batforce
BARWON ADOLESCENT TASK FORCE



ANNUAL REPORT

2025/26

batforce.org.au

BATForce is privileged to work across the traditional lands of the Wadawurrung, Gulidjan and Gadubanud People.

We pay our respects to Elders past, present and future.

We acknowledge that the land we sit on was never ceded - always was and always will be Aboriginal Lands.

Table of Contents

Our Year

BATForce at a Glance 4

Chairperson Report 5

Treasurer's Report 7

Executive Officer Report 8

Our Learning

The Work Ends. The Learning Doesn't 14

School Focused Youth Services (SFYS) Legacy 18

Built from Years of Listening 21

Our Work

BATForce Workshops 26

Digital Footprint 31

Our Accountability

The BAT Team 32

Financial Report 2025/26 33

BATFORCE AT A GLANCE

2025/2026: A year of connection, learning and change

Behind every number is a young person, family, school or community connection. This year, BATForce continued to work alongside our communities, delivering programs, sharing knowledge and responding to emerging needs. These figures offer a snapshot of our work across the year and the many relationships that make it possible.

BATFORCE	43 WORKSHOPS	2 VICTORIAN STATE INQUIRY INVITES	20 YEARS OF LEIGH AT BATFORCE	
SFYS	29 STUDENT PROGRAMS	438 STUDENTS INVOLVED IN SFYS PROGRAMS	26 SCHOOLS ENGAGED	
BTP	8 STUDENT PROGRAMS	73 STUDENTS INVOLVED IN BTP PROGRAMS	9 SCHOOLS ENGAGED	

More than numbers

Every workshop, program and school connection is also an opportunity to listen, learn and better understand the communities we work alongside. It's this knowledge, built through everyday relationships, that continues to shape BATForce's work.



CHAIR REPORT

Prepared by:
LIZ EVERIST

On behalf of all at BATForce, I acknowledge the Traditional Custodians of the lands on which we live and work, including Wadawurrung, Gulidjan, and Gadubanud Country, and pay our deepest respects to Elders past and present.

December 2025 marked the end of the School Focused Youth Services program. We closed our final contract successfully, meeting all milestones with the knowledge that we had provided a high-quality, highly valued service to the region's schools, community, and parents/carers for over two decades. I am incredibly proud of what BATForce achieved, and I offer my immense gratitude and acknowledgement to Leigh, who served as Executive Officer for most of that time.

Unlike other SFYS organisations, BATForce was subsequently offered a two-year contract to continue a bespoke version of this work in the Barwon region. We would like to publicly acknowledge and thank Christine Couzens MP (State Member for Geelong) and Ella George MP (State Member for Lara) for their vital advocacy on our behalf.

Our intrepid and dedicated staff (Coordinators Kylie and Naomi, led by Leigh) have embraced the challenge of developing the BATForce Transition Program (please refer to the EO's Report). We would also like to express our appreciation for the partnership and support of the Department of Education staff throughout this transition.

Alongside program design and building new school relationships, the team has managed to develop new technical capacity and initiate fresh concepts. Kylie's innovations to our website, especially the Community Wellbeing Dashboard, social media, and record-keeping continue to strengthen our ability to reach local communities, access our historical resources, and measure our overall impact.

CHAIR REPORT

On behalf of the Board, a massive thank you to Leigh, Kylie, and Naomi for their good humour, dedication, and for always going above and beyond. Congratulations especially to Leigh, who has been a passionate disruptor and ingenious solution-finder here at BATForce for over 20 years!

Thanks also to Geelong Connected Communities for their funding, which enables us to produce and distribute printed postcards, expanding our ability to share critical resources with the community.

And finally, my thanks go to the Board (Chris, Stephen, Pete, Sarah, and Malcolm) for their continued commitment to BATForce, and for working creatively and collaboratively to navigate the ongoing funding challenges within the complex environment of the youth sector.

BATForce continues to adapt and respond, but our Mission to actively improve outcomes for young people and their communities through advocacy, education, and stronger networks, remains at the heart of everything we do.



BATForce has a simple vision, to improve opportunities and supports for young people through advocacy, education, the strengthening of networks for families and the workforce.

TREASURER'S REPORT



Prepared by:
CHRIS LOUGHEED

On behalf of the Board, I am pleased to present the Financial Report for BATForce for the year ended 30 June 2026, following the successful completion of our independent financial review.

BATForce successfully navigated the shifting funding landscape this year, reversing the previous year's deficit.

We achieved a surplus of $115,971 for the 2026 financial year, a significant turnaround from the $64,657 deficit recorded in 2025. Total Revenue increased to $542,359 (up from $393,199 in 2025), driven primarily by an increase in State Government grant funding to $526,329. Total Expenditure was carefully managed and reduced to $426,388 (down from $457,856 in 2025).

BATForce retains an economic dependency on State Government funding, but with a secured two-year bespoke contract now underway, the Board remains confident in our position.

I would like to extend my sincere thanks to our Executive Officer, Leigh, and the entire staff and Board for their diligent financial oversight and commitment to keeping BATForce compliant, and ready for the future.

Chris Lougheed



EXECUTIVE OFFICER REPORT

Prepared by:
LEIGH BARTLETT

In May 2026, I celebrated 20 years at BATForce. A big thank you to those who came out to celebrate, tell stories, have a laugh and remind me why I do this work — and, at times, remind me how I can do it better.

As we entered the 2025–26 financial year, we really weren't sure what the year would bring. Over the last decade, that uncertainty has become our only constant.

Life for an NGO has certainly become tougher over the last few years, with rising operational costs and fewer funding streams for core work. In 2025–26, things became even more dire as we knew the state government was looking to further reduce costs.

The days of four-year plans have disappeared. In fact, even two-year plans were becoming a struggle.

In recent years, our work has been guided by a methodology that reflects our guiding principles. It became clear that we needed to find a better way of articulating this to funders. More about our methodology later.

School Focused Youth Services says goodbye across the state

Late in 2025, we found out that School Focused Youth Services (SFYS) would be cut across the state. This long-term program had been pivotal in connecting schools to local support, supporting thousands of students and their schools.

Losing SFYS meant losing a funding stream, but not the relationships, knowledge and understanding of our communities built over more than two decades. Those foundations became even more important as we considered what BATForce could do next.

What next?

As BATForce yet again faced the prospect of closing, eleventh-hour support from local member Chris Couzens saw us receive a further two years of funding to continue providing localised support.

While we knew two years was not a long time to get a new project up and running, we learnt to lean on the relationships we had already built with schools.

EXECUTIVE OFFICER REPORT

Developing the BATForce Transition Project

As Christmas approached, we looked at what we had learnt from years of delivering SFYS and the feedback we had received from schools, parents and carers, and most importantly, young people. We trusted our process.

