



# Adult, Community and Further Education Board

Annual Report 2004–05



November 2005  
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 2005 as required by the *Financial Management Act 1994* and the *Adult, Community and Further Education Act 1991*.

The past 12 months have been a very exciting and productive time for the ACFE Board (the Board) and for community-based adult education organisations as we commenced implementation of your three-year policy framework identified in the Ministerial Statement *Future Directions for Adult Community Education in Victoria*. I am very pleased to report that much has already been accomplished.

Highlights include the introduction of three-year funding for adult community education (ACE) organisations and increased emphasis on specific learner groups through the introduction of enhanced targeted program delivery plans. Considerable consultation was held with Regional Councils and ACE organisations to underpin the introduction.

In line with the key goal of broadening the role of adult community education, the Board has established community learning partnerships, with 18 such partnerships already funded. These built on the work of Learning Towns and much has been learned in this first phase.

The Board has implemented a range of initiatives to enhance the sustainability of ACE provision. These include the introduction of a sustainability grant to support the delivery of ACFE programs and services. A framework to help ACE organisations assess their sustainability as a business has been developed, as well as other tools to assist in the management of the ACE workforce. Training of Regional Council staff to support the implementation of the Ministerial Statement has commenced.

The Board has been active in the promotion of the ACE sector as a platform for the delivery of a range of government programs and services. This has resulted in additional funding for ACFE programs and services targeted at groups such as offenders on community-based work orders and for people interested in volunteering for the 2006 Commonwealth Games.

The one-million dollar project, financed by the 2004–05 budget and aimed at increasing access to adult community education with a more sophisticated information and communications technology infrastructure, has been completed. More than 200 ACE organisations in remote areas and growth corridors will be able to offer greater opportunities to adult learners who wish to undertake education and training.

The ACE sector is known for energy and vision and has made significant progress in this first twelve months of the implementation of your Ministerial Statement. I wish to thank all Regional Councils, the adult education institutions – the CAE and Adult Multicultural Education Services (AMES) – and ACE organisations for their contribution to this progress. The Board has been very pleased to contribute to the growth of opportunities for adult learners through community-based adult education in Victoria.

Yours sincerely



Lynne Wannan  
CHAIRPERSON

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# At a glance

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## Profile

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Community-based adult education organisations provide lifelong learning opportunities for Victorian adults. This contributes to their educational, social, economic and cultural development as individuals and as members of the Victorian community.

The ACFE program areas include:

- the Adult Literacy and Numeracy program (incorporating English as a Second Language), which provides literacy, numeracy and basic education courses. These courses assist learners ranging from those who are just beginning their return to education, those seeking entry to other forms of education and training, and those with a language background other than English seeking to improve their English language skills
- vocational education programs, which provide learners with more specific skills to enter or return to the workforce, and which target particular industries and occupations
- employment skills programs aimed at giving learners essential skills to enter or perform more effectively in the workforce generally
- the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL)
- enrichment programs aimed at meeting people's personal development and special interest needs.

Providers of ACFE programs are:

- ACE organisations, including Learning Towns
- adult education institutions: the CAE and AMES
- Training and Further Education (TAFE) institutes
- private registered training organisations.

Through the Board, the Government provides funding for program delivery and development to eligible, community-based adult education organisations, and the adult education institutions,

the CAE and AMES, which are large public providers. AMES also receives significant funds from the Commonwealth Government. The Victorian Learning and Employment Skills Commission provides funding to TAFE institutes and private registered training organisations for the delivery of further education.

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

These organisations are governed by voluntary committees of management whose members are drawn from the local community. They include small operations with a particular education focus such as basic literacy, as well as larger, more complex organisations offering programs ranging from basic education to diploma level qualifications. The community basis and diversity of the organisations is one of the great strengths of the ACE sector.

Adult education 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 wish to undertake personal enrichment programs or gain qualifications and employment.

While further education programs are delivered in TAFE institutes and private registered training organisations, this annual report is concerned primarily with ACFE programs provided by community-based adult education organisations and adult education institutions, which are government-funded through the Board.

# Highlights

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The work of the Board during this reporting period has been to undertake the first phase of the three-year implementation of the Ministerial Statement. This policy framework identifies four key directions – to broaden the role of ACE, recognise specific groups of learners, enhance the sustainability of ACE provision and invest in ACE. The Board also reviewed and strengthened its governance and risk management processes.

## Three-year funding agreements

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Three-year Funding and Service Agreements with community-based adult community education organisations were implemented in 2005 for the period 2005–07. Previous agreements had been negotiated annually. The increased certainty of funding has enhanced the flexibility of ACE organisations to meet the needs of the local community.

## Community Learning Partnerships

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The Community Learning Partnership initiative, one of the key programs outlined in the Ministerial Statement, addresses the way learning can be directed to meet community as well as individual needs.

The focus of the initiative is on outcomes for learners and communities, building sustainable relationships with local stakeholders, and using a variety of resources to strengthen community and build social capital. The Community Learning Partnerships operate across communities regardless of size, geographic coverage or level of ACE program and service delivery.

These partnerships encourage individuals, organisations and communities to learn new skills and to pool resources and expertise to address their needs.

## Curriculum strategy

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In February 2005, the Board endorsed the Curriculum Strategy for Adult, Community and Further Education. This strategy is designed to provide curriculum arrangements that assist the Board, its partners and stakeholders in meeting the goals of the Ministerial Statement. It provides an integrated approach to accredited and non-accredited program delivery in the ACE sector that promotes pathways and options for learners with a clear focus on outcomes.

## Sustainability initiatives

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A number of projects were undertaken to enhance sustainability of ACE provision including Building Sustainable Community Businesses, ACE Workforce Planning, Regional Support for the Implementation of the Ministerial Statement and Developing Sustainable Business Models to Work with Industry.

## 2006 Commonwealth Games pre-volunteer training

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Between October 2004 and March 2005, the State Government funded delivery of a Commonwealth Games pre-volunteer course, Introduction to Community and Event Volunteering, to 1500 people through ACE organisations.

Developed under the Commonwealth Games Employment, Training and Volunteer strategy Games@Work, the course was designed to encourage people with no volunteering experience to become involved in the volunteering opportunities associated with Melbourne's hosting of the 2006 Commonwealth Games.

Outcomes of the project were very positive. The course encouraged keen interest in volunteering among the participants, and most have either applied to volunteer for the Games or indicated that they will volunteer in their local communities.

# Summary of financial results

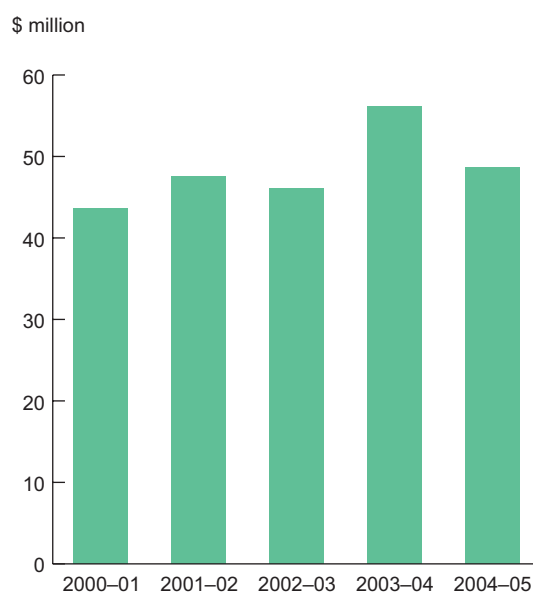
## Financial performance

The table provides summary information from the Board's financial reports for the 2004–05 financial year, with comparative data for the previous four years.

	2000–2001 \$ million	2001–2002 \$ million	2002–2003 \$ million	2003–2004 \$ million	2004–2005 \$ million
<b>Operating revenue</b>					
Revenue from State Government	27.2	29.4	31.2	34.0	35.1
Other revenue	16.4	18.2	14.9	22.2	13.7
<b>Total operating revenue</b>	43.6	47.6	46.1	56.2	48.8
<b>Operating expenses</b>	41.2	46.0	50.5	47.8	51.4
<b>Operating surplus/(deficit)</b>	2.4	1.6	(4.3)	8.4	(2.6)
<b>Total assets</b>	10.5	12.1	7.7	22.5	19.7
<b>Total liabilities</b>	1.3	1.4	1.2	0.4	0.3
<b>Net cash inflow/(outflow)</b>	3.1	0.8	(4.8)	3.6	(2.2)

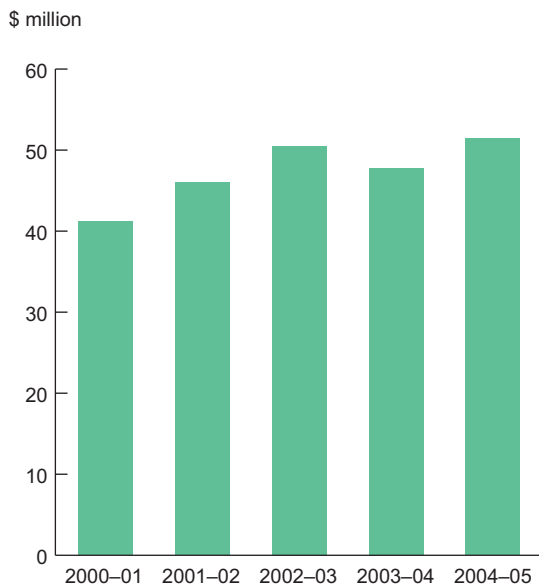
## Revenue

Total revenue decreased by \$7.4 million between 2003–04 and 2004–05. This was due to a decrease in Commonwealth Government and agencies grant funds (\$2.6 million) and the decrease in other non-operating revenue for the transfer of employee benefits to the Department of Education & Training (\$0.7 million) and the recognition of assets received free of charge (\$5.2 million) in 2003–04. This decrease was offset by the increase in State Government grants (\$1.1 million).



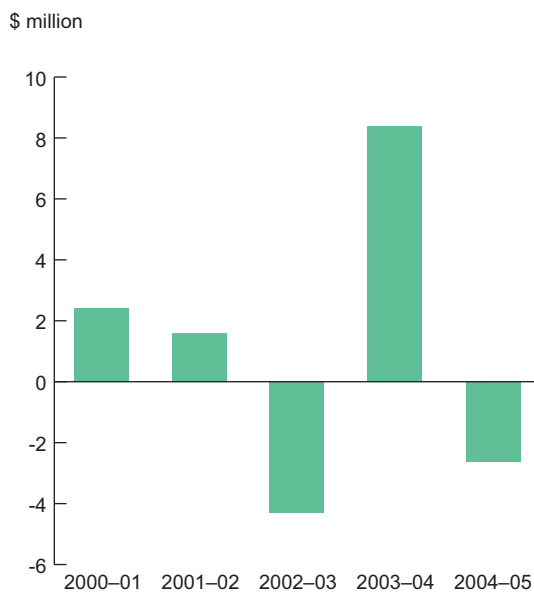
## Expenses

Expenses increased by \$3.6 million in 2004–05 largely due to an increase in grant expenses (\$3.6 million).



## Net operating result

The net operating result for 2004–05 was a deficit of \$2.6 million compared with the surplus of \$8.4 million in 2003–04. This deficit arose mainly due to the decrease in revenue and increase in expenditure as mentioned above.



# Delivery and participation

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

Performance agreements for the delivery of education programs and services, and the collection of statistics are based on the calendar year. The delivery and participation information in this section therefore relates to 2004.

## Funded delivery

Government-funded education and training programs in community-based adult education organisations and adult education institutions resulted in a reported delivery of 7,028,593 student contact hours and over 212,103 module enrolments during 2004.

*Government-funded provision for ACE organisations and adult education institutions by ACE program, 2004*

	Module enrolments %	Student contact hours %
Adult literacy and numeracy	22.2	34.5
Employment skills	16.9	15.2
VCE/VCAL <sup>1</sup>	2.2	4.7
Vocational	58.7	45.6

<sup>1</sup> VCE – Victorian Certificate of Education; VCAL – Victorian Certificate of Applied Learning

*Government-funded provision of student contact hours for ACE organisations and adult education institutions by gender and ACE program, 2004 (%)*

Gender	Adult literacy and numeracy	Employment skills	VCE/VCAL	Vocational	Total
Female	65.3	68.8	58.2	74.1	<b>69.5</b>
Male	33.3	30.2	41.8	24.7	<b>29.3</b>
Not stated	1.4	1.0	0.0	1.2	<b>1.2</b>

## Total reported ACE provision

Total reported provision (from all funding sources including fee-for-service activity) for community-based adult education organisations and adult education institutions was 10,340,430 student contact hours in 2004.

