includes formal qualifications such as certificates or degrees, and non-accredited education which can include learning a second language, arts and crafts, as well as

cross-cultural and intergenerational learning such as the interaction between grandparents and grandchildren.

Lifelong learning occurs throughout all life stages, from birth until old age. Each life stage accesses learning differently and has different learning needs. Learning is also impacted by people's gender, cultural and Indigenous backgrounds, as well as by ability and financial security. In the context of current social and economic change, creating opportunities for accessible and flexible learning becomes more important.

“A key purpose of lifelong learning is democratic citizenship, connecting individuals and groups to the structure of social, political and economic activity in both local and global contexts.”

Aitchison, 2003 'Adult Literacy and Basic Education: A SADC Regional Perspective'



Key Factors shaping the Community Learning Strategy

Brimbank is a city built upon diverse cultural heritage. Over the past 50 years it has become one of Victoria's most culturally and linguistically rich communities.

The area was originally inhabited by the Kurung-Jang Balluk and Marin-Balluk clans of the Wurundjeri people. The Indigenous population in Brimbank has increased since the 2006 Census, and now 0.4% of the total population identify as Aboriginal and/or Torres Strait Islander.

Brimbank is located between 11 and 23km west and north-west of the Melbourne GPO. It is the second largest municipality in metropolitan Melbourne in population and the largest in the Western Region, with over 190,000 residents and more than 160 languages spoken.

As metropolitan Melbourne reorientates to the west, Brimbank is changing from an outer-metropolitan growth area into a mid-suburban municipality. Households are larger than the average across metropolitan Melbourne; more than one-third have four or more residents, with higher numbers of extended families and dependent children. Young people 0-24 years make up 34% of the population, higher than the metropolitan Melbourne average. (ABS, 2011)

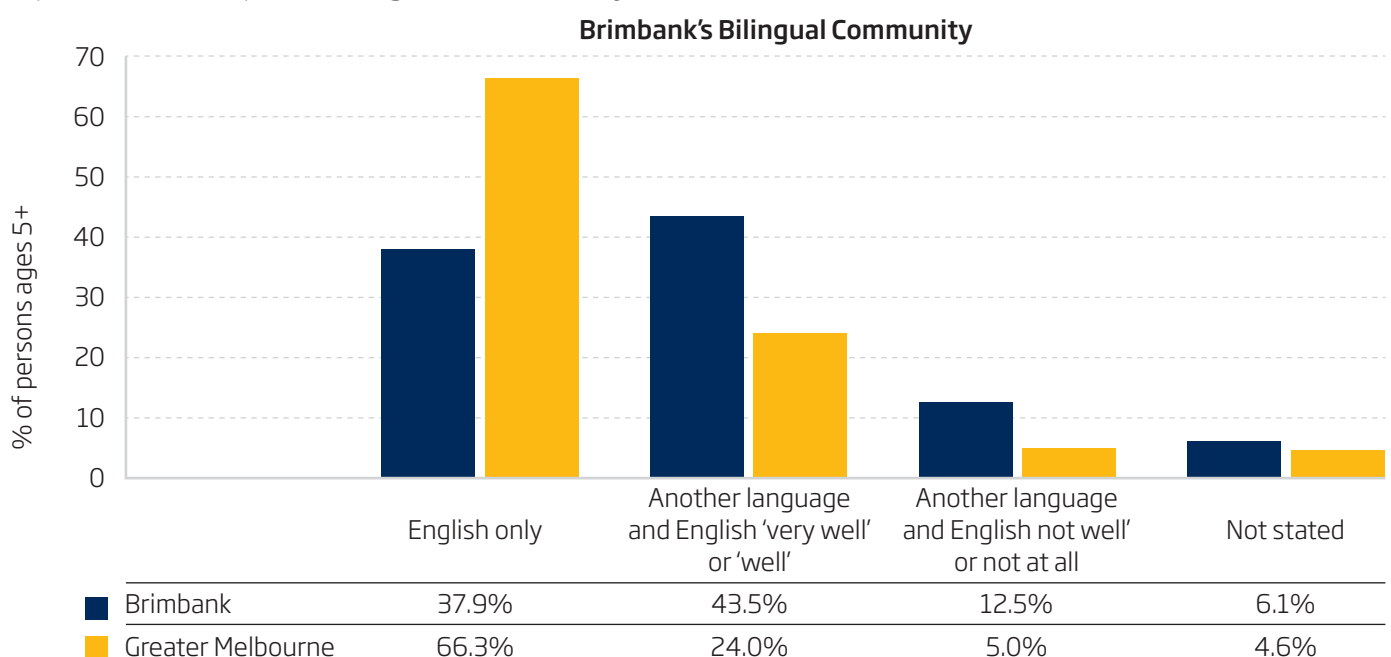
As Brimbank's population increases, it also grows older. Between 2014 and 2017, the fastest growing population age group will be those aged 70 years and above. The capacity of families to provide care, share knowledge and impart values is an important strength of the community.