Unfortunately, starting so late meant we couldn't spend the time before Christmas helping schools understand our new approach. This has impacted the first-year rollout. We have since adapted our initial ask, and we thank the Department of Education for its understanding.

Let the transition begin.

The target audience and content remained largely the same. The delivery was a little different. We are excited to be working with We Made Geelong, Talking Youth and Social Stencil in the new model of service.

The environment had changed. We would need to keep adapting. But... we had merch, and we were ready to go!



The big question remained... do we keep the name of our Transition 6/7 student workshop, or will it go out of fashion and leave us vulnerable?

Our workshops continued to be one way we put this approach into practice. Across 2025–26, we delivered 43 workshops. Schools were asking us to bring digital wellbeing and transition conversations together, which helped shape Next Gen+. We were also hearing from schools and families that there could be gaps in information at the very beginning of the school journey.

With BTP funding, we began Early Years workshops in 2026 for families whose children would start primary school in 2027. As well as supporting families through that first transition, we are using the workshops to listen: what do families need, where are they finding information, and what is missing? That learning will help shape a new Early Years Resource Hub.

For me, that is our methodology in action — listening to community, trying something practical, learning from it and building the next response.

The workshop article explores these developments in more detail.

EXECUTIVE OFFICER REPORT

BATForce Transitions Project (BTP)

BTP is organised into four interconnected areas that schools can engage with flexibly:

Start Early

'School Family Connect'

Supporting early childhood and preschool-to-primary transitions to establish strong school connections from the beginning.

Primary to Secondary Transition

'Stronger 6-7'

Supporting students, educators and families through the important move into secondary school.

Strengthening Inclusive Practice

Building neuro-affirming approaches and capacity within systems to better support diverse learners using Social Stencil.

Digital Wellbeing

Supporting students and caregivers to navigate the online world, technology and modern relationships safely.

Victorian public hearings 2025–26

BATForce was invited to make submissions to two state inquiries in 2025–26:

- **Inquiry into Public School Funding**
- **Inquiry into the Recruitment Methods and Impacts of Cults and Organised Fringe Groups**

As a result, BATForce was invited to speak before the inquiry committees.

Our ability to pull these submissions together is directly connected to our methodology.

Our submission on cults and organised fringe groups grew directly from our work with local cult survivors and the development of a community-informed resource hub.

EXECUTIVE OFFICER REPORT

Victorian public hearings 2025–26

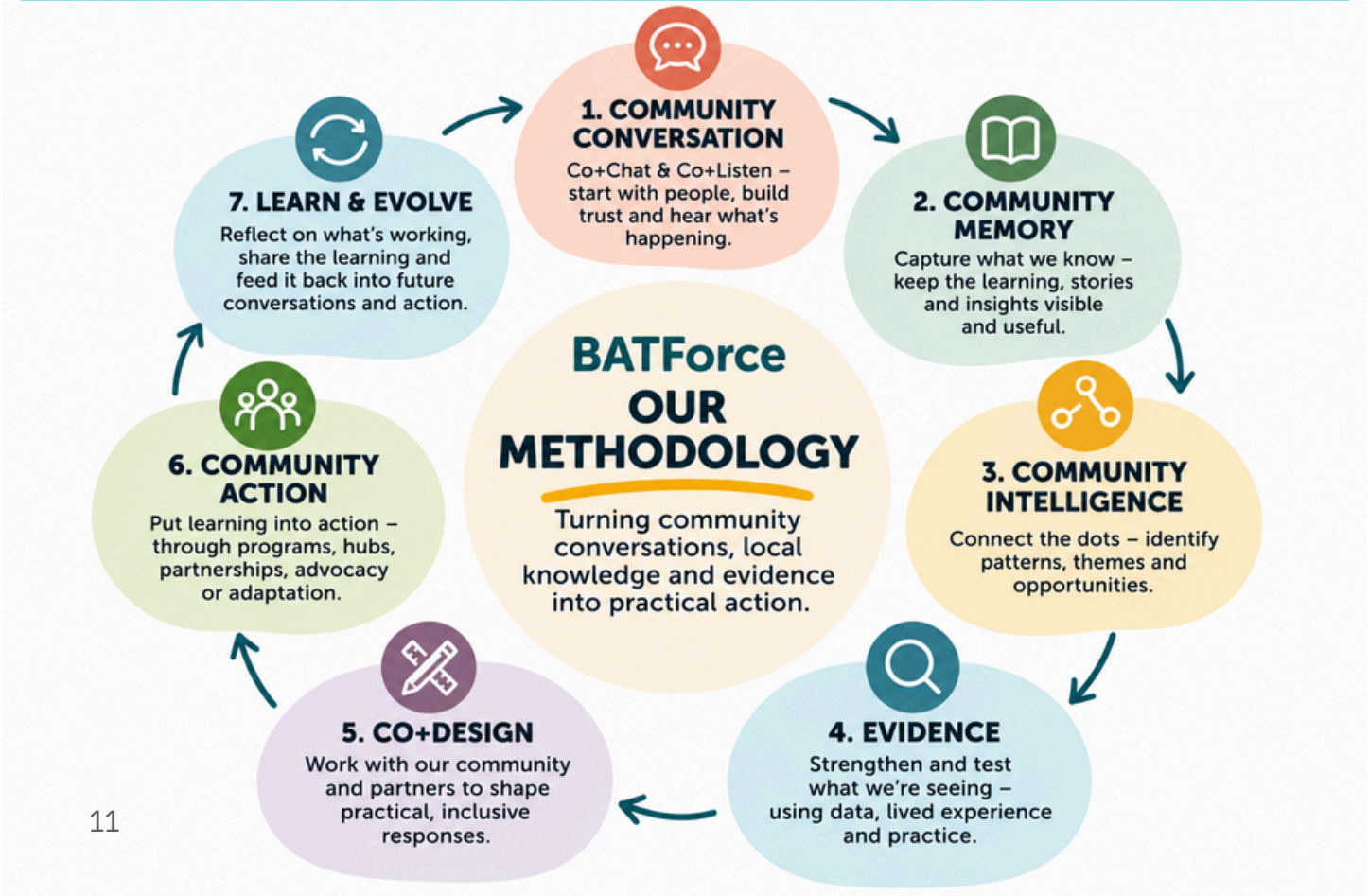
The invitation to contribute to the public school funding inquiry came from our advocacy in this space and years of working directly with schools, seeing the long-term impact of funding shortfalls. BATForce was invited to present alongside YACVic and YouthLaw.

Looking back, our response to funding changes, the development of BTP and our advocacy work all drew on the same approach: listening to community, remembering what we have learnt and turning that knowledge into practical action.