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

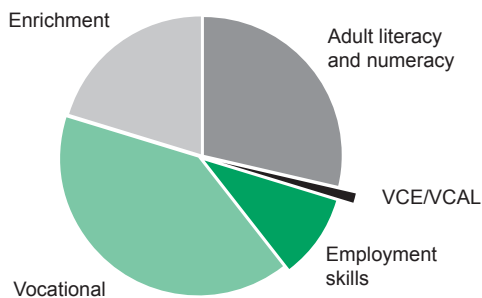
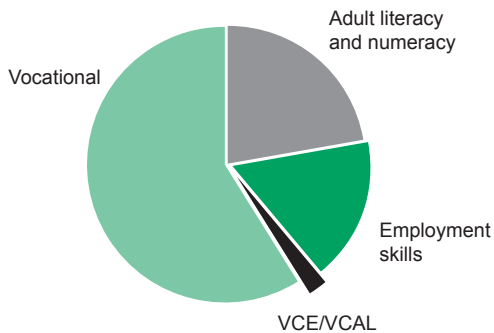


*Government-funded provision for ACE organisations and adult education institutions by ACE program, 2004*

*Total reported provision for ACE organisations and adult education institutions by ACE program, 2004*

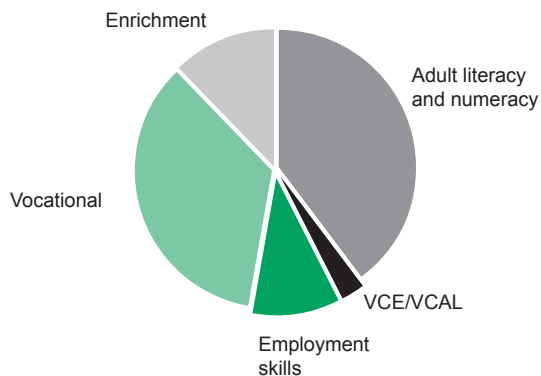
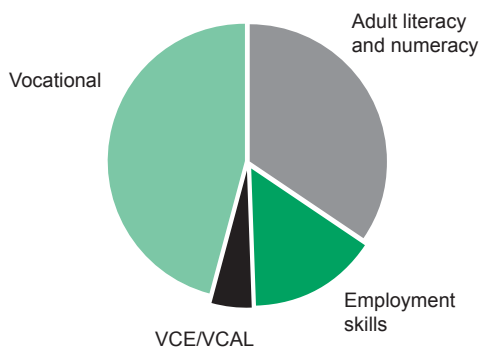
**Module enrolments**

**Module enrolments**



**Student contact hours**

**Student contact hours**



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

Total reported adult, community and further education provision is for all funding sources, including fee-for-service. Adult literacy and numeracy includes Department of Immigration and Multicultural and Indigenous Affairs-funded programs delivered by Adult Multicultural Education Services.

*Government-funded provision by ACE organisations and adult education institutions by region of delivery and ACE program, 2004*

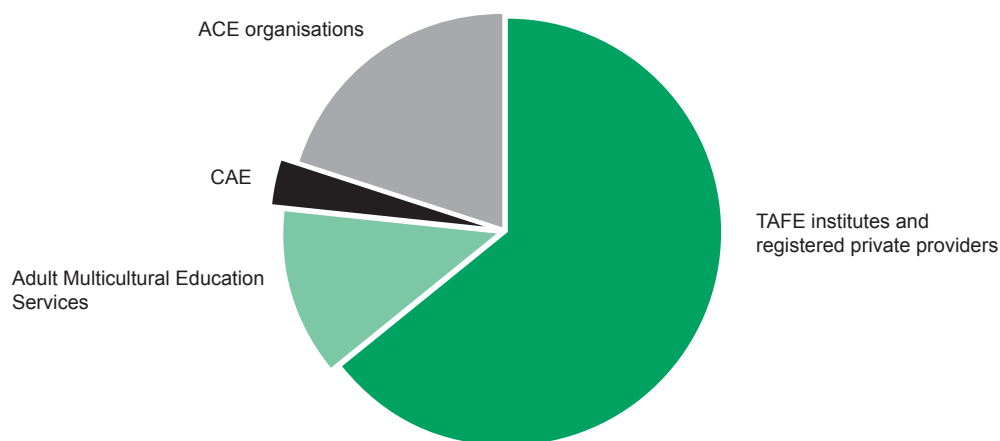
Region	Adult literacy and numeracy		Employment skills		VCE/VCAL		Vocational		Total	
	E	SCH	E	SCH	E	SCH	E	SCH	E	SCH
BSW	3,453	241,307	5,962	171,221	256	22,179	16,742	330,044	26,413	764,751
CHW	1,719	66,419	2,171	48,317	0	0	11,031	210,609	14,921	325,345
CWM	10,095	598,774	1,553	64,008	13	3,120	5,948	179,645	17,609	845,547
EM	4,454	233,006	6,768	179,901	36	3,600	21,819	595,752	33,077	1,012,259
GIP	2,415	105,609	2,248	65,370	0	0	11,909	254,889	16,572	425,868
GOM	2,552	133,035	1,802	55,224	99	9,220	12,590	270,678	17,043	468,157
LCM	3,825	172,016	3,847	127,156	0	0	11,971	288,052	19,643	587,224
NM	5,922	274,868	3,987	120,118	109	9,960	10,268	289,135	20,286	694,081
SWP	8,333	370,238	3,995	124,811	71	7,100	12,814	386,258	25,213	888,407
AMES	237	11,201	1,513	42,359	0	0	3,794	146,128	5,544	199,688
CAE	4,155	217,436	1,894	68,704	4,012	276,279	5,721	254,847	15,782	817,266
<b>Total</b>	<b>47,160</b>	<b>2,423,909</b>	<b>35,740</b>	<b>1,067,189</b>	<b>4,596</b>	<b>331,458</b>	<b>124,607</b>	<b>3,206,037</b>	<b>212,103</b>	<b>7,028,593</b>
%	22.2	34.5	16.9	15.2	2.2	4.7	58.7	45.6	100.0	100.0

E = Module enrolments

SCH = Student contact hours

The ACEF 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, 2004*



Total reported further education provision is for all funding sources, including fee-for-service delivery. Further education comprises adult literacy and numeracy, employment skills, VCE and VCAL.

Total reported provision by ACE organisations and adult education institutions (including Enrichment programs), 2004

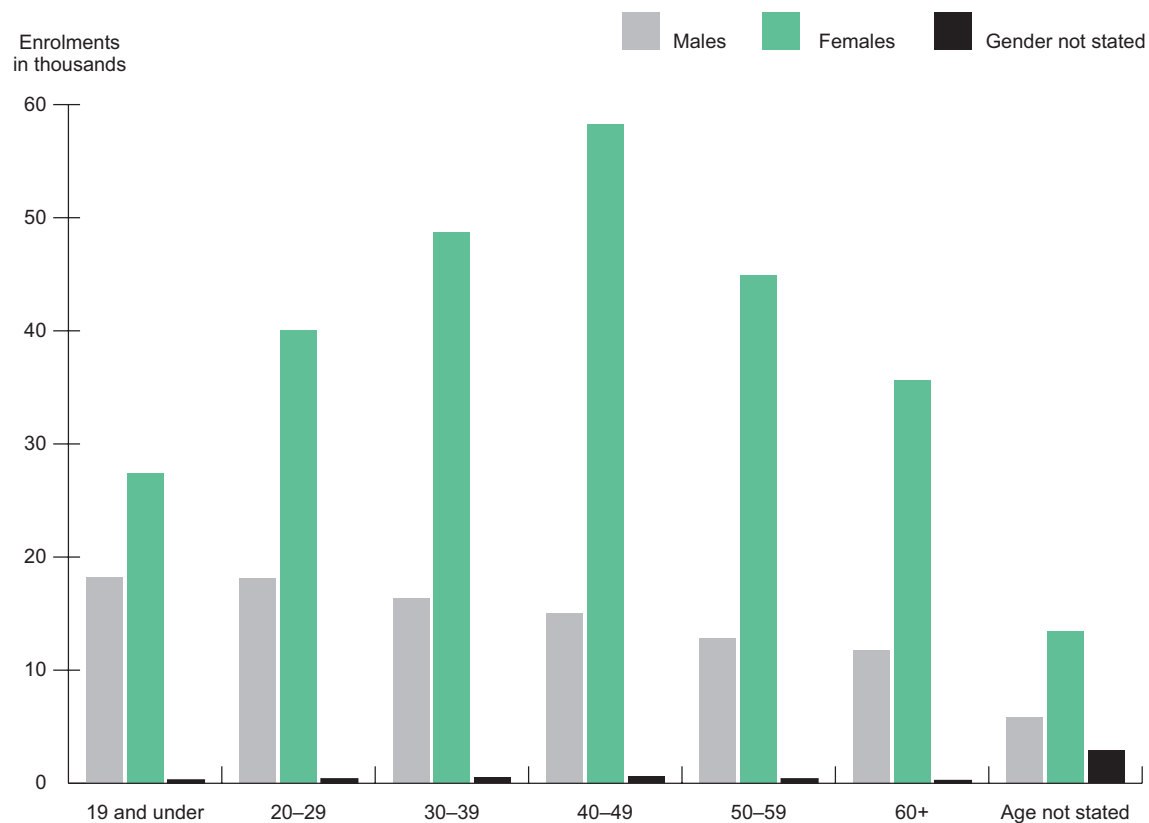
	Module enrolments	Percentage of total enrolments	Student contact hours	Percentage of total student contact hours
BSW	40,115	9.0	1,118,291	8.9
CHW	25,524	5.7	476,734	3.8
CWM	28,127	6.3	1,132,448	9.0
EM	59,144	13.2	1,547,037	12.3
GIP	25,033	5.6	573,232	4.6
GOM	32,950	7.4	887,385	7.0
LCM	33,593	7.5	825,458	6.6
NM	29,598	6.6	899,213	7.1
SWP	35,354	7.9	1,107,019	8.8
AMES	6,078	1.4	219,233	1.7
CAE	56,532	12.6	1,554,380	12.3
AMES <sup>1</sup> /DIMIA <sup>2</sup>	75,834	16.9	2,250,586	17.9
<b>Total<sup>3</sup></b>	<b>447,882</b>	<b>100.0</b>	<b>12,591,016</b>	<b>100.0</b>

<sup>1</sup> Almost 91 per cent of provision by AMES is funded by other sources including the Commonwealth Government and is for short-term contracted delivery.

<sup>2</sup> DIMIA = Department of Immigration and Multicultural and Indigenous Affairs

<sup>3</sup> Fee-for-service and Enrichment programs are included.

Total reported provision of module enrolments for ACE organisations and adult education institutions by age groups and gender, 2004



# The year in review

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Significant progress has been made in 2004–05 in the implementation of the directions identified in the Ministerial Statement *Future Directions for Adult Community Education in Victoria*. The role of adult community education is broadening, specific groups of learners are being recognised, the sustainability of ACE provision enhanced and investment in adult community education has increased.

## Broadening the role of adult community education

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### ACE Community Building Hubs

In May 2003, the Community Support Fund approved a grant to the ACFE Division of \$1.9 million over two and a half years to establish Community Building Hubs in ACE organisations across Victoria.

The aim was to build the governance capacity of community-based organisations and to establish ACE organisations as focal points or 'hubs' for community groups seeking training and support on governance, strategic planning, risk management, working with volunteers and financial management.

A network of over 100 Community Building Hubs in ACE organisations has now been established across Victoria. To date, hubs have worked with more than 900 diverse community groups on their governance and operation. Many hubs have formed partnerships with, for example, local governments, neighbourhood renewal areas and special interest groups, with a view to extending the range of services they provide to local community-based organisations.

The initiative is attracting interest as a model for building networks to support community groups and volunteers as well as a governance



*During a visit to ACES in Sale to launch the Increasing Access to ACE initiative, Minister Kosky inspected a tractor assessed by the Wellington Farm Safety Action Group. Left: Don Ripper, Director, ACES; right: Norm Johnston, mechanic/engineer and member of the Wellington Farm Safety Action Group.*

training program. The ACE sector provides an ideal platform from which to deliver programs with direct community impact.

## Learning Towns

In response to the Ministerial Statement, the work of Learning Towns has been refocused. They are working with Regional Councils to strengthen community building through the implementation of the Measuring Impact project evaluation tool in Community Learning Partnerships. They are also delivering a variety of learning projects in their communities.

Learning Towns have developed learning partnerships by linking community groups, ACE organisations, industry, local government, TAFE and other educational institutions in a collaborative environment to work on projects that could not have been attempted by any one organisation. They assist their communities to identify local learning solutions to community-identified concerns.

The Board funds Learning Towns in Albury/Wodonga, Ballarat, Bendigo, Geelong, Horsham, Kyabram, Mt Evelyn, Wangaratta/Benalla and within the Shires of Buloke and Southern Gippsland.

The Board also funds the Victorian Learning Communities Network, which aims to become self-sustaining and expand the Learning Town model throughout Victoria. The network is implementing a three-year business plan, which includes yearly targets for increasing its membership and partnerships. This contribution supports the Government's vision outlined in the revised document *Growing Victoria Together: A Vision for Victoria to 2010 and Beyond* and the Ministerial Statement.

## Community Learning Partnerships

Grants between \$10,000 and \$30,000 have been allocated in 2005 to establish 18 Community Learning Partnerships across the state. The scope and range of projects reflect the diversity of ACE organisations in size, geographic coverage and capacity.

Each Community Learning Partnership has entered into a Memorandum of Understanding with its partners that identifies the roles and responsibilities for each member. The number of partners ranges from two to 12 and includes local government, ACE providers, VicHealth, Neighbourhood Renewal, secondary colleges, schools and the Office of Housing.

In this first year of the initiative the Measuring Impact project evaluation tool will be used by the 18 ACE organisations to monitor the outcomes detailed in projects.

## Measuring Impact

Measuring Impact, formerly the Performance Measures Framework, is an evidence-based impact analysis tool that supports:

- the demonstration of the learning impact of ACE sector projects
- the provision of consistency and flexibility in measurement
- planning and decision making
- inclusion of wide community participation
- promotion of learning in the community
- identification of local learning needs.

In accordance with the Ministerial Statement, the tool is being used to monitor the impact of Community Learning Partnerships, Learning Town projects and some Community Building Hubs.

## Research

The ACE research strategy for 2005–07, Putting ACE Research to Work, supports the direction of the Board as set out in the Ministerial Statement.

The strategy recognises the important role of research in an evidence-based approach to policy and program development. It contains three elements – principles, priorities and a mechanism to support implementation of the findings.

In 2005, the Board has prioritised maximising the practical benefit of high-level research for ACE organisations and supporting the implementation of the Ministerial Statement at a regional and local level. The Board established three statewide Circles of Professional Research Practice that will be led by professional researchers, coordinated

by ACE organisations and made up of interested ACE organisations and practitioners. The circles will be established around the most recent research projects funded by the Board:

- The ACE Experience: Pedagogies for Life and Employment (Victoria University)
- Men's Learning through ACE and Community Involvement in Small Rural Towns (University of Ballarat)
- A Community-Studies Approach to Researching Strategic Issues in ACE (University of Melbourne).

