

Annual Report **2002-03**



Adult, Community and Further Education Board

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October 2003
Lynne Kosky, MP
Minister for Education and Training
2 Treasury Place
East Melbourne Victoria 3002

Dear Minister

On behalf of the Adult, Community and Further Education (ACFE) Board, I submit the Board's annual report for the year ending 30 June 2003 as required by the *Financial Management Act 1994* and the *Adult, Community and Further Education Act 1991*. In 2002, the Board, ACFE Regional Councils, adult education institutions and adult community education (ACE) organisations made significant contributions to strengthening the post-compulsory education and training system through the development of adult and community education in Victoria. This activity contributed to the achievement of the Government's goals and targets in Growing Victoria Together as they relate to valuing and investing in lifelong education and to building cohesive communities. Initiatives taken this year in governance, planning and research consolidate the ACE sector and build the basis for future growth. Of particular note is the work that has been undertaken to strengthen governance and clarify the roles and responsibilities of the Board and Regional Councils. This will lead to greater emphasis on strategic planning, liaison and the provision of support for ACE organisations by Regional Councils.

There was ongoing consultation with Regional Councils on the need to further develop strategic planning advice. A framework will be developed to assist the ACE sector's capacity to plan the future development of adult, community and further education. The commissioning of a number of independent research and evaluation projects will ensure that strategic directions are based on up-to-date and comprehensive research.

Throughout the year the Board was engaged in building new partnerships across Government, particularly with local government.

Further work to strengthen ACE organisations was accomplished through the introduction of new funding policy principles to underpin the allocation of the Commonwealth Equipment Grants in 2002 and Development Funding in 2003.

I take this opportunity to acknowledge the work of Board members, Regional Councils and staff, adult education institutions as well as ACE organisation staff and volunteers who give their time and energy to support their communities.

Yours sincerely



Lynne Wannan
Chairperson



AT A GLANCE

Vision

Adult community education (ACE) delivers accessible, quality and timely learning in autonomous community settings as a valued and essential partner in Victoria's post-compulsory education and training system.

Mission

To enhance and extend the capacity of ACE to create empowered, imaginative learners, to build democratic learning communities and to open learning to adults who have yet to realise their power as learners.

Profile

ACE provides lifelong learning opportunities for Victorian adults. This contributes to their social, economic and cultural development as individuals and as members of the Victorian community.

The ACFE program areas include:

- Adult Literacy and Basic Education (ALBE), which provides literacy, numeracy and basic education courses (up to Year 10 equivalent) for learners ranging from those who are just beginning their return to education to those seeking entry to other forms of education and training
- the Victorian Certificate of Education (VCE) for adult learners through full-time or part-time study
- General Preparatory programs and bridging programs, including return to study and work preparation programs
- English as a Second Language (ESL) courses aimed at improving the English language skills of learners with a language background other than English
- vocational education programs offered through ACE organisations
- general adult education programs such as arts, crafts, health, history, languages, literature, personal development, philosophy, politics and science
- programs to support young people's pathways to return to schools, move to TAFE or to employment.

Providers of ACFE programs are:

- ACE organisations including Learning Towns
- adult education institutions, that is the Centre for Adult Education (CAE) and Adult Multicultural Education Services (AMES)
- TAFE institutions
- private registered training organisations.

Through the Board, the Government provides funding for ACFE program delivery and development to eligible ACE organisations and the adult education institutions. AMES also receives significant funds from the Commonwealth Government. The Victorian Learning and Employment Skills Commission (VLESC) provides funding to TAFE institutions

and private training organisations for the delivery of further education.

Eligible ACE organisations are not-for-profit organisations that are community owned and managed. Many ACE organisations offer a range of community services and programs such as child-care and employment programs that complement adult and community education but which are funded from sources other than the Board.

ACE organisations have their own boards of management where members are drawn from the local community. ACE organisations range from small part-time operations with a particular education focus for their communities such as basic literacy to large complex organisations offering programs ranging from basic education to diploma-level qualifications. This community basis and diversity of organisation is one of the great strengths of the ACE sector, and allows it to play a key role in broader community development.

ACE organisations provide a unique community-based context for learning, a genuine focus on the individual needs of learners and the flexibility to meet their learning requirements. For this reason the ACE sector is particularly suited to meeting the needs of adult learners of all ages who are looking for a second chance to learn for their personal enrichment and advancement, and as a pathway to qualifications and employment through the ACE sector, TAFE or secondary school.

This annual report is primarily concerned with adult, community and further education provided by ACE organisations and adult education institutions with Government funding through the Board.

Participation

More than 13 million student contact hours were reported as delivered in ACE organisations in 2002 through almost 473,000 enrolments from all funding sources. The Government funded over 6.9 million student contact hours. Contact hours included 5.6 million for adult, community and further education programs funded through the Board.

Demographic data indicates that:

- across all age groups more women than men participated
- the largest cohort of students was in the 40–49 age range
- the 15–19 and 40–49 age groups grew significantly as a proportion of the learner profile in the ACE sector.

Participation data shows that a higher percentage of the eligible adult population in rural and regional areas participate in the ACE sector, than in metropolitan areas.

Of the eligible population in Victoria (those people 15 years and over), at least 4.1 per cent participated in adult community education.



HIGHLIGHTS

Strengthening learning communities

- Funding continued for ACE Clusters enabling ACE organisations to work together cooperatively to enhance their efficiency and effectiveness. Since the program's establishment in 2000, there has been a 12 per cent increase in participation in the program.
- Additional Cluster projects have been funded to develop partnerships across ACE organisations to deliver programs for young people, use computers for distance learning and improve collaboration between Koorie and non-Koorie ACE organisations.
- The Victorian Learning Towns initiative extends the significant role of ACE organisations as facilitators of collaborative adult learning arrangements across government, the community and industry. There are ten Learning Towns.
- The Board commissioned Learning Towns to develop a Performance Measures Framework, an evaluation tool that can be used to measure and benchmark the contribution by Learning Towns and other ACE organisations to their communities.
- The Board and Regional Councils have collaborated locally and sector wide to strengthen the capacity of ACE organisations.
- Professional development and a number of initiatives have been funded to support ACE organisations in the provision of curriculum, ICT (Information and Communication Technology) and meeting Australian Quality Training Framework (AQTF) standards.

Supporting ACE organisations and their learners

- The Government provided over \$31.2 million for the delivery of ACFE programs by ACE organisations and adult education institutions.
- ACE organisations received almost \$1.2 million for reimbursement of fee concessions.
- Increased funding for the ACE sector provided for a rise in the student contact hour rate of payment to ACE organisations.
- The Community Support Fund committed over \$3 million for the ACE Capital Funding program.

New partnerships

- The Minister for Education and Training endorsed guidelines for the ACE and Schools Partnership Delivery program. This program provides the opportunity in exceptional circumstances for students under 15 years of age to be enrolled in ACE organisations.
- The Board, as part of a Whole of Government Agreement, has a commitment to the inter-departmental initiative Best Start. The Best Start program is a coordinated strategy that aims to link government services supporting families and their children more effectively.

Research and evaluation

- The Board endorsed the Framework for Research & Evaluation in Adult, Community & Further Education that identified four research and evaluation priorities:
 - literacy and numeracy of adults
 - participation in education and training, and barriers to participation
 - employment outcomes, with a regional focus
 - contribution of ACE to social capital and community development.

Planning framework

- A review of Regional Councils identified the need for a more strategic approach to planning in the sector.
- The Board's Planning Advisory Committee, in collaboration with Regional Councils, developed a planning framework for the Board.
- The framework clarifies the planning roles and functions of Regional Councils, the ACFE Division and the Board as part of the development of the ACFE Plan, contributing to the delivery of Government policy objectives.

Governance

- The Board endorsed the Governance Framework for the Board and Regional Councils, one of a number of initiatives to strengthen the ACE sector and improve accountability.
- The Framework clarifies the roles and responsibilities of the Board and Regional Councils and their relationships with key government education agencies and the Minister.
- A range of complementary professional development activities and resource materials are being developed to support and strengthen the governance practices of the Board and Regional Councils.

summary of FINANCIAL RESULTS

The table below provides summary information from the Board's financial reports for the 2002–03 financial year with comparative data for the previous four years.

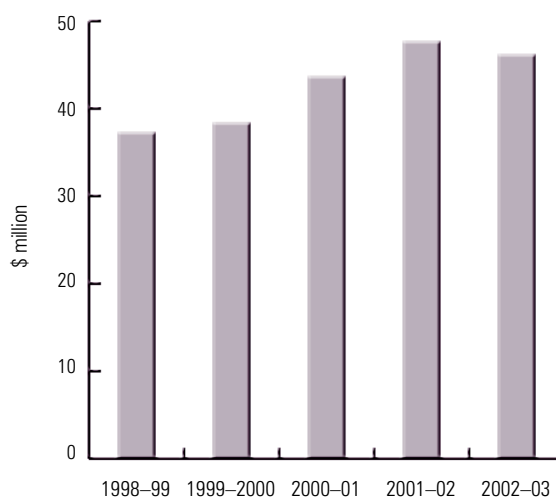
Summary financial information

	<i>1998–99</i>	<i>1999–2000</i>	<i>2000–01</i>	<i>2001–02</i>	<i>2002–03</i>
	<i>\$ million</i>	<i>\$ million</i>	<i>\$ million</i>	<i>\$ million</i>	<i>\$ million</i>
Operating revenue					
Revenue from State Government	22.7	25.5	27.2	29.4	31.2
Other revenue	14.5	12.8	16.4	18.2	14.9
Total operating revenue	37.2	38.3	43.6	47.6	46.1
Operating expenses	35.1	40.2	41.2	46.0	50.5
Operating surplus/(deficit)	2.1	(1.9)	2.4	1.6	(4.3)
Total assets	7.2	7.5	10.5	12.1	7.7
Total liabilities	0.6	0.8	1.3	1.4	1.2
Net cash inflow/(outflow)	4.1	(1.9)	3.1	0.8	(4.8)

Revenue

Total revenue decreased by \$1.5 million between 2001–02 and 2002–03. This decrease was due to the completion of the Advanced English for Migrants program and the Mobile Computer Learning Libraries project in 2001–02. It was also as a result of the non-transfer of Commonwealth Equipment Funds to the ACFE Board in 2003 and a decrease in Commonwealth funding due to a timing difference relating to when the funds are drawn down. This decrease was offset by an increase in revenue from the State Government.

Revenue

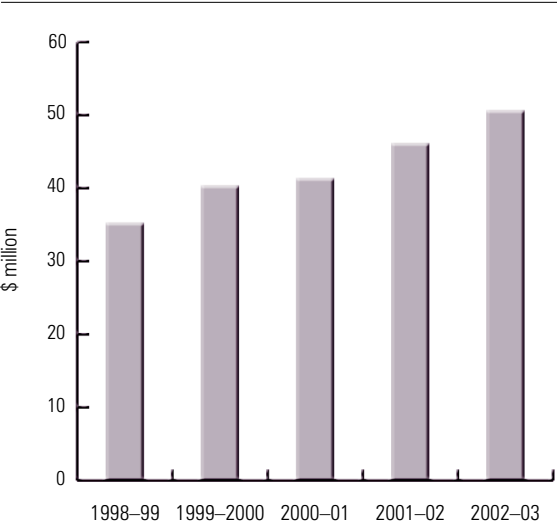




Expenses

Expenses increased by \$4.5 million, which was largely due to increased grants to ACE organisations and adult education institutions.

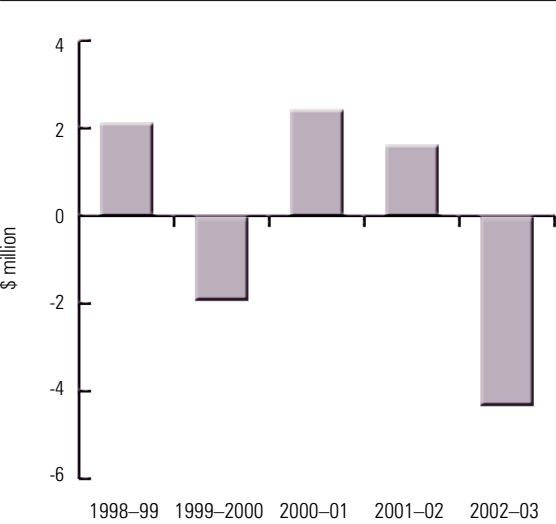
Expenses



Net operating result

The operating result for 2002-03 was a deficit of \$4.3 million, compared with a surplus of \$1.6 million in 2001-02. This reduction was due to the ACFE Board undertaking a number of one-off strategic projects.

Net operating result



Retained funds

The retained funds as at 30 June 2003 totalled \$3.2 million, which largely related to funds held in specific-purpose trust accounts. The funds are committed to projects in the 2003-04 financial year.

A photograph of a woman and a man looking at a document together. The woman is on the left, wearing a light-colored jacket, and the man is on the right, wearing a dark shirt. They are both smiling and looking down at a document on a table. The image is overlaid with a semi-transparent purple filter.

Delivery and participation

The Board encourages participation in ACFE through policies that recognise, respond to and affirm the diversity of Victoria's population.

Performance agreements for delivery of education programs and the collection of statistics are based on the calendar year. The delivery and participation information in this section therefore relates to the whole of the 2002 calendar year.

Funded delivery

Government-funded education and training programs in ACE organisations and adult education institutions resulted in a reported 6,984,595 student contact hours and approximately 211,985 enrolments during 2002.

Total reported ACE provision

Total reported provision (all funding sources including fee-for-service activity) for ACE organisations and adult education institutions was 13,021,649 student contact hours.

The following graphs and tables give information on the types of programs and providers and the variety and intensity of programs expressed in terms of enrolments and student contact hours. Student contact hours are calculated by aggregating the scheduled hours for each module enrolment. It excludes hours associated with credit transfer and recognition of prior learning.

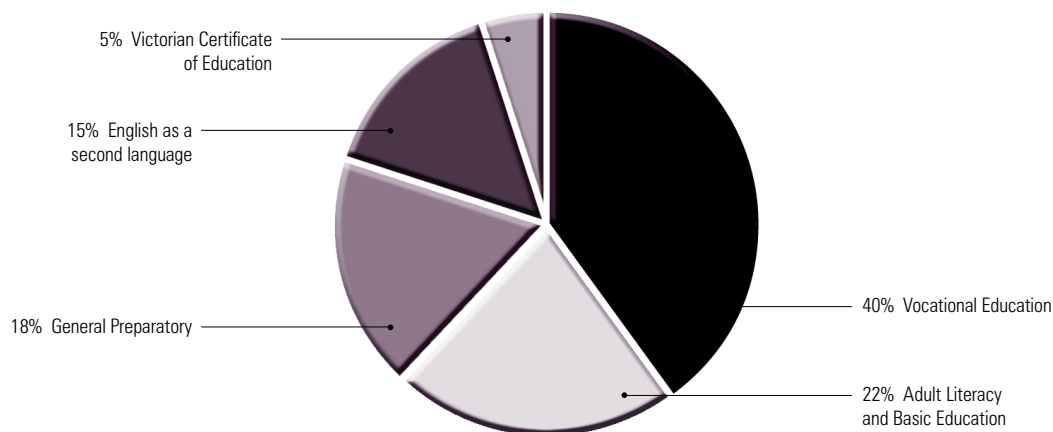
Government-funded provision by ACE organisations and adult education institutions, 2002

	<i>Student contact hours %</i>	<i>Enrolments %</i>
VOCED	40	55.8
ALBE	22	11.8
GenPrep	18	23.1
ESL	15	8.1
VCE	5	1.2

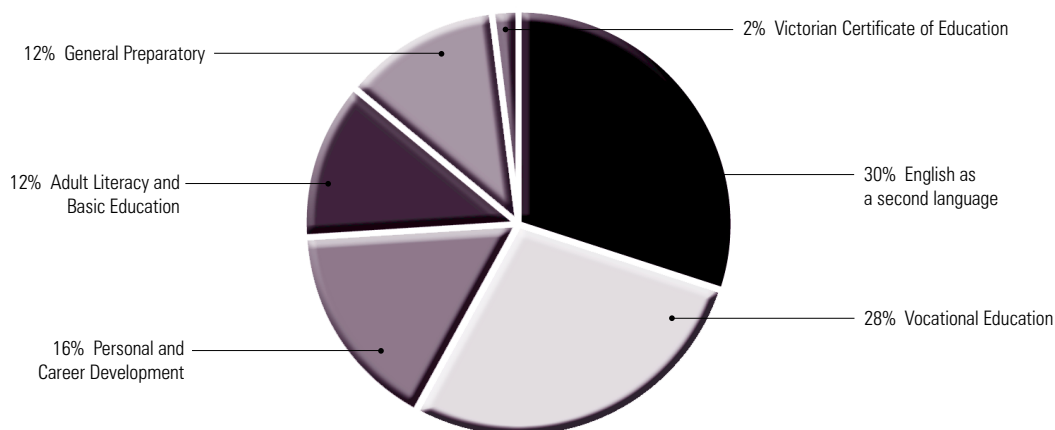
ACE organisations assigned the program categories of Adult Literacy and Basic Education (ALBE), English as a second language (ESL), Victorian Certificate of Education (VCE), General Preparatory (GenPrep), and Vocational Education (VOCED) to their reported enrolments and student contact hours.

Government-funded provision of student contact hours by gender and program type for ACE organisations and adult education institutions, 2002 (%)

	<i>ALBE</i>	<i>ESL</i>	<i>VCE</i>	<i>GenPrep</i>	<i>VOCED</i>	<i>Total</i>
Female	60.2	70.5	60.3	67.7	73.6	68.5
Male	39.5	28.8	34.5	32.2	26.2	31.0
Sex not stated	0.3	0.7	5.2	0.1	0.2	0.5

Government-funded provision of student contact hours by ACE organisations and adult education institutions, 2002


Government-funded provision means provision using State and Commonwealth funds allocated by the ACFE Board and the Victorian Learning and Employment Skills Commission.

Total reported provision of student contact hours by program category for ACE organisations and adult education institutions, 2002


Total reported adult, community and further education provision is for all funding sources, including fee-for-service. English as a second language includes Department of Immigration and Multicultural and Indigenous Affairs data.