Back to our methodology... we always knew how we worked, but we didn't always have the language for it. Over the last 12 months, we have focused on defining our approach so we can better explain it and continue seeking funding. Community will always remain at the centre. As someone pointed out recently, we are "Pracademics". We'll take that, thank you!

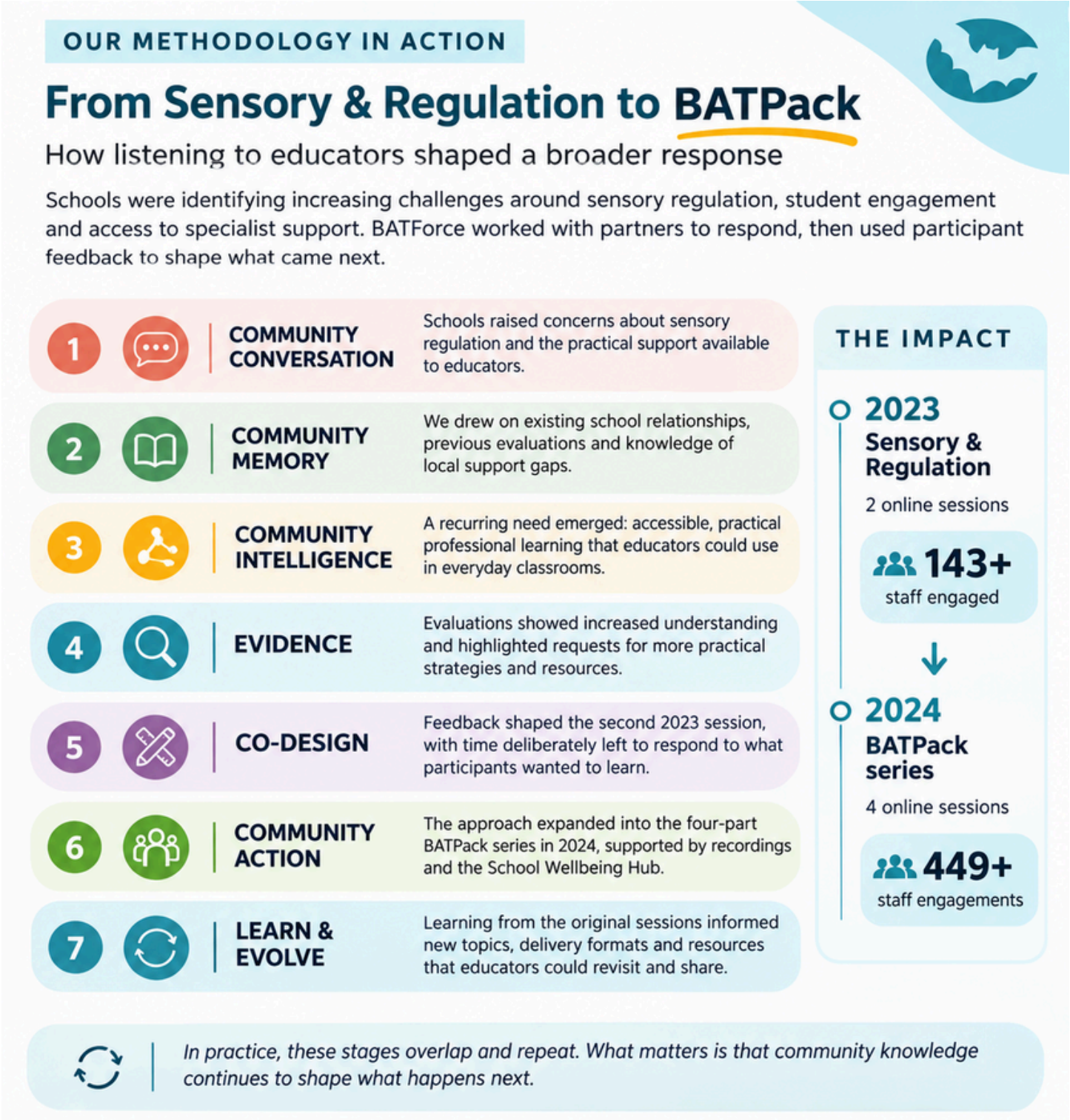
Our methodology

BATForce listens, remembers, makes sense of what it is hearing, responds where there is a demonstrated need, learns from what happens — and listens again.



Putting our methodology into practice

Our methodology isn't something we've invented from scratch. It reflects how BATForce has worked alongside communities for many years — listening, drawing on what we've learnt, responding to emerging needs and adapting along the way.
The development of our BATPack professional learning series is one example of how this approach works in practice.



EXECUTIVE OFFICER REPORT

In closing

To continue delivering our core work, BATForce has had to be strategic about the additional work we have taken on over the last 12 months. The lack of funding has meant we haven't been able to say yes as often as we would like. It has also allowed others to see the gap this creates.

In saying this, I am hugely proud of how we have used new tools such as AI to work smarter, not harder — investing time in teaching AI how BATForce works. A big shout-out to Kylie Fox for leading the charge on this.

Our Resource Hubs continue to evolve based on community input and, six years on, I am super proud of how far they have come. This year we made a significant move away from Trello to a new platform, giving us greater flexibility in how we present and manage information and making it easier to keep developing the Hubs around community needs.

The number of people interacting with our Resource Hubs continues to demonstrate their value and speaks to their user-friendly format. And we're not finished yet! Further improvements are already being developed to make the Hubs even more accessible, responsive and useful to the communities they serve.

I really want to thank the BTP Coordinators, Naomi Madigan and Kylie Fox. Twelve months ago, things were looking bleak. They didn't walk away. They are BATForce through and through — thank you.

To the Board, thank you for your trust and guidance. I know this is a hugely challenging time with the current funding void. A big shout-out to our Board multitool, Liz Everist, who has been Secretary, Treasurer and Chair over the last few years. You have been an incredible sounding board and have always had our best interests at heart.



THE WORK ENDS. THE LEARNING DOESN'T.

After more than two decades, School Focused Youth Services (SFYS) has come to an end.

There are plenty of ways we could tell that story. We could count programs, workshops, schools and young people. We could revisit successful projects or pull out some impressive evaluation results.

And we'll probably share a few of those numbers — we do love a good stat!

But when we started looking back through the evidence, something more interesting emerged.

The biggest legacy of SFYS may be what it taught us

Across the available digital evidence from 2018 to 2025, the program names and activities changed enormously. Young people participated in transition programs, physical activity, art, gardening, woodworking, mindfulness, mentoring and plenty more.

Underneath that variety, however, a pattern kept appearing.

Understand what's happening locally. Listen to young people, families, schools and community. Find an approach that fits. Build relationships. Notice what happens. Change things when they aren't working. Keep what is useful. Carry the learning into what comes next.