Brimbank is a community of bilingual and multilingual speakers, with nearly half speaking two or more languages, including English, proficiently. Over half the population speak a language other than English at home.

English language proficiency creates both opportunities and challenges for Brimbank. Language and literacy skills are an issue for those from recently arrived communities with little or no English or from non-literate backgrounds. Providing suitable learning opportunities for the 12.5% of residents with little or no English is significant, when the Victorian average is 5%. (ABS, 2011)

Brimbank's socio-economic diversity is reflected in its 25 suburbs. Some suburbs face greater socio economic disadvantage than others, creating different learning opportunities and challenges across the municipality.

Reducing barriers to learning has been identified as a key factor in improving the economic and health outcomes of systemic disadvantage. As a result, the Community Learning Strategy 2014-2017 recognises learning as a driver for change.



Learning as a Driver for Change

“Lifelong learning has the potential to make a significant contribution to poverty reduction... individuals who engage in lifelong learning are more likely to have better employment opportunities, higher incomes, better health and greater ability to manage their own money.”¹

Education levels in Brimbank have continued to increase across the secondary and tertiary sectors. The proportion of residents who have completed secondary school has risen by 6%, and university attendance has risen by over 3%, since 2006. (ABS, 2011)

While there have been significant improvements in Brimbank, challenges remain across all life stages.

- Kindergarten participation rates are lower than across Victoria, and 11.4% of children entering school are considered developmentally vulnerable on two or more Australian Early Development Index domains, higher than the Victorian average.
- There is a significant relationship between students' educational performance and their socio-economic background. (ABS, 2011)
- Young people are more likely to be disengaged from education and employment, with over 10% of 15-25 year olds not participating in school, training or work. (ABS, 2011)
- Adults are almost twice as likely not to have attended formal schooling, compared to the Victorian average, and nearly 20% of the population aged 15 years and over have completed year 9 as their highest year level of schooling. (ABS, 2011)

The Community Learning Strategy is underpinned by the Brimbank Social Justice Charter; *“there are situations where the application of the same to all can result in unequal outcomes for some.”*

There are specific barriers to learning faced by some groups in Brimbank. For example, one in five residents is affected by a form of disability, and the proportion of residents with a disability will increase as a result of the city's ageing population. It is necessary to work on developing models of learning provision that build on the particular strengths and perspectives of these groups.

Improved education leads to improved economic outcomes for families, individuals and communities. Australian Bureau of Statistics data demonstrates a strong link between education, employment opportunities and health outcomes.

Brimbank's 2013 unemployment rate of 9.0% is significantly above the Victorian rate of 5.7%. Recent evidence shows that the fastest growing sectors of the economy employ workers with high levels of skill.² Learning is a key means to increasing people's capacity by providing knowledge, skills and confidence to begin, change or remain in employment.