## Adult Learners' Week

Adult Learners' Week was held in early September 2004 and was a key component of a broad communications strategy by the Board to increase community awareness of the role of adult community education in Victoria's post-compulsory education and training system.

The two major strategies provided support to 450 ACE organisations to promote Adult Learners' Week and to implement a community awareness campaign. Major activities included the Victorian Adult Learners' Week Awards, at which prizes were offered in five categories, the distribution of promotional kits to 450 ACE organisations, 260 libraries and 75 Centrelink branches, and advertisements in metropolitan and regional newspapers.

Victorian adult community education organisations registered 177 events on the national Adult Learners' Week website, more than any other state. Grants to ACE organisations through Regional Councils facilitated in excess of 180 events and the participation of more than 6000 Victorians.

## Recognising specific groups of learners

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### ACE disability strategy

The Board approved a strategy to address the participation needs of people with a disability in adult community education within the context of

the following national and State Government priorities:

- Ministerial Statement
- Disability Standards for Education 2004, formulated under the *Disability Discrimination Act 1992*
- Growing Victoria Together
- Victorian State Disability plan
- Disability Agenda for Vocational Education and Training Victoria 2004
- ACFE Board Disability Policy 1997.

The disability strategy has four themes: inclusion, professional development and resource training, strengthening partnerships and networks, and the role of disability-specific providers.

The strategy will provide a framework to:

- address training and development of ACE organisations and their staff to meet the needs of learners with a disability
- establish and strengthen partnerships and networks with TAFE and organisations that work with people with disabilities to improve the ACE sector's response to the learning needs of this cohort
- identify specific disability resources and services for use across the sector to better achieve outcomes using available resources
- identify relevant accredited and non-accredited education and training, including pathways that lead to further study or employment options for learners with a disability.

## Training for offenders on community-based work orders

This partnership project between the ACFE Division of the Office of Training and Tertiary Education and Corrections Victoria will pilot innovative approaches to education and training for people on community-based work orders. The program is funded by Corrections Victoria to establish formal partnerships to operate in Mildura, Morwell, Greensborough/Heidelberg, Hume, Reservoir and Werribee. ACE organisations and Community Correctional Services offices are working together to provide 200 offenders across the state with tailored education, training and support programs.



*AMES held a graduation ceremony for the first group of people to complete the Introduction to Community and Event Volunteering course developed under the Commonwealth Games Employment, Training and Volunteer strategy Games@Work. The Minister for the Commonwealth Games, Justin Madden, presented the students with Statements of Attainment for completing the course.*

## Wurreker in adult community education

Wurreker is the central strategy for Koorie vocational education and training in Victoria. It focuses on self-determination by the Koorie community and learner needs. Wurreker emphasises the need for an equal partnership between the Koorie community and the vocational education and training sector. The strategy supports innovative partnerships and pathways that lead to positive training and employment outcomes for Koories.

The Ministerial Statement identified Koories as a priority group for access to education and training opportunities in community-based ACE organisations.

Implementing Wurreker in Adult Community Education (ACE) 2005–2007, Partnership Strategies to Improve Access by the Koorie Community to Adult Community Education, was developed by the Board in 2005. The strategy will inform the development of the future directions of Wurreker in adult community education, align current and future strategies to the framework that Wurreker provides and enable the development

of collaborative policy and planning frameworks for the provision of adult community education for Koorie people and communities. All Regional Councils and the CAE have developed 2005 Wurreker implementation plans, which will include participating in Wurreker regional planning forums and advisory committees.

## 2006 Commonwealth Games pre-volunteer training

Between October 2004 and March 2005, the State Government funded delivery of a Commonwealth Games pre-volunteer course, Introduction to Community and Event Volunteering, to 1500 people through ACE organisations.

The course was developed under the Commonwealth Games Employment, Training and Volunteer strategy, Games@Work, to encourage people usually under-represented in volunteering – people from culturally and linguistically diverse communities, early school leavers, Indigenous people, people with disabilities and unemployed people – to become involved in the volunteering opportunities associated with Melbourne’s hosting of the 2006 Commonwealth Games.

The aim was to ensure that Games volunteers reflect the diversity of the Victorian community, increase general awareness of volunteering, and offer individuals from disadvantaged groups or communities the opportunity to use their experience as a volunteer as a pathway to employment or further education, increased social connection and economic participation.

The 1500 people who undertook the course were born in 61 different countries. Approximately one-fifth disclosed that they had a disability. Over half were not employed, and one-quarter had completed Year 10 or below at school.

The program had very successful outcomes. One-third of course graduates intended to volunteer for the official Games program, almost as many planned to volunteer in their own communities, and nearly one-fifth expressed a desire to do further study.

While the volunteer selection program for the Games has closed, the course will continue to be delivered as a way of encouraging all members of the community to volunteer for community, regional and major events.

## Youth strategy

The Board endorsed the ACFE youth strategy, *Young Learners in ACE*, in April 2005.

While secondary schools have primary responsibility for educating young learners, it is acknowledged that learning in adult community education may be the preferred option for some young people who have left school or who do not wish to continue in school. The ACE environment can offer these young people an opportunity to return to an education, training and/or employment pathway.

The youth strategy aims to improve the learning outcomes of 15–19-year-olds in adult community education. It encourages partnership arrangements between ACE organisations, schools and TAFE institutes so that young learners can retain engagement with school or access pathways to employment or further education and training.

## VCE in ACE

The Ministerial Statement identified the CAE as a centre of excellence in the delivery of the VCE for adults. The Board funded two projects to support the VCE in ACE.

The first project provided professional development for VCE teachers in adult community education and TAFE institutes. These included key sessions on adult learning approaches that underpin the development and delivery of effective VCE programs in adult settings.

The second project funded the CAE to report on alternative models for adult VCE students who live in remote areas or who are confined to their homes for various reasons. The report found that the current distance education model has been successful for a large number of adult students. However, it noted that a number of students lack the skills to successfully undertake distance education even though there may be no other option available for them to undertake VCE studies.

Several recommendations were made that will inform further research into provision of support for adult VCE students.

## Victorian Certificate of Applied Learning

Fourteen ACE organisations, including the adult education institutions, delivered VCAL programs. Numerous ACE organisations are also engaged in partnership arrangements with schools and other community organisations to deliver units within the VCAL learning program.

A report prepared by the CAE in 2005 will inform professional development initiatives for VCAL trainers and teachers in ACE organisations.

## VCAL Foundation Program Literacy Support

A pilot project has been developed in Barwon South Western region to provide literacy support for a number of young people enrolled in Foundation VCAL at Catholic secondary colleges.



The ACFE Division, the Catholic Education Commission of Victoria, Barwon South Western Regional Council, the Smart Geelong Region Local Learning and Employment Network (LLEN), and the Geelong Catholic Secondary Schools Principals group are partners in the project.

## Youth Pathways Program

The Youth Pathways Program is a key initiative through which ACE organisations provide support to disengaged 15–19-year-olds who have left school without completing a Year 12 qualification or equivalent, who are not in education or training and who are employed for less than 15 hours per week.

The program provided funding to selected ACE organisations to support the delivery of accredited training in order to re-engage young learners in education and training and/or employment pathways.

Over 35 ACE organisations were active in the 2004 program and over 235 partnership arrangements were established to support the young people in their programs.

The Youth in ACE project was funded in 2004 to enable CREATE Inc, an ACE organisation, to extend support to the Youth Pathways Program by ACE organisations and to run a state conference for staff involved in these programs.

## Gambling Intervention program

An initiative endorsed by the Minister for Community Services and the Minister for Education and Training, and funded by the Department of Human Services, will help young people to identify issues associated with gambling.

The Board and the Department of Human Services will develop a partnership arrangement to plan for an early intervention awareness program for young people.

## ACE and Schools Partnership Delivery program

The Minister for Education and Training endorsed guidelines and funding arrangements for the ACE and Schools Partnership Delivery program for

2004–05 which, in exceptional circumstances, enables a student under 15 years of age to enrol in an ACE organisation to maintain the student's engagement in learning. A total of 28 Memorandums of Understanding covering 45 students were formalised between government schools and ACE organisations.

## Careers guidance in ACE

The Growing Careers Guidance and Life Planning in the ACE Sector project, managed by Morrison House at Mount Evelyn, has increased knowledge and established infrastructure for the provision of guidance services. A network of ACE organisations has been established across Victoria and a series of workshops for ACE organisations and Regional Councils has been delivered in metropolitan and regional locations.

Five editions of the newsletter, *Crossroads: Careers Guidance in ACE for Victoria*, have been distributed across the state. The nine Regional Councils have been provided with a resource kit to assist in the provision of guidance services within regions. The work undertaken through this project reflects the Government's commitment to careers guidance in adult education and training.

## Increasing access to adult community education through information and communications technology

Learners in remote Victoria and in Melbourne's growth corridors have benefited from a \$1 million information and communications technology initiative to improve access to adult community education. The funds have provided a laptop computer and a data projector to each of 200 identified community-based adult education organisations to increase the availability of adult community education in areas where access was limited.

## Mobile Computer Learning Libraries program

The Mobile Computer Learning Libraries program delivered ACFE programs and flexible learning technologies to groups and individuals in Victoria's most remote communities.

The program stimulated the development of new approaches to classroom practice and is supporting the uptake of e-learning in the ACE sector.

The program concluded in December 2004. Additional investment through the Increasing Access to ACE initiative will enable some computer libraries delivering services to identified areas to receive new equipment and maintain the initiative over the next three years.

## Enhancing the sustainability of ACE provision

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A range of projects were undertaken during 2004–05 to support enhanced sustainability of adult community education provision.

### Building Sustainable Community Businesses project

The Building Sustainable Community Businesses project investigated ACE understanding and use of community business and management practices, community entrepreneurship and organisational arrangements, including cooperatives, joint ventures and consolidation. The findings resulted in the documentation and development of a framework, case studies and self-assessment and support tools. The framework provides direction and information in four key sustainability building areas:

- having a clear value proposition to discern programs and services delivered by the organisation and based on understanding community needs
- building organisational capacity through the effective use of resources, structures, people, processes and partnerships
- managing linkages and building collaborative arrangements with other organisations
- developing the revenue base.

### ACE Workforce Planning project

The ACE Workforce Planning project used a profile of current practices to assess the impact of ACE provision on sustainability and to inform the development of a guide for workforce planning. This guide provides practical tools and processes which will better support community business models and sustainable provision.

### Regional Support for the Implementation of the Ministerial Statement project

This project supports skills enhancement for Regional Council staff to complement their implementation of the Ministerial Statement, especially in the establishment of community learning partnerships, facilitating change and refining data analysis.

### Developing Sustainable ACE Business Models project

This project was directed at improving the business skills of ACE organisations and developing sustainable models for working with industry. The partnerships provided a learning pathway to address skills shortages and the employment needs of industry. The project was piloted in the dairy industry in four regional locations. It was expanded to prepare ACE organisations to work effectively in additional regional locations in the dairy industry and four metropolitan regions in the automotive retail/service industry.

### Quality guidelines for non-accredited teaching and learning

Quality in non-accredited further education delivery emerged as an important issue during consultations to develop the curriculum strategy. The CAE has been contracted to develop quality guidelines that provide curriculum development, delivery advice and guidance to course developers, managers of ACE organisations and trainers and tutors of non-accredited delivery.

The result will be a user-friendly and practical resource that will contribute to improved quality in the design and delivery of non-accredited learning in adult community education.

## Student Satisfaction survey

The Board's Student Satisfaction survey provides feedback on government-funded education delivered by community-based adult education organisations. In 2004, 84 per cent of surveyed students indicated that the course they undertook met or partly met their needs.

## LearnScope

LearnScope delivered start-up workshops for adult community education staff in 2004. The start-up workshops provided ACE organisations with exposure to innovative flexible teaching and learning practices in a practical, work-based environment. The projects specifically targeted those ACE organisations not particularly familiar with flexible learning in order to improve their understanding of available tools and methodologies. Projects were implemented with follow-up mentoring and assistance by flexible learning leaders.

## Reframing the Future program

The Reframing the Future program is a national staff development and change management program that was funded by the Australian National Training Authority. It provides a professional learning framework for educational change, staff learning and organisational capacity building in vocational education and training.

The ACE sector in Victoria has had a growing and beneficial involvement in this program over recent years. In 2005, ten projects from the ACE sector in Victoria received a total of \$124,685 in national funding.

## Curriculum Strategy for ACFE

In 2004, the Board identified the need to provide a more strategic approach to the development and maintenance of further education and associated teaching and learning resources. In February

2005, the Board endorsed the Curriculum Strategy for ACFE. This strategy is guiding the development and management of both Crown Copyright further education courses and other non-accredited learning arrangements that together support the achievement of good outcomes and pathways for the full range of potential learners.

There was a successful transition to the new General Studies and Further Education Curriculum Maintenance Management arrangements at Victoria University. A new structure has been established to advise on further education matters, the General Studies and Further Education Board, which is supported by a further education sub-committee. A review of curricula has been completed and priorities set for 2005 and planned for 2006.

The ACFE Board is working in partnership with the CAE to support non-accredited teaching and learning in adult community education. A steering committee has identified strategic objectives, outcomes and targets to achieve enhanced provision leading to improved learning experiences and pathways.

## Investing in ACE

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### Fees and concessions reimbursement

An additional \$1 million was allocated to providers for the delivery of education and training to learners with concession arrangements. Approximately \$2.2 million was made available to adult community education organisations for the reimbursement of fee concessions during 2004–05.

### Three-year funding and service agreements

In 2005, Three-year Funding and Service Agreements (2005–07) with community-based adult community education organisations were implemented for the first time. These agreements provide greater flexibility and certainty of funding to ACE organisations. Administrative and reporting requirements have been streamlined while retaining appropriate accountability mechanisms.