We didn't always have language for that way of working.

We're starting to now.



THE WORK ENDS.
THE LEARNING DOESN'T.

Sometimes learning meant changing our minds

Looking back at SFYS, it isn't a neat story of everything working.

Lots of things worked brilliantly. Others produced mixed results or simply weren't the right fit. The useful part was noticing that — and being prepared to change something.

In 2023, feedback from the first Sensory & Regulation professional development session helped shape the second. Participants wanted more practical activities and resources they could take back into their everyday work, so the approach was adjusted to reflect what they needed.

It wasn't a major redesign, but it was a useful reminder that listening and responding shouldn't wait until a program is finished.

Learning didn't only happen at the end of a project, when the evaluation report was written. It happened while the work was happening.

Across SFYS, that sometimes meant changing a group, the timing or length of sessions, the sequence of activities or the way something was delivered. Sometimes feedback from young people, schools, families or facilitators told us we needed to rethink the approach altogether.

Adaptation wasn't an admission that the original plan had failed.

It was evidence that somebody was paying attention.



THE WORK ENDS.
THE LEARNING DOESN'T.

What remains when a program ends?

Sustainability is a word those of us working in community programs know very well.

Funded projects are regularly asked how the work will be sustained once the funding ends.

Usually, that leads us towards answering a fairly obvious question from funders:

Will the program continue?

But looking back across the SFYS evidence,made us wonder whether that's always the right question.

Programs exist in a particular place, at a particular time, for a particular group of people. Needs change. Schools change. Communities change. What worked five years ago may not be what is needed now.

So perhaps sustainability doesn't always mean keeping the program itself alive.

Perhaps a better question is:

What remained?

A young person might retain a strategy that helps them participate or manage a difficult situation. A teacher might change something in their everyday practice. A family might better understand where to find support. A relationship between a school and a service might continue. A resource might still be used years later.

Sometimes an idea is adapted into something completely different.

And sometimes what remains is simply the knowledge that we wouldn't do it that way again.

Across the SFYS evidence, we found examples of all of these. The original activity didn't always continue — but capability, relationships, resources and learning often travelled beyond it.

That has made us think differently about sustainability.

Maybe the goal isn't always to keep a specific program alive.
Maybe it's to make sure the useful parts of the work don't disappear when the funding does.

THE WORK ENDS.
THE LEARNING DOESN'T.

Remembering what our community teaches us.

That raised another question for us.

If learning is part of what remains, how good are we at actually preserving it?

BATForce has been generating community knowledge for years — through young people's questions, conversations with families and schools, facilitator observations, evaluation, referral information, partnerships and simply through the everyday experience of doing the work.

But much of that knowledge was scattered across reports, spreadsheets, project folders, conversations and people's memories.

That's something we're now deliberately trying to change.

Our emerging Community Intelligence work isn't about collecting more data.

It's about getting better at remembering and connecting what we already learn through our work: what we heard, what we thought it meant, what we tried, what happened, what changed — and where that learning travelled next.

Preserving that knowledge means we can also use it. We can look across years of community conversations, evaluation and experience for patterns, test what we're hearing against other evidence, and use that understanding to inform what BATForce does next.

It also gives us a stronger evidence trail — not just for what we did, but why we decided to do it.

At the same time, we're starting to put clearer language around the way BATForce works and the principles that seem to sit underneath it.

We don't consider that work finished.

In fact, looking back through SFYS, has already taught us more about our own practice. The language we're now using may be new, but the historical evidence suggests much of the way of working isn't.

And perhaps that's the most fitting legacy of all. SFYS funding has ended. But its learning hasn't disappeared with it.

Some of it can already be seen in our workshops, resources, relationships and the way we design our work. Some of it is helping us understand where we came from. And some of it may shape things we haven't thought of yet.

The value of our work isn't only in what we deliver, but in what we carry forward

SFYS LEGACY AT A GLANCE

A snapshot of a much bigger story

For more than 25 years, SFYS worked alongside schools, young people, families and communities across the region. The figures below provide a snapshot of that legacy, drawn from BATForce's available digital records from 2018–2025. While they don't capture the full history of SFYS, they show the scale, reach and relationships built during its later years.