The provision of different types of learning contributes to fair and just communities. Participating in arts and cultural experiences, sports and leisure activities and unpaid or voluntary work creates opportunities for individuals and communities to extend social networks and cross-cultural interaction. Engaging in informal learning is particularly important for those facing barriers to accessing structured or formal learning.

Informal learning takes place in libraries, neighbourhood houses, and increasingly online. Online learning can provide affordable and accessible opportunities for those facing mobility issues, those with young children, or for young people who find it more culturally and technologically appropriate.

Adult Learning Australia recognises that paid work is an important outcome of education. Learning is also critically important to other aspects of people's lives:

- to be happy, to have an identity aside from work and to create multiple meanings across all life stages;
- to enrich the practice of religion and culture;
- to participate in a democracy;
- to contribute to the life of their children, family and community; and,
- to stay well and keep others around them well.³

Working on supporting learning provision that builds on the particular strengths and perspectives of different groups in Brimbank is a key factor of the Community Learning Strategy 2014-2017.

1 Fullick, 2009 'Poverty reduction and Lifelong Learning'

2 Watson, 2003 "Lifelong learning in Australia"

3 Golding, 2012 cited in Adult Learning Australia, Quest 3

Community Learning Strategy Vision

"To foster a community of lifelong learners by working with partner organisations to empower people to take control of their lives, build aspirations, enhance employability and build active citizenship and quality of life in Brimbank."



Guiding Principles

The Community Learning Strategy is underpinned by the following principles:

- 1** Promotion of Learning – Increasing awareness of the importance of learning in all life stages.
- 2** Partnerships – Working collaboratively and strategically with a range of partners.
- 3** Access and Equity – Increasing participation in education and learning by all, through recognising and addressing systemic barriers that some individuals and groups face.
- 4** Creativity and Leadership – Supporting an innovative learning culture which will be open to new ideas and where leadership in many forms will exist.
- 5** Community Focused – Recognising and respecting the community's capacity to articulate and respond to their own learning needs and interests.
- 6** Advocacy – Supporting improved learning opportunities and resources in Brimbank.



“Social justice inherently recognises that some citizens are disadvantaged and do not enjoy the same access to resources as others. Brimbank City Council is committed to taking action to strive for social justice and address the social, economic, environmental and cultural determinants that cause disadvantage.”

Brimbank Social Justice Charter



Early Years

Birth to compulsory school age

Foster learning-rich environments for babies and preschool children at home and in the community.

Lifelong learning begins at birth. Giving babies and children learning opportunities early and often will help them thrive. Supporting parents and carers in their role as the child's first teacher will build on that outcome. The active involvement of family members and carers in children's learning is critical to inspiring a passion for learning and an interest in the world. Everyday interaction is a learning opportunity.

The priorities are to:

- Support parents and carers in their role as their child's first teacher.
- Promote language, literacy and numeracy.

The strategic partnership aims to:

- Increase opportunities for parents and carers to be actively involved in their child's learning.
- Increase participation in early learning programs to support school readiness.

Learning Drivers for Life Stages



School Years

Compulsory school age, 6-16 years

School aged children and teenagers have access to a broad range of engaging learning opportunities.

Children and teenagers experience formal learning at school, and engage in informal learning outside of school through recreation, arts, cultural and social pursuits. These learning experiences are important to build capacity for future success and aspirations. Students who engage at school and go on to further education have better job prospects and economic and health outcomes. The success of children and teenagers at school is also enhanced by strong connections between home, school and community.

The priorities are to:

- Enable and encourage additional learning support, such as family learning opportunities, out of school learning and study support.
- Actively support and develop community linkages with schools.
- Encourage out of school participation in informal learning.

The strategic partnership aims to:

- Strengthen connections between school and their communities.
- Increase learning opportunities.
- Develop foundation skills for life and resilience in young people.



Young People

Post-compulsory school age, 17 years to early adulthood

Young people have positive post-school education, employment and learning opportunities.