## Revised allocation arrangements

New allocation arrangements were developed in consultation with ACE organisations and Regional Councils to align resource allocation with the directions of the Ministerial Statement. Key objectives of the arrangements are:

- to improve the flexibility of the ACE sector to address unmet, new and emerging learner needs
- to respond to regional diversity with statewide consistency
- to provide predictability of funding for ACE organisations through three-year funding arrangements
- to enhance transparent processes for funding ACFE programs and services
- to eliminate unnecessary administration and reporting.

## ACE Capital Funding program

A \$9 million Community Support Fund allocation was committed over a three-year period to support renovations, extensions and refurbishments in community-based adult education organisations. This program is in its final stages with 14 projects completed in 2004–05. The program has attracted an additional contribution of \$16 million from the community.

## Governance

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### Performance Agreements with adult education institutions

The CAE and AMES delivered a number of education and training-related programs in 2004 that targeted key learner groups and communities as part of their Performance Agreement with the Board.

CAE projects included the development of a business model for the support of non-accredited teaching and learning in adult community education, training for art workers, and pre-volunteer training for the 2006 Commonwealth Games. In addition, the CAE delivered 1,554,380 student contact hours during 2004.

AMES involvement has increased in a range of community projects that create training and employment opportunities, for example pre-volunteer training for the Commonwealth Games. AMES delivered 219,233 student contact hours during 2004.

### Performance Agreements with Regional Councils

The nine Regional Councils each entered into their annual Performance Agreements with the Board. These agreements identified the outputs and project outcomes required by the Board in 2004. The agreements included participation targets, and covered development funds for local and regional development and special initiatives such as statewide development, as well as works and services and capital works to support delivery.

### Performance Monitoring and Review strategy

The Board's Performance Monitoring and Review strategy is designed to ensure that quality assurance, resource allocation and governance processes are consistent with Government and Board policies, and support the delivery of high-quality, further education outcomes that meet client expectations. The strategy supports the Board:

- in measuring the effectiveness of quality assurance and the implementation of Government policies statewide
- in evaluating the compliance of Regional Councils with Government and Board policies and guidelines
- in auditing via the Regional Councils ACE organisations' compliance with delivery standards, eligibility to apply for government funds, accountability requirements and financial viability.

## Audits

### **Regional Councils audit program**

Under the Board's Performance Monitoring and Review strategy, all Regional Councils were audited in 2004–05. BDO Chartered Accountants

and Advisers reviewed the financial management compliance of Regional Councils. This audit found that Regional Councils were compliant.

### **Internal audit program**

The Department of Education & Training has undertaken internal audits on behalf of the Board during 2004–05. These included compliance with the *Financial Management Act 1994*, the Managed Individual Pathways program, Corporate Card guidelines, Hospitality guidelines and the Human Resources management payroll audit.

### **Special audits**

The ACFE Division authorised two special audits of ACE organisations during 2004–05. Special audits are normally conducted where issues of governance or financial viability have arisen.

## **Grant Management System update and enhancement project**

The Grant Management System was developed in 1997 to support the Board in the management and monitoring of funding processes between the Board and Regional Councils, and between Regional Councils and ACE organisations. Since its development, the system has evolved to meet the changing needs of the Board through the introduction of new functionalities that add value to the core system and maintain information and communications technology standards that provide support and security for all users.



*Instructor Ashley and participant/trainee Leanne at Upper Yarra Community House — an ACE organisation funded by the ACFE Board.*

## **Peak organisations and professional associations**

Several peak organisations and professional associations were funded to provide professional development. Funding was directed to the:

- Association of Neighbourhood Houses and Learning Centres
- Victorian Association of Teaching of English to Speakers of Other Languages and Multicultural Education
- Victorian Adult Literacy and Basic Education Council
- U3A Network.

# Adult, Community and Further Education Board

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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

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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

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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 ACFE programs and services in ACE organisations and adult education institutions (the CAE and AMES).

The Board works jointly with the Victorian Learning and Employment Skills Commission, which is responsible for further education in TAFE institutes, to plan for the overall direction

and delivery of further education in Victoria.

The Board also works with the Victorian Qualifications Authority, which has responsibility under the *Victorian Qualifications Authority Act 2000* for accrediting programs and registering organisations delivering nationally accredited qualifications.

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

## Committees

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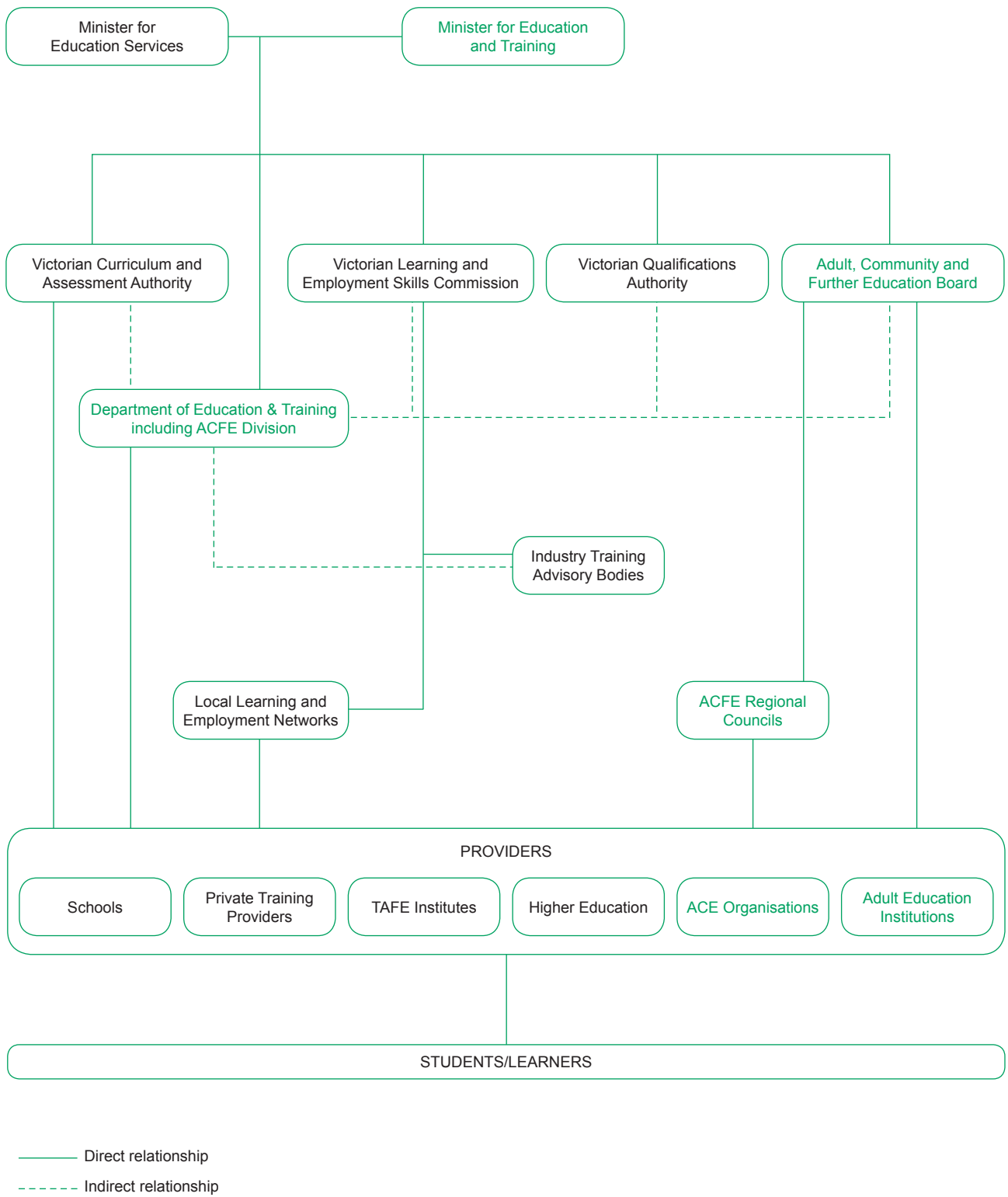
In 2004–05, the Board operated an Audit Committee. The members of the Audit Committee were Lynne Wannan, Jane Dewildt and Leslie Wood, with Jonathan Thomas from Moore Stephens HF.

The Board also established working groups for the Review of the Education Legislation and establishment of the Community Learning Partnerships.

The Board met six times in the period 2004–05. In addition, it held a planning workshop.

The Chairperson of the Board gave presentations and participated in a number of events organised by Regional Councils, ACE organisations and adult education institutions.

# Governance arrangements



## Members

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The Board comprises 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.

One Board member's term expired at the end of September 2004. One member resigned on 27 July 2004.

### 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.

### Board members as at 30 June 2005



#### **MR MAURIE CURWOOD**

Mr Curwood is an educational consultant. He was the founding Director of the 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 Chairperson 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 the Chairperson of Adult Community Education

Victoria and a former member and Chairperson of the Goulburn Ovens Murray Regional Council.



#### **MS VIRGINIA FENELON**

Ms Fenelon is the Head of TAFE programs at the University of Ballarat. Her position involves a particular focus on strategic development, educational development

and educational partnerships in the Central Highlands Wimmera region. She led the further education programs at the University of Ballarat and the School of Mines Ballarat TAFE between 1995 and 2002. Ms Fenelon is an experienced leader and manager in education, and has held a variety of positions in both the school and TAFE sectors. Ms Fenelon is an active member on many educational boards and committees in the Ballarat area and is a former member of the Central Highlands Wimmera Regional Council.



#### **MR BILL FORREST**

Mr Forrest is the CEO of Nillumbik Shire Council. He was the former Group Manager, Environment and Community Services, Nillumbik Shire Council. He has

extensive experience in local government policy development and labour market programs, and involvement in local community grants programs and support for Neighbourhood Houses.





**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 Mitsos is the first migrant woman from rural Victoria with a first language other than English to be placed on the Victorian Honour Roll.



**MR ELIAS TSIGARAS**

Mr Tsigaras is the Deputy Director of the South Central Region Migrant Resource Centre and related entity, the New Hope Foundation.

He has responsibility for overseeing the delivery of the New Hope Foundation's refugee settlement program in the western metropolitan region of Melbourne and employment, education and training programs across the organisation. Mr Tsigaras has over ten years experience in an ACE organisation. Mr Tsigaras is a former secondary school teacher in the government school system.



**MRS CAM NGUYEN**

Mrs 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. Mrs Nguyen has also had involvement at senior management level in AMES.



**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.



**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 in Geneva. 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 LESLIE WOOD**

Ms Wood has been a member of the Eastern Metropolitan Regional Council, a 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.

## Board members whose memberships concluded during 2004–05



### **MS MAGDA DODD**

Ms Dodd was the Education Manager of Brimbank Community Centre (now Community West), a position she held for five years.

Ms Dodd has an extensive background in teaching and was a former Chairperson of the Barwon South Western Regional Council. Ms Dodd's term expired on 30 September 2004.



### **MR ADAM SMITH**

Mr Smith was a Senior Program Officer with the Southern Metropolitan Region of the Department of Education & Training.

He was a Youth Development Officer at SkillsPlus. He has worked in a number of community-based 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 Smith resigned from the Board on 31 July 2004.

## General Manager



### **MS SANDY FORBES**

Ms Sandy Forbes is General Manager of the ACFE Division and attends Board meetings in this capacity.

## ACFE Division

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The work of the Board is supported by the ACFE Division, which is part of the Department of Education & Training.

The ACFE Division supports the achievement of the Board's operational and strategic plans and the operations of Regional Councils and community-based adult education organisations in meeting the Government's goals and targets for lifelong learning, young people, and community building.

The work of the Board is also supported by the Strategic Directions Division, Office of Training and Tertiary Education with the provision of policy and planning advice, financial management and statutory appointments administration as required by the Board and Regional Councils.

The ACFE Division is also responsible for the management of equity across the vocational education and training system in Victoria.

### **Senior staff**

Sandy Forbes  
General Manager

Ruth Fowler  
Manager, Board Support and Major Projects

Eric McClellan  
Manager, Community and Stakeholder Relations

Madeline Fernbach  
Manager, Learner Access (until 10 June 2005)

Helen Casey  
Acting Manager, Learner Access (from 13 June 2005)

The Department of Education & Training manages 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 2004–05*.)

# Regional Councils

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There are nine Regional Councils of ACFE established under the *Adult, Community and Further Education Act 1991*. Regional Councils provide expertise and local knowledge about adult education needs, advice to the Board on regional priorities and ACFE plans and policies, and promote, support and monitor adult education provision.

Regional Councils are responsible for recommending funding allocations to adult community education organisations in line with priorities and guidelines established by the Board. They also contribute to statewide planning and policy development.

## Composition

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Each Regional Council comprises 12 members appointed by the Minister for Education and Training. Two additional members may be coopted. Together, the members:

- are representative of the interests and views of users and organisations of adult education in the region, including the interests of TAFE institutes
- reflect the diversity of the community in the region.

At least half the members also have substantial knowledge of, or experience in, the provision of adult, community and further education.

Membership is voluntary and significant expertise, time and effort is contributed by the members.