Program Interventions: 2018-2025

1,944 Students Involved

502 School Staff Engaged

436 Parent / Carers Involved

135 Programs Delivered

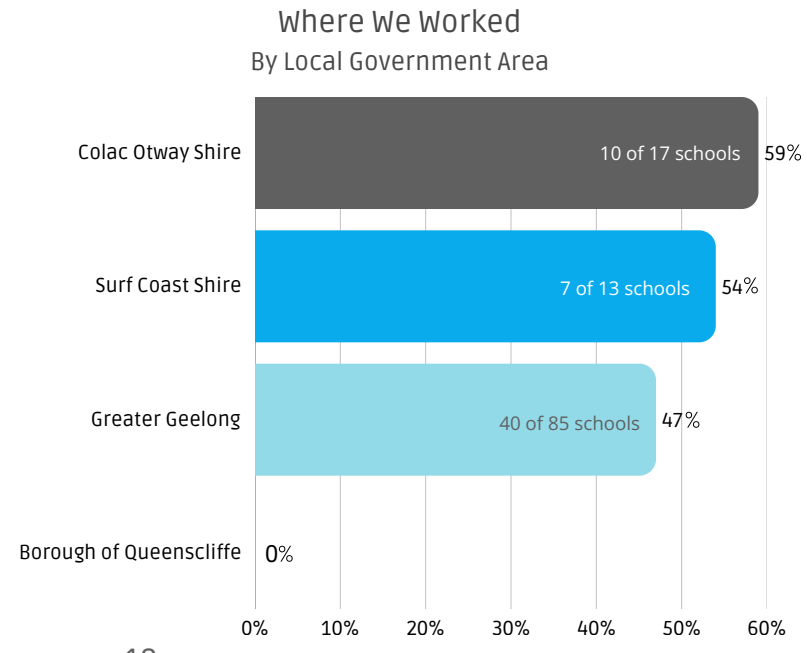
57 Unique Schools Worked With

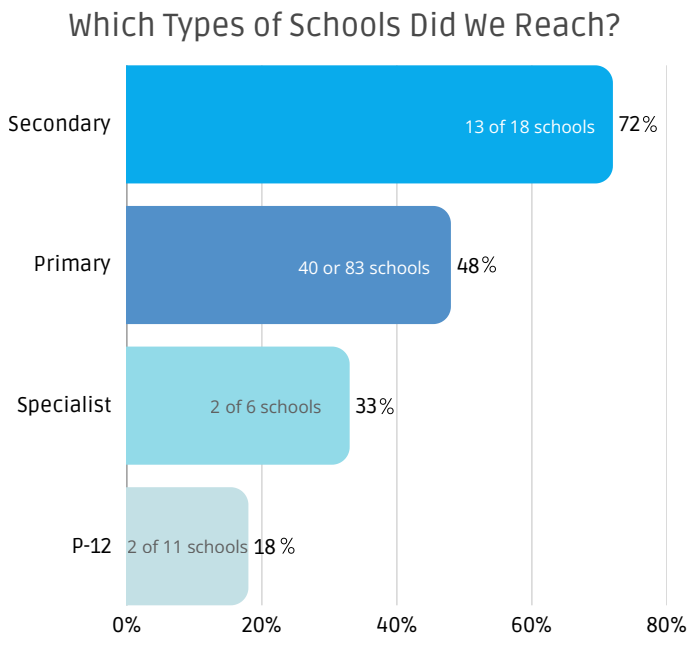
48% Regional Schools Reached*

*57 of 118 of the region's schools were directly engaged through SFYS interventions

A regional presence built through relationships

SFYS worked directly with almost half of the schools across the region, with particularly strong proportional reach in secondary schools, Colac Otway and Surf Coast. These figures reflect the breadth of our work across different school communities and the relationships developed through years of local collaboration.





SFYS LEGACY AT A GLANCE

Building capability beyond direct interventions

Alongside its direct work with schools, families and young people, SFYS supported broader learning and capability building. Through professional development, practical resources and transition initiatives, this work helped share knowledge and strengthen the capacity of schools and communities to support young people.

From Sensory & Regulation to BATPack

What began as two online professional development sessions in 2023 developed into the four-part BATPack series in 2024. The expanded approach reached more schools and created opportunities for educators to engage with practical learning beyond the live sessions.

This series also extended SFYS's reach beyond the Barwon South West region, with participation from other parts of Victoria, interstate and overseas, and ongoing access to recorded learning and digital resources through our School Wellbeing Hub.

2023 · Sensory & Regulation PD

2 online workshops

143+ Staff Engaged

40 Regional Schools Represented

2024 · BATPack PD Series

4 online workshops

449+ Staff Engaged

44 Regional Schools Represented

Transition Hacks

In 2018, Transition Hacks formed part of SFYS's broader approach to supporting young people through important school transitions. By involving students, families and educators, the initiative recognised that successful transitions are not just about preparing young people, but also strengthening the understanding and support around them.

919 Students Involved

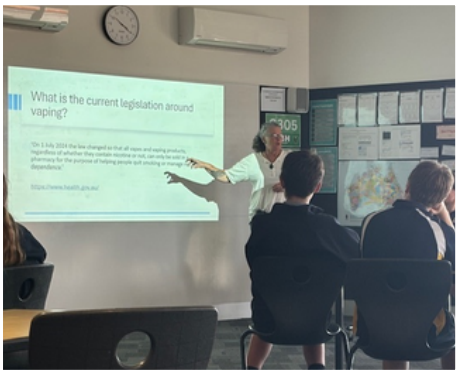
48 School Staff Engaged

168 Parent / Carers Involved

SFYS Through the Years

From classrooms and community spaces to gardens, workshops, art spaces and even dogs, SFYS took many different forms over the years. Each program brought opportunities for young people to learn, connect, build confidence and discover new possibilities, supported by the relationships and partnerships that made this work possible.

These photos capture just a few moments from more than 25 years of working alongside young people, schools, facilitators and communities.



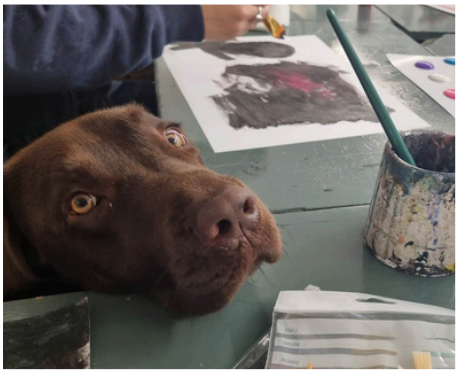








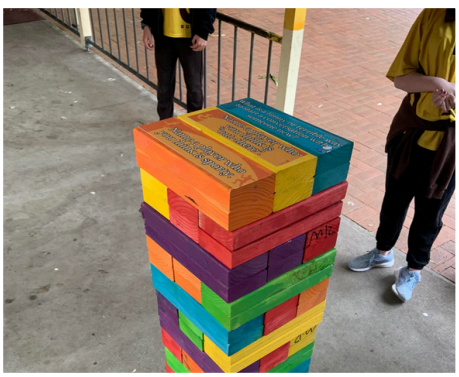


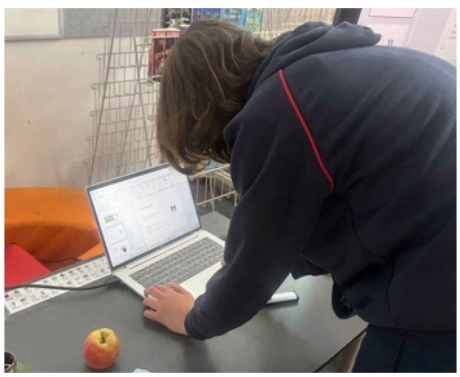












BUILT FROM YEARS OF LISTENING

When School Focused Youth Services came to an end in late 2025, BATForce faced a fairly significant question:

What comes next?

But it wasn't the only question we had been asking.

Over years of working alongside young people, families and schools, other questions had kept appearing.

01

Why are we waiting until Year 5 to begin some of this work?

02

What if transition from primary to secondary school is a period, not an event?

03

What would it take to change the environment around a young person, rather than continually asking the young person to adapt?

04

And how do we prepare young people for a digital world when we don't know what the next platform will be?

Those questions became part of the starting point for the BATForce Transition Project (BTP).

BUILT FROM YEARS OF LISTENING

Beginning in 2026 with two years of funding from the Victorian Department of Education, BTP works across four interconnected areas: Early Years transition, the move from primary to secondary school, neuro-affirming practice and healthy and respectful relationships in the online world.

On paper, they might look like four quite different areas of work.

To us, the connections make a lot of sense.

Listening for the questions

BTP didn't come from one consultation, evaluation or one good idea.

The questions accumulated over time — through conversations with young people, families and schools, evaluation findings, facilitator observations, research, partnerships and our own experience as practitioners.

We sometimes describe ourselves as **pracademics**. We want to know what the evidence and research say, but we're equally interested in what happens when an idea meets a real classroom, a real family or a real group of young people.