The transition for young people into adulthood is often shaped by experiences of formal education. Whatever their experience, promoting further learning opportunities can engender a desire to continue learning, feel confident in their ability to participate, and develop towards independence. Supporting young people with a diversity of needs towards making informed choices in education, career and training is crucial to their positive entry into employment and greater participation in the community.

The priorities are to:

- Support diverse learning and educational opportunities.
- Promote career and training pathways and readiness for employment.
- Encourage opportunities for active citizenship.
- Focus on young people with priority needs.

The strategic partnership aims to:

- Provide a diverse range of educational and training opportunities for young people.
- Support and encourage young people to develop the skills to take up life's opportunities.

Learning Drivers for Life Stages



Adults

25 years and above

Encourage lifelong learning for quality of life, employment and citizenship.

Adults of all ages can continue to grow and develop by accessing a range of affordable learning opportunities for pleasure or work, as well as build our neighbourhoods as learning communities. Adult learning is important for personal fulfilment, economic development, active citizenship and social cohesion. For some adults, participation in formal and informal education may improve skills that can increase economic outcomes for themselves and their families.

In an ageing population like Brimbank's, providing a range of accessible and flexible learning opportunities is key to supporting the ongoing healthy and active engagement of residents from adulthood through to later life.

The priorities are to:

- Advocate for the provision of diverse and affordable adult learning opportunities.
- Promote formal training and informal learning opportunities.
- Actively support the achievement of functional English language and literacy skills for all adults.

The strategic partnership aims to:

- Increase participation in formal and informal learning.
- Increase employment and volunteering opportunities.
- Support and encourage active citizenship from adulthood through to later life.

Governance

Brimbank Learning and Employment Steering Committee

The role and purpose of the Brimbank Learning and Employment Steering Committee (BLESC) is as a strategic and collaborative partnership of organisations and individuals that will lead and advocate for learning and employment in Brimbank.

The BLESC is governed by its Terms of Reference, and reports to the Strategic Implementation Group of the Social Justice Coalition. The Committee seeks to advocate, stimulate, encourage, and build partnerships that support community led initiatives, whilst assisting Council and Government to implement relevant policies through the Community Learning Strategy and the Economic Development Framework.

The BLESC brings together representatives from the Social Justice Coalition, the Brimbank Early Years Reference Group, the education sector, the Local Learning and Employment Network, Neighbourhood Houses and community centres, local business and employment agencies, the community support sector, government departments, designated senior council officers and local residents. These links facilitate two way information exchanges and ensure that the learning and employment agenda is extended beyond the BLESC.

Information Sharing

The Community Learning Strategy acknowledges that communication and information sharing supports and strengthens partnerships. The following processes will be used to strengthen the work of the Community Learning Strategy and collaboration:

- Delivering seminars and workshops.
- Working with existing and new networks.
- Connecting people and organisations together.
- Providing regular updates through the newsletter.
- Sharing on-line information.
- Professional development collaborations.

Ongoing Monitoring and Evaluation

Regular monitoring and evaluation of the Community Learning Strategy is undertaken to ensure accountability and impact. This is done by:

- Informing Council, the BLESC and its partners about the delivery of actions undertaken through this Community Learning Strategy.
- Developing and reporting on indicators.
- Highlighting issues and changes affecting the community with regard to lifelong learning.
- Providing analysis of strengths and weaknesses to inform future planning and development.
- Regularly producing monitoring reports that outline progress against actions.
- Continuing evaluation of the Community Learning Strategy.
- Publicising and promoting achievements.
- Showcasing best practice examples.

Partners

Working Together: We acknowledge and thank our partners for their ongoing support and work in building Brimbank as a community of lifelong learners.