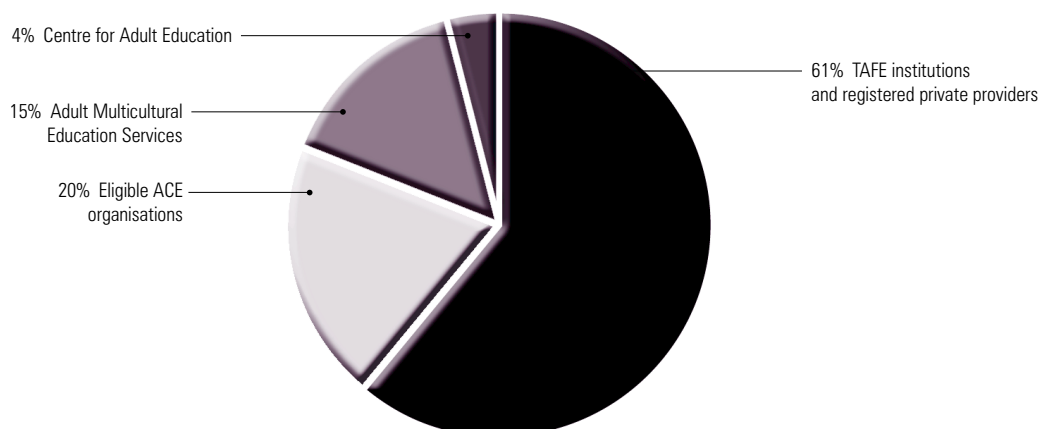
Government-funded provision by ACE organisations by region of delivery and adult education institutions, 2002

Region	ALBE		ESL		VCE		GenPrep		VOCED		Total	
	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH
BSW	2,408	184,584	606	38,750	166	15,493	4,980	154,912	11,954	290,842	20,114	684,581
CHW	842	48,889	8	1,651	–	–	4,755	83,166	11,653	202,183	17,258	335,889
CWM	1,978	152,533	6,610	430,722	15	3,600	3,200	131,137	5,058	118,399	16,861	836,391
EM	2,826	157,331	1,249	65,439	118	16,192	6,383	154,048	21,174	499,586	31,750	892,596
GIP	2,972	117,659	21	1,534	–	–	7,460	143,976	10,208	203,579	20,661	466,748
GOM	2,662	158,233	143	27,082	198	27,810	5,722	96,749	9,411	197,847	18,136	507,721
LCM	3,763	202,323	111	3,275	134	7,106	5,275	188,058	14,840	375,566	24,123	776,328
NM	2,168	143,595	2,021	132,797	179	13,872	3,567	91,887	11,503	319,912	19,438	702,063
SWP	3,579	214,588	2,979	158,506	60	5,780	5,577	122,030	14,080	339,022	26,275	839,926
AMES	98	6,280	1,921	44,478	–	–	–	–	5,417	137,396	7,436	188,154
CAE	1,648	132,118	1,530	144,960	1,688	232,316	2,048	100,515	3,019	144,289	9,933	754,198
Total	24,944	1,518,133	17,199	1,049,194	2,558	322,169	48,967	1,266,478	118,317	2,828,621	211,985	6,984,595

E = enrolments SCH = student contact hours

The ACFE Regions are abbreviated as follows: Barwon South Western (BSW), Central Highlands Wimmera (CHW), Central Western Metropolitan (CWM), Eastern Metropolitan (EM), Gippsland (GIP), Goulburn Ovens Murray (GOM), Loddon Campaspe Mallee (LCM), Northern Metropolitan (NM), Southern Western Port (SWP).

Total reported further education provision of student contact hours by organisation type, 2002



Total reported further education provision is for all funding sources, including fee-for-service delivery. Further education comprises ESL, ALBE, General Preparatory and adult VCE courses.

Total reported provision for ACE organisations and adult education institutions, 2002

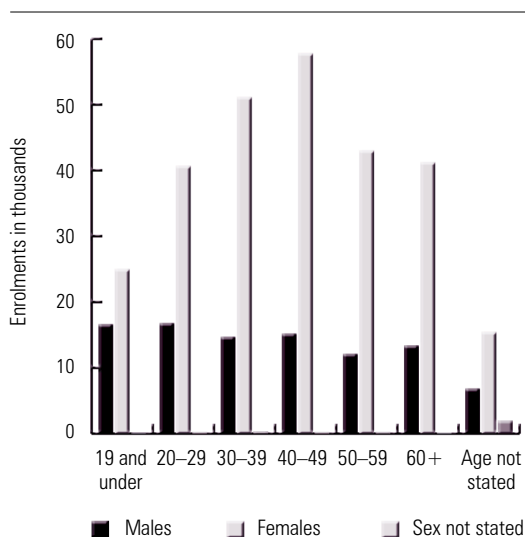
<i>Region</i>	<i>Enrolments</i>	<i>Percentage of total enrolments</i>	<i>SCH</i>	<i>Percentage of total SCH</i>
Barwon South Western	39,340	8	1,069,466	8
Central Highlands Wimmera	28,024	6	491,162	4
Central Western Metropolitan	24,270	5	1,015,956	8
Eastern Metropolitan	59,500	13	1,441,593	11
Gippsland	25,292	5	534,254	4
Goulburn Ovens Murray	30,952	7	802,591	6
Loddon Campaspe Mallee	36,629	8	995,565	8
Northern Metropolitan	28,324	6	892,671	7
Southern Western Port	45,328	10	1,284,216	10
Centre for Adult Education	56,338	12	1,510,263	12
Adult Multicultural Education Services	8,124	2	218,654	2
DIMIA	90,501	19	2,765,258	21
Total	472,622	100	13,021,649	100

SCH = student contact hours

DIMIA = Department of Immigration and Multicultural and Indigenous Affairs

Almost 90 per cent of provision by AMES is funded by other sources including the Commonwealth Government and is for short-term contracted delivery.

Total reported provision of enrolments for
ACE organisations and the CAE by age groups
and gender, 2002*



*Does not include AMES

The year in review



Significant steps have been taken to strengthen the capacity of the ACE sector to meet the education needs of second-chance learners, including young people, and to build the capacity of communities through investment in lifelong education.

Review of ACFE regional arrangements

In 2002, the Review of ACFE Regional Arrangements for the provision of adult, community and further education was considered by the Board. The Board determined that from 2003:

- Regional Councils would have a focus on planning and supporting development of adult, community and further education provision and ACE organisations
- the ACFE Division would facilitate work to develop a planning framework for discussion with Regional Councils.

Research and evaluation projects

Good practice pedagogies

The Development of Generic Skills in ACE Classrooms: Towards a Framework for Good Practice Pedagogies (Faculty of Education, Victoria University of Technology) is an action research project to analyse generic skills in ACE teaching and develop a framework of key elements for good pedagogy within the ACE sector.

Researching strategic issues in ACE

A Community Studies Approach to Researching Strategic Issues in ACE (Educational Outcomes Research Unit, University of Melbourne) is a longitudinal study of learning and vocational pathways between ACE and other educational sectors. Research will further an understanding of learning pathways within and between ACE and these other sectors.

Young people in ACE

Young People in ACE (Centre for Post Compulsory Education and Training Research, RMIT University) aims to gain a greater understanding about the participation of young people (15–19-year-olds) in the ACE sector and what is required to improve the capacity of the sector to meet the needs of young learners.

Adult learning in small towns

The ACE sector is characterised by a gender bias towards female learners. The Gender Segmentation of Adult Learning in Small Rural Towns research, produced by the Faculty of Education, University of Ballarat, explores aspects of gender segmentation in adult learning to ensure equitable access of men and women to learning in community-based organisations.

Factors affecting the ACE sector

Qualitative Factors Affecting the ACE Sector (Centre for Employment, Education and Training, Monash University) provides quantitative economic, social and educational information relating to the provision of education and training in the ACE sector. The issues covered include:

- ageing and slow growth of the population
- levels of educational attainment and literacy among the adult population
- rates of participation in education and training
- importance of education to full-time employment
- projected need for skills and education in the labour force
- relationship between education and social cohesion.

ACE Cluster program

The ACE Cluster Program: Effective Practice Evaluation, produced by the Centre for Program Evaluation, University of Melbourne, evaluates how ACE Clusters have improved ACE practice. The project will identify effective improvement practices that will be disseminated throughout the ACE sector.

Resource allocation and performance monitoring

New funding policy principles

In 2002, the Minister for Education and Training endorsed the application of new funding policy principles for the allocation of Commonwealth Equipment Grants 2002 and Development Funds 2003. These principles provide:

- increased surety of funding for ACE organisations
- minimisation of submission-based funding processes
- strengthening of the capacity of ACE organisations to undertake planning.

Commonwealth Equipment Grants guidelines are now funded on the basis of student contact hour delivery.

To further enhance surety of funding, approximately 60 per cent of the total Development Funds were allocated as fixed grants to ACE organisations with delivery greater than 500 student contact hours. The remaining 40 per cent was allocated to regional pools to which all Regional Councils and eligible ACE organisations could make a submission for funding.



▲ Learners using new learning technologies in the ACE sector



▲ Kitchen skills at BRACE (Ballarat)



▲ Adult Learners' Week 2002
Outstanding Learner – Frank Prisco

New guidelines for delivery funding were also endorsed by the Minister in October 2002. These focused on ensuring the stability of funding for existing, quality ACE organisations.

Performance Agreements with Regional Councils

The nine Regional Councils agreed to outputs and project outcomes supported by the Board in the 2002 Performance Agreements. The Agreements included participation targets, development funds for local and regional development, capital works to support delivery, and special initiatives such as the ACE Clusters and Statewide Development projects. Managing Diversity and support for adult Koorie learners continued to be priorities.

Performance Monitoring and Review strategy

The Board's Performance Monitoring and Review strategy for ACFE is designed to ensure that quality assurance, resource allocation and governance processes are in line with Board and Government policies. It will support the delivery of high-quality further education outcomes that meet client expectations and is designed to provide support and information for the three levels of the ACFE structure:

- the Board measures the effectiveness of quality assurance and reviews the implementation of State policies
- Regional Councils are evaluated by the Board in terms of compliance with Board and Government policies and guidelines

- Regional Councils audit ACE organisations in terms of compliance with delivery standards and eligibility to apply for Government funds.

Audits

Regional Councils audit program

Under the Board's Performance Monitoring and Review strategy, audits were carried out in all Regional Councils in 2002–03. The outcomes of the audits showed a satisfactory level of compliance with Government and Board policies and procedures.

Internal audit program

Stockford Accounting Services, internal auditor for the Office of Training and Tertiary Education (OTTE), conducted a review of project management within OTTE. The ACFE Division was included in this review. The review identified a number of areas of risk. It found that staff in OTTE generally possessed the necessary skills and abilities to manage the types of projects undertaken.

Stockford Accounting Services also conducted an audit of Regional Councils to review their performance in meeting their obligations under their performance agreements with the Board. The review identified a number of areas of risk, but there were no areas of high risk. The recommendations of this audit will be considered by the ACFE Audit Committee in 2003–04.

Special audits

The ACFE Division authorised a number of special audits of ACE organisations over the reporting period. Special audits are normally conducted where issues of governance or financial viability concerns have arisen.

Increased Government investment

Funding increases

Two million dollars of recurrent funding has been provided to the ACE sector to increase the student contact hour rate to an average \$6.11 in 2003.

Fees and concessions reimbursement

ACE organisations received almost \$1.2 million for the reimbursement of fee concessions. This reimbursement acknowledged the important role that the ACE sector plays in promoting equity of access for disadvantaged learners.

ACE Capital Funding program

The Government committed \$9 million through the Community Support Fund over a three-year period to support renovations, extensions and refurbishments in ACE organisations. This program attracted an additional contribution of \$16 million from the community.

The third round of the program was finalised in 2002–03. During this period 141 applications were assessed, with 119 ACE organisations receiving grants ranging from \$5000 to \$500,000. Half of the successful applications came from remote and rural areas.

Learning communities

ACE Community Building Hubs

The Community Support Fund is providing \$1.9 million between June 2003 and May 2005 to establish Community Building Hubs in ACE organisations.

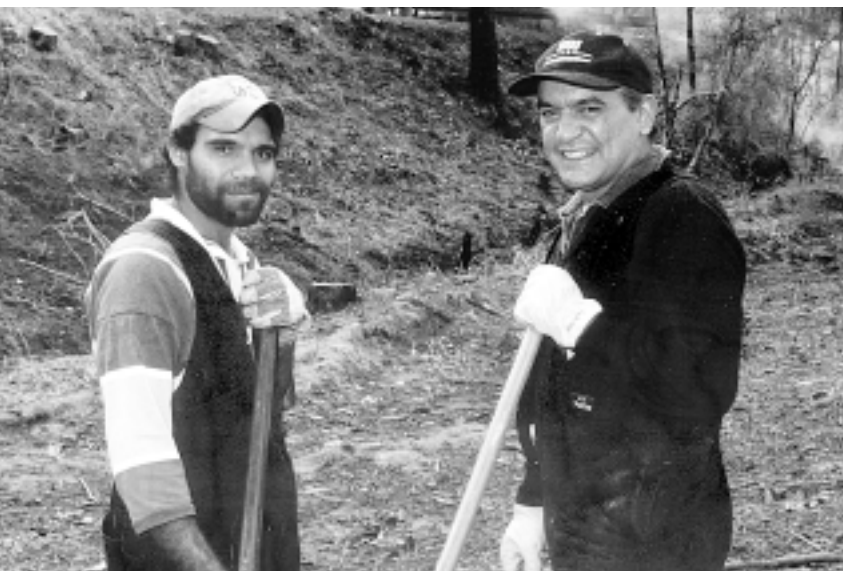
ACE organisations will be trained, resourced and supported to act as a focal point or 'hub' for local community-based organisations, providing training, mentoring and support on issues related to their governance and management. The initiative is being managed with advice from a project advisory group of government and community stakeholders.

ACE Clusters

Funding continued for ACE Clusters, allowing ACE organisations to work together cooperatively to enhance their efficiency and effectiveness. Since being established in 2000, there has been a 12 per cent increase in participation in ACE Clusters. Currently there are 75 Clusters comprising approximately 75 per cent of eligible ACE organisations.

▼ Adult Learners' Week 2002
Outstanding Program Award – Cultural Heritage Program,
Education Centre, Warragul, Gippsland

▼ Adult Learners' Week 2002
Outstanding Tutor – Kathy Donaghey,
Vermont South Community House



ACE Clusters provide enhanced outcomes for learners. They support ACE organisations in improving the quality of organisational arrangements, learning delivery and in meeting AQTF requirements.

Key outcomes from ACE Clusters include:

- management of statistical collection to meet Australian Vocational Education and Training Management Information Statistical Standard requirements, including the purchase of statistical collection software and provision of information technology support to Cluster members
- professional development
- increasing the community's awareness of the ACE sector.

In partnership with Regional Councils, the Board has initiated a number of one-off professional development activities to further support ACE Clusters.

Learning Towns

The Government's Learning Towns initiative began in 2000. Learning Towns develop collaborative learning partnerships and link ACE organisations to other educational providers, industry, local government and community activity. They:

- support and promote lifelong learning to enhance the portability of learning
- create new educational opportunities for learners
- maximise pathways between education sectors.

Across rural Victoria, there are currently ten Learning Towns in Albury/Wodonga, Ballarat, Bendigo, Geelong, Horsham, Kyabram, Mt Evelyn, Wangaratta/Benalla, Shire of Buloke and Shires of Southern Gippsland.

Learning Towns initiatives include:

- establishment of environmental projects
- development of learning plans for small and medium-sized, regional-based businesses
- provision of learning technologies
- establishment of young leaders' programs for rural communities.

Performance Measures Framework implementation

The Board commissioned Learning Towns to develop a Performance Measures Framework that is to be used by Learning Towns and the Board to evaluate the contribution made by Learning Towns to their communities. Learning Towns will work with ACE Clusters and Regional Councils to pilot and further customise this framework in other settings.

New learning technologies

Mobile computer learning libraries

The Mobile Computer Learning Libraries program was initiated in 2002. Approximately \$1.5 million over three years is being invested to deliver flexible learning technologies to groups and individuals in small community settings to support the ACE sector's capacity to deliver on key Government priorities.

The program has stimulated the development of new approaches to classroom practice and is supporting the uptake of e-learning in the ACE sector. The program has provided ICT teaching and skills to Victoria's most remote communities.

Connected ACE

Connected ACE has assisted rural and regional ACE organisations to access reliable online services to improve the quality of teaching, access to the Internet and administrative processes.

Support for this initiative has been provided by the Government working in partnership with the Commonwealth Department of Communications, Information Technology and the Arts and its Networking the Nation strategy.

▼ The Premier, Steve Bracks with Heather McTaggart, Member for Evelyn and Clive Larkman, Councillor, Shire of Yarra Ranges at Mt Evelyn Learning Town



LearnScope

LearnScope is an Australian National Training Authority (ANTA) funded professional development project in the ACE sector aimed at improving the skills of teaching staff in the areas of e-learning and new flexible learning technologies. In 2002, ten ACE organisations received ANTA funding to undertake projects.

Information and Communication Technology Literacy and Fluency

Professional development in ICT is a statewide initiative managed by The Centre, Wangaratta. This project uses action learning to raise the ICT skill levels of ACE staff and will complement the considerable ICT structure investment made by the Board in the ACE sector in 2002–03.

Learners in the community

Youth Pathways Program

ACE organisations provide a supportive learning environment to meet the learning needs of many young adults who, for various reasons, left school early. Data reported by ACE organisations indicates that just over 9000 students aged 15–19 years were enrolled in the ACE sector in 2002. This represents a 13 per cent increase over the previous year.

The Youth Pathways Program is one area of funded delivery for young people and provides funds to ACE organisations for the delivery of accredited education and training and support to early school leavers aged 15–19 years. This includes the provision of Managed Individual Pathways to assist participants in their transition from school to employment or further education.

VCE in ACE

In 2001 and 2002, the Government funded two pilots of VCE delivery to young people in the ACE sector. Two key issues emerged from these pilots: firstly, a better understanding of VCE delivery in the ACE sector was needed and, secondly, ACE staff teaching the VCE required greater professional support and development.

Two VCE support projects have been funded to explore these issues and to provide advice to the Board regarding ongoing support. It is anticipated that these projects will be completed by the end of 2003.

Victorian Certificate of Applied Learning

In 2003, the Government commenced the statewide implementation of the Victorian Certificate of Applied Learning (VCAL) to improve the pathways for young people from secondary school to work and/or further education.

Four ACE organisations implemented the VCAL in the ACE sector in 2003: the CAE, The Centre – Wangaratta, Narre Community Learning Centre, and Colac Adult and Community Education. In addition, through partnership arrangements, many other ACE organisations are involved in delivery of VCAL to students in secondary schools.

School Retention project

This initiative, managed by the Office of School Education and funded by the Premier's Drug Prevention Council, aims to enhance retention of high-risk young people up to the age of 15 years who are currently not connected or who are poorly connected to schools.



Three ACE organisations are participating in community pilot projects: CREATE in Geelong, Future Connections in Bendigo and the Mt Martha Community Centre. The community pilot projects will focus on young people under 15 years who are accessing ACE programs.

ACE and Schools Partnership Delivery program

In 2003, the Minister endorsed guidelines and funding arrangements for the ACE and Schools Partnership Delivery program. While a school setting is preferred, this program provides that in exceptional circumstances it is appropriate for a student under 15 years of age to be enrolled in an ACE setting. The ACE provider is required to work with local schools to develop strategies that facilitate the re-engagement and the return of under 15-year-olds to school.