Increasingly, we're calling what accumulates through all of this **'Community Intelligence'**: preserving what our community and our work are teaching us, looking for patterns, testing what we're hearing against other evidence, and using that understanding to help decide what BATForce should — or sometimes shouldn't — do next.

Four questions in particular helped shape the direction of BTP.

What is a Pracademic?

Pracademic (practitioner + academic)

Someone who brings together research and real-world experience, recognising that both have something valuable to teach us.

Pracademics draw on evidence and theory, but also learn through doing, listening, adapting and reflecting on what works in practice.



BUILT FROM YEARS OF LISTENING

1 - Why are we waiting?

For years, schools had asked whether BATForce could work with children and families earlier.

Under SFYS, our funded work began at Year 5, which limited our ability to work with younger children and their families

But those conversations stayed with us.

If relationships, family connection, confidence and belonging matter, why wait until a major transition — or a problem — is already approaching?

BTP's Early Years stream gives us an opportunity to explore that gap, working alongside local communities to strengthen school-family connection around the transition into school. The work is being developed through local co-design, workshops and resources rather than assuming one model will fit every community.

2 - What if transition is a period, not an event?

Years of transition work taught us that moving from primary to secondary school is about much more than preparing a Year 6 student for their first day of Year 7.

Young people told us about confidence, friendships, belonging and the unknowns of secondary school. Families had their own questions and anxieties. Schools showed us the importance of relationships between primary and secondary settings.

One of the clearest early examples came from transition work with small rural schools. Our early Polwarth work captured this well. Mixed feedback from the 2018 program led to a more experiential and relational approach in 2019. Following the redesign, 88% of participants reported greater confidence meeting new people and 85% greater confidence about secondary transition.

We didn't know in 2018 that there would one day be a BATForce Transition Project.

But the learning accumulated and the evidence was pointing towards transition as a period rather than an event.

Today, the Year 6–7 work isn't one transition session. It includes broad workshops, targeted programs, parent and carer involvement, follow-up “check-ins” and a specific approach for smaller schools.

It's about strengthening the bridge between primary and secondary school — for young people and their families.

BUILT FROM YEARS OF LISTENING

3 - What if we work on the environment too?

Our work has also taught us that the young person is only part of the picture.

The physical environment, staffing, school capacity, relationships, cohort mix and the broader systems around a young person can all influence whether something works. The SFYS evidence repeatedly showed us that the system was part of the intervention too.

That raises a different question.

What happens if, rather than continually asking a neurodivergent young person to adapt to the environment around them, we also build the capability of that environment to understand and respond differently?

BTP's neuro-affirming stream, through Social Stencil, gives us an opportunity to work at that broader level — supporting social and emotional learning while also building practice and capability within schools.

It's a shift from thinking only about an intervention for a young person to thinking about what can remain around them.

4 - How do we prepare for technology we haven't met yet?

There is no shortage of cyber-safety programs. Many focus on risks: don't do this, watch out for that, stay away from this platform.

BATForce has taken a different approach.

After 16 years of delivering Digital Tattoo, we know trying to stay ahead of technology is a losing race. There will always be another platform, feature, trend or online space.

So rather than building the work around today's technology, we focus on capabilities young people and their supports can take with them: critical thinking, healthy relationships, boundary settings, respect for self and others, friendships, recognising when something isn't right, and knowing where to go when things go wrong.

Families don't need to become experts in every platform either. They need connection, confidence and ways to keep conversations open as their child's digital world changes.

The technology will change. Those capabilities travel.

BUILT FROM YEARS OF LISTENING

And sometimes the answer is: don't build another program

If BTP is about transitions, an obvious next step might have been leaving school for employment, training, further education or whatever comes next.

We deliberately didn't create another program.

There are already organisations, services and programs working in that space. Our community intelligence wasn't telling us the answer was another BATForce program competing for room in an already busy landscape.

Instead, our role has increasingly been to help make that landscape easier to navigate.

Resource Hubs such as Adulting 101, Pathways from the School Gate and Inclusive Pathways help young people, families and others find and understand supports and resources that already exist.

Identifying a need doesn't automatically mean BATForce should create something new.

Sometimes the response is a program. Sometimes it's building capability. Sometimes it's connecting people, curating information or making what's already there easier to find.

Listening isn't only about deciding where to act. Sometimes it helps us decide where not to.

The next turn

BTP is our current response to what we've heard and learned so far.

It isn't a finished answer.

As the project rolls out, young people, families and schools will tell us more. Evaluation will reinforce some of our thinking and challenge other parts. Technology will change. Communities will change. Some things will work as we hoped. Others will need to change.

And all of that becomes the next layer of Community Intelligence.

We didn't build BTP because we had all the answers.

We built it because we'd learnt which questions were worth asking.

And perhaps the most useful response isn't always another program.

Sometimes it's capability, connection, or simply making what's already there easier to find.