Adult Community and Further Education (ACFE) Victoria
Adult Learning Australia (ALA)
Adult Migrant Education Services (AMES)
Anglicare Australia
Ardoch Foundation
Australian Learning Communities Network Inc.
Australian Vietnamese Women's Association
Baptcare
Best Start Early Years program
Brimbank Active Seniors
Brimbank Early Years Reference Group (BEYRG)
Brimbank Leadership Alumni
Brimbank/Melton Local learning and Employment Network (BMLLEN) Inc.
Brimbank Preschool Association (BPA) Children's Services
Brimbank Reconciliation Action Plan
Brimbank Social Justice Coalition
Brotherhood of St Laurence
Carers Victoria
Catholic Education Office: Family Schools partnerships program
Centre for Multicultural Youth (CMY)
Communities for Children
Community West
Deakin University
Department of Early Childhood Development (DEECD)
Department of Education, Employment and Workplace Relations (DEEWR)
Department of Human Services (DHS)
Department of State Development, Business and Innovation (DSDBI)
Djerriwarrh Community and Education Services
Early Childhood Management Services
Families where parents have a mental illness
Foundation House
Edmund Rice Community and Refugee Services
Free Kindergarten Association
Gallery Sunshine Everywhere
Good Shepherd Youth and Family Services

Horn of African Community Network
LeadWest Ltd
Learning Beyond the Bell
Licau-Sed Inc.
Local schools in Brimbank
MacKillop Family and Youth Services
Melbourne City Mission
Merrimu Services
Migrant Resource Centre
New Hope Foundation
Noah's Ark
Regional Development Australia
Relationships Australia
St Albans Connect
Spectrum Migrant Resource Centre
Sudanese Australia Integrated Learning (SAIL) program
Sunshine and District Historical Society Inc.
The Alannah and Madeline Foundation
The Smith Family
University of Melbourne: Research Unit for multilingualism and Cross-cultural Communication
University of Ballarat / Federation University
University of the Third Age (U3A) Brimbank and Victoria office
Victorian Services for Ethnic Groups (VICSEG) New Futures
VISY Cares Hub
Victorian Council of Social Service
Victoria Police
Victoria University
Volunteer West
Western Chances
Western Region Health Centre
Westgate Community Initiatives Group (WCIG)
WISE Employment
Young Men's Christian Association (YMCA)
Youth Junction Inc.
Youth Now
100 Story Building

"Cross-sector partnerships are more likely to generate bridging, linking and bonding social capital while at the same time producing innovative outcomes that build stronger, more robust communities able to participate in the new economy."

Loza, 2005 'Corporate Australia building trust and stronger communities? A review of current trends and themes'

Language link

Arabic	عربي	9209 0131
Croatian	Hrvatski	9209 0132
Greek	Ελληνικά	9209 0133
Italian	Italiano	9209 0134
Macedonian	Македонски	9209 0135
Serbian	Српски	9209 0136
Spanish	Español	9209 0137
Turkish	Türkçe	9209 0138
Vietnamese	Việt-ngữ	9209 0139
All other languages		9209 0140
English		9209 0141

Local call costs apply

My Brimbank App

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Contact us

To find out more about learning in Brimbank and the Brimbank Community Learning Strategy, please contact the Learning Coordinator at

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Post: **PO Box 70
SUNSHINE VIC 3020**

Website: **www.brimbank.vic.gov.au**



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You Tube: **www.youtube.com/brimbankcitycouncil**

Customer Service

Sydenham
Station Street, Taylors Lakes
(located within Sydenham Library)

Opening hours

M: 10.30am - 7pm
Tu: 1.00pm - 7pm
W: 10.30am - 7pm
Th: 10.30am - 7pm
F: 10.00am - 5pm
Sa: 10.00am - 12.30pm

Sunshine
301 Hampshire Road, Sunshine

Monday to Friday
8.45am - 5pm

Keilor
704B Old Calder Highway, Keilor

Monday to Friday
8.45am - 5pm

Municipal Offices

Keilor Offices
704B Old Calder Highway, Keilor

Sunshine Offices
6 -18 Alexandra Avenue, Sunshine

Opening hours

Monday to Friday
8.45am - 5pm

Monday to Friday
8.45am - 5pm