The Centre for Post Compulsory Education and Training Research at RMIT University is currently conducting research into Young People in ACE. This project will be expanded to include monitoring of the ACE and Schools Partnership Delivery program.

Koories in ACE

The Victorian Aboriginal Education Association Incorporated is undertaking two projects during 2003. The aims of these projects are to improve Koorie learner access to and participation in education and training and facilitate AQTF compliance for Koorie ACE organisations. The objective of these projects is to provide advice to the Board on strategies to enhance the capacity of Koorie ACE organisations to meet the needs of Koorie learners.

A Koorie ACE organisation, Songlines Music Aboriginal Corporation, is managing Partnerships for Koorie Innovation. The project will develop a model for partnerships between Koorie and non-Koorie ACE organisations to assist in increasing cultural awareness and in the delivery of quality outcomes for Koorie learners. It supports the Wurreeker strategy and the ANTA national strategy – Partners in a Learning Culture.

The Coorong Tongala Course: Certificates I and II in Learning Pathways for Australian Aboriginal and Torres Strait Islander Peoples were developed and nationally accredited. Certificate I was reaccredited. The new curricula, developed by Swinburne University TAFE Division, provide culturally sensitive pathways for Indigenous people wishing to undertake further training and education.

Refugees and asylum seekers

Fitzroy Learning Network has been funded to develop a sustainable and transferable framework for

ACE organisations to support refugees, Temporary Protection Visa holders and asylum seekers. This will assist these new community members to undertake education and training to support their full participation in the Victorian community and to develop their spoken and written English.

To develop networks and support key areas of ACE practice, a number of statewide projects have been funded. They include:

- integrated counselling services for culturally and linguistically diverse learners
- careers guidance for learners in ACE
- remote computer-based learning in rural ACE organisations identifying and promoting best practice
- the Youth Pathways Program in ACE.

Quality

Australian Quality Training Framework

The Board has supported compliance with AQTF standards through a range of strategies:

- 19 strategic audits of ACE organisations were conducted and indicated high levels of compliance
- an evidence guide was developed to support ACE providers in preparing quality approaches for audits
- 18 Regional Council staff were trained as Training Recognition Consultants to support ACE providers in quality improvement under the AQTF
- the ACE Clusters program broadened its focus to include projects to support quality improvement in ACE practice
- the Victorian Aboriginal Education Association Incorporated was funded to encourage and assist Koorie ACE organisations to achieve AQTF compliance.

The introduction of the AQTF necessitated a revision of the Guidelines and Conditions to Determine Eligibility of ACE organisations.

Student Satisfaction survey

The Board's Student Satisfaction survey provides feedback on Government-funded education delivered by ACE organisations. In 2002, 92 per cent of surveyed students indicated that the course they undertook met their needs. Responses indicated that students were very satisfied with tutors (95 per cent) and teaching methods employed by ACE organisations (94 per cent).

Raising awareness of the ACE sector

ACFE Board website

The ACFE Board website is used to publicise the Board's policies and publications and provide information. Organisations use the website to apply for Government funding and to publicise the results of their programs and the Board's initiatives. During the reporting year the website was redesigned.

Regional Council websites

Regional Councils have developed their own websites to provide accessible information to ACE organisations and the community. (See contact details for Regional Councils on page 25.)

Adult Learners' Week

Adult Learners' Week, celebrated from 1–8 September 2002, was an opportunity to increase public awareness of adult community education as an accessible learning pathway for adults of all ages and abilities. National and state advertising campaigns ensured that interest levels in adult community education were greater than at any other time of the year and local organisations were encouraged to take advantage of this heightened awareness by organising their own activities.

▼ Lynne Kosky, Minister for Education and Training, presented the Outstanding Program Award to Pauline Mullett, who received it on behalf of Education Centre, Gippsland, during Adult Learners' Week 2002



ACFE Update

Two issues of *ACFE Update* were published and distributed to ACE organisations in August and December 2002. A further issue introducing new ACFE branding was distributed in June 2003. Regular distribution will continue during 2003.

Information and resources

Curriculum maintenance

In 2003, the Adult Education Resource and Information Service (ARIS) was contracted to provide the ACE sector with:

- an ACFE library and information service
- a Further Education Curriculum Maintenance Manager
- Clearing House functions.

Curriculum maintenance arrangements for further education curriculum have been independently reviewed by the Asquith Group. The Board will consider the recommendations. A separate review of all Curriculum Maintenance Manager arrangements in the State Training System was conducted by the Asquith Group.

Peak organisations and professional associations

To support its strategic directions, the Board provided funding to the following peak organisations and professional associations:

- Association of Neighbourhood Houses and Learning Centres
- Victorian Association of TESOL (Teachers of English to Speakers of Other Languages) and Multicultural Education
- Victorian Adult Literacy and Basic Education Council
- University of the Third Age (U3A) Network Victoria.

The funding provides professional development in curriculum development and teaching, neighbourhood house governance and dissemination of information.

Short Courses Victoria

A free directory of all Victorian short courses, many of which are available through ACE organisations, can be accessed through Short Courses Victoria <www.shortcourses.vic.gov.au>. Organisations maintain the currency of their own information on the database, which makes it an invaluable information tool for the ACE sector and very popular with users.



Adult, Community and Further Education Board

The Board's role in improving the planning and governance of adult, community and further education strengthens the capacity of the sector to provide lifelong learning in community settings.

Establishment

The Board was established in March 1992 under the *Adult, Community and Further Education Act 1991* to support the development of adult, community and further education in Victoria. The Board fosters collaborative planning in the ACE sector to ensure that the learning needs of adults are identified and met.

Roles

The Board's major functions are to plan and promote adult learning, allocate resources, develop policies and advise the Minister for Education and Training on matters related to adult, community and further education. Government funds allocated through the Board are used to provide courses and support general adult education programs and adult education institutions.

The Board works jointly with the Victorian Learning and Employment Skills Commission, which is responsible for further education in TAFE institutions, to plan the overall direction and delivery of further education in Victoria. The Board also works with the Victorian Qualifications Authority, under the *Victorian Qualifications Authority Act 2000*, in accrediting programs.

The Chair of the Board is a member of both the Victorian Learning and Employment Skills Commission and the Victorian Qualifications Authority.

Committees

In 2002–03 the Board operated an Audit Committee. The members of the Audit Committee were Peter Kirby, Leslie Wood and Maurie Curwood, and Jonathan Thomas from Moore Stephens MF. At the first Board meeting of 2003 new Committee members were appointed: Lynne Wannan, Jane Dewildt, Leslie Wood, and Jonathan Thomas from Moore Stephens MF.

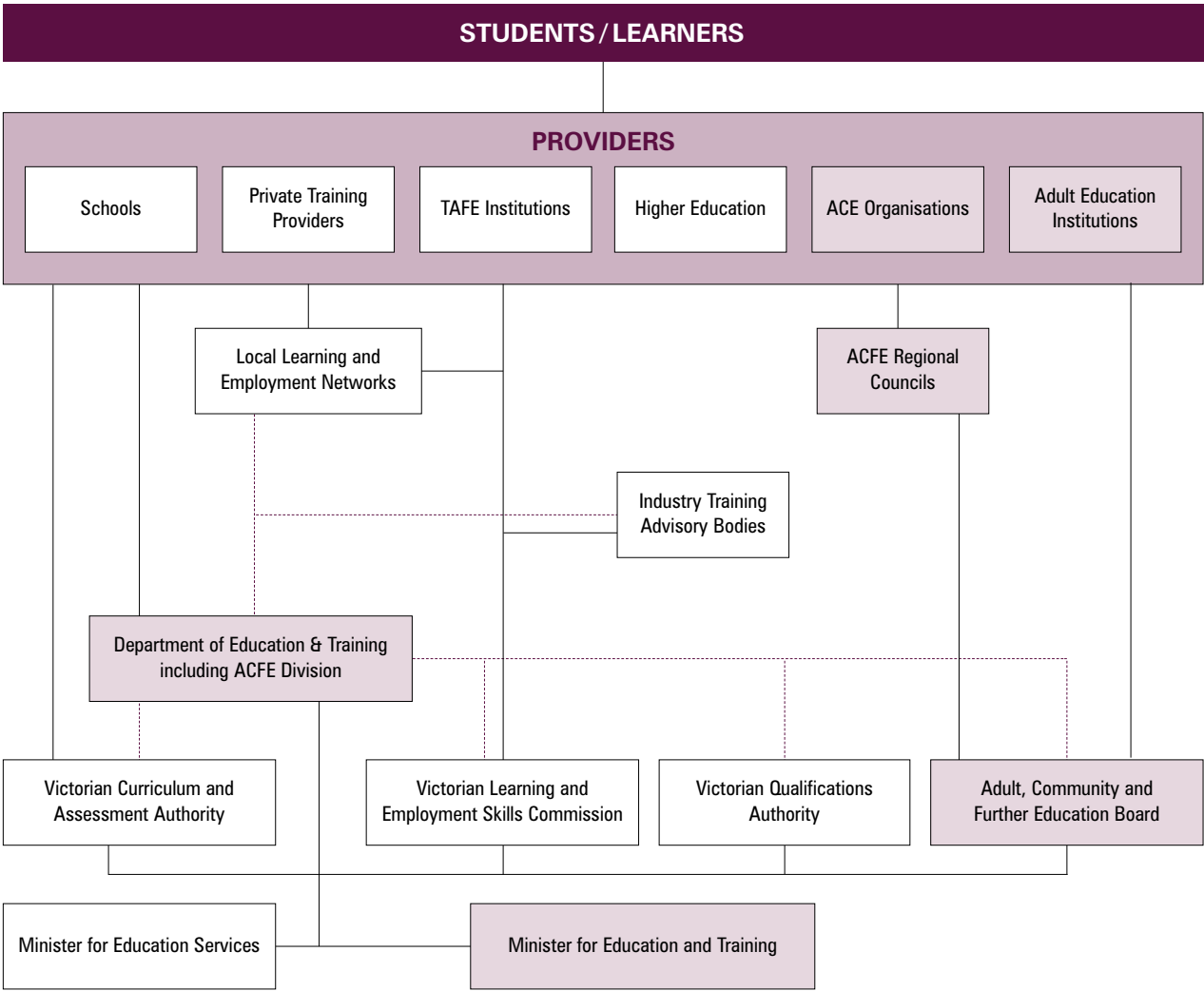
The Board formed a Planning Advisory Committee to oversee the development of the Planning Framework. In addition, the Board established reference groups for particular purposes.

Membership

The Board has 12 members, including a chairperson. Members of the Board are appointed by the Governor-in-Council on the nomination of the Minister for Education and Training. Members reflect the breadth and diversity of adult education in the community and its links to other areas of post-secondary education.

Lynne Wannan was appointed as Chairperson following the resignation of the previous Chairperson, Peter Kirby.

This year the Minister announced the appointment of nine members of the Board. Five new Board members have been appointed and four reappointed for a further term.



— Direct relationship
- - - Indirect relationship

Chairperson

Ms Lynne Wannan



Ms Wannan was appointed as Chairperson to the Board on 25 March 2003 for three years. Ms Wannan has worked with community organisations and as an adviser to both State and Commonwealth Governments. As a social policy analyst, she has experience in senior management positions in local government, the private sector and State Government. Ms Wannan has worked in the broad community and health services industry for the past 20 years.

Current Board members

Mr Maurie Curwood



Mr Curwood is an educational consultant. He was the founding Director of Outer Eastern Institute of TAFE, a position he held for 13 years. He was a panel member of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria and Chair of the Ministerial Review of Strategic Directions for Driver Education in Victoria. He is a Fellow of the Australian College of Education and a former member of the Eastern Metropolitan Regional Council.

Ms Jane Dewildt



Ms Dewildt is the Principal Consultant of Vital Knowledge, a research training and development organisation. She is a former member and Chairperson of the Goulburn Ovens Murray Regional Council of ACFE and former Chairperson of Adult Community Education Victoria.

Ms Magda Dodd



Ms Dodd is the Education Manager of Brimbank Community Centre, a position she has held for five years. Ms Dodd also has an extensive background in teaching and was a former Chairperson of Barwon South Western Regional Council of ACFE.

Mr Bill Forrest



Mr Forrest is Group Manager, Environment and Community Services, Nillumbik Shire Council. He has extensive experience in local government policy development and labour market programs, involvement in local community grants programs and support for Neighbourhood Houses.

▼ Current members of the ACFE Board (Vicki Mitsos absent)



Ms Vicki Mitsos

Ms Mitsos is the Manager of the Multicultural Education Centre at the Goulburn Ovens Institute of TAFE. She is also a Commissioner for the Victorian Multicultural Commission. Ms Mitsos has extensive professional experience in migrant and ethnic affairs and is an Executive Member of the Ethnic Communities Council of Victoria. She has been President of the Ethnic Council of Shepparton and District since 1990.

Ms Cam Nguyen

Ms Nguyen is President of the Australian Vietnamese Women's Welfare Association. She has extensive experience in the provision of adult education to culturally and linguistically diverse clients. Ms Nguyen has also had involvement at senior management level in Adult Multicultural Education Services.

Mr Kevin Peoples

Mr Peoples is a former member of the Board of the National Centre for Vocational Education Research and former Federal President, TAFE Division, of the Australian Education Union.

Mr Adam Smith

Mr Smith is a Youth Development Officer at SkillsPlus. He has worked in a number of ACE organisations and is involved in the education, training and welfare of young people. He is a representative of young people on many advisory groups and boards of management.

Mr Warren Stooke

Mr Stooke is the Principal of a specialist consultancy in labour relations and has represented the oil industry on the peak council of the Australian Chamber of Commerce and Industry, the Victorian Employers' Chamber of Commerce and Industry, and the International Employers' Association at the International Labour Organisation. He was a member of the Board of Governors of the National Institute of Labour Studies and former Group Industrial Relations Manager and Canberra Representative for Shell Australia.

Ms Margaret Wagstaff

Ms Wagstaff has held senior executive positions in both Victorian and South Australian Government departments, many of which have been in the area of human services. She has extensive links to local government, and Koorie and community organisations.

Ms Leslie Wood

Ms Wood has been a member of the Eastern Metropolitan Regional Council of ACFE, councillor for the Shire of Yarra Ranges, and a networker for the Community Houses Association of the Outer Eastern Suburbs. She has managed an ACE organisation and is a past President of the Association of Neighbourhood Houses and Learning Centres.

Ms Sue Christophers

Ms Christophers was the General Manager of the ACFE Division until June 2003.

Ms Susan McDonald

Ms McDonald was Acting General Manager in June 2003.

Former Chairperson

Mr Peter Kirby

Mr Kirby was appointed as Chairperson for a period of three years, effective from 1 March 2001 and resigned in March 2003.

Former Board Members

Appointments for the following Board Members ended on 24 January 2003:

Deborah Brown

Howard Haynes

Shirley Martin, PSM

Veronica Volkoff

Stephen Walsh

ACFE Division

The work of the Board is supported by the ACFE Division, which is part of OTTE in the Department of Education & Training. The Division provides planning, administrative, development, financial and related services. This supports the operations of Regional Councils and ACE organisations in meeting the Government's goals and targets for young people, for community building and realisation of the Board's vision statement.

Merit and equity

The Department of Education & Training covers matters relating to staffing, workforce data, the application of merit and equity principles and occupational health and safety. (See the Department of Education & Training's Annual Report 2002–03.)

Management team

Sue Christophers	General Manager to June 2003
Susan McDonald	Acting General Manager, June 2003
Rita Davis	Manager, Finance and Resources
Peter De Natris	Manager, Planning and Relationships Management
Ruth Fowler	Acting Manager, Policy and Executive Services
Eric McClellan	Manager, Sector Development





Regional Councils

Regional planning and support for ACE organisations improve opportunities for lifelong learning in local communities.

There are nine Regional Councils of ACFE established under the *Adult, Community and Further Education Act 1991*. Regional Councils and their committees provide expertise and local knowledge about adult education needs. They develop regional plans and policies and promote, support, resource and evaluate adult education provision.

Regional Councils are responsible for making recommendations for the allocation of funding to ACE organisations in line with priorities and guidelines determined by the Board. They also contribute to statewide planning and policy development.

Composition

Each Regional Council has 12 members appointed by the Minister. Two additional members may be coopted. Together, the members:

- are representative of the interests and views of users and providers of adult education in the region, including the interests of TAFE institutes
- represent balanced reflection of the diversity of the community in the region.

At least half the members also have substantial knowledge of or experience in provision of adult, community and further education. Membership is voluntary and significant expertise, time and effort is contributed by members to the regional administration of adult education in the community.