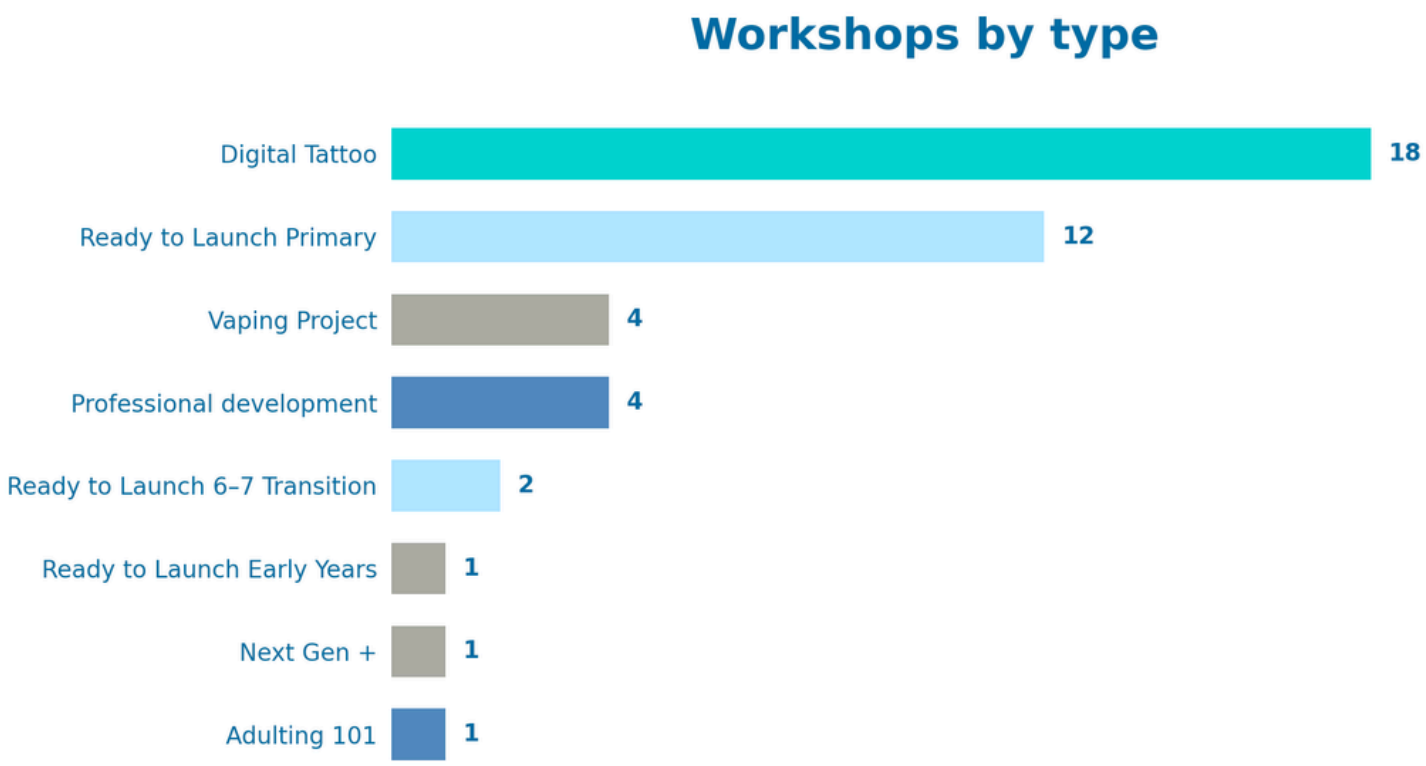
BATFORCE WORKSHOPS

JULY 2025 - JUNE 2026

Digital Tattoo and transition workshops have been staples of BATForce's work for many years. In 2025–26, schools increasingly asked us to bring these conversations together. In response, BATForce launched Next Gen+, combining elements of Digital Tattoo and Ready to Launch and drawing on community feedback to inform the work.

The year also marked a transition for BATForce itself. As the BATForce Transitions Project (BTP) began, our workshops continued to provide practical support to young people, families and educators. The changing needs we heard from schools and families also helped us develop new workshop approaches across key transitions — starting primary school, moving to secondary school and preparing for life beyond the school gate.