## Members of Regional Councils

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### Barwon South Western

Jennifer Angwin (coopted member)  
Antonia Clarke  
Jennifer Dalton

Christine Denmead  
Brian Donovan (coopted member)  
Antonia George  
Robert Graham (Chairperson from February 2005)  
Bruce Jeans (Chairperson to February 2005)  
David Kenwood (to October 2004)  
Jill Parker  
Julie Rendell (to October 2004)  
Elaine Robb  
Jan Rockliff  
Anne-Marie Ryan (to October 2004)  
Leonie Saundry  
Toni Sharkey  
Kwong Wong (Deputy Chairperson)

### Central Highlands Wimmera

Heather Ahpee (to February 2005)  
Ruth Barnes (member from March 2005, coopted member to March 2005)  
David Beaver (Chairperson from February 2005)  
Laura Carrington (to February 2005)  
Gerrie Dorn (to February 2005, Chairperson to February 2005)  
Virginia Fenelon (to February 2005, Deputy Chairperson to December 2004)  
Anne Finch  
Annette Foley  
Isabel Gribble  
Adrian Hardy  
Dorothy McLaren (to October 2004)  
Anne Murphy  
Keith Peters  
Elizabeth Reynolds  
Amanda Stewart  
Neville Strachan (coopted member)  
Barbara Webb (Deputy Chairperson from December 2004)  
Julie Winzar

### Central Western Metropolitan

Michelle Beveridge  
Maxine Braithwaite (to October 2004)  
Suzanne Connelly (Chairperson)

Karen Delvin (to October 2004)  
Elizabeth Drozd  
Janet Fitzell  
Luis Gonzales  
Michael Hince (to October 2004)  
Theresa Lyford (Deputy Chairperson)  
Marilla Mason  
Jane McNally (to October 2004)  
Gayle Morris (to August 2004)  
Kerry Rentsch  
Mark Samuel-King (to September 2004)  
Robyn Shilton  
Nicola Wong  
Amanda Worthington

## Eastern Metropolitan

Anne Burgoyne (coopted member)  
Pamela Caven  
Tim Corney  
John Davidson (to December 2004)  
Dennis Denman (Deputy Chairperson from  
February 2005)  
Warwick Dilley  
John Dorton  
Mark Doubleday (coopted member)  
Leanne Fitzgerald (to February 2005)  
Judy Hall  
Erika Mieser  
John Molenaar (to February 2005, Chairperson to  
February 2005)  
Penny Morison  
Sandra Poppins (Chairperson from February 2005)  
Rhonda Raisbeck  
Sharon Strugnell (Acting Chairperson to March  
2005, Deputy Chairperson to February 2005)  
Sylvia Watson

## Gippsland

Deborah Brown (Deputy Chairperson)  
Joelle Champert  
Lin Chandler (coopted member)  
Anne Cliff (to September 2004)  
Kathleen Earle  
Raymond Ferres  
Greg Gebhart (Chairperson)  
Andrea Lane (to March 2005)  
Kath McEntee  
Glenda McPherson

Anne Heath Mennell (to October 2004)  
Graham Paynter  
James Pianta (to February 2005)  
Neil Raymond (coopted member)  
Katherine Rutter  
Greg Twite  
Howard Williams

## Goulburn Ovens Murray

Denise Allen  
Kaye Chamberlain (to October 2004, Deputy  
Chairperson to October 2004)  
Margaret Craik  
Nigel Divito (Chairperson)  
Stephen Doran  
Herma Duthie  
David Gould  
Jennie Hermiston (to July 2004)  
Ann Jarvis (Deputy Chairperson from October  
2004)  
Michael Kreskas  
Rene Laan  
Michael Lacey  
Mary McGillian (coopted member from February  
2005, member to February 2005)  
David Nichols  
Danny O'Donoghue  
Eileen Watts (to February 2005)

## Loddon Campaspe Mallee

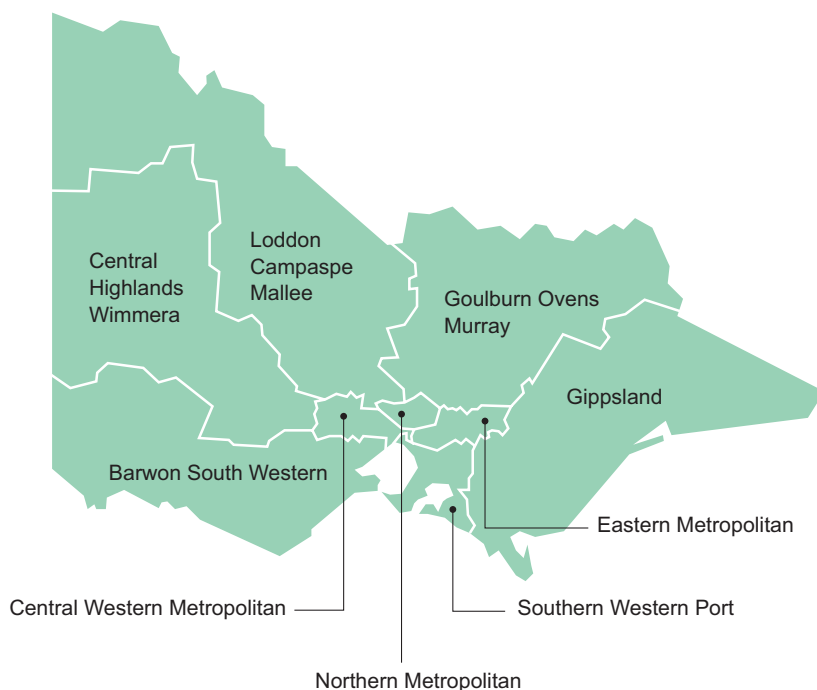
Susanne Allengame (to February 2005)  
Miranda Bain (Chairperson to December 2004)  
Nola Blance  
Helen Bramley-Jackson (Deputy Chairperson from  
December 2004)  
Lynette Breen  
Gregory Clarke (to October 2004)  
Sally Drummond  
Jenny Dyer (coopted member)  
Frances Ford  
Selvi Kannan  
Sandra Lewis  
Margaret Mulqueen  
Tracie Pearson  
Gillian Schoenborn (Deputy Chairperson to  
December 2004)  
Gwen Smith (Chairperson from December 2004)  
Arvid Yaganegi (to October 2004)

## Northern Metropolitan

Lesley Crommelin (to October 2004)  
Gerard Grant (Chairperson)  
Beth Horsfield  
Derek Kosbab  
Vanessa Little  
Jacinta Lucas  
Beth Marr (to February 2005)  
Monika Merkes  
Ramesh Muddagouni (to August 2004)  
Ann Polis  
Christine Robertson (to October 2004)  
Lillian Santoro-Woolmer (to October 2004, Deputy  
Chairperson to October 2004)  
Nelly Valdivia  
Greg Waddell (Deputy Chairperson from October  
2004)  
John Wakefield  
Heather Weaver  
Leone Wheeler

## Southern Western Port

Jwothab Amum Ajak  
Anne Catanese (Deputy Chairperson to May  
2005, Chairperson to March 2005)  
Ron Crosling  
Tracey Fenton (Deputy Chairperson from May  
2005)  
Anne Heath Mennell  
Jenni King  
John Lane  
Anwyn Martin (Chairperson from March 2005,  
Deputy Chairperson to March 2005)  
Mandy McDonald  
Jinny McGrath  
Glenda McPherson (to October 2004)  
Phong Nguyen (to February 2005)  
Patricia O'Connell (to October 2004)  
Melissa Shipham (to February 2005)  
Tracey Trueman (coopted member)  
Damien Williams (to October 2004)



## Achievements

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Achievements for all regions are reported against the 2004 calendar year.

### Barwon South Western

- A formal partnership agreement was piloted between the Department of Education & Training and the Regional Council to deliver education and training programs to young people aged 15–19 years. Over \$150,000 was transferred to ACE organisations in the region to provide quality training, in partnership with local schools, to this cohort.
- The Regional Council implemented an Individual Provider Support program for eligible ACE organisations requiring support and professional development in the areas of adult education management, planning and delivery. The program led to improved organisational management and better quality training delivery.
- A research project that produced qualitative and quantitative profiles on towns across the region aimed to provide evidence for future planning in course delivery by ACE organisations.

### Central Highlands Wimmera

- Sixty-two participants from 36 ACE and external organisations (University of Ballarat, Child and Family Services and Centacare) participated in the regional conference. The conference themes were implementing the Ministerial Statement, developing partnerships, personal development, organisational management, and teaching and learning.
- The Regional Council worked actively in partnerships with two LLENs, the Wurreker Regional Committee, the Ballarat Learning Exchange and the Department of Human Services. These partnerships resulted in streamlined auditing processes for ACE organisations, increased involvement with Koorie organisations – the Local Aboriginal Education Consultative Group and the Victorian Aboriginal Education Authority Incorporated,

joint forums and a showcase of partnerships between schools and other agencies including ACE organisations, and two ACE organisations using the Ballarat Learning Exchange to deliver programs.

- An ACE induction program was successfully implemented by the Regional Council with ten new coordinators completing the program.

### Central Western Metropolitan

- Relationships with the Koorie community were strengthened by Regional Council attendance at the Wurreker Partnerships and Pathways to the Future 2004 conference. Continued dialogue with the Wurreker Broker and participation in ACFE Wurreker planning workshops has resulted in firm plans being laid for more relevant Koorie involvement in ACFE programs.
- The region's ongoing program of encouragement, support and professional development for ACE organisations resulted in 20 tutors enhancing their skills in the use of information and communications technology for teaching and learning.
- The Mobile Computer Learning Library continued to be well used, with over 220 learners benefiting from available online resources and developing their workplace skills.
- The Regional Council established the regional ACE Disability Network, which involves four ACE organisations that provide specialist disability services. This has resulted in the provision of specialised support, training and information to organisations to ensure that their programs and facilities are accessible and of a high standard for learners with a disability. The network is expanding to operate Victoria-wide to support the Commonwealth Disability Standards for Education.

### Eastern Metropolitan

- An Indigenous education reference group was established to liaise with the Local Aboriginal Education Consultative Group. This initiative led to the allocation of \$20,000 in delivery funds for Indigenous education in Healesville and the

preparation of a Regional Council Wurreker action plan in 2005.

- Consultations with 47 of the region's 60 ACE organisations and 24 external stakeholders identified opportunities for responding to the Ministerial Statement and these were integrated into the region's strategic plan for 2005–07.
- The Regional Conference was attended by 92 ACE representatives. The conference, *Enterprising ACE: Living from a sense of possibility and solutions rather than problems and issues*, provided ACE practitioners with the skills and strategies required to extend the leadership role of adult community education in capacity-building community activities.
- The Regional Council supported 31 ACE organisations to establish a self-funding, sustainable network of language and literacy practice. This outcome allowed the Regional Council to focus development activities on other support for priority learner groups.

## Gippsland

- The Regional Council conducted consultations and briefings on the development of the Regional plan, three-year funding agreements, risk management issues, the Ministerial Statement, and the development of delivery and sustainability plans.
- The Gippsland Region's tenth annual conference was attended by 136 representatives. Conference session topics included governance, financial management, and technology for adult learners. The keynote address was on ACE Leadership in the Community.
- In partnership with TAFE Frontiers, the Regional Council conducted information and communications technology workshops. The workshop, *Easy Steps in Integrating Technology with Literacy and Publisher*, was held in two regional locations and attended by 33 participants.

## Goulburn Ovens Murray

- A regional Literacy and Numeracy Network was established with an initial membership

of 28 organisations. The network is open to all literacy stakeholders including ACE, TAFE institutes, private providers and schools.

- The Regional Council formalised links between ACFE and TAFE programs through Recognition of Prior Learning for access from non-accredited to accredited programs.
- In partnership with TAFE Frontiers, the Regional Council supported the development of the MOODLE project to provide a study zone for ACE tutors to develop and store e-learning programs and resources online.

## Loddon Campaspe Mallee

- Professional development was provided for 152 participants from ACE organisations and committees of management in the areas of submission writing, networking and relationship building, curriculum and assessment moderation, and information technology.
- A regional Koorie network involving seven ACE organisations, Wurreker brokers and Koorie organisations was established. One of the network's activities involved contributing to the development of regional Koorie plans.
- The Regional Council established seven ACE clusters based on local government areas. The Regional Council facilitates regular meetings to map networks between ACE, community, business, industry and government organisations within each area. The objective is to analyse, negotiate and improve service delivery between organisations.

## Northern Metropolitan

- The Regional Council and ACE organisations were actively involved in initiatives which included Community Building Hubs, 2006 Commonwealth Games pre-volunteer training, offender education and training and membership of the Hume Global Learning Village Committee and its associated sub-committees.
- The Regional Council developed Memorandums of Understanding with the Department of Education & Training and the Inner Northern LLEN on a Regional Youth strategy, with the Department of Human

Services on risk management in ACE and Neighbourhood House organisations, and with the Northern Metropolitan Region Local Aboriginal Education Committee Group to plan, support and monitor services for Koories in the region.

- The Regional Council continued to implement information technology strategies through the management of the Mobile Computer Learning Library project and as a consortium member of TAFE Frontiers.

## Southern Western Port

- Professional development was conducted on planning and strategic thinking skills and the delivery of quality learning programs by ACE organisations. In addition, Frontline Management training (Diploma level) was offered to and completed by eight coordinators of ACE organisations in a partnership arrangement with the Chisholm Institute of TAFE.
- A successful regional awards function was facilitated by the Regional Council for Adult Learners' Week. This attracted 120 entries and awards were made in nine categories.
- Regional Council staff met with representatives of the nine local government authorities in the Southern Western Port region throughout the year to help develop a shared understanding of core business.

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## **Commonwealth growth funds**

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

## **Adult literacy funds**

The Board administered the Australian National Training Authority adult literacy funds in Victoria. Resources were allocated to community-based adult education organisations and the adult education institutions through the Board and Regional Councils for programs and program support initiatives.

## **ACE Capital Funding program**

See page 20.