Members

Barwon South Western

Madga Dodd (Chairperson to January 2003)
 Jan Golden (to January 2003)
 Karen Gray (to January 2003)
 Linda Haynes (to January 2003)
 Karen Henry (Chairperson to 15 June 2003)
 Brian Donovan (Chairperson, coopted member)
 Marilyn Blakey (Deputy Chairperson)
 Jennifer Angwin
 Alan Doherty
 Antonia George
 Bruce Jeans
 David Kenwood
 Alistair McCosh
 John Quelch
 Anne-Marie Ryan
 Leonie Saundry
 Kwong Wong

Central Highlands Wimmera

Diane Baillie (coopted member to December 2002)
 Dzintra Crocker (to December 2002)
 Anne Finch (to January 2003)
 Robyn Hewitt (to January 2003)
 Mary Slater (coopted member to December 2002)
 Neville Strachan (to January 2003)
 Gerry Anderson (Chairperson)
 Gerrie Dorn (Deputy Chairperson)
 Heather Ahpee
 David Beaver
 Ines Britt
 Laura Carrington
 Virginia Fenelon
 Alison Lanigan
 Dorothy McLaren
 Anne Murphy
 Lindy Simpson
 Barbara Webb

Central Western Metropolitan

Nel Cook (to January 2003)
 Ian Edlin (to January 2003)
 Eva Pearce (to January 2003)
 James Penney (to January 2003)
 Diana Bianciardi (Chairperson)
 Brian Beveridge (Deputy Chairperson)
 Suzanne Connelly (Deputy Chairperson, coopted member)
 Maxine Braithwaite
 Karen Delvin
 Michael Hince
 Bill Horrocks (coopted member)
 Theresa Lyford
 Jane McNally
 Christa Momot
 Gayle Morris
 Mark Samuel-King
 Janice Simpson
 Suzanne Zineder

Eastern Metropolitan

Maria Axarlis-Coulter (to January 2003)
 Patricia Genat (to February 2003)
 Robin Kenrick (to January 2003)
 Elizabeth Wright (to January 2003)
 John Molenaar (Chairperson)
 Sharon Strugnell (Deputy Chairperson)
 Dennis Denman
 John Dorton
 Leanne Fitzgerald
 Anne Jones
 Kylie Jones
 John Marshall
 Sam Navarria
 Sandra Poppins
 Rhonda Raisbeck
 Sylvia Walton

Gippsland

Elizabeth Buckingham (to January 2003)
 Jack Howe (to February 2003)
 Helen Reeves (to January 2003)
 Doris Paton (to June 2003)
 Greg Gebhart (Chairperson)
 Deborah Brown (Deputy Chairperson)
 Ray Ferres (Acting Chairperson to May 2003)
 Ann Cliff (Deputy Chairperson to May 2003)
 Kathleen Earle
 Karen Fleisher (coopted member)
 Kath McEntee
 Anne Heath Mennell
 Graham Paynter
 James Pianta
 Neil Raymond (coopted member)
 Greg Twite
 Howard Williams

Goulburn Ovens Murray

Marlene Atkinson (to March 2003)
Jenny Baker (to January 2003)
Martyn Paterson (to January 2003)
Sally Rashbrooke (to August 2002)
Wendy Shanks (to January 2003)
Bob Currie (Chairperson)
David Nichols (Deputy Chairperson) (coopted member)
Rukhsana Ahmadi
Kaye Chamberlain
Margaret Craik
Nigel Divito
David Gould
Jennifer Hanuska
Jennifer Hermiston
Ann Jarvis
Michael Kreskas
Mary McGillian
Eileen Watts

Loddon Campaspe Mallee

David Coy (to January 2003)
Jennifer McErlain (to January 2003)
Glenn Milne (to January 2003)
George Stone (to January 2003)
Shirley Young (to January 2003)
Lorraine Griffiths (to April 2003)
Miranda Bain (Chairperson)
Margaret Heier (Deputy Chairperson)
Gillian Schoenborn (Deputy Chairperson)
Susan Allengame
Gregory Clark
Jenny Dyer (coopted member)
Cheryle Gray
Selvi Kannan
Mal McCullough
Jennifer Sheed
Robert Smillie
Arvid Yaganegi

Northern Metropolitan

Maxwell Croft (to January 2003)
Ray Davis (Deputy Chairperson to January 2003)
Michael Halls (to January 2003)
William Westgarth (to January 2003)
Hilary Newman (to June 2003)
Jennie Oldfield (to June 2003)
Lesley Crommelin (Chairperson)
Michael Francis
Gerard Grant
Michael Kavanagh
Vanessa Little
Beth Marr
Ramesh Muddagouni
Christine Robertson
Lillian Santoro-Woolmer
Graeme Walker (coopted member)
Leone Wheeler

Southern Western Port

Donald Dunstan (to January 2003)
Jackie Du (to March 2003)
Anna Hall (Deputy Chairperson to January 2003)
Dorothy Jenkins (to January 2003)
Gary Nation (to January 2003)
Maria Peters (to January 2003)
Anne Catanese (Chairperson)
Valerie Benson (Deputy Chairperson)
Tracey Fenton
Anwyn Martin
Jinny McGrath
Glenda McPherson
Phong Nguyen
Patricia O'Connell
Marja Park
Melissa Shipham
Karen Soane
Damien Williams

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Loddon Campaspe Mallee

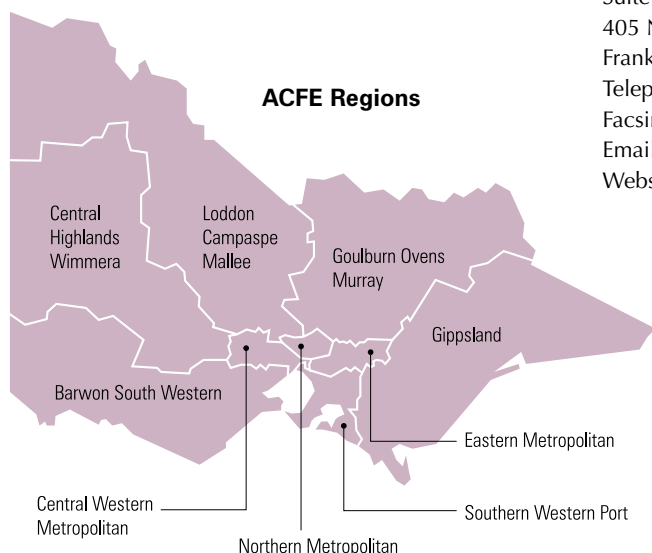
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Southern Western Port

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Email: acfeswp@edumail.vic.gov.au
Website: home.vicnet.net.au/~swpacfe



Achievements

Achievements for all regions are reported against the 2002 calendar year.

Barwon South Western

- The Regional Council established and implemented a highly successful Mobile Computer Learning Library, which provided an outreach service to the rural community.
- The Regional Council implemented the Individual Provider Support and Development program to provide information, guidance and support to small ACE organisations across the region.
- The Regional Council planned and implemented a professional development program for ACE teachers and coordinators working in remote and rural areas.
- The Regional Council managed the delivery of four curriculum days for literacy teachers and coordinators across the region.
- The Regional Council was active in the Local Learning and Employment Network (LLEN) and a key player in the Smart Geelong Region LLEN 'Youth Voice Working Party', which manages the provision of accredited training to young people who are working towards establishing a youth enterprise initiative.
- The Regional Council referral protocols for ACE organisations targeting or working with young participants were developed and implemented.
- The Regional Council facilitated a statewide professional development program to roll out the new AQTF and provided pre-audit support for all further education registered organisations in the region.

Central Highlands Wimmera

- ACE organisations participated in regional professional development: business planning workshops, new Certificates of General Education for Adults (CGEA) curriculum and moderation, statistics workshops and AQTF Introduction.
- The Regional Council established a statistics help desk facility.
- The Regional Council surveyed ACE organisations on professional development needs for ACE managers.
- The Regional Council implemented an ACE induction process to support new ACE organisations' managers and committees of management.

- The Regional Council managed a statewide project on Pathways to ACE Teaching and Training in Rural Regions, with 107 rural participants undertaking training.
- The Regional Council developed a Risk Management Policy, conducted two community consultations and facilitated the annual planning forum.

Central Western Metropolitan

- The Regional Council implemented a promotional campaign to encourage ACE organisation staff to participate in ICT training programs.
- The Regional Council established mentoring programs, mutual support groups and online computer conferencing facilities to assist ACE organisation staff responsible for providing professional development programs and online learning resources.
- The Regional Council researched barriers to the wider use of ICT for teaching and learning by community providers of Adult education.
- An ICT Curriculum Development project providing training for tutors in the development of online teaching materials was implemented.
- A planning day for ACE organisations and Regional Council members entitled 'Opportunities and Challenges in ACE Provision' was held.
- Diverse programs were held across the region during Adult Learners' Week.
- An ESL framework was implemented across the region with the network of language and literacy providers being extended to cover those offering Certificates in English Language Literacies. The existing CGEA network was maintained and two moderation sessions were conducted.
- The Regional Council continued to assist ACE organisations in integrating learners with disabilities into mainstream classes through funding from its Disability Support Pool.
- Fourteen ACE organisations were audited against the Board's eligibility guidelines and five organisations were audited for AQTF compliance.

Eastern Metropolitan

- Regional Council staff undertook training in AQTF auditing and prepared a plan to support ACE organisations to meet AQTF requirements.
- The Regional Council managed a consultation process and the development of a customised evidence guide for ACE organisations, designed to assist in the task of meeting AQTF requirements.

- The Eastern Region Language and Literacy Network received funding for a specialist one-day conference for language and literacy practitioners.
- The Regional Council provided funds for training ACE staff in the areas of assessment, community leadership and statistical reporting.
- The Regional Council actively contributed to the Board's review of the allocation system for Local Development funds.
- Funds were provided for the development and electronic publication of a set of case studies of best practice in ACE organisations.
- The Regional Council provided a series of professional development activities in five regions to encourage use of the teaching and learning resource 'Learning Differently'.

Gippsland

- The network of ACE organisations delivering CGEA consolidated links with TAFE institutions and other organisations so that a moderation and professional development program for CGEA tutors could be established.
- A regional conference was held with attendees participating in a range of professional development programs.
- The Regional Council continued its involvement in a number of Government initiatives including the VCAL and the Gippsland Education Precinct.
- The Regional Council successfully tendered for a My Connected Community Partnership project to enhance communication opportunities for Gippsland residents.
- A new Koorie ACE organisation in the Latrobe Valley was registered.

▼ Adult Learners' Week 2002
Outstanding Provider – The Centre, Wangaratta



Goulburn Ovens Murray

- The Regional Council commenced implementation of a comprehensive communication strategy.
- The CGEA Resource project was completed with distribution of materials expected in late 2003.
- The Regional Council raised the profile of its sixth annual regional Adult Learners' Week Awards with an award ceremony at the Benalla Art Gallery.
- The Regional Council website was further developed with increased user functions and resources being made available.
- The Regional Office relocated to new premises in Benalla.
- The Regional Office facilitated online technologies across the region as part of the LearnScope project.

Loddon Campaspe Mallee

- A regional conference was held that provided opportunities for professional development, networking and sharing of best practice for ACE organisation staff.
- The Regional Office managed the Mobile Laptop Library Project initiative.
- The Regional Council assisted 28 tutors to gain the Certificate IV Workplace Training and Assessment qualification, with 22 of the participants undertaking it via e-learning.
- Community issues relating to the ACE sector were raised at ACE organisation forums throughout the region.
- ACE organisations received professional development and one-to-one support in understanding and complying with the AQTF.

▼ Adult Learners' Week 2002
Outstanding Provider – The Centre, Benalla





▲ Learning together at Park Orchards Community Centre



▲ Learners at North Melbourne Language and Literacy

- Coordinators and committee of management members of ACE organisations received professional development through the programs 'Recruiting the Right Staff' and 'Presenting with Confidence'.

Northern Metropolitan

- The Regional Council participated as a consortium member of TAFE Frontiers, RMIT Flexible Learning Network and Malcolm Creek Flexible Learning Network, resulting in increased awareness and inclusion of the ACE sector in statewide flexible delivery strategies and professional development planning.
- The Regional Council initiated a 'Strengthening Links and Partnerships' forum for all post-compulsory stakeholders to explore linkages and creation of a Learning Region.
- The Regional Council formed close links and actively participated in three LLENs.
- The Regional Council established networks with small business and Local Government Area Economic Development Units to link ACE provision and organisations in each area.
- Seven regional forums were held during 2002 to facilitate planning and information exchange.
- The Regional Council supported ACE organisations with AQTF training and individual support.
- Two ACE organisations were supported to implement a joint learning technology strategy.
- Seventeen ACE organisations were supported to deliver specific governance, business and management initiatives.

Southern Western Port

- Twenty-five ACE organisation professional development workshops were conducted throughout the year, with a strong focus on preparation for AQTF and the upgrading of ICT skills.
- The Regional Council developed an ICT plan for the period 2003–05 that focuses on assisting ACE organisations to make the best use of ICT resources and maximises educational outcomes for adult learners.
- The Regional Council developed the ACE Community Connections Hub, an online communication and information tool for ACE organisations across the region.
- ACE organisations were supported in hosting a range of activities and events for Adult Learners' Week.
- As part of a Quality Assurance Self-Assessment project, 29 ACE organisations were supported with training and follow-up visits.
- An ICT Traineeship project supported 23 participants across 12 ACE organisations to acquire skills in online learning.
- The Regional Council was actively involved with four LLENs across the region.
- The Regional Council developed supplementary tools for quality self-assessment to add to the existing *Organisational Self-Assessment Manual*.



Administration of funds

State and Commonwealth funds

State recurrent funds

State recurrent funds for program delivery by ACE organisations and adult education institutions, program support and minor works and services were allocated through the Board and Regional Councils.

Commonwealth growth funds

Commonwealth growth funds for community-based organisations were used for access and vocational courses in priority areas. They were allocated through the Board and Regional Councils to ACE organisations and the adult education institutions.

Adult literacy funds

The Board administered ANTA adult literacy funds in Victoria. Resources were allocated to ACE organisations and adult education institutions through the Board and Regional Councils for programs and program support initiatives.

ACE Capital Funding program

See page 12.

Other grant funding distributed to the ACE sector

The Board also allocated funding for a number of other major initiatives. These are described in the body of the annual report (see pages 5–16).



Financial report

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Statement of financial performance

for the year ended 30 June 2003

	Notes	2002–2003 \$'000	2001–2002 \$'000
Revenue from ordinary activities			
State Government grants	2	31,234	29,418
Grants from other agencies	2	14,579	18,009
Other income	2	307	181
		46,120	47,608
Expenses from ordinary activities			
Salaries and related expenditure	3	3,047	3,028
Administrative expenses		2,667	2,408
Grants	3	43,987	39,936
Depreciation and amortisation	3, 6	814	679
		50,515	46,051
Net result for the reporting period		(4,395)	1,557
Net increase in asset revaluation reserve	9 (a)	191	—
Decrease in accumulated surplus on adoption of new accounting standard	9 (c)	(9)	—
Total changes in equity other than those resulting from transactions with the Victorian State Government in its capacity as owner		(4,213)	1,557

The above statement of financial performance should be read in conjunction with the accompanying notes.

Statement of financial position

as at 30 June 2003

	Notes	2003 \$'000	2002 \$'000
Current assets			
Cash assets	4	2,380	7,224
Receivables	5	525	–
Total current assets		2,905	7,224
Non-current assets			
Property, plant and equipment	6	4,781	4,852
Total non-current assets		4,781	4,852
Total assets		7,686	12,076
Current liabilities			
Payables	7	536	710
Provisions	8	267	268
Total current liabilities		803	978
Non-current liabilities			
Provisions	8	397	399
Total non-current liabilities		397	399
Total liabilities		1,200	1,377
Net assets		6,486	10,699
Equity			
Contributed capital	9 (b)	782	782
Reserves	9 (a)	2,485	2,294
Accumulated surplus	9 (c)	3,219	7,623
Total equity		6,486	10,699

The above statement of financial position should be read in conjunction with the accompanying notes.

Statement of cash flows

for the year ended 30 June 2003

	Notes	2002–2003 \$'000	2001–2002 \$'000
Cash flows from operating activities			
Receipts:			
State government grants		31,234	29,418
Grants from other agencies		14,579	18,009
Other revenue		307	181
Net GST recovered		5,045	748
Payments:			
Suppliers and employees		(11,459)	(6,108)
Grants		(43,987)	(39,936)
Net cash inflow/(outflow) from operating activities	16	(4,281)	2,312
Cash flows from investing activities			
Payments for property, plant and equipment		(563)	(1,519)
Net cash inflow/(outflow) from investing activities		(563)	(1,519)
Net increase/(decrease) in cash held		(4,844)	793
Cash at beginning of financial year		7,224	6,431
Cash at end of financial year	4	2,380	7,224

The above statement of cash flows should be read in conjunction with the accompanying notes.

Notes to and forming part of the financial statements for the year ended 30 June 2003

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Note 1 Summary of significant accounting policies

This general-purpose financial report has been prepared on an accrual basis in accordance with the *Financial Management Act 1994*, Australian Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group Consensus Views.

It is prepared in accordance with the historical cost convention, except for certain assets and liabilities which, as noted, are at valuation. The accounting policies adopted, and the classification and presentation of items, are consistent with those of the previous year, except where a change is required to comply with an Australian Accounting Standard or Urgent Issues Group Consensus View, or an alternative accounting policy permitted by an Australian Accounting Standard is adopted to improve the relevance and reliability of the financial report. Where appropriate, comparative figures have been amended to accord with current presentation and disclosure made of material changes to comparatives.

(a) Reporting entity

The Adult, Community and Further Education (ACFE) Board is a body corporate and a statutory authority under the *Adult, Community and Further Education Act 1991*. The Board reports separately to Parliament through the Minister for Education and Training.

(b) Cash

For purposes of the statement of cash flows, cash includes short-term deposits that are readily convertible to cash on hand and are subject to an insignificant risk of changes in value, net of outstanding bank overdrafts.

(c) Rounding of amounts

Amounts in the financial report have been rounded to the nearest thousand dollars or, in other cases, to the nearest dollar.

(d) Acquisitions of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(e) Revenue recognition

Grants over which the Board gains control during a reporting period are recognised as revenues of that reporting period consistent with Australian Accounting Standard AAS 15, 'Revenue'. 'Control' arises on the earlier event of receipt or notification of eligibility for grants by relevant authorities. Revenue also includes minor amounts for services provided.

(f) Revaluations of non-current assets

Subsequent to initial recognition as assets, non-current physical assets, other than plant and equipment, are measured at fair value. Plant and equipment are measured at cost. Revaluations are made with sufficient regularity to ensure that the carrying amount of each asset does not differ materially from its fair value at the reporting date. Revaluations are assessed annually and supplemented by independent assessments, at least every three years. Revaluations are conducted in accordance with the Victorian Government policy 'Revaluation of Non-current Physical Assets'.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the statement of financial performance, the increment is recognised immediately as revenue in the statement of financial performance.

Revaluation decrements are recognised immediately as expenses in the statement of financial performance, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

Revaluation increments and decrements are offset against one another within a class of non-current assets.

(g) Depreciation of property, plant and equipment

Depreciation is calculated on a straight-line basis to write off the net cost or re-valued amount of each item of property, plant and equipment (excluding land) over its expected useful life to the Board. Estimates of remaining useful lives are made on a regular basis for all assets, with annual reassessments for major items. The expected useful lives are as follows:

	2002–2003	2001–2002
Buildings	50 years	50 years
Computers and peripherals	3 years	3 years
Furniture and fittings and equipment	5–10 years	5–10 years

Where items of plant and equipment have separately identifiable components which are subject to regular replacement, those components are assigned useful lives distinct from the item of plant and equipment to which they relate.

(h) Leasehold improvements

The cost of improvements to or on leasehold properties is amortised over the unexpired period of the lease or the estimated useful life of the improvement to the Board, whichever is the shorter. Leasehold improvements held at the reporting date are being amortised over ten years.

Note 1 Summary of significant accounting policies (continued)

(i) Leased non-current assets

At reporting date:

- no assets subject to a finance lease were held
- no incentives had been received on entering into operating leases
- no surplus leased space existed under non-cancellable operating leases.

Operating lease payments are charged to the statement of financial performance in the periods in which they are incurred as this represents the pattern of benefits derived from the leased assets.

(j) Payables

These amounts represent liabilities for goods and services provided to the Board prior to the end of the financial year and which are unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(k) Employee entitlements

(i) Wages, salaries and annual leave

Liabilities for wages and salaries, including non-monetary benefits and annual leave expected to be settled within 12 months of the reporting date, are recognised in respect of employees' services up to the reporting date and are measured as the amounts expected to be paid when the liabilities are settled.