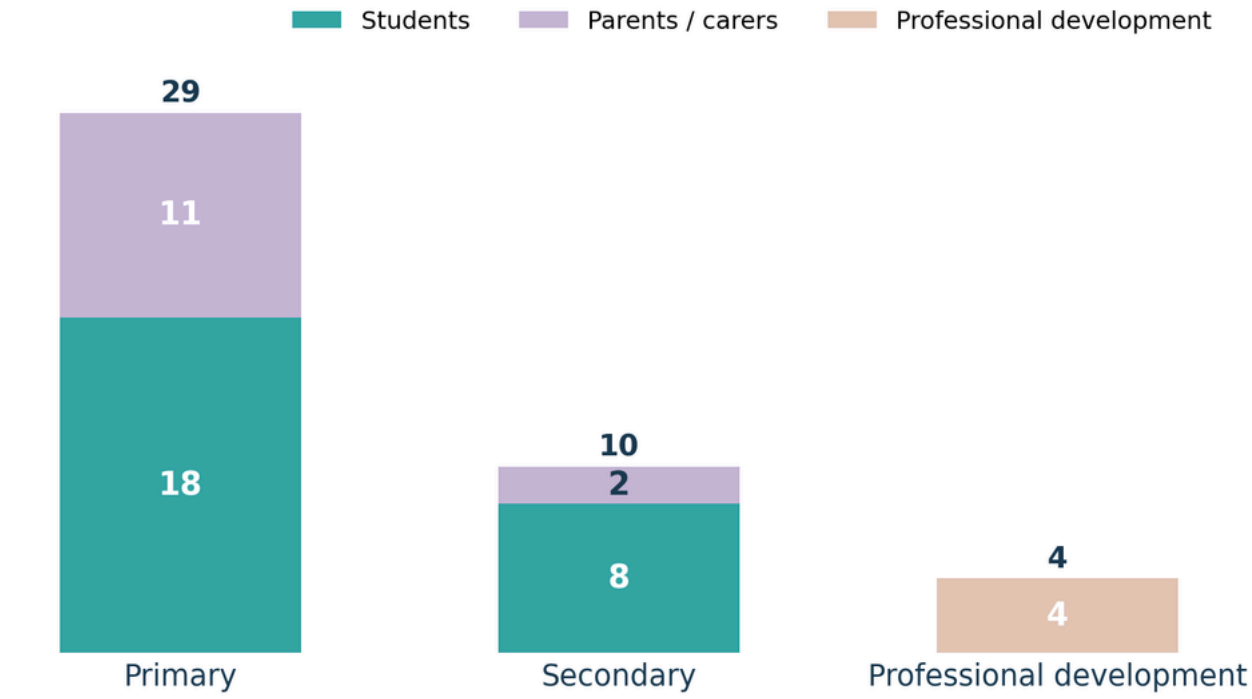
Workshops at a glance



BATFORCE WORKSHOPS

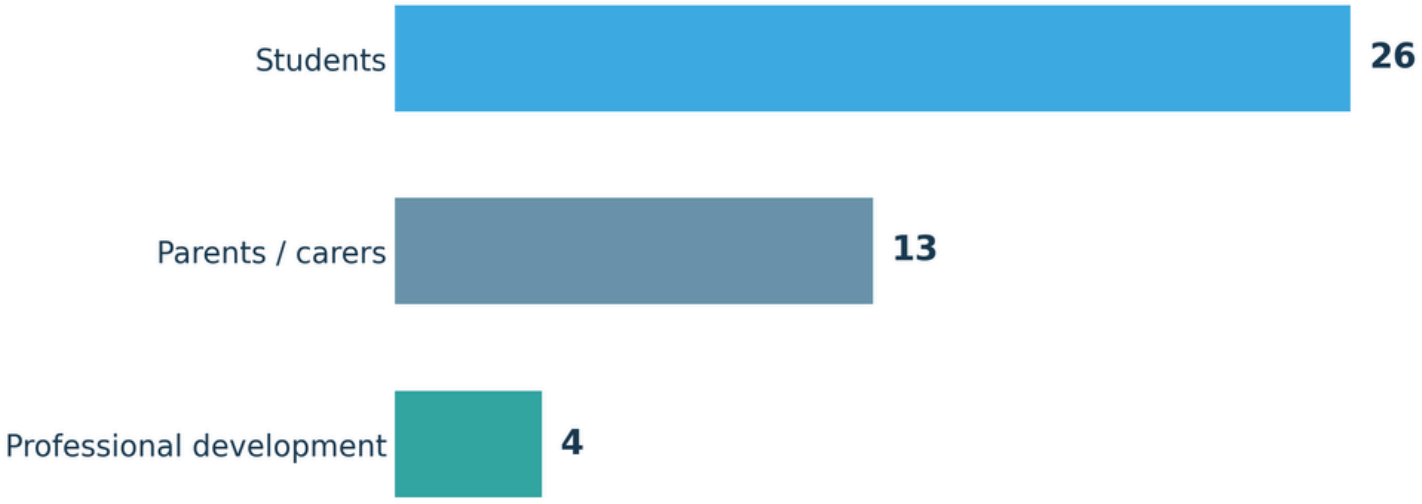
Workshops at a glance

Workshops by school setting



Workshops by audience

43 sessions recorded | July–November 2025 and March–June 2026



BATFORCE WORKSHOPS

What the workshops covered



BTP Early Years

A new workshop offering for families preparing for their children to start primary school in 2027. It focuses on school–family partnerships, role modelling, connection before correction and recognising when to seek support. The workshops also provide opportunities to hear directly from families about the information and support they need.



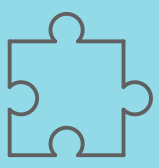
Ready to Launch: Year 6-7 Transition

Complemented schools' own transition activities, supporting young people through the primary-to-secondary years. Aimed at student audiences in Years 5–8, parents and carers of children in Years 4–6, and primary teachers.



Digital Tattoo

Explored the online world and how young people interact with it. Aimed at student audiences in Years 4–12, parents and carers from preschool through Year 10, and primary teachers.



Next Gen+

A bespoke combination of Digital Tattoo and Ready to Launch, developed in response to schools asking to bring together digital wellbeing and transition content. Schools could tailor the focus to their needs.

BATFORCE WORKSHOPS

What the workshops covered



Adulting 101

Focused on the transition from secondary school to adulthood, including healthy relationships, consent and ethics, the online world, debt and financial choices, help-seeking beyond the school gate, and the impact of online choices and behavioural patterns. Aimed at students in Years 10–12.



Vaping

Explored vaping, nicotine products and other risk-taking behaviours. These workshops were held across the Barwon South West region. Aimed at secondary students, parent/carers, PD and local community.

Adapting delivery to community needs

Schools increasingly asked BATForce to combine transition and digital wellbeing content, helping shape Next Gen+. Meanwhile, feedback from schools and parents/carers highlighted possible information gaps for families navigating their child's first transition into primary school.

In response, BTP funding is supporting a series of Early Years workshops during 2026 for families with children starting primary school in 2027. Alongside practical transition information, the workshops are a co-design opportunity: we want to understand what families feel they need, where they currently get their information and what might be missing.

What we learn will help inform a new Early Years Resource Hub, bringing together accessible information and resources shaped by the families who will use them.

To support workshop delivery during a year of significant change, BATForce also partnered with Parkbench Solutions, helping us respond to community requests while managing the demands of establishing BTP.

BATFORCE WORKSHOPS

What participants told us

Ready to Launch: Yr 6-7 Transition
Supervising Teacher

"We have some students that are anxious about high school and this supported their feelings that everyone would feel anxious to some point. I was able to see which students I need to support more."

-Teacher, Lara PS - March 2026

Ready to Launch: Yr 6-7 Transition
Student

"fitting in is trying to be something your not and belonging is you"

-Yr 6 student, Mandama PS - April 2026

Ready to Launch
Parent/Carer

"The 'what's your plan!' So often I do too much for the kids, but need them to build the skills to plan for themselves."

-Parent, Aireys Inlet PS - Nov 2025

Ready to Launch: Yr 6-7 Transition
Student

"Move slowly and not rush things through because it is hard to go from a little primary school to high school"

-Yr 6 student, Lara PS - March 2026

Digital Tattoo: Next Gen
Parent/Carer

"Very easy and practical tips. It doesn't have to be a big deal. Just make some small changes to have a big impact"

-Parent, City of Greater Geelong Masterclass - June 2026

Across these workshop developments, the same approach is visible: listen to young people, families and schools; identify what is needed; develop a practical response; and use what we learn to keep improving.
That is BATForce's methodology in action.

DIGITAL FOOTPRINT 2025/26

BATForce's digital presence extends our reach well beyond face-to-face workshops, networking and programs. Across our website, social media and Resource Hubs, people are accessing information, practical resources and support when and where they need it.

10.6K

Website Page Views

34.2K

Facebook Content Views

4.6K

Instagram Content Views

1.1K

Linkedin Impressions

7.6K

Resource Hubs
Visits during 25/26

Beyond the numbers

BATForce's redesigned Resource Hubs went live on 24 June 2026, marking a significant shift from internal resource collections to publicly accessible, easy-to-navigate community information hubs.

Previously housed in Trello boards, the resources were valuable (35,200 views since launching in 2021) but not always easy for people to find or use. The remodel created mobile-friendly, searchable Hubs tailored to different audiences, including young people, families, schools and community organisations.

Importantly, the new Hubs also allow BATForce and partner agencies to maintain and update information more easily, while providing valuable insights into how resources are being accessed and used. It's a step towards making community information more accessible, relevant and responsive to changing needs.

THE BAT TEAM

The Board (2025 / 2026)



LIZ EVERIST
Chairperson



CHRIS LOUGHEED
Treasurer



MALCOLM SCOTT



STEPHEN KEANE



PETE JACOBSON



SARAH MIOCIC

The Team (2025 / 2026)



LEIGH BARTLETT
Executive Officer



KYLIE FOX



NAOMI MADIGAN

2025 / 2026
FINANCIAL REPORT

Barwon Adolescent Task Force Inc

ABN:16 744 863 100

Statement of Profit or Loss and Other Comprehensive Income
For the Year Ended 30 June 2026

		2026	2025
		$	$
Income			
State Grant Funds		**526,329**	362,312
Other Income		**15,650**	30,470
Interest Income		**380**	417
		542,359	393,199
Expenditure			
Employee Benefits		**276,989**	288,288
Review fees	8	**4,500**	4,500
Other Expenses		**143,099**	162,633
Depreciation, Amortisation and Impairment		**1,666**	2,316
Finance costs		**134**	119
		426,388	457,856
Surplus (deficit) before other comprehensive income		**115,971**	(64,657)
Other comprehensive income		**-**	-
Surplus (deficit) for the year		**115,971**	(64,657)



THANK YOU

To everyone who has been part of the BATForce and SFYS journey

We appreciate you taking the time to read the BATForce Annual Report. If you have any questions or would like to discuss it further, please don't hesitate to reach out to us.

admin@batforce.org.au

5221 4339

www.batforce.org.au