## 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.

## Administration of funds

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### State and Commonwealth funds

#### **State recurrent funds**

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

# Financial Report

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## Statement of financial performance for the year ended 30 June 2005

	Notes	2004–2005 \$'000	2003–2004 \$'000
<b>Revenue from ordinary activities</b>			
State Government grants	2	35,082	34,033
Grants from Commonwealth agencies	2	13,540	16,121
Other operating revenue	2	137	915
Other non-operating revenue	2	–	5,189
		<b>48,759</b>	<b>56,258</b>
<b>Expenses from ordinary activities</b>			
Administrative expenses	1(l)	2,954	2,797
Other corporate expenses		1,913	2,079
Grants	3	45,948	42,268
Depreciation and amortisation	3	569	683
		<b>51,384</b>	<b>47,827</b>
<b>Net result for the reporting period</b>			
		<b>(2,625)</b>	<b>8,431</b>
Net increase in asset revaluation reserve	7(a)	–	7,144
<b>Total changes in equity other than those resulting from transactions with the Victorian State Government in its capacity as owner</b>			
		<b>(2,625)</b>	<b>15,575</b>

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

# Statement of financial position as at 30 June 2005

	Notes	2004–2005 \$'000	2003–2004 \$'000
<b>Current assets</b>			
Cash		3,770	5,989
Receivables	5	20	–
<b>Total current assets</b>		<b>3,790</b>	<b>5,989</b>
<b>Non-current assets</b>			
Property, plant and equipment	4	15,959	16,506
<b>Total non-current assets</b>		<b>15,959</b>	<b>16,506</b>
<b>Total assets</b>		<b>19,749</b>	<b>22,495</b>
<b>Current liabilities</b>			
Payables	6	313	434
<b>Total current liabilities</b>		<b>313</b>	<b>434</b>
<b>Non-current liabilities</b>			
Total non-current liabilities		–	–
<b>Total liabilities</b>		<b>313</b>	<b>434</b>
<b>Net assets</b>		<b>19,436</b>	<b>22,061</b>
<b>Equity</b>			
Contributed capital	7(b)	782	782
Reserves	7(a)	9,629	9,629
Accumulated surplus	7(c)	9,025	11,650
<b>Total equity</b>		<b>19,436</b>	<b>22,061</b>

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 2005

	Notes	2004–2005 \$'000	2003–2004 \$'000
<b>Cash flows from operating activities</b>			
Receipts:			
State Government grants		35,082	34,033
Grants from other agencies		13,726	16,121
Other revenue		137	245
GST recovered from the ATO		4,106	4,078
Payments:			
GST paid to the ATO		(186)	(31)
Suppliers and employees		(5,506)	(8,498)
Grants		(49,555)	(42,268)
<b>Net cash inflow/(outflow) from operating activities</b>	13	<b>(2,196)</b>	<b>3,680</b>
<b>Cash flows from investing activities</b>			
Proceeds from sale of property, plant & equipment		–	5
Payments for property, plant and equipment		(23)	(76)
<b>Net cash inflow/(outflow) from investing activities</b>		<b>(23)</b>	<b>(71)</b>
<b>Net increase/(decrease) in cash held</b>		<b>(2,219)</b>	<b>3,609</b>
Cash at the beginning of financial year		5,989	2,380
<b>Cash at the end of financial year</b>		<b>3,770</b>	<b>5,989</b>

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 2005

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## NOTE 1 Summary of significant accounting policies

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This general purpose financial report has been prepared 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 (AASB) 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 practicable, comparative amounts are presented and classified on a basis consistent with the current year.

For interim and annual reporting periods ending on or after 30 June 2005, AASB 1047 *Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards* requires disclosure of any known or reliably estimable information about the impacts on the financial report had it been prepared using the A-IFRS or if the impacts are not known or reliably estimable, a statement to that effect. Refer to note 15 for further information.

### (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) Accrual basis

The accrual basis of accounting has been adopted in preparing these financial statements.

### (c) 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.

### (d) Rounding of amounts

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

### (e) 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.

### (f) 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.

### (g) Revaluations of non-current assets

Subsequent to the 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 net result, the increment is recognised immediately as revenue in the net result.

Revaluation decrements are recognised immediately as expenses in the net result, 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.

## (h) Depreciation of property, plant and equipment

Depreciation is calculated on a straight-line basis to write off the net cost or revalued 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 reviewed at least annually. The expected useful lives and depreciation rates for some classes of property, plant and equipment have changed from previous years. The expected useful lives are as follows:

	2004–2005 Years	2003–2004 Years
Buildings	40–60	50
Computers and peripherals	3	3
Furniture and fittings and equipment	5–10	5–10

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.

## (i) 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.

## (j) 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.

## (k) 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.

## (l) Employee benefits

Effective from 1 July 2003, the Secretary of the Department of Education & Training deemed all Board employees to be employees of the Department of Education & Training. The Department of Education & Training assumed the employee provisions held by the Board. Amounts totalling \$664,000 were written back and the same amount was recognised as other revenue in the statement of financial performance in the 2003–04 financial year. The Board reimburses the Department of Education & Training for all employee benefits including superannuation, long service and annual leave entitlements as from 1 July 2003. These costs are recognised as administrative expenses in the statement of financial performance.

## (m) 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.

## (n) Contributed capital

Consistent with UIG Abstract 38, *Contributions by Owners 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.

## (o) 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 Australian Accounting Standard AAS 28, *Statement of Cash Flows*.

## (p) Receivables

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



## NOTE 2 Revenue

	2004–2005 \$'000	2003–2004 \$'000
<b>(a) Revenue from operating activities</b>		
<b>(i) Grants revenue</b>		
State Government grants	32,875	30,198
Grants from other Victorian Government departments	2,207	3,835
<b>Total State Government grants</b>	<b>35,082</b>	<b>34,033</b>
Grants from Commonwealth Government departments	70	211
Grants from other Commonwealth agencies	13,470	15,910
<b>Total Commonwealth Government grants</b>	<b>13,540</b>	<b>16,121</b>
<b>Total grants revenue</b>	<b>48,622</b>	<b>50,154</b>
<b>(ii) Other revenue</b>		
Forgiveness of liabilities	–	665
Other operating revenue	137	250
<b>Total other operating revenue</b>	<b>137</b>	<b>915</b>
<b>Total revenue from operating activities</b>	<b>48,759</b>	<b>51,069</b>
<b>(b) Revenue from non-operating activities</b>		
Assets received free of charge*		5,189
<b>Total revenue from non-operating activities</b>	<b>–</b>	<b>5,189</b>
<b>Total revenue from ordinary activities</b>	<b>48,759</b>	<b>56,258</b>

### \* Assets received free of charge

ACFE received a building situated at 21 Degraeves Street, Melbourne from the CAE in June 2004. The property was valued for the purpose of determining a fair value by the Valuer-General prior to recognition and the fair value (\$4.9 million) was recognised as revenue being assets received free of charge.

The revaluation of land and buildings as at 30 June 2004 identified \$0.289 million of improvements to buildings not previously recognised by ACFE. These assets have been recognised as revenue in the statement of financial performance.

## NOTE 3 Expenses from ordinary activities

	2004–2005 \$'000	2003–2004 \$'000
<b>Result from ordinary activities includes the following expenses</b>		
<b>Depreciation</b>		
Buildings	214	12
Computers and peripheral equipment	320	620
Furniture and fittings and equipment	33	49
<b>Total depreciation</b>	<b>567</b>	<b>681</b>
<b>Amortisation</b>		
Leasehold improvements	2	2
<b>Total amortisation</b>	<b>2</b>	<b>2</b>
<b>Total depreciation and amortisation</b>	<b>569</b>	<b>683</b>
<b>Rental expense relating to operating leases</b>		
Minimum lease payments	248	252
<b>Total rental expense relating to operating leases</b>	<b>248</b>	<b>252</b>
<b>Grants</b>		
Payments to ACE organisations	35,175	33,067
Payments to adult education institutes	10,422	9,143
Payments to other organisations	351	58
<b>Total grants</b>	<b>45,948</b>	<b>42,268</b>

## NOTE 4 Property, plant and equipment

	2004–2005 \$'000	2003–2004 \$'000
<b>Land and buildings</b>		
Land at 2004 valuation	5,709	5,709
	<b>5,709</b>	<b>5,709</b>
Buildings at 2004 valuation	10,293	10,293
Less: Accumulated depreciation	(214)	–
	<b>10,079</b>	<b>10,293</b>
Leasehold improvements at cost	25	25
Less: Accumulated amortisation	(6)	(5)
	<b>19</b>	<b>20</b>
<b>Total land and buildings</b>	<b>15,807</b>	<b>16,022</b>
<b>Computers and peripheral equipment</b>		
Computers and peripheral equipment at cost	2,714	2,837
Less: Accumulated depreciation	(2,621)	(2,434)
	<b>93</b>	<b>403</b>
<b>Office equipment and furniture</b>		
Office equipment and furniture at cost	321	308
Less: Accumulated depreciation	(262)	(227)
	<b>59</b>	<b>81</b>
<b>Total property, plant and equipment</b>	<b>15,959</b>	<b>16,506</b>

Reconciliations	Land \$'000	Buildings \$'000	Leasehold improvements \$'000	Computers and peripheral equipment \$'000	Office equipment and furniture \$'000	Total \$'000
<b>2004–2005</b>						
Carrying amount at start of year	5,709	10,293	20	403	81	16,506
Additions	–	–	–	12	11	23
Disposals	–	–	–	(2)	–	(2)
Revaluation increments	–	–	–	–	–	–
Depreciation and amortisation	–	(214)	(1)	(320)	(33)	(568)
Carrying amount at end of year	5,709	10,079	19	93	59	15,959

## NOTE 5 Receivables

	2004–2005 \$'000	2003–2004 \$'000
Net GST receivable	20	–
<b>Total receivables</b>	<b>20</b>	<b>–</b>

## NOTE 6 Payables

	2004–2005 \$'000	2003–2004 \$'000
Trade creditors	276	119
Net GST payable	–	260
Other creditors	37	55
<b>Total payables</b>	<b>313</b>	<b>434</b>

## NOTE 7 Equity and movements in equity

	2004–2005 \$'000	2003–2004 \$'000
<b>(a) Reserves</b>		
<b>Asset revaluation reserve</b>		
Asset revaluation reserve at the beginning of the reporting period	9,629	2,485
Revaluation increment of freehold land and buildings	–	7,144
<b>Asset revaluation reserve at the end of the reporting period</b>	<b>9,629</b>	<b>9,629</b>
<b>(b) Contributed capital</b>		
Contributed capital at the beginning of the reporting period	782	782
<b>Contributed capital at the end of the reporting period</b>	<b>782</b>	<b>782</b>
<b>(c) Accumulated surplus</b>		
Accumulated surplus at the beginning of the reporting period	11,650	3,219
Net result for the reporting period	(2,625)	8,431
<b>Accumulated surplus at the end of the reporting period</b>	<b>9,025</b>	<b>11,650</b>
<b>(d) Total equity</b>		
Total equity at the beginning of the reporting period	22,061	6,486
Total changes in equity recognised in the statement of financial performance	(2,625)	15,575
<b>Total equity at the end of the reporting period</b>	<b>19,436</b>	<b>22,061</b>

## NOTE 8 Financial instruments

### (a) Interest rate risk exposure

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

consist of amounts that are fully receivable and payable in the subsequent accounting period with no risks for the Board.

The Board's exposure to interest rate risk is set out in the following table.

	Floating interest \$'000	Fixed interest maturing in:			Non-interest bearing \$'000	Total \$'000
		1 year or less \$'000	1–5 years \$'000	Over 5 years \$'000		
<b>2004–2005</b>						
<b>Financial assets</b>						
Cash assets	–	–	–	–	3,770	3,770
Receivables	–	–	–	–	20	20
	–	–	–	–	<b>3,790</b>	<b>3,790</b>
Weighted average interest rate	n/a					
<b>Financial liabilities</b>						
Creditors and accruals	–	–	–	–	313	313
	–	–	–	–	<b>313</b>	<b>313</b>
<b>Net financial assets (liabilities)</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>3,477</b>	<b>3,477</b>
Weighted average interest rate	n/a					
<b>2003–2004</b>						
<b>Financial assets</b>						
Cash assets	–	–	–	–	5,989	5,989
Receivables	–	–	–	–	–	–
	–	–	–	–	<b>5,989</b>	<b>5,989</b>
Weighted average interest rate	n/a					
<b>Financial liabilities</b>						
Creditors and accruals	–	–	–	–	434	434
	–	–	–	–	<b>434</b>	<b>434</b>
<b>Net financial assets (liabilities)</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>5,555</b>	<b>5,555</b>
Weighted average interest rate	n/a					

## (b) Net fair value of financial assets and liabilities

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

	2004–2005		2003–2004	
	Carrying amount \$'000	Net fair value \$'000	Carrying amount \$'000	Net fair value \$'000
<b>On-balance sheet financial instruments</b>				
<b>Financial assets</b>				
Cash	3,770	3,770	5,989	5,989
Receivables	20	20	–	–
<b>Non-traded financial assets</b>	<b>3,790</b>	<b>3,790</b>	<b>5,989</b>	<b>5,989</b>
<b>Financial liabilities</b>				
Trade creditors	313	313	434	434
<b>Non-traded financial liabilities</b>	<b>313</b>	<b>313</b>	<b>434</b>	<b>434</b>

## NOTE 9 Responsible Persons

In accordance with the Ministerial Directions issued by 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:

<b>Responsible Minister</b>	Ms Lynne Kosky, MP	
<b>ACFE Board Members</b>	Ms Lynne Wannan	(Chair)
	Mr Maurie Curwood	
	Ms Jane Dewildt	
	Ms Vicki Mitsos	
	Ms Virginia Fenelon	(from 30 November 2004)
	Mr Warren Stooke	
	Ms Magda Dodd	(until 30 September 2004)
	Mr Bill Forrest	
	Ms Cam Nguyen	
	Mr Adam Smith	(until 31 July 2004)
	Ms Margaret Wagstaff	
	Ms Leslie Wood	
	Mr Elias Tsigaras	(from 30 November 2004)
<b>Accountable Officer</b>	Ms Sandy Forbes	

## 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:

2004–2005	2003–2004
\$58,654	\$71,716

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

Band	2004–2005	2003–2004
\$0–\$9,999	12	11
\$20,000–\$29,999	–	1
\$30,000–\$39,999	1	–

### ***Accountable Officer's remuneration***

The Accountable Officer's remuneration was paid by the Department of Education & Training and included in the Department's financial report.