In the reporting periods prior to 30 June 2003, provisions for employee benefits (annual leave) were measured using remuneration rates current at reporting date. For the period ending 30 June 2003, the Department of Education & Training is required by AASB 1028 'Employee Benefits' to measure provisions for employee benefits at remuneration rates expected to apply when the obligation is settled, including the expected future increase in remuneration rates.

The transitional arrangements of AASB 1028 on adoption at 1 July 2002 give rise to an adjustment to opening annual leave liabilities and a corresponding change to accumulated surplus/(deficit).

The impact of this change is:

Decrease	Accumulated surplus/(deficit)	(9)
Increase	Annual leave provision	9

(ii) Long-service leave

The liability for long-service leave expected to be settled within 12 months of the reporting date is recognised in the provision for employee benefits and is measured in accordance with (i) above. The liability for long-service leave expected to be settled more than 12 months from the reporting date is recognised in the provision for employee benefits and measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date.

Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using interest rates on national Government guaranteed securities with terms to maturity that match, as closely as possible, the estimated future cash outflows.

(iii) Superannuation

The amount charged to the statement of financial performance in respect of superannuation represents the contributions made by the Board to the superannuation fund.

(l) Resources provided and received free of charge

Contributions of resources and resources provided free of charge are recognised at their fair value. Contributions in the form of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

While payroll and accounts payable services are provided from centralised functions controlled by the Department of Education & Training, no estimate of the cost of these services is included in these accounts since these amounts are not readily quantifiable.

(m) Contributed capital

Consistent with UIG Abstract 38, 'Contributions Made to Wholly-owned Public Sector Entities', appropriations for additions to net assets have been designated as contributed capital. Other transfers that are in the nature of contributions or distributions have also been designated as contributed capital.

(n) Goods and Services tax

Revenues, expenses and assets are recognised net of GST except where the amount of GST incurred is not recoverable, in which case it is recognised as part of the cost of acquisition of an asset or part of an item of expense. The net amount of GST recoverable from, or payable to, the Australian Taxation Office (ATO) is included as part of receivables or payables in the statement of financial position. The GST component of a receipt or payment is recognised on a gross basis in the statement of cash flows in accordance with Accounting standard AAS 28, 'Statement of Cash Flows'.

(o) Receivables

All debtors are recognised at the amounts receivable as they are due for settlement no more than 30 days from the date of recognition.

Collectability of debtors is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised when some doubts as to collection exists.

Note 2 Revenue from ordinary activities

(a) Revenue from operating activities

	2002–2003 \$'000	2001–2002 \$'000
State Government grants	28,722	27,098
Other Victorian Government departments	2,512	2,320
	31,234	29,418
Commonwealth – Department of Education, Training and Youth Affairs	–	842
Commonwealth – Department of Communications, Information Technology and the Arts	444	600
Commonwealth – Australian National Training Authority	176	133
Grants from other agencies	13,959	16,434
	14,579	18,009
Fees and charges	–	3
Other revenue	307	178
	307	181
	46,120	47,608

(b) Specific-purpose grants

Recognised as revenue and included above are the following grants for which specific expenditure outcomes are prescribed.

	2002–2003 \$'000	2001–2002 \$'000
Commonwealth – DETYA		
Advanced English for Migrants Program	–	842

Note 3 Result for the reporting period

	2002–2003 \$'000	2001–2002 \$'000
Net result from ordinary activity includes the following specific expenses		
Expenses		
Employee benefits		
Salaries	2,452	2,457
Superannuation	304	266
Annual leave and long-service leave expense	173	108
Other oncosts (fringe benefits tax, payroll tax and Workcover levy)	118	197
Total employee benefits	3,047	3,028
Depreciation		
Buildings	49	49
Computers and peripherals	725	588
Furniture and fittings and equipment	38	41
Total depreciation	812	678
Amortisation		
Leasehold improvements	2	1
Total depreciation and amortisation	814	679
Rental expense relating to operating leases		
Minimum lease payments	247	227
Total rental expense relating to operating leases	247	227
Grants		
Payments to ACE organisations	34,002	29,392
Payments to adult education institutions	9,805	9,356
Payments to other organisations	180	1,188
Total grants	43,987	39,936

Note 4 Cash assets

	2003 \$'000	2002 \$'000
Cash at bank	2,380	7,224

Note 5 Receivables

	2003 \$'000	2002 \$'000
Receivable – GST recoverable	525	–

Note 6 Property, plant and equipment

	2003 \$'000	2002 \$'000
Land and buildings		
Land at 2000 valuation	–	1,185
Land at 2003 valuation	1,534	–
	1,534	1,185
Buildings at 2000 valuation	2,282	2,190
Less: Accumulated depreciation	(135)	(86)
	2,147	2,104
Leasehold improvements at cost	16	16
Less: Accumulated amortisation	(3)	(1)
	13	15
Total land and buildings	3,694	3,304
Computers and peripheral equipment		
At cost	2,842	2,566
Less: Accumulated depreciation	(1,845)	(1,149)
	997	1,417
Office equipment and furniture		
At cost	267	274
Less: Accumulated depreciation	(177)	(143)
	90	131
Total property, plant and equipment	4,781	4,852

An independent valuation was undertaken for land and buildings at 30 June 2000. The valuation was undertaken by Land Link Property and was based on assessment of the fair value of the properties.

For the 12 months ended 30 June 2003, the Board sought an independent valuation for land. The Valuer-General provided indices and the value of land was adjusted to reflect its fair value. As a result of the assessment the value of freehold land has increased by \$191,000.

In the 2003–04 financial year the Board will undertake a full independent valuation of land and buildings.

Note 6 Property, plant and equipment (continued)

	Land	Buildings	Leasehold improvements	Computers & peripheral equipment	Office equipment & furniture	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Reconciliations						
2003						
Carrying amount at start of year	1,185	2,104	15	1,417	131	4,852
Additions	158	92	–	308	–	558
Disposals	–	–	–	(3)	(3)	(6)
Revaluation increments	191	–	–	–	–	191
Depreciation and amortisation	–	(49)	(2)	(725)	(38)	(814)
Carrying amount at end of year	1,534	2,147	13	997	90	4,781
2002						
Carrying amount at start of year	1,185	2,153	16	582	79	4,015
Additions	–	–	–	1,426	93	1,519
Disposals	–	–	–	(3)	–	(3)
Revaluation increments	–	–	–	–	–	–
Depreciation and amortisation	–	(49)	(1)	(588)	(41)	(679)
Carrying amount at end of year	1,185	2,104	15	1,417	131	4,852

Note 7 Payables

	2003 \$'000	2002 \$'000
Trade creditors	458	200
Other creditors	78	510
	536	710

Note 8 Provisions

	2003 \$'000	2002 \$'000
Current:		
Employee benefits (note 15)		
Annual leave	216	226
Long-service leave	41	42
EO Bonus	10	—
	267	268
Non-current:		
Employee benefits (note 15)		
Long-service leave	397	399

Note 9 Equity and movements in equity

(a) Reserves

Asset revaluation reserve

Movements

Asset revaluation reserve

Balance 1 July

Revaluation increment of freehold land during the year

Balance at the end of the reporting period

2003 \$'000	2002 \$'000
2,485	2,294
2,294	2,294
191	—
2,485	2,294

The above asset revaluation reserve is used to record increments and decrements in the revaluation of non-current assets, as described in accounting policy note 1(f).

(b) Contributed capital

Balance at the beginning of the reporting period

Transfer of asset (carrying value)

Balance at the end of the reporting period

782	785
—	(3)
782	782

(c) Accumulated surplus

Balance at the beginning of the reporting period

Net result

Transitional adjustment*

Balance at the end of the reporting period

1 (k)(i)

7,623	6,066
(4,395)	1,557
(9)	—
3,219	7,623

*The provision for annual leave balance has been increased by \$9000. This adjustment is due to a restatement of the AASB 1028 calculations to reflect the amount to be paid when the liability is settled.

(d) Total equity

Total equity at the beginning of the reporting period

Transfer of asset (carrying value)

Total changes in equity recognised in the statement of financial performance

Total equity at the end of the reporting period

10,699	9,145
—	(3)
(4,213)	1,557
6,486	10,699

Note 10 Financial instruments

(a) Interest rate risk exposure

The Board is not exposed to either interest rate price or cash flow risk since it holds no financial assets or liabilities that are subject to either floating or fixed interest charges.

Financial assets and liabilities consist only of minor receivables and payables and any risks associated with bank accounts is borne by the Department of Education & Training.

		Fixed interest maturing in:				
	Floating interest \$'000	1 year or less \$'000	1–5 years \$'000	Over 5 years \$'000	Non-interest bearing \$'000	Total \$'000
2003						
Financial assets						
Cash assets	–	–	–	–	2,380	2,380
Receivables	–	–	–	–	525	525
	–	–	–	–	2,905	2,905
Weighted average interest rate	n/a					
Financial liabilities						
Creditors and accruals	–	–	–	–	536	536
	–	–	–	–	536	536
Net financial assets (liabilities)	–	–	–	–	2,369	2,369
Weighted average interest rate	n/a					
	Floating interest \$'000	1 year or less \$'000	1–5 years \$'000	Over 5 years \$'000	Non-interest bearing \$'000	Total \$'000
2002						
Financial assets						
Cash assets	–	–	–	–	7,224	7,224
Receivables	–	–	–	–	–	–
	–	–	–	–	7,224	7,224
Weighted average interest rate	n/a					
Financial liabilities						
Creditors and accruals	–	–	–	–	710	710
	–	–	–	–	710	710
Net financial assets (liabilities)	–	–	–	–	6,514	6,514
Weighted average interest rate	n/a					

Note 10 Financial instruments (continued)

(b) Net fair value of financial assets and liabilities

The net fair value of the above financial assets and liabilities is reflected by their carrying amount.

	2003		2002	
	Carrying amount \$'000	Net fair value \$'000	Carrying amount \$'000	Net fair value \$'000
On-balance sheet financial instruments				
Financial assets				
Cash	2,380	2,380	7,224	7,224
Receivables	525	525	—	—
Non-traded financial assets	2,905	2,905	7,224	7,224
Financial liabilities				
Trade creditors	536	536	710	710
Non-traded financial liabilities	536	536	710	710

Note 11 Ministers and Accountable Officers

Names

In accordance with the Directions of the Minister for Finance under the *Financial Management Act 1994*, the following disclosures are made regarding responsible persons for the reporting period for the categories shown:

Responsible Minister

Ms Lynne Kosky, MP

ACFE Board Members

Ms Lynne Wannan	(Chairperson from 25 March 2003)
Mr Peter Kirby	(Chairperson until 22 March 2003)
Mr Maurie Curwood	
Ms Jane Dewildt	
Dr Howard Haynes	(until 24 January 2003)
Ms Shirley Martin PSM	(until 24 January 2003)
Ms Vicki Mitsos	
Ms Veronica Volkoff	(until 24 January 2003)
Mr Stephen Walsh	(until 24 January 2003)
Ms Deborah Brown	(until 24 January 2003)
Mr Kevin Peoples	
Mr Warren Stooke	
Ms Leslie Wood	
Ms Magda Dodd	(from 4 February 2003)
Mr Bill Forrest	(from 4 February 2003)
Ms Cam Nguyen	(from 4 February 2003)
Mr Adam Smith	(from 4 February 2003)
Ms Margaret Wagstaff	(from 4 February 2003)

Accountable Officers

Ms Sue Christophers	(until 3 June 2003)
Ms Susan McDonald	(from 4 June 2003)

Ms Sandy Forbes commenced as General Manager of ACFE Division on 11 August 2003.

Remuneration

Responsible Minister

The remuneration of the Minister is included in the financial statements of the Department of Premier and Cabinet.

ACFE Board members

The remuneration/emolument received or receivable by members of the ACFE Board as members of the Board totalled:

	2002–2003	2001–2002
	\$70,062	\$57,738

The number of members of the ACFE Board with remuneration/emolument that fell within the following bands were:

Band	2002–2003	2001–2002
\$0–\$9,999	17	11
\$20,000–\$29,999	1	–
\$30,000–\$39,999	–	1

Other transactions

Other related transactions and loans requiring disclosure under the Directions of the Minister for Finance have been considered and there are no matters to report.

Note 12 Remuneration of executives

The number of Executive Officers (including the Accountable Officer) whose remuneration exceeded \$100,000 during the reporting period are shown below in their relevant income bands. Total remuneration includes long-service leave payments and bonuses paid at the end of contracts. Base remuneration is exclusive of these items.

Band	Total remuneration		Base remuneration	
	2002–2003	2001–2002	2002–2003	2001–2002
\$120,000–\$129,999	–	–	1	–
\$130,000–\$139,999	1	–	–	1
\$140,000–\$149,999	–	1	–	–

Note 13 Remuneration of auditors

	2002–2003	2001–2002
	\$	\$
Audit fees paid or payable to the Victorian Auditor-General's Office for audit of the Board's financial report Payable at 30 June	11,000	10,800

Note 14 Commitments for expenditure

	2003	2002
	\$'000	\$'000
Lease commitments		
Commitments in relation to leases contracted for at the reporting date but not recognised as liabilities, payable:		
Within one year	149	151
Later than one year but not later than five years	110	142
Later than five years	0	0
	259	293

Representing operating leases relating to motor vehicle, photocopiers and buildings

Note 15 Employee benefits

	2003 \$'000	2002 \$'000
Provision for employee benefits		
Current (note 8)	267	268
Non-current (note 8)	397	399
Aggregate employee benefit liability	664	667
	No.	No.
Average number of employees during the financial year	56	63
This includes employees of ACFE Regional Councils.		
As explained in note 1(k)(iii) the amounts for long-service leave and superannuation are measured at their present values.		
The following assumptions were adopted in measuring present values:		
Long-service leave		
Weighted average rates of increase in annual employee benefits to settlement of the liabilities	4.60%	4.60%
Weighted average discount rates	4.86%	5.87%
Weighted average terms to settlement of the liabilities	8 years	8 years

Government Employees' Superannuation Fund

No liability is recognised in the statement of financial position for the Board's share of the State's unfunded superannuation liability. The State's unfunded superannuation liability has been reflected in the financial statements of the Department of Treasury and Finance.

However, superannuation contributions for the reporting period are included as part of salaries and associated costs in the statement of financial performance of the Board.

The name and details of the major employee superannuation funds and contributions made by the Board are as follows:

Fund	Contribution paid 2002–2003 \$	Contribution outstanding 2002–2003 \$	Contribution paid 2001–2002 \$	Contribution outstanding 2001–2002 \$
State Superannuation Fund (defined benefit scheme)	199,273	17,682	193,966	15,671
State Employees Retirement Benefits	4,120	366	4,181	340
Vic Super (accumulation scheme)	98,614	–	67,248	–
Other private schemes	448	–	156	–
	302,455	18,048	265,551	16,011

The bases for contributions are determined by the various schemes.

All employees of the Board are entitled to benefits on retirement, disability or death from the Government Employees' Superannuation Fund. This fund provides defined lump-sum benefits based on years of service and final average salary.

The above amounts were measured as at 30 June of each year or, in the case of employer contributions, they relate to the years ended 30 June.

Note 16 Reconciliation of results from ordinary activities to net cash inflow from operating activities

	2002–2003 \$'000	2001–2002 \$'000
Results from ordinary activities	(4,395)	1,557
Depreciation and amortisation	814	679
Change in operating assets and liabilities:		
Increase/(decrease) in payables	(172)	173
(Increase)/decrease in GST receivables	(525)	17
(Increase)/decrease in prepayments	–	–
Increase/(decrease) in employee provisions	(3)	(114)
Net cash inflow from operating activities	(4,281)	2,312

Note 17 Contingent liabilities and contingent assets

As at June 30 the Board had no contingent liabilities and contingent assets.



Adult Education
in the Community

ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

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ACCOUNTABLE OFFICER'S DECLARATION

FOR THE YEAR ENDED 30 JUNE 2003

We certify that the attached Financial Statements for the Adult, Community and Further Education Board have been prepared in accordance with Part 9 of the Directions of the Minister for Finance under the *Financial Management Act 1994*, applicable Australian Accounting Standards and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and Notes to and forming part of the Financial Statements, presents fairly the financial transactions during the year ended 30 June 2003 and financial position of the Board as at 30 June 2003.

We are not aware of any circumstance which would render any particulars included in the Financial Statements to be misleading or inaccurate.

Sandy Forbes
Accountable Officer
Adult, Community and Further Education Board
Melbourne

19 September 2003

Ms Lynne Wannan
Chairperson
Adult, Community and Further Education Board
Melbourne

19 September 2003



AUDITOR GENERAL
VICTORIA

AUDITOR-GENERAL'S REPORT

To the Members of the Parliament of Victoria, responsible Ministers and the Members of the Adult, Community and Further Education Board

Matters relating to the electronic presentation of the Audited Financial Report

This audit report relates to the financial report of the Adult, Community and Further Education Board for the financial year ended 30 June 2003 included on the Adult, Community and Further Education Board's web site. The Members of the Adult, Community and Further Education Board are responsible for the integrity of the Board's web site. I have not been engaged to report on the integrity of the Board's web site. The audit report refers only to the statements named below. An opinion is not provided on any other information which may have been hyperlinked to or from these statements. If users of this report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report to confirm the information included in the audited financial report presented on this web site.

Audit Scope

The accompanying financial report of the Adult, Community and Further Education Board for the financial year ended 30 June 2003, comprising a statement of financial performance, statement of financial position, statement of cash flows, and notes to the financial statements, has been audited. The Members of the Board are responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, responsible Ministers and the Members of the Board as required by the *Audit Act* 1994.

The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial report is free of material misstatement. The audit procedures included an examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial report is presented fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act* 1994, so as to present a view which is consistent with my understanding of the Board's financial position, and its financial performance and cash flows.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act* 1994, the financial position of the Adult, Community and Further Education Board as at 30 June 2003 and its financial performance and cash flows for the year then ended.