## 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 10 Remuneration of executives

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There were no executive officers (other than the Accountable Officer) to be reported for the accounting period.

## NOTE 11 Remuneration of auditors

	2004–2005 \$	2003–2004 \$
Audit fees paid or payable to the Victorian Auditor-General's Office for the audit of the Board's financial report		
Payable at 30 June	11,300	11,300

## NOTE 12 Commitments for expenditure

	2004–2005 \$'000	2003–2004 \$'000
<b>Operating lease commitments</b>		
Commitments in relation to leases (for motor vehicles, photocopiers and buildings) contracted for at the reporting date but not recognised as liabilities, payable:		
within one year	176	146
later than one year but not later than 5 years.	94	128
	<b>270</b>	<b>274</b>

## NOTE 13 Reconciliation of net result for the reporting period to net cash flow from operating activities

	2004–2005 \$'000	2003–2004 \$'000
Net result for the reporting period	(2,625)	8,431
Depreciation and amortisation	569	683
Loss (profit) on disposal of assets	2	(4)
Assets received free of charge	–	(5,189)
Change in operating assets and liabilities		
Increase/(decrease) in payables	(122)	(93)
(Increase)/decrease in GST receivables	(20)	516
Write back of employee provisions	–	(664)
<b>Net cash inflow/(outflow) from operating activities</b>	<b>(2,196)</b>	<b>3,680</b>

## NOTE 14 Contingent liabilities and contingent assets

As at 30 June 2005 the Board had no contingent liabilities and contingent assets (2003–04: Nil).



## NOTE 15 Impacts of adopting AASB 1047 equivalents to IASB Standards

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Following the adoption of Australian equivalents to International Financial Reporting Standards (A-IFRS), the Board will report for the first time in compliance with A-IFRS when results for the financial year ending 30 June 2006 are released.

It should be noted that under A-IFRS, there are requirements that apply specifically to not-for-profit entities that are not consistent with IFRS requirements. The Board is established to achieve the objectives of government in providing services free of charge or at prices significantly below their cost of production for the collective consumption by the community, which is incompatible with generating profit as a principal objective. Consequently, where appropriate, the Board applies those paragraphs in accounting standards applicable to not-for-profit entities.

An A-IFRS compliant financial report will comprise a new statement of changes in equity in addition to the three existing financial statements, which will all be renamed. The statement of financial performance will be renamed as the operating statement, the statement of financial position will revert to its previous title as the balance sheet and the statement of cash flows will be simplified as the cash flow statement. However, for the purpose of disclosing the impact of adopting A-IFRS in the 2004–05 financial report, which is prepared under existing accounting standards, existing titles and terminologies are retained.

With certain exceptions, an entity that has adopted A-IFRS must record transactions that are reported in the financial report as though A-IFRS had always applied. This requirement also extends to any comparative information included within the financial report. Most accounting policy adjustments to apply A-IFRS retrospectively will be made against accumulated funds at the 1 July 2004 opening balance sheet date for the comparative period. The exceptions include deferral until 1 July 2005 of the application and adjustments for:

- AASB 132 *Financial Instruments: Disclosure and Presentation*
- AASB 139 *Financial Instruments: Recognition and Measurement*
- AASB 4 *Insurance Contracts*
- AASB 1023 *General Insurance Contracts* (revised July 2004)
- AASB 1038 *Life Insurance Contracts* (revised July 2004).

The comparative information for transactions affected by these standards will be accounted for in accordance with existing accounting standards.

The Board participated in the Department of Education & Training's portfolio-wide IFRS implementation program that has taken the following steps in managing the transition to A-IFRS and has achieved the following scheduled milestones:

- established a steering committee to oversee the transition to and implementation of the A-IFRS
- established an A-IFRS project team to review the new accounting standards to identify key issues and the likely impacts resulting from the adoption of A-IFRS and any relevant Financial Reporting Directions as issued by the Minister for Finance
- participated in an education and training process to raise awareness of the changes in reporting requirements and the processes to be undertaken
- initiated reconfiguration and testing of user systems and processes to meet new requirements.

This financial report has been prepared in accordance with current Australian accounting standards and other financial reporting requirements (Australian GAAP). At this moment no differences between Australian GAAP and A-IFRS have been identified as potentially having a material impact on the Board's financial position and financial performance following the adoption of A-IFRS.



Adult Education  
in the Community

## ADULT, COMMUNITY AND FURTHER EDUCATION BOARD

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DX 210178  
Telephone (03) 9637 2675 Facsimile (03) 9637 2490  
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### Accountable Officers Declaration

30 June 2005


We certify that the attached financial statements for Adult, Community and Further Education Board have been prepared in accordance with Standing Directions 4.2 of the *Financial Management Act 1994*, applicable Financial Reporting Directions, 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 transaction during the year ended 30 June 2005 and financial position of the Board as at 30 June 2005.

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

  
.....  
Ms Jan Trehwella  
Accountable Officer  
Adult, Community and Further Education Board  
Melbourne

6 September 2005

  
.....  
Ms Lynne Wannan  
Chair Person  
Adult, Community and Further Education Board  
Melbourne

6 September 2005



AUDITOR GENERAL  
VICTORIA

**INDEPENDENT AUDIT REPORT**

**Adult, Community and Further Education Board**

**To the Members of the Parliament of Victoria and Members of the Board**

**Matters Relating to the Electronic Presentation of the Audited Financial Report**

This audit report for the financial year ended 30 June 2005 relates to the financial report of the Adult, Community and Further Education Board included on its web site. The Members of the Board of the Adult, Community and Further Education Board are responsible for the integrity of the web site. I have not been engaged to report on the integrity of the 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.

**Scope**

*The Financial Report*

The accompanying financial report for the year ended 30 June 2005 of the Adult, Community and Further Education Board consists of the statement of financial performance, statement of financial position, statement of cash flows, notes to and forming part of the financial report, and the supporting declaration.

*Members' Responsibility*

The Members of the Board of the Adult, Community and Further Education Board are responsible for:

- the preparation and presentation of the financial report and the information it contains, including accounting policies and accounting estimates
- the maintenance of adequate accounting records and internal controls that are designed to record its transactions and affairs, and prevent and detect fraud and errors.

*Audit Approach*

As required by the *Audit Act 1994*, an independent audit has been carried out in order to express an opinion on the financial report. 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:

- examining information on a test basis to provide evidence supporting the amounts and disclosures in the financial report
- assessing the appropriateness of the accounting policies and disclosures used, and the reasonableness of significant accounting estimates made by the members
- obtaining written confirmation regarding the material representations made in conjunction with the audit
- reviewing the overall presentation of information in the financial report.



AUDITOR GENERAL  
VICTORIA

**Independent Audit Report (continued)**

These procedures have been undertaken to form an opinion as to whether the financial report is presented in all material respects 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.

**Independence**

The Auditor-General's independence is established by the *Constitution Act 1975*. The Auditor-General is not subject to direction by any person about the way in which his powers are to be exercised. The Auditor-General and his staff and delegates comply with all applicable independence requirements of the Australian accounting profession.

**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 2005 and its financial performance and cash flows for the year then ended.

MELBOURNE  
9 September 2005



JW CAMERON  
*Auditor-General*

# Appendices

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## APPENDIX 1

# Allocation of government funds administered by Regional Councils

### Barwon South Western

Anglesea and District Community House	\$24,395
BAYSA	\$241,921
Bellarine Living and Learning Centre	\$21,832
Brophy Family and Youth Services	\$14,117
Cloverdale Community Centre	\$25,378
Colac Adult and Community Education	\$436,135
Corangamite District Adult Education Group	\$165,882
CREATE (Geelong)	\$643,301
Deans Marsh Community Cottage	\$20,003
Geelong Adult Training and Education	\$997,969
Geelong Ethnic Communities Council	\$382,147
Gunditjmara Aboriginal Cooperative	\$6,953
Hamilton Community House	\$3,397
Karingal	\$35,909
Lara Community Centre	\$16,694
Lorne Fig Tree Community House	\$22,818
Norlane Neighbourhood House	\$9,217
Ocean Grove Neighbourhood Centre	\$39,093
Old Courthouse Community Centre	\$55,460
Otway Health and Community Service	\$61,159
Pathways – Rehabilitation and Support Services	\$16,820
Port Fairy Community Group	\$20,208
Portland Workskills	\$132,279
Queenscliff and District Neighbourhood House	\$25,552
Rosewall Neighbourhood Centre	\$25,486
Simpson and District Community Centre	\$25,386
South West Victorian SEAL	\$249,269
Southern Grampians Adult Education	\$262,554
Springdale Neighbourhood Centre	\$34,879
U3A Geelong	\$11,000
Vines Road Community Centre	\$30,247
Wathaurong Aboriginal Cooperative	\$21,056
Winchelsea Community House	\$75,862
Worn Gundidj Aboriginal Cooperative	\$13,253
YWCA of Victoria	\$22,366
	<b>\$4,189,997</b>

## Central Highlands Wimmera

Ararat Community House and Adult Learning Centre	\$78,072
Ballan and District Community House and Adult Education Centre	\$25,727
Ballarat Community Development Centre	\$241,443
Ballarat Community Health Centre	\$30,372
Ballarat East Community House	\$91,798
Ballarat North Salvation Army Community House	\$16,806
Beaufort Community Learning and Leisure	\$62,442
Beulah Historic and Learning Group	\$18,533
Birchip Learning Group	\$34,860
BRACE Education Training and Employment	\$534,705
Creswick Adult Learning Centre and Neighbourhood House	\$65,836
Daylesford Neighbourhood House and Learning Centre	\$131,770
Donald Learning Group	\$103,048
Edenhope Community Enterprise Centre	\$7,172
Gateway BEET	\$48,383
Haddon and District Community House	\$23,273
Hepburn Health Service auspiced by Clunes Neighbourhood House	\$20,476
Highlands Personnel and Support Services	\$15,332
Horsham Community House	\$26,784
Jeparit Community Education Group	\$12,724
Kaniva and District Learning Group	\$11,316
Meredith Community House	\$30,941
Nhill Neighbourhood House	\$20,968
On Track Learning Wimmera	\$131,366
Rainbow Community Learning Group	\$13,744
Shared Learning and Activities Murtoa	\$19,718
St Arnaud Community Resource Centre	\$27,357
St Arnaud Neighbourhood House auspiced by Stawell Neighbourhood House	\$14,963
Stawell Neighbourhood House	\$19,743
Trentham Neighbourhood Centre	\$21,256
University of the Third Age Ballarat	\$9,500
University of the Third Age Hepburn Shire	\$8,886
University of the Third Age Horsham and District	\$9,617
University of the Third Age Stawell District	\$8,500
Warracknabeal Neighbourhood House Learning Centre	\$38,194
Wimmera Hub	\$364,613
Wycheproof Community Resource Centre	\$42,862
	<b>\$2,383,100</b>

## Central Western Metropolitan

Acacia Indochinese Community Support Association	\$14,088
Altona Meadows Community Centre	\$17,893
Anglicare Victoria	\$9,354
Angliss Neighbourhood House	\$107,535
Australian Croatian Community Services	\$10,195
Australian Greek Welfare Society	\$27,619
Australian Polish Community Services	\$19,335
Australian Romanian Community Welfare	\$11,581
Australian Vietnamese Women's Welfare Association	\$91,632
Bacchus Marsh Adult Education Centre	\$176,096
Belgium Avenue Neighbourhood House	\$27,601
Burnley Neighbourhood Centre	\$20,998
Carlton Neighbourhood Learning Centre	\$209,903
Carringbush Adult Education	\$159,902
Community West	\$251,677
Darley Neighbourhood House and Learning Centre	\$52,879
Disability Employment Action Centre	\$41,052
Djerriwarrh Employment and Education Services	\$255,643
Duke Street Community House Association	\$152,050
Elwood St Kilda Neighbourhood Learning Centre	\$218,101
Essendon Network for Employment and Training	\$93,576
Finbar Neighbourhood House	\$17,962
Fitzroy Learning Network	\$67,441
Flemington Neighbourhood House	\$101,941
Flemington Reading and Writing Program	\$157,776
Footscray Community Arts Centre	\$178,821
Garden City Neighbourhood House	\$9,572
Gawith Villa	\$2,355
Holden Street Neighbourhood House	\$56,335
Indo-China Ethnic Chinese	\$600
ISIS Primary Care	\$10,537
Kensington Women's Group Childcare Association	\$61,301
Laverton Community Centre and Neighbourhood House	\$75,833
Learn For Yourself	\$64,002
Maribyrnong Community Centre	\$47,891
Melton South Community Centre	\$36,979
Ngwala Willumbong Cooperative	\$47,559
North and West Melbourne Neighbourhood Centre	\$19,904
North Carlton Railway Station Neighbourhood House	\$14,699
North Fitzroy Public Residents Association	\$1,500
North Melbourne Language and Literacy	\$161,505
Outlets Cooperative	\$37,481



Port Melbourne Neighbourhood Centre	\$28,081
Port Phillip Community Group	\$11,454
Prahran Mission	\$10,932
Prahran Neighbourhood House	\$81,458
Quantin Binnah Community Centre	\$10,092
Royal Victorian Institute for the Blind	\$8,891
Songlines Music Aboriginal Corporation	\$80,000
South Central Region Migrant Resource Centre	\$34,606
South Kingsville Community Centre	\$18,560
Spanish Latin American Welfare Centre	\$13,680
Sydenham Community Centre	\$18,320
Taskforce Community Agency	\$12,638
Third Age Learning Hobsons Bay	\$8,500
Third Age Learning Western Region	\$8,700
U3A Werribee Region	\$8,700
Werribee Community Centre	\$212,654
Western Bulldogs Spiritwest Services	\$164,736
Westvale Community Centre	\$26,684
Williamstown Community and Education Centre	\$156,397
Wingate Avenue Community Centre	\$64,659
YarraNet	\$21,980
Yarraville Community Centre	\$224,739
Yooralla – Community Learning and Living Centre	\$109,589
	<b>\$4,476,754</b>