MELBOURNE
19 September 2003


J.W. CAMERON
Auditor-General

Victorian Auditor-General's Office Level 34, 140 William Street, Melbourne Victoria 3000
Telephone (03) 8601 7000 Facsimile (03) 8601 7010 Email comments@audit.vic.gov.au Website www.audit.vic.gov.au

Auditing in the Public Interest



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Appendix 1 Allocation of Government funds administered by Regional Councils in the 2002 calendar year

Barwon South Western

Anglesea and District Community House	\$18,037
BAYSA	\$71,793
Bellarine Living and Learning Centre	\$12,907
Brophy Family and Youth Services	\$500
Cloverdale Community Centre	\$1,056
Colac Adult and Community Education	\$228,930
Corangamite District Adult Education Group	\$181,617
CREATE (Geelong)	\$315,043
Deans Marsh Community Cottage	\$10,978
Geelong Adult Training and Education	\$888,173
Geelong Ethnic Communities Council	\$196,301
Glendarag	\$597
Hamilton Community House	\$3,386
Karingal	\$25,186
Language Australia	\$338
Lara Community Centre	\$11,120
Lorne Fig Tree Community House	\$15,603
Norlane Neighbourhood House	\$2,000
Ocean Grove Neighbourhood Centre	\$22,714
Old Courthouse Community Centre	\$43,736
Otway Health and Community Service	\$34,293
Pathways – Rehabilitation and Support Services	\$8,681
Port Fairy Community Group	\$18,657
Portland Workskills	\$108,403
Queenscliffe and District Neighbourhood House	\$6,473
Rosewall Neighbourhood Centre	\$16,298
Simpson and District Community Centre	\$20,612
South West Victorian SEAL	\$311,439
Southern Grampians Adult Education	\$208,922
Spring Creek Community House	\$11,856
Springdale Neighbourhood Centre	\$61,260
U3A Geelong	\$14,162
Vines Road Community Centre	\$10,220
Wathaurong Aboriginal Cooperative	\$9,908
Winchelsea Community House	\$118,283
Worn Gundidj Aboriginal Cooperative	\$10,191
YWCA of Victoria	\$7,240
	\$3,026,913

Central Highlands Wimmera

Ararat Community House and Adult Learning Centre	\$59,971
BACE	\$12,000
Ballan and District Community House and Adult Education Centre	\$16,436
Ballarat Adult and Further Education Centre	\$490,476
Ballarat and District Aboriginal Cooperative	\$561
Ballarat Community Development Centre	\$111,164
Ballarat Community Health Centre	\$21,273
Ballarat East Community House	\$74,259
Ballarat North Salvation Army Community House	\$9,595
Beaufort Adult Education	\$94,003
Beulah Historic and Learning Group	\$11,970
Birchip Learning Group	\$76,843
Creswick Adult Learning Centre and Neighbourhood House	\$47,759
Daylesford Neighbourhood House and Learning Centre	\$152,485
Donald Learning Group	\$19,306
Edenhope Community Enterprise Centre	\$23,496
Gateway BEET	\$32,516
Haddon and District Community House	\$5,564
Hepburn Health Service	\$8,976
Horsham Community House	\$17,402
Horsham Learning Centre	\$359,515
Jeparit Community Education Group	\$2,954
Kangaroo Flat Community Group	\$10,000
Kaniva and District Learning Group	\$6,901
Meredith Community House	\$14,094
Nhill Neighbourhood House	\$14,129
On Track Learning Wimmera	\$109,798
Rainbow Community Learning Group	\$15,097
Shared Learning and Activities Murtoa	\$9,955
St Arnaud Community Resource Centre	\$15,853
Stawell Neighbourhood House	\$87,966
Trentham Neighbourhood Centre	\$11,207
U3A Ballarat	\$64,000
U3A Horsham and District	\$4,600
U3A Stawell and District	\$1,000
Warracknabeal Neighbourhood House and Learning Centre	\$19,599
Wycheproof Community Resource Centre	\$21,261
	\$2,053,984

Central Western Metropolitan

Acacia Indochinese Community Support Association	\$10,062	Maribyrnong Community Centre	\$46,580
Altona Meadows Community Centre	\$8,232	Melton South Community Centre	\$27,251
Angliss Neighbourhood House	\$51,810	Migrant Resource Centre North West Region	\$17,770
Australian Croatian Community Services	\$8,813	Ngwala Willumbong Cooperative	\$39,199
Australian Greek Welfare Society	\$23,752	North and West Melbourne Neighbourhood Centre	\$17,242
Australian Polish Community Services	\$16,647	North Carlton Railway Station Neighbourhood House	\$11,852
Australian Romanian Community Welfare	\$7,880	North Melbourne Language and Literacy	\$178,516
Australian Vietnamese Women's Welfare Association	\$86,172	Outlets Cooperative	\$23,380
Bacchus Marsh Adult Education Centre	\$156,477	Port Melbourne Neighbourhood Centre	\$24,963
Belgium Avenue Neighbourhood House	\$55,148	Port Phillip Community Group	\$2,000
Brimbank Community Centre	\$310,080	Prahran City Parish Mission	\$9,781
Burnley Neighbourhood Centre	\$11,041	Prahran Neighbourhood House	\$82,126
Carlton Adult Reading and Writing Program	\$44,393	Quantin Binnah Community Centre	\$8,064
Carlton Contact Neighbourhood House	\$62,611	RecruitNet	\$7,500
Carlton Neighbourhood Learning Centre	\$38,593	Royal Victorian Institute for the Blind	\$9,710
Carringbush Adult Education	\$128,044	Songlines Music Aboriginal Corporation	\$88,000
Community Information Victoria	\$8,500	South Central Region Migrant Resource Centre	\$19,289
Darley Neighbourhood House and Learning Centre	\$40,312	South Kingsville Community Centre	\$17,712
Djerriwarrh Employment and Education Services	\$192,390	Spanish Latin American Welfare Centre	\$9,768
Duke Street Community House	\$123,190	St Kilda Community Group	\$7,844
Elwood St Kilda Neighbourhood Learning Centre	\$219,754	Sydenham Community Centre	\$11,127
Essendon Network for Employment and Training	\$75,590	Third Age Learning Hobsons Bay	\$3,500
Finbar Neighbourhood House	\$8,365	Third Age Learning Western Region	\$2,700
Fitzroy Learning Network	\$111,443	U3A City of Melbourne	\$3,700
Flemington Neighbourhood House	\$95,184	U3A Stonnington	\$1,000
Flemington Reading and Writing Program	\$157,048	U3A Werribee Region	\$3,868
Footscray Community Arts Centre	\$169,275	Werribee Community Centre	\$159,028
Garden City Neighbourhood House	\$7,116	Western Bulldogs Training Centre	\$56,123
Holden Street Neighbourhood House	\$48,041	Westvale Community Centre	\$17,744
ISIS Primary Care	\$1,500	Williamstown Community and Education Centre	\$143,575
Kensington Women's Group Childcare Association	\$62,345	Wingate Avenue Community Centre	\$61,843
Koorie Diabetes Services Victoria	\$5,025	Women's Information and Referral Exchange	\$9,982
Laverton Community Centre and Neighbourhood House	\$60,299	YarraNet	\$7,000
Learn For Yourself	\$62,669	Yarraville Community Centre	\$218,387
Malvern/Glen Iris Community Centre	\$10,670	Yooralla – Community Learning and Living Centre	\$17,989
			\$3,844,584

Eastern Metropolitan

Alamein Community Committee	\$54,650	Morrison House	\$324,218
Anglicare Victoria – Dixon House	\$81,941	Mountain District Women's Cooperative	\$241,023
Arrabri Community House	\$60,984	Mulgrave Neighbourhood House	\$134,554
Australian Greek Welfare Society	\$20,780	North Ringwood Community House	\$52,186
Bayside Employment Skills Training	\$22,379	Orana Neighbourhood House	\$4,419
Belgrave South Community House	\$14,495	Outer Eastern Literacy Program	\$68,390
Bowen Street Family Centre	\$8,216	Park Orchards Community House	\$107,859
Bulleen and Templestowe Community House	\$18,453	RecruitNet	\$49,633
Central Ringwood Community Centre	\$47,760	Selby Community House	\$68,352
Child and Family Care Network	\$167,299	SkillsPlus Peninsula	\$15,773
Clota Cottage Neighbourhood House	\$87,594	South Central Region Migrant Resource Centre	\$28,952
Coonara Community House	\$96,897	Stepfamily Association of Victoria	\$1,500
Donvale Living and Learning Centre	\$420,173	The Avenue Neighbourhood House	\$98,512
EDAR	\$27,676	The Basin Community House	\$39,020
Emerald Community House	\$7,357	The Onemda Association	\$40,060
Gawith Villa	\$5,750	U3A Emerald	\$2,000
Glen Park Community Centre	\$43,145	U3A Kooyong	\$3,000
Hawthorn Community Education Project	\$41,730	U3A Lilydale	\$390
Hawthorn Community House	\$169,247	U3A Manningham	\$8,977
Healesville Living and Learning Centre	\$100,095	U3A Nunawading	\$17,280
Inner Eastern Group Training	\$67,574	U3A Waverley	\$6,500
Japara Neighbourhood House	\$23,184	Upper Yarra Community House	\$263,450
Kallista Community House	\$34,306	Vermont South Community House	\$67,117
Kew Neighbourhood House	\$89,701	Waverley Adult Literacy Program	\$73,627
Knoxbrooke	\$24,327	Waverley Community Learning Centre	\$117,994
KYM Employment Services	\$76,525	Wavlink	\$34,778
Melba Support Services	\$19,111	Yarrunga Community Centre	\$38,699
Mitcham Community House	\$106,978	Yooralla – Community Learning and Living Centre	\$7,854
			\$3,854,444

Gippsland

Adult Community Education Sale	\$332,363	Milpara Community House	\$80,565
Art Resource Collective	\$6,549	Moe Life Skills Centre	\$18,445
BACE	\$276,644	Moe Neighbourhood House	\$24,432
Bairnsdale Neighbourhood House	\$109,971	Moogji Aboriginal Council East Gippsland	\$1,396
Bemm River Community Centre	\$1,600	Morwell Neighbourhood House and Learning Centre	\$41,153
Benambra Neighbourhood House	\$6,053	Nowa Nowa Community Development Group	\$5,566
Bendoc Progress Association	\$42,508	Noweyung Centre	\$39,673
Bnym Indigenous Designs	\$830	Orbost Neighbourhood House – auspiced by Orbost Regional Health	\$9,851
Briagolong Community House	\$8,434	Orbost Telecentre	\$4,215
Buchan Neighbourhood House	\$14,937	Paynesville Neighbourhood Centre	\$48,172
Cann River Community Centre	\$13,982	Ramahyuck District Aboriginal Corporation	\$330
Churchill Neighbourhood Centre	\$20,294	Rosedale Neighbourhood House	\$14,605
Community Centre Swifts Creek	\$12,889	Sale Neighbourhood House	\$14,160
Deddick Valley Isolated Community Group	\$6,948	SCOPE Quality Learning	\$383,982
East Gippsland ACDEP Cooperative	\$64,843	South Gippsland Adult and Community Education	\$190,730
Education Centre Gippsland	\$294,971	Traralgon Neighbourhood Learning House	\$134,944
Foster Community House	\$11,559	U3A Bairnsdale and District	\$5,920
Gippsland Accommodation and Rehabilitation Support Services	\$116,102	U3A Baw Baw	\$2,000
Gippsland and East Gippsland Aboriginal Cooperative	\$7,411	U3A Latrobe Valley	\$4,000
Gippsland Employment Skills Training	\$98,196	U3A Mallacoota and District	\$2,455
Gormandale Community House and Learning Centre	\$17,018	U3A Sale	\$5,680
Heyfield Community Resource Centre	\$35,125	Venus Bay Community House	\$17,405
Lakes Entrance Neighbourhood House	\$6,727	Warragul Community House	\$51,483
Leongatha Community House	\$13,102	Work Focus	\$15,918
Mallacoota Community House – auspiced by Mallacoota District Community Health and Community Services	\$10,708	Yarram and District Neighbourhood House	\$13,576
			\$2,660,420

Goulburn Ovens Murray

ALBE in Greater Shepparton	\$146,510
Albury Wodonga Volunteer Resource Bureau	\$1,431
Bandiana Neighbourhood House	\$8,523
Baranduda Community Centre – auspiced by Wodonga City Council	\$22,871
Beechworth Neighbourhood Centre	\$63,794
Birallee Park Neighbourhood House	\$13,061
Bright Adult Education Committee	\$45,914
Broadcare Community Centre	\$12,938
Central Access	\$25,172
City of Wodonga – Feltrimber Community Centre	\$6,379
Cobram Community House	\$134,471
Continuing Education and Arts Centre	\$86,336
Continuing Education Centre (Albury–Wodonga)	\$446,497
Corryong Community Education Centre	\$114,995
Corryong Community Neighbourhood Centre	\$7,888
Euroa Community Education Centre	\$154,350
Kilmore and District Community Group	\$9,372
King Valley Learning Exchange	\$6,854
Kinglake District Neighbourhood House	\$14,684
Kyabram Community and Learning Centre	\$41,631
Mansfield Adult Continuing Education (MACE)	\$144,214
Mooroopna Community Group	\$8,787
Mt Beauty Neighbourhood Centre	\$46,949
Mungabareena Aboriginal Corporation	\$6,329
North Shepparton Community House	\$66,757
Numurkah Community Learning Centre	\$57,277
Open Door Neighbourhood House	\$22,808
Pangerang Community House	\$48,425
Panyule Neighbourhood Centre	\$7,736
Seymour and District Community House	\$29,537
Shepparton Access	\$15,860
South Shepparton Community House	\$200
Tallangatta Community Education Centre	\$22,894
Tatura Community House	\$9,571
Trudewind Neighbourhood House	\$53,586
Wallan and District Community Group	\$7,543
Waminda	\$16,089
Wangaratta Centre for Continuing Education	\$887,787
Worktrainers	\$18,313
Yackandandah Community Education Network	\$15,806
Yarrowonga Neighbourhood House	\$25,838
Yea Community Service Group	\$15,644
YWCA of Albury Wodonga	\$14,379
	\$2,906,000

Loddon Campaspe Mallee

Bendigo Adult Literacy Group	\$143,730
Bendigo Community House – auspiced by St Luke's Anglicare	\$27,361
Bendigo Community Preparation Program	\$36,540
Boort Resource and Information Centre	\$500
Campaspe College of Adult Education	\$312,480
Castlemaine and District Continuing Education	\$84,212
Castlemaine Community House	\$21,800
Continuing Education Bendigo	\$394,676
Dja Dja Wrung Aboriginal Association	\$5,900
Echuca Indigenous Media Association	\$500
Echuca Neighbourhood House	\$500
Future Connections Association	\$63,902
Future Employment Opportunities	\$112,926
Girgarre and Community Group	\$5,840
Goldfields Employment and Learning Centre	\$57,266
Inglewood Community Resource Centre	\$500
Kangaroo Flat Community Group	\$28,184
Kerang Learning Centre	\$140,574
Kyabram Community and Learning Centre	\$468,015
Kyneton Community and Learning Centre	\$101,504
Lancefield Neighbourhood House	\$5,492
Loddon Neighbourhood House	\$60,390
Long Gully Community House	\$5,001
Macedon Ranges Further Education Centre	\$79,224
MADEC	\$417,580
Maldon Neighbourhood Centre	\$30,440
Maryborough Community House	\$6,920
Maryborough Learning Centre	\$113,217
Mclvor Health and Community Services	\$10,276
Mildura Aboriginal Corporation	\$18,900
Mirrimbeena Aboriginal Education Group	\$30,861
Murray Adult Community Education Swan Hill	\$231,550
Murray Human Services	\$2,333
Northern Mallee Migrant Services Group	\$11,684
Peter Harcourt Services	\$12,528
Pyramid Hill Neighbourhood House	\$16,110
Red Cliffs Community Resource Centre	\$5,400
Robinvale Network House	\$22,020
Rushworth Community House	\$24,417
Swan Hill Community House	\$500
Tongala Community Activities Centre	\$11,100
Tongala Dairy Industry Training Centre	\$20,039
U3A Bendigo	\$3,122
U3A Castlemaine	\$4,360
U3A Sunraysia	\$4,690
Woodend Neighbourhood Centre	\$8,500
	\$3,163,564

Northern Metropolitan

Aboriginal Community Elders Services	\$21,500	Nicholson Street Community House	\$40,533
Aborigines Advancement League	\$79,245	Nillumbik Shire Council Living and Learning Centre	\$206,523
Arts Project Australia	\$18,160	Olympic Adult Education	\$246,641
Australian Greek Welfare Society	\$25,440	Preston Neighbourhood House	\$76,062
Broadmeadows Further Education Community Development	\$225,150	Preston Reservoir Adult Community Education	\$340,183
Brunswick Neighbourhood House Cooperative	\$125,123	Robinson Reserve Neighbourhood House	\$25,282
Craigieburn Education and Community Centre	\$89,204	Rosanna Fire Station Community House	\$14,387
Diamond Creek Living and Learning Centre	\$33,504	SPAN Community House	\$34,931
Diamond Valley Learning Centre	\$337,313	Stepfamily Association of Victoria	\$3,290
Djerriwarrh Employment and Education Services	\$26,648	Sussex Neighbourhood House	\$112,718
Glenroy Neighbourhood Learning Centre	\$225,274	Thornbury Women's Neighbourhood House	\$117,141
Heidelberg Training and Resources Centre	\$37,360	Tullamarine Community House	\$13,827
Homestead Community Centre – auspiced by Hume City Council	\$4,380	U3A Darebin	\$6,902
Jika Jika Community Centre	\$10,540	U3A Hume	\$3,000
Kurdish Association of Victoria	\$7,814	U3A Sunbury	\$3,487
Lalor Living and Learning Centre	\$222,389	Victorian Vocational Rehabilitation Association	\$54,478
Macedon Ranges Further Education Centre	\$36,029	Wangaratta Centre for Continuing Education	\$40,433
Meadow Heights Learning Shop	\$121,508	Watsonia Neighbourhood House	\$9,717
Mill Park Community House	\$76,740	Yooralla – Community Learning and Living Centre	\$6,010
Moreland Adult Education Association	\$181,852		\$3,260,718

Southern Western Port

Australian Croatian Community Services	\$5,610	Moongala Women's Cooperative	\$16,473
Australian Greek Welfare Society	\$31,997	Mordialloc Neighbourhood House	\$25,702
Bass Coast Adult Education Centre	\$26,392	Mornington Community Contact	\$68,024
Bayside Employment Skills Training	\$168,785	Mt Eliza Community Contact	\$18,625
Belvedere Community Centre	\$17,392	Mt Martha Community Contact	\$270,726
Blind Bight Community Centre	\$6,372	Narre Community Learning Centre	\$550,003
Caulfield South Community House	\$5,092	Next Step	\$7,110
Chelsea Neighbourhood House	\$163,702	Noble Park Community Centre	\$6,964
Cheltenham Community Education and Activity Centre	\$90,046	Oak Grove Community Centre	\$4,417
Corinella and District Community Centre	\$45,145	Peninsula Access Support and Training	\$31,574
Cranbourne Community House	\$170,173	Peninsula Adult Education and Literacy	\$79,879
Dandenong Neighbourhood House	\$92,920	Peninsula Training Services	\$30,488
Dingley Village Neighbourhood Centre	\$27,786	Phillip Island Community and Learning Centre	\$42,842
Doveton Neighbourhood Place	\$15,973	Rye Beach Community House	\$10,751
Emerald Community House	\$19,329	Sandy Beach Community Co-op Society	\$280,349
Endeavour Hills Uniting Care Neighbourhood House Centre	\$2,400	SkillsPlus Peninsula	\$116,856
Gippsland Accommodation and Rehabilitation Support Services	\$20,196	Sorrento Community House	\$19,567
Glen Eira Adult Learning Centre	\$124,675	South Central Region Migrant Resource Centre	\$29,376
Godfrey Street Community House	\$5,925	Southern Mental Health Association	\$5,000
Hallam Community Centre	\$9,839	Springvale Community Centre	\$1,000
Hampton Community Centre	\$6,563	Springvale Indo-Chinese Mutual Assistance Association	\$33,263
Hampton Park Community House	\$23,546	Springvale Neighbourhood House	\$250,918
Hastings Community House	\$16,193	U3A Berwick District	\$5,600
Jan Wilson Community Centre	\$47,380	U3A Dandenong	\$6,000
Kaala Koorie Association	\$5,000	U3A Frankston	\$700
Karingal Neighbourhood House	\$7,800	U3A Kingston	\$4,650
Keysborough Learning Centre	\$234,357	U3A Moorleigh	\$4,000
Living and Learning Centre (Langwarrin)	\$31,274	U3A Mornington	\$6,500
Living and Learning (Pakenham)	\$115,967	Upper Beaconsfield Community Centre	\$68,204
Lyrebird Community Centre	\$28,432	Venus Bay Community House	\$3,052
Mahogany Neighbourhood Centre	\$18,010	Wellsprings	\$89,138
Merinda Park Community Centre	\$176,763	Yooralla – Community Learning and Living Centre	\$10,098
Minibah Services	\$11,656		\$3,870,539

Appendix 2 Publications

ACFE Board

Adult and Community Education (ACE) Capital Funding Program Guidelines for Applications (Round 3) (August 2002)

Adult, Community and Further Education Board Annual Report 2001–02 (November 2002)

ACFE Update (August 2002; December 2002; June 2003)

A Framework for Research & Evaluation in Adult, Community & Further Education (October 2002)

Adult and Community Learning in Small and Remote Towns in Victoria (Barry Golding, University of Ballarat & Maureen Rogers, La Trobe University, Bendigo) (June 2002)

ACE Policy: Education and Economic Context (Gerald Burke, Michael Long & Chandra Shah, Monash University; ACER, Centre for the Economics of Education and Training) (May 2002)

Governance Framework for the ACFE Board and ACFE Regional Councils (April 2003)

AQTF Evidence Guide for ACE Training Organisations (October 2002)

Barwon South Western Regional Council of ACFE

Self-Advocacy and Initial Literacy (2002) in partnership with Karingal Inc.

Student Enrolment Statistical Collection booklet (2003)

The Effect of Attitude on the Learning Strategies of a Regional Community (2002)

Central Highlands Wimmera Regional Council of ACFE

ACE Bulletin (14 issues)

Central Western Metropolitan Regional Council of ACFE

ACE Learning Opportunities via Computing (Candy Maughan & Susan Green, November 2002)

Eastern Metropolitan Regional Council of ACFE

Aiming High: Meeting the Government's Targets in ACE (CD-ROM)

Gippsland Regional Council of ACFE

The Gazette (regional newsletter, eight editions published)

Marketing ACE to Small Business (report compiled by a group of students from Monash University, Gippsland)

Loddon Campaspe Mallee Regional Council of ACFE

Loddon Campaspe Mallee Region ACFE News (four issues)

Southern Western Port Regional Council of ACFE

Adult Education in the Southern Western Port Region (March 2003)

Quality Assurance (CD-ROM) (February 2003)

Regional Council Handbook (May 2003)

Appendix 3 Freedom of Information

The information required to be published under Section 7 of the *Freedom of Information Act 1982* (the Act) is provided below except for information that is published elsewhere in this annual report.

Queries about the availability of (and charges for) other material prepared under Part II of the Act should be directed to the authorised officer for the Board:

Neil Morrow

Manager, Freedom of Information
Department of Education & Training
GPO Box 4367
Melbourne 3001
Telephone (03) 9637 2670

Categories of documents

The following are the general categories of documents maintained by the ACFE Division on behalf of the Board. The Division is part of OTTE in the Department of Education & Training.

Correspondence, administrative and policy documents

Paper records are maintained in registered files.

Minutes, agendas and papers

Paper records or agendas, agenda papers and confirmed minutes of meetings are maintained in registered files.

Personnel documents

Paper records on remuneration and appointments for Board members are maintained in registered files.

Accounting documents

Accounting records are maintained on a computerised accounting system. The records deal with general ledger entries, accounts payable, payroll and other accounting functions. Some paper records are also kept.

Freedom of Information arrangements

Access to records

All requests for access to records held by agencies are dealt with by the authorised officer. Applicants seeking access to documents held by agencies should try to specify the topic of interest rather than the file series in which the applicant considers that the document might exist. The authorised officer can help in specifying the topic.

Form of request for access

The Act requires applicants to request access to documents in writing. No form of application is specified. A letter that clearly describes the document(s) sought is sufficient. The letter should specify that the application is a request made under the *Freedom of Information Act 1982*. The letter should not form part of a letter on another subject.

The applicant should provide the following information:

- name
- address
- telephone number that can be used to contact the applicant during business hours
- details of the document(s) requested
- form of access required – copies of documents, inspection of file, or other (please specify).

Correction of personal information

Requests for correction or amendment of personal information in a document held by the agency must be made in writing. The requests should:

- specify how and why the person making the request believes the information to be incorrect, incomplete, misleading or out of date
- specify the amendments that the person wishes to have made.

Fees and charges

An application fee of \$20 is required unless the applicant provides evidence of hardship. Applicants are advised that other charges may be made in accordance with the *Freedom of Information (Access Charges) Regulations 1993*.

Appeals

An applicant may appeal against a decision made on a request for access to documents, on a decision made on a request for the amendment of records, or against the cost levied for allowing access to documents.

Information about the appropriate avenue of appeal will be conveyed to the applicant in the letter advising of the initial decision. Applicants are advised to consult Part VI of the Act for further information about appeal rights.

Freedom of Information request summary

No Freedom of Information requests were received during 2002–03.

Appendix 4 *Whistleblowers Protection Act 2001*

The ACFE Board and Regional Councils of ACFE will consider nominating the Department of Education & Training as its agent to accept and investigate any disclosures made under the *Whistleblowers Protection Act 2001* concerning members and/or employees of the ACFE Board and Regional Councils of ACFE. In the interim, the *Whistleblowers Protection Act 2001* Department of Education & Training Guidelines will be complied with as the appropriate procedures for managing disclosures made under the Act concerning members and/or employees of the ACFE Board and Regional Councils of ACFE.

Department of Education & Training Guidelines

1 Objects of the Act

The *Whistleblowers Protection Act 2001* (the Act) commenced operation on 1 January 2002. The purpose of the Act is to encourage and facilitate the making of disclosures of improper conduct by public officers and public bodies. The Act provides protection to whistleblowers who make disclosures in accordance with the Act, and establishes a system for the matters disclosed to be investigated and rectifying action to be taken.

2 Statement of support to whistleblowers

The Department of Education & Training (DE&T) is committed to the aims and objectives of the Act. It does not tolerate improper conduct by its employees nor the taking of reprisals against those who come forward to disclose such conduct.

DE&T recognises the value of transparency and accountability in its administrative and management practices, and supports the making of disclosures that reveal corrupt conduct, conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment.

DE&T will take all reasonable steps to protect people who make such disclosures from any detrimental action in reprisal for making the disclosure. It will also ensure natural justice to the person who is the subject of the disclosure.

3 Purpose of these procedures

These procedures establish a system for reporting disclosures of improper conduct or detrimental action by DE&T employees. The system enables such disclosures to be made to one of the protected disclosure officers or the protected disclosure coordinator. Disclosures may be made by employees or by members of the public.

These procedures complement DE&T's established procedures for addressing complaints and are for use only where appropriate. Employees and members of the general public should continue to raise issues in accordance with the consultative and complaint resolution procedures already in

place unless the complaint meets the criteria specified in the Act to be considered a protected disclosure.

4 Definitions of key terms

4.1 A protected disclosure

For the purpose of the Act, a protected disclosure is a complaint, report or allegation of improper conduct or detrimental action, concerning matters which come under the Act, and is made in accordance with Part 2 of the Act.

A protected disclosure may also be referred to as a public interest disclosure where the disclosure shows or tends to show that the public officer to whom the disclosure relates:

- has engaged, is engaging or intends to engage in improper conduct in his or her capacity as a public officer
- has taken, is taking, or proposes to take, detrimental action in reprisal for the making of the protected disclosure.

4.2 Improper conduct

A disclosure may be made about improper conduct by a public body or public official. Improper conduct means conduct that is corrupt, a substantial mismanagement of public resources, or conduct involving substantial risk to public health or safety or to the environment. The conduct must be serious enough to constitute, if proved, a criminal offence or reasonable grounds for dismissal.

Examples

- To avoid closure of a town's only industry, an environmental health officer ignores or conceals evidence of illegal dumping of waste.
- An agricultural officer delays or declines imposing quarantine to allow a financially distressed farmer to sell diseased stock.
- A building inspector tolerates poor practices and structural defects in the work of a leading local builder.

4.3 Corrupt conduct

Corrupt conduct means:

- conduct of any person (whether or not a public official) that adversely affects the honest performance of a public officer's or public body's functions
- the performance of a public officer's functions dishonestly or with inappropriate partiality
- conduct of a public officer, former public officer or a public body that amounts to a breach of public trust
- conduct by a public officer, former public officer or a public body that amounts to the misuse of information or material acquired in the course of the performance of their official functions
- a conspiracy or attempt to engage in the above conduct.

Examples

- A public officer takes a bribe or receives a payment other than his or her wages or salary in exchange for the discharge of a public duty.

- A public officer favours unmeritorious applications for jobs or permits by friends and relatives.
- A public officer sells confidential information.

4.4 Detrimental action

The Act makes it an offence for a person to take detrimental action against a person in reprisal for a protected disclosure. Detrimental action includes:

- action causing injury, loss or damage
- intimidation or harassment
- discrimination, disadvantage or adverse treatment in relation to a person's employment, career, profession, trade or business, including the taking of disciplinary action.

Examples

- A public body refuses a deserved promotion of a person who makes a disclosure.
- A public body demotes, transfers, isolates in the workplace or changes the duties of a whistleblower due to the making of a disclosure.
- A person threatens, abuses or carries out other forms of harassment directly or indirectly against the whistleblower, his or her family or friends.
- A public body discriminates against the whistleblower or his or her family and associates in subsequent applications for jobs, permits or tenders.

5 The reporting system

5.1 Contact persons within DE&T

Disclosures of improper conduct or detrimental action by DE&T employees may be made in the first instance to a protected disclosure officer.

All correspondence, telephone calls and emails from internal or external whistleblowers will be referred to the protected disclosure coordinator.

Contact details are provided on page 65.

5.2 Alternative contact persons

Disclosures about improper conduct or detrimental action by DE&T employees may also be made directly to the Ombudsman.

Disclosures about improper conduct or detrimental action by persons who are not DE&T employees should be made as follows:

<i>Person who is the subject of the disclosure</i>	<i>Person/body to whom the disclosure must be made</i>
Employee of a public body other than DE&T	That public body or the Ombudsman
Member of Parliament (Legislative Assembly)	Speaker of the Legislative Assembly
Member of Parliament (Legislative Council)	President of the Legislative Council
Councillor (local government)	The Ombudsman
Chief Commissioner of Police	The Ombudsman or Deputy Ombudsman
Member of the police force	The Ombudsman, Deputy Ombudsman or Chief Commissioner of Police

6 Roles and responsibilities

6.1 Employees

Employees are encouraged to report known or suspected incidences of improper conduct, or detrimental action in accordance with these procedures.

All employees of DE&T have an important role to play in supporting those who have made a legitimate disclosure. They must refrain from any activity that is, or could be perceived to be, victimisation or harassment of a person who makes a disclosure. Furthermore, they should protect and maintain the confidentiality of a person they know or suspect to have made a disclosure.

6.2 Protected disclosure officers

Protected disclosure officers will:

- be a contact point for general advice about the operation of the Act for any person wishing to make a disclosure about improper conduct or detrimental action
- make arrangements for a disclosure to be made privately and discreetly and, if necessary, away from the workplace
- receive any disclosure made orally or in writing (from internal and external whistleblowers)
- commit to writing any disclosure made orally
- impartially assess the allegation and determine whether it is a disclosure made in accordance with Part 2 of the Act (that is, a protected disclosure)
- take all necessary steps to ensure the identity of the whistleblower and the identity of the person who is the subject of the disclosure are kept confidential
- forward all disclosures and supporting evidence to the protected disclosure coordinator.

6.3 Protected disclosure coordinator

The protected disclosure coordinator has a central clearing-house role in the internal reporting system. He or she will:

- receive all disclosures forwarded from the protected disclosure officers
- impartially assess each disclosure to determine whether it is a protected disclosure
- refer all protected disclosures to the Ombudsman
- be responsible for carrying out, or appointing an investigator to carry out, an investigation referred to DE&T by the Ombudsman
- be responsible for overseeing and coordinating an investigation where an investigator has been appointed
- appoint a welfare manager to support the whistleblower and to protect him or her from any reprisals
- advise the whistleblower of the progress of an investigation into the disclosed matter
- establish and manage a confidential filing system
- collate and publish statistics on disclosures made
- take all necessary steps to ensure the identity of the whistleblower and the identity of the person who is the subject of the disclosure are kept confidential
- liaise with the Secretary of DE&T.

6.4 Investigator

The investigator will be responsible for carrying out an internal investigation into a disclosure where the Ombudsman has referred a matter to DE&T. An investigator may be a person from within DE&T or a consultant engaged for that purpose.

6.5 Welfare manager

The welfare manager is responsible for looking after the general welfare of the whistleblower. A welfare manager may be a person from within DE&T or a consultant engaged for that purpose.

The welfare manager will:

- examine the immediate welfare and protection needs of a whistleblower who has made a disclosure and seek to foster a supportive work environment
- advise the whistleblower of the legislative and administrative protections available to him or her
- listen and respond to any concerns of harassment, intimidation or victimisation in reprisal for making a disclosure
- ensure the expectations of the whistleblower are realistic.

7 Confidentiality

DE&T will take all reasonable steps to protect the identity of the whistleblower. Maintaining confidentiality is crucial in ensuring reprisals are not made against a whistleblower.

The Act requires any person who receives information due to the handling or investigation of a protected disclosure, not to disclose that information except in certain limited circumstances. Disclosure of information in the Act constitutes an offence that is punishable by a maximum fine of 60 penalty units (\$6000) or six months imprisonment or both.

The circumstances in which a person may disclose information obtained about a protected disclosure include:

- where exercising the functions of the public body under the Act
- when making a report or recommendation under the Act
- when publishing statistics in the annual report of a public body
- in criminal proceedings for certain offences in the Act.

However, the Act prohibits the inclusion of particulars in any report or recommendation that are likely to lead to the identification of the whistleblower. The Act also prohibits the identification of the person who is the subject of the disclosure in any particulars included in an annual report.

DE&T will ensure all files, whether paper or electronic, are kept in a secure room and can only be accessed by the protected disclosure coordinator, protected disclosure officer, the investigator or welfare manager (in relation to welfare matters). All printed material will be kept in files that are clearly marked as a Whistleblower Protection Act matter, and warn of the criminal penalties that apply to any unauthorised divulging of information concerning a protected disclosure. All electronic files will be produced and stored on a stand-alone computer and be given password protection. Backup files will be kept on floppy disc. All materials relevant to an investigation, such as tapes from interviews, will also be stored securely with the whistleblower files.

DE&T will not email documents relevant to a whistleblower matter and will ensure all telephone calls and meetings are conducted in private.

8 Collating and publishing statistics

The protected disclosure coordinator will establish a secure register to record the information required to be published

in DE&T's annual report, and to generally keep account of the status of whistleblower disclosures. The register will be confidential and will not record any information that may identify the whistleblower.

9 Receiving and assessing disclosures

DE&T may receive a range of complaints and grievances from staff and members of the public. Only some of these matters will be considered to be protected disclosures and therefore qualify for protection and investigation under the Act.

9.1 Has the disclosure been made in accordance with Part 2 of the Act?

Where a disclosure has been received by the protected disclosure officer he or she will assess whether the disclosure has been made in accordance with Part 2 of the Act and is, therefore, a protected disclosure.

9.1.1 Has the disclosure been made to the appropriate person?

For the disclosure to be responded to by DE&T it must concern an employee of DE&T. If the disclosure concerns an employee, officer or member of another public body, the person who has made the disclosure must be advised of the correct person or body to whom the disclosure should be directed. (See the table in 5.2). If the disclosure has been made anonymously, it should be referred to the Ombudsman.

9.1.2 Does the disclosure contain the essential elements of a protected disclosure?

To be a protected disclosure, a disclosure must satisfy the following criteria:

- the disclosure was made by a natural person (that is, an individual person rather than a corporation)
- the disclosure relates to conduct of a public body or public officer acting in their official capacity
- the alleged conduct is improper conduct or detrimental action taken against a person in reprisal for making a protected disclosure
- the person making a disclosure has reasonable grounds for believing the alleged conduct has occurred.

Where a disclosure is assessed to be a protected disclosure, it is referred to the protected disclosure coordinator.

Where a disclosure is assessed not to be a protected disclosure, the matter does not need to be dealt with under the Act. The protected disclosure officer will decide how the matter should be resolved, in consultation with the protected disclosure coordinator. The table on page 62 indicates the alternative processes available within DE&T for dealing with complaints.

9.2 Is the disclosure a protected disclosure?

Where a disclosure has been assessed as a protected disclosure by the protected disclosure officer and consequently referred to the protected disclosure coordinator, the coordinator will confirm whether the disclosure amounts to a protected disclosure. This assessment will be made within 45 days of the initial receipt of the disclosure by the protected disclosure officer.

<i>Problem</i>	<i>Initial contact</i>	<i>Other options</i>	<i>Workplace policy</i>
Parent's concern or complaint of a general nature (may concern students, teachers, educational matters or an action taken by the school or school council)	Principal	<ul style="list-style-type: none"> Regional Director 	Complaints, Unsatisfactory Performance and Serious Misconduct <ul style="list-style-type: none"> Principal Class Handbook Teacher Class Handbook SSO Handbook
Workplace conflict or grievance	Principal or Manager	<ul style="list-style-type: none"> DE&T Complaints and Investigations Unit Merit Protection Boards 	Complaints, Unsatisfactory Performance and Serious Misconduct <ul style="list-style-type: none"> Principal Class Handbook Teacher Class Handbook SSO Handbook Personal Grievances <ul style="list-style-type: none"> Employment Conditions Guidelines for VPS Staff
Equal Opportunity concern	Principal or Manager	<ul style="list-style-type: none"> DE&T Complaints and Investigations Unit DE&T Diversity and Equity Unit Merit Protection Boards Equal Opportunity Commission 	Merit and Equity Policy
Occupational Health and Safety issue	Principal or Manager	<ul style="list-style-type: none"> Workplace OHS representative 	OHS Guidelines
Ethical or other misconduct concern	Principal or Manager	<ul style="list-style-type: none"> DE&T Complaints and Investigations Unit Office of Public Employment 	VPS Code of Conduct
Complaints regarding administrative action by government bodies	The public body concerned	<ul style="list-style-type: none"> The Ombudsman 	<i>Ombudsman Act 1973</i>
Improper conduct or detrimental conduct	DE&T Protected Disclosure Officer	<ul style="list-style-type: none"> DE&T Protected Disclosure Coordinator The Ombudsman 	Whistleblower Protection Act Guidelines

Where the protected disclosure coordinator concludes that the disclosure amounts to a protected disclosure, he or she will:

- notify the person who made the disclosure of that conclusion
- refer the disclosure to the Ombudsman for formal determination as to whether it is indeed a protected disclosure.

Where the protected disclosure coordinator concludes that the disclosure is not a protected disclosure, he or she will:

- notify the person who made the disclosure of that conclusion
- advise that person that he or she may request DE&T to refer the disclosure to the Ombudsman for a formal determination as to whether the disclosure is a protected disclosure, and that this request must be made within 28 days of the notification.

In either case, the protected disclosure coordinator will ensure that the notification and the referral are made within 14 days of the conclusion being reached.

10 Investigations

10.1 Introduction

Where the Ombudsman refers a protected disclosure to DE&T for investigation, the protected disclosure coordinator will appoint an investigator to carry out the investigation.

The objectives of an investigation will be:

- to collate information relating to the allegation as quickly as possible. This may involve taking steps to protect or preserve documents, materials and equipment
- to consider the information collected and to draw conclusions objectively and impartially
- to maintain procedural fairness in the treatment of witnesses and the person who is the subject of the disclosure
- to make recommendations arising from the conclusions drawn concerning remedial or other appropriate action.

10.2 Terms of reference

Before commencing an investigation, the protected disclosure coordinator will draw up terms of reference and obtain authorisation for those terms from the Secretary of DE&T. The terms of reference will set a date by which the investigation report is to be concluded, and will describe the resources available to the investigator to complete the investigation within the time set. The protected disclosure coordinator may approve, if reasonable, an extension of time requested by the investigator. The terms of reference will require the investigator to make regular reports to the protected disclosure coordinator who, in turn, is to keep the Ombudsman informed of general progress.

10.3 Investigation plan

The investigator will prepare an investigation plan for approval by the protected disclosure coordinator. The plan will list the issues to be substantiated and describe the avenue of inquiry. It will address the following issues:

- What is being alleged?
- What are the possible findings or offences?
- What are the facts in issue?
- How is the inquiry to be conducted?
- What resources are required?

At the commencement of the investigation, the whistleblower should be:

- notified by the investigator that he or she has been appointed to conduct the investigation
- asked to clarify any matters and provide any additional material he or she might have.

The investigator will be sensitive to the whistleblower's possible fear of reprisals and will be aware of the statutory protections provided to the whistleblower.

10.4 Natural justice

The principles of natural justice will be followed in any investigation of a protected disclosure. The principles of natural justice concern procedural fairness and ensure a fair decision is reached by an objective decision maker. Maintaining procedural fairness protects the rights of individuals and enhances public confidence in the process.

DE&T will have regard to the following issues in ensuring procedural fairness:

- the person who is the subject of the disclosure is entitled to know the allegations made against him or her and must be given the right to respond (this does not mean the person must be advised of the allegation as soon as the disclosure is received or the investigation has commenced)
- if the investigator is contemplating making a report adverse to the interests of any person, that person should be given the opportunity to put forward further material that may influence the outcome of the report and that person's defence should be fairly set out in the report
- all relevant parties to a matter should be heard and all submissions should be considered
- a decision should not be made until all reasonable inquiries have been made
- the investigator or any decision maker should not have a personal or direct interest in the matter being investigated
- all proceedings must be carried out fairly and without bias and care taken to exclude perceived bias from the process
- the investigator must be impartial in assessing the credibility of the whistleblower and any witnesses and, where appropriate, conclusions as to credibility should be included in the investigation report.

10.5 Conduct of the investigation

The investigator will make contemporaneous notes of all discussions and telephone calls, and all interviews with witnesses will be taped. All information gathered in an investigation will be stored securely. Interviews will be conducted in private and the investigator will take all reasonable steps to protect the identity of the whistleblower.

Where disclosure of the identity of the whistleblower cannot be avoided, due to the nature of the allegations, the investigator will warn the whistleblower and his or her welfare manager of this probability.

It is in the discretion of the investigator to allow any witness to have legal or other representation or support during an interview. If a witness has a special need for legal representation or support, permission should be granted.

10.6 Referral of an investigation to the Ombudsman

The protected disclosure coordinator will make a decision regarding the referral of an investigation to the Ombudsman where, on the advice of the investigator:

- the investigation is being obstructed by, for example, the non-cooperation of key witnesses
- the investigation has revealed conduct that may constitute a criminal offence.

10.7 Reporting requirements

The protected disclosure coordinator will ensure the whistleblower is kept regularly informed concerning the handling of a protected disclosure and an investigation.

The protected disclosure coordinator will report to the Ombudsman about the progress of an investigation.

Where the Ombudsman or the whistleblower requests information about the progress of an investigation, that information will be provided within 28 days of the date of the request.

11 Action taken after an investigation

11.1 Investigator's final report

At the conclusion of the investigation, the investigator will submit a written report of his or her findings to the protected disclosure coordinator. The report will contain:

- the allegation/s
- an account of all relevant information received and, if the investigator has rejected evidence as being unreliable, the reasons for this opinion being formed
- the conclusions reached and the basis for them
- any recommendations arising from the conclusions.

Where the investigator has found that the conduct disclosed by the whistleblower has occurred, recommendations made by the investigator will include:

- the steps that need to be taken by DE&T to prevent the conduct from continuing or occurring in the future
- any action that should be taken by DE&T to remedy any harm or loss arising from the conduct. This action may include bringing disciplinary proceedings against the person responsible for the conduct, and referring the matter to an appropriate authority for further consideration.

The report will be accompanied by:

- the transcript or other record of any oral evidence taken, including tape recordings
- all documents, statements or other exhibits received by the investigator and accepted as evidence during the course of the investigation.

11.2 Action to be taken

If the protected disclosure coordinator is satisfied that the investigation has found that the disclosed conduct has occurred, he or she will recommend to the Secretary the action that must be taken to prevent the conduct from continuing or occurring in the future. The protected disclosure coordinator may also recommend that action be taken to remedy any harm or loss arising from the conduct.

The protected disclosure coordinator will provide a written report to the relevant Minister, the Ombudsman and the whistleblower setting out the findings of the investigation and any remedial steps taken.

Where the investigation concludes that the disclosed conduct did not occur, the protected disclosure coordinator will report these findings to the Ombudsman and to the whistleblower.

12 Managing the welfare of the whistleblower

12.1 Commitment to protecting whistleblowers

DE&T is committed to the protection of genuine whistleblowers against detrimental action taken in reprisal for the making of protected disclosures.

The protected disclosure coordinator is responsible for ensuring whistleblowers are protected from direct and

indirect detrimental action, and that the culture of the workplace is supportive of protected disclosures being made.

The protected disclosure coordinator will appoint a welfare manager to all whistleblowers who have made a protected disclosure. The welfare manager will:

- examine the immediate welfare and protection needs of a whistleblower who has made a disclosure and, where the whistleblower is an employee, seek to foster a supportive work environment
- advise the whistleblower of the legislative and administrative protections available to him or her
- listen and respond to any concerns of harassment, intimidation or victimisation in reprisal for making a disclosure
- keep a contemporaneous record of all aspects of the case management of the whistleblower including all contact and follow-up action
- ensure the expectations of the whistleblower are realistic.

All employees are advised that it is an offence for a person to take detrimental action in reprisal for a protected disclosure. The maximum penalty is a fine of 240 penalty units (\$24,000) or two years imprisonment or both. The taking of detrimental action in breach of this provision can also be grounds for making a disclosure under the Act and can result in an investigation.

12.2 Keeping the whistleblower informed

The protected disclosure coordinator will ensure that the whistleblower is kept informed of action taken in relation to his or her disclosure, and the timeframes that apply.

The whistleblower will be informed of the objectives of an investigation, the findings of an investigation, and the steps taken by DE&T to address any improper conduct that has been found to have occurred. The whistleblower will be given reasons for decisions made by DE&T in relation to a protected disclosure.

12.3 Occurrence of detrimental action

If a whistleblower reports an incident of harassment, discrimination or adverse treatment that would amount to detrimental action taken in reprisal for the making of the disclosure, the welfare manager will:

- record details of the incident
- advise the whistleblower of his or her rights under the Act
- advise the protected disclosure coordinator or Secretary of the detrimental action.

The taking of detrimental action in reprisal for the making of a disclosure can be an offence against the Act as well as grounds for making a further disclosure. Where such detrimental action is reported, the protected disclosure coordinator will assess the report as a new disclosure under the Act. Where the protected disclosure coordinator is satisfied that the disclosure is a protected disclosure, he or she will refer it to the Ombudsman. If the Ombudsman subsequently determines the matter to be a protected disclosure, the Ombudsman may investigate the matter or refer it to another body for investigation as outlined in the Act.

12.4 Whistleblowers implicated in improper conduct

Where a person who makes a disclosure is implicated in misconduct, DE&T will handle the disclosure and protect the

whistleblower from reprisals in accordance with the Act, the Ombudsman's guidelines and these procedures.

DE&T acknowledges that the act of whistleblowing should not shield whistleblowers from the reasonable consequences flowing from any involvement in improper conduct. Section 17 of the Act specifically provides that a person's liability for his or her own conduct is not affected by the person's disclosure of that conduct under the Act. However, in some circumstances, an admission may be a mitigating factor when considering disciplinary or other action.

The Secretary will make the final decision on the advice of the protected disclosure coordinator as to whether disciplinary or other action will be taken against a whistleblower. Where disciplinary or other action relates to conduct that is the subject of the whistleblower's disclosure, the disciplinary or other action will only be taken after the disclosed matter has been appropriately dealt with.

In all cases where disciplinary or other action is being contemplated, the Secretary must be satisfied that it has been clearly demonstrated that:

- the intention to proceed with disciplinary action is not causally connected to the making of the disclosure (as opposed to the content of the disclosure or other available information)
- there are good and sufficient grounds that would fully justify action against any non-whistleblower in the same circumstances
- there are good and sufficient grounds that justify exercising any discretion to institute disciplinary or other action.

The protected disclosure coordinator will thoroughly document the process including recording the reasons why the disciplinary or other action is being taken, and the reasons why the action is not in retribution for the making of the disclosure. The protected disclosure coordinator will clearly advise the whistleblower of the proposed action to be taken, and of any mitigating factors that have been taken into account.

13 Management of the person against whom a disclosure has been made

DE&T recognises that employees against whom disclosures are made must also be supported during the handling and investigation of disclosures.

DE&T will take all reasonable steps to ensure the confidentiality of the person who is the subject of the disclosure during the assessment and investigation process. Where investigations do not substantiate disclosures, the fact that the investigation has been carried out, the results of the investigation, and the identity of the person who is the subject of the disclosure will remain confidential.

The protected disclosure coordinator will ensure the person who is the subject of any disclosure investigated by or on behalf of a public body is:

- informed as to the substance of the allegations
- given the opportunity to answer the allegations before a final decision is made
- informed as to the substance of any adverse comment that may be included in any report arising from the investigation
- has his or her defence set out fairly in any report.

Where the allegations in a disclosure have been investigated, and the person who is the subject of the disclosure is aware of the allegations or the fact of the investigation, the protected disclosure coordinator will formally advise the person who is the subject of the disclosure of the outcome of the investigation.

DE&T will give its full support to a person who is the subject of a disclosure where the allegations contained in a disclosure are clearly wrong or unsubstantiated. If the matter has been publicly disclosed, the Secretary of DE&T will consider any request by that person to issue a statement of support setting out that the allegations were clearly wrong or unsubstantiated.

14 Criminal offences

DE&T will ensure officers appointed to handle protected disclosures and all other employees are aware of the following offences created by the Act:

- It is an offence for a person to take detrimental action against a person in reprisal for a protected disclosure being made. The Act provides a maximum penalty of a fine of 240 penalty units (\$24,000) or two years imprisonment or both.
- It is an offence for a person to divulge information obtained as a result of the handling or investigation of a protected disclosure without legislative authority. The Act provides a maximum penalty of 60 penalty units (\$6,000) or six months imprisonment or both.
- It is an offence for a person to obstruct the Ombudsman in performing his responsibilities under the Act. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.
- It is an offence for a person to knowingly provide false information under the Act with the intention that it be acted on as a disclosed matter. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.

15 Review

These procedures will be reviewed annually to ensure they meet the objectives of the Act and accord with the Ombudsman's guidelines.

Contact details

Written disclosures should be marked confidential and addressed to the Protected Disclosure Officer at the appropriate regional or central DE&T office.

If making disclosures personally or by telephone individuals need to contact the appropriate central or regional DE&T office and request to speak to the protected disclosure officer.

Conduct and Ethics Branch

Ground floor, 33 St Andrews Place
GPO Box 4367
Melbourne Victoria 3001
Telephone: (03) 9637 2591

Western Metropolitan Region

PO Box 57
Carlton South Victoria 3053
Telephone: (03) 9291 6500

Northern Metropolitan Region

Locked Bag 88
Fairfield Victoria 3078
Telephone: (03) 9488 9488

Eastern Metropolitan Region

29 Lakeside Drive
Burwood East Victoria 3151
Telephone: (03) 9881 0200

Southern Metropolitan Region

PO Box 5
Dandenong Victoria 3175
Telephone: (03) 9794 3555

Barwon South Western Region

PO Box 420
North Geelong Victoria 3215
Telephone: (03) 5272 8300

Central Highlands Wimmera Region

Level 1
1220 Sturt Street
Ballarat Victoria 3350
Telephone: (03) 5337 8444

Loddon Campaspe Mallee Region

PO Box 442
Bendigo Victoria 3550
Telephone: (03) 5440 3111

Goulburn North Eastern Region

PO Box 403
Benalla Victoria 3672
Telephone: (03) 5761 2100

Gippsland Region

PO Box 381
Moe Victoria 3825
Telephone: (03) 5127 0400

Protected Disclosure Coordinator

Assistant General Manager, Planning and Development
Human Resources Division
Department of Education & Training
GPO Box 4367
Melbourne Victoria 3001
Telephone: (03) 9637 2371

The Ombudsman Victoria

Level 22, 459 Collins Street
Melbourne Victoria 3000
Website: www.ombudsman.vic.gov.au
Email: ombudvic@ombudsman.vic.gov.au
Telephone: (03) 9613 6222
Freecall: 1800 806 314

Appendix 5 Other statutory reporting requirements

Compliance with the *Building Act 1993*

The Board is moving towards full compliance with the building and maintenance provisions of the *Building Act 1993* for ACFE-owned buildings. Non-ACFE owned buildings occupied by ACE organisations are not included as these are community owned.

Consultancies and major contracts

The Board did not engage any consultants, nor did it enter into contracts greater than \$10 million in value during 2002–03.

National Competition policy

Implementation of the National Competition policy in the Victorian State Training System was completed with the application of the Competitive Neutrality policy from 1 July 1997. This policy applies to the pricing of all commercial activity in the two Government providers in the ACE sector, the CAE and AMES, and aims to remove any net competitive advantage the CAE and AMES may have by virtue of public ownership.

Additional information

Consistent with the requirements of the *Financial Management Act 1994*, the ACFE Division has prepared material on the following topics. Details of this material are held by the General Manager of the ACFE Division and are available to the public on request.

Information retained by the Division includes details (where applicable) of any:

- declarations of pecuniary interests
- shares held by senior officers as nominee or held beneficially in a statutory authority or subsidiary
- changes in prices, fees, charges, rates and levies
- major external reviews
- major research and development activities
- overseas visits undertaken
- major promotional, public relations and marketing activities
- industrial relations issues
- major committees sponsored by the Board.

Enquiries regarding details of this information should be made to:

General Manager
ACFE Division
3rd floor
2 Treasury Place
East Melbourne Victoria 3002

Occupational health and safety

ACFE Division

The annual report of the Department of Education & Training covers occupational health and safety matters and performance indicators concerning staff employed in the ACFE Division.

ACFE Regional Offices

Each ACFE Regional Office is responsible for occupational health and safety matters and performance indicators concerning staff employed in that Regional Office.

The performance indicators for Regional Offices include the number of:

- reported incidents
- areas identified for improvement by WorkCover representatives
- hazards (and potential hazards) identified.

No significant incidents were reported across the nine Regional Offices. No areas were identified for improvement by WorkCover representatives.

Major improvements and initiatives included:

- ongoing archiving and disposal of records (Central Highlands Wimmera; Northern Metropolitan)
- relocating office (Central Highlands Wimmera; Goulburn Ovens Murray)
- inducting staff regarding security and occupational health and safety procedures (Central Highlands Wimmera; Northern Metropolitan)
- assessing workplace by occupational health and safety consultant with recommendations implemented and equipment purchased (Eastern Metropolitan)
- storing archives in fireproof environment (Northern Metropolitan)
- updating safety procedures (Northern Metropolitan)
- training of first aider to be on site (Southern Western Port)
- biannual evacuation drill (Southern Western Port).

Targets for improved occupational health and safety performance in 2003–04 include:

- improving security lighting for staff leaving after hours (Barwon South Western)
- developing evacuation plan (Eastern Metropolitan)
- negotiating with landlord to install exhaust fans in photocopying room (Gippsland; Goulburn Ovens Murray)
- relocating server to reduce noise level (Northern Metropolitan).

Appendix 6 Index of compliance

The annual report of the ACFE Board is prepared in accordance with the *Financial Management Act 1994* and the Directions of the Minister for Finance. This index facilitates identification of the Board's compliance with the Directions of the Minister for Finance by listing references to disclosures in this financial report.

Report of operations

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Acronyms and abbreviations

ACE	Adult community education
ACFE	Adult, Community and Further Education
ALBE	Adult Literacy and Basic Education
AMES	Adult Multicultural Education Services
ANTA	Australian National Training Authority
AQTF	Australian Quality Training Framework
ARIS	Adult Education Resource and Information Service
CAE	Centre for Adult Education (formerly the Council of Adult Education)
CGEA	Certificates of General Education for Adults
DE&T	Department of Education & Training
ESL	English as a Second Language
ICT	Information and Communication Technology
LLEN	Local Learning and Employment Network
OTTE	Office of Training and Tertiary Education
U3A	University of the Third Age
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VLESC	Victorian Learning and Employment Skills Commission





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