## Eastern Metropolitan

Alamein Community Committee	\$105,540
Anglicare Victoria – Dixon House	\$92,186
Arrabri Community House – Maroondah City Council	\$74,437
Australian Greek Welfare Society	\$32,050
Australian Polish Community Services	\$20,920
Bayside Employment Skills Training	\$8,798
Belgrave South Community House	\$42,465
Bowen Street Family Centre	\$9,377
Bulleen Templestowe Community House	\$19,195
Central Ringwood Community Centre	\$62,041
Child and Family Care Network	\$196,103
Clota Cottage Neighbourhood House	\$98,712
Coonara Community House	\$122,852
Donvale Living and Learning Centre	\$326,404
EDAR	\$35,650
Emerald Community House	\$7,629
Gawith Villa	\$8,685
Glen Park Community Centre	\$43,533
Hawthorn Community Education Project	\$52,708
Hawthorn Community House	\$131,714
Healesville Living and Learning Centre	\$127,533
Inner Eastern Group Training	\$47,500
Japara Neighbourhood House	\$22,615
Kallista Community House	\$43,050
Kew Neighbourhood House	\$142,437
Knoxbrooke	\$34,709
KYM Employment Services	\$102,996
Manningham U3A	\$8,000
Melba Support Services	\$29,842
Mitcham Community House	\$81,501
Morrison House	\$394,254
Mountain District Women's Cooperative	\$312,899
Mulgrave Neighbourhood House	\$142,804
North Ringwood Community House	\$66,342
Orana Neighbourhood House	\$15,654
Outer Eastern Literacy Program	\$80,947
Park Orchards Community House	\$81,386
RecruitNet Career Skills	\$77,825
Selby Community House	\$33,796
South Central Region Migrant Resource Centre	\$31,773
Stepfamily Association of Victoria	\$2,000
The Avenue Neighbourhood House	\$107,132

The Basin Community House	\$48,520
The Onemda Association	\$54,933
U3A Emerald	\$2,000
U3A Kooyong	\$10,750
U3A Lilydale	\$3,770
U3A Nunawading	\$16,082
U3A Waverley	\$6,500
Upper Yarra Community House	\$363,680
Vermont South Community House	\$79,876
Waverley Adult Literacy Program	\$87,893
Waverley Community Learning Centre	\$108,294
Wavlink	\$34,244
Woori House	\$1,317
Yarrunga Community Centre	\$47,502
Yooralla – Community Learning and Living Centre	\$8,554
	<b>\$4,351,909</b>

## Gippsland

ACES	\$316,653
Art Resource Collective	\$10,388
BACE	\$332,369
Bairnsdale Neighbourhood House	\$63,896
Benambra Neighbourhood House	\$9,410
Bendoc Progress Association	\$11,200
Berry Street Victoria	\$500
Bnym Indigenous Designs	\$6,255
Briagolong Community House	\$16,601
Buchan Neighbourhood House	\$26,009
Cann River Community Centre	\$7,554
Churchill Neighbourhood Centre	\$20,886
Community Centre Swifts Creek	\$23,363
Deddick Valley Isolated Community Group	\$42,518
East Gippsland ACDEP Cooperative	\$38,328
Education Centre Gippsland	\$523,819
Foster Community House	\$30,779
Gippsland Accommodation and Rehabilitation Support Services	\$102,662
Gippsland and East Gippsland Aboriginal Cooperative	\$6,110
Gippsland Employment Skills Training	\$203,779
Gormandale Community House and Learning Centre	\$27,049
Heyfield Community Resource Centre	\$57,976
I-GAIN Quality Learning	\$407,439
Lakes Entrance Neighbourhood House	\$8,343
Latrobe Valley U3A	\$4,850
Leongatha Community House	\$15,065
Mallacoota and District U3A	\$3,046
Mallacoota Community House auspiced by Mallacoota District Health and Support Service	\$11,829
Milpara Community House	\$72,174
Moe Life Skills Centre	\$48,517
Moe Neighbourhood House	\$27,163
Morwell Neighbourhood House Learning Centre	\$43,813
Noweyung Centre	\$6,666
Orbost Neighbourhood House auspiced by Orbost District Health	\$15,218
Orbost Telecentre	\$7,051
Paynesville Neighbourhood Centre	\$73,286
Ramahyuck District Aboriginal Corporation	\$11,256
Rosedale Neighbourhood House	\$19,750
Sale Neighbourhood House	\$18,998
Sale U3A	\$7,340
The Bemm River Community Centre	\$6,965
Traralgon Neighbourhood Learning House	\$131,596

U3A Bairnsdale and District	\$3,864
U3A Baw Baw	\$3,046
Venus Bay/Inverloch Community House	\$10,515
Warragul Community House	\$61,763
Work Focus	\$19,629
Yarram Community Learning Centre	\$51,887
	<b>\$2,969,173</b>

## Goulburn Ovens Murray

Albury Wodonga Volunteer Resource Bureau	\$6,408
Bandiana Neighbourhood House	\$9,852
Baranduda Community Centre auspiced by Wodonga City Council	\$12,128
Beechworth Neighbourhood Centre	\$58,408
Birallee Park Neighbourhood House	\$15,115
Bright Adult Education	\$48,771
Broadcare Community Centre	\$30,249
CEACA – Continuing Education and Arts Centre	\$104,208
Central Access	\$20,123
City of Wodonga – Fel timber Community Centre	\$13,628
Cobram Community House	\$129,222
Continuing Education Centre (Albury–Wodonga)	\$551,486
Corryong Community Education Centre	\$111,429
Corryong Community Neighbourhood Centre	\$15,165
Euroa Community Education Centre	\$185,521
Kilmore and District Community Group	\$14,655
King Valley Learning Exchange	\$23,165
Kinglake District Neighbourhood House	\$14,941
Kyabram Community and Learning Centre	\$45,996
MACE Incorporated	\$147,799
Mooroopna Community Group	\$18,363
Mt Beauty Neighbourhood Centre	\$41,456
Mungabareena Aboriginal Corporation	\$6,277
Nathalia District Community Association	\$15,177
North Shepparton Community and Learning Centre	\$80,742
Numurkah Community Learning Centre	\$41,705
Open Door Neighbourhood House	\$31,917
Pangerang Community House	\$18,011
Panyule Neighbourhood Centre	\$9,273
Seymour and District Community House	\$45,872
Shepparton Access	\$25,658
Shepparton Adult and Community Education	\$270,529
South Shepparton Community House	\$14,111
Tallangatta Community Education Centre	\$29,429
Tatura Community House	\$17,257
The Centre for Continuing Education	\$905,098
Trudewind Neighbourhood House	\$48,601
Wallan and District Community Group	\$13,304
Waminda Incorporated	\$17,360
Worktrainers	\$21,978
Yackandandah Community Education Network	\$24,716
Yarrowonga Neighbourhood House	\$48,825
Yea Community Service Group	\$29,233
YWCA of Albury Wodonga	\$50,481
	<b>\$3,383,642</b>

## Loddon Campaspe Mallee

Bendigo Aboriginal Education Consultative Group	\$13,276
Bendigo Adult Literacy Group	\$161,993
Bendigo Neighbourhood House auspiced by Anglicare	\$31,978
Bendigo Regional Ethnic Communities Council	\$8,372
Boort Resource and Information Centre	\$14,426
Campaspe College of Adult Education	\$384,401
Castlemaine and District Continuing Education	\$114,671
Castlemaine Community House	\$31,720
Cohuna Learning Centre	\$5,555
Continuing Education Bendigo	\$546,496
Echuca Neighbourhood House	\$23,572
Future Connections Association	\$276,343
Future Employment Opportunities	\$160,320
Girgarre Community Group	\$15,982
Goldfields Employment and Learning Centre	\$239,348
Inglewood Community Resource Centre	\$15,747
Kangaroo Flat Community Group	\$35,608
Kerang Learning Centre	\$148,894
Kyabram Community and Learning Centre	\$491,819
Kyneton Community and Learning Centre	\$153,532
Lancefield Neighbourhood House	\$10,305
Loddon Neighbourhood House	\$57,392
Long Gully Neighbourhood Centre	\$6,535
Macedon Ranges Further Education Centre	\$88,887
MADEC	\$479,984
Maldon Neighbourhood Centre	\$19,038
Maryborough Community House	\$15,934
Mclvor Health and Community Services	\$12,298
Mildura Aboriginal Corporation	\$24,385
Mirrimbeena Aboriginal Education Group	\$44,187
Murray Adult Community Education Swan Hill	\$203,605
Murray Human Services	\$13,555
Northern Mallee Migrant Services Group	\$12,110
Peter Harcourt Services	\$14,915
Pyramid Hill Neighbourhood House	\$18,664
Red Cliffs Community Resource Centre	\$10,427
Robinvale Network House	\$72,570
Rushworth Community House	\$48,640
Swan Hill Community House	\$5,555
Tongala Community Activities Centre	\$19,665
Tongala Dairy Industry Training Centre	\$31,580
U3A Bendigo	\$8,188
U3A Castlemaine	\$8,188
U3A Sunraysia	\$686
Woodend Neighbourhood Centre	\$16,815
	<b>\$4,118,161</b>

## Northern Metropolitan

Aboriginal Community Elders Services	\$10,998
Aborigines Advancement League	\$10,305
Arts Project Australia	\$28,349
Australian Greek Welfare Society	\$32,600
Banksia Gardens Community Centre	\$13,400
Broadmeadows Employment Project	\$35,654
Broadmeadows Further Education Community Development	\$228,915
Brunswick Neighbourhood House Cooperative	\$150,875
Craigieburn Education and Community Centre	\$54,761
Dallas Neighbourhood House	\$5,500
Diamond Creek Living and Learning Centre	\$51,555
Diamond Valley Learning Centre	\$357,499
Djerriwarrh Employment and Education Services	\$36,965
Glenroy Neighbourhood Learning Centre	\$328,851
Heidelberg Training and Resources Centre	\$64,070
Homestead Community Centre auspiced by Hume City Council	\$12,622
Hume U3A	\$11,418
Jika Jika Community Centre	\$20,545
Kurdish Association of Victoria	\$13,080
Lalor Living and Learning Centre	\$238,174
Macedon Ranges Further Education Centre	\$47,058
Meadow Heights Learning Shop	\$175,209
Mental Illness Fellowship (Victoria)	\$37,119
Mill Park Community House	\$99,462
Moreland Adult Education Association	\$238,228
Nillumbik Shire Council Living and Learning Centre	\$185,727
Olympic Adult Education	\$275,791
Preston Neighbourhood House	\$103,913
Preston Reservoir Adult Community Education	\$433,821
Robinson Reserve Neighbourhood House	\$42,543
Rosanna Fire Station Community House	\$7,854
SPAN Community House	\$57,349
Sussex Neighbourhood House	\$104,553
The Centre for Continuing Education	\$9,231
Thornbury Women's Neighbourhood House	\$160,979
Tullamarine Community House	\$33,413
U3A Darebin	\$12,402
Victorian Vocational Rehabilitation Association	\$45,408
Watsonia Neighbourhood House	\$15,061
Yooralla – Community Learning and Living Centre	\$5,499
	<b>\$3,796,756</b>



## Southern Western Port

Australian Croatian Community Services	\$6,110
Australian Greek Welfare Society	\$37,008
Bass Coast Adult Education Centre	\$51,617
Bayside Employment Skills Training	\$211,672
Belvedere Community Centre	\$24,536
Blind Bight Community Centre	\$25,059
Casey U3A	\$5,350
Caulfield South Community House	\$10,010
Cheltenham Community Education and Activity Centre	\$98,036
Corinella and District Community Centre	\$23,838
Cranbourne Community House	\$133,301
Dandenong Neighbourhood House	\$59,757
Dingley Village Neighbourhood Centre	\$85,178
Doveton Neighbourhood Place	\$35,086
Education Centre Gippsland	\$22,627
Emerald Community House	\$28,982
Endeavour Hills Uniting Care Neighbourhood Centre	\$8,954
Gippsland Accommodation and Rehabilitation Support Service	\$20,774
Glen Eira Adult Learning Centre	\$135,701
Godfrey Street Community House	\$8,483
Hallam Community Centre	\$21,084
Hampton Community Centre	\$18,332
Hampton Park Care Group	\$30,796
Hastings Community House	\$29,923
Jan Wilson Community Centre	\$63,380
Karingal Neighbourhood House	\$18,543
Keysborough Learning Centre	\$270,055
Living and Learning Centre (Langwarrin)	\$36,393
Living and Learning (Pakenham)	\$144,084
Longbeach Place	\$127,756
Lyrebird Community Centre	\$39,434
Mahogany Neighbourhood Centre	\$15,431
Merinda Park Community Centre	\$230,109
Moongala Women's Cooperative	\$22,983
Mordialloc Neighbourhood House	\$37,395
Mornington Community Contact	\$81,887
Mt Eliza Community Contact	\$23,655
Mt Martha Community Contact	\$314,474
Narre Community Learning Centre	\$633,418
Next Step	\$18,106
Noble Park Community Centre	\$21,045
Outlook (VIC)	\$19,775

Pakenham and District U3A	\$7,727
Peninsula Access Support and Training	\$41,055
Peninsula Adult Education and Literacy	\$87,487
Peninsula Training and Employment Program	\$48,713
Phillip Island Community and Learning Centre	\$54,026
Rye Beach Community House	\$20,441
Sandybeach Community Co-op Society	\$319,670
SkillsPlus Peninsula	\$250,461
Sorrento Community House	\$39,118
South Central Region Migrant Resource Centre	\$32,644
South Eastern Region Migrant Resource Centre	\$29,395
Springvale Community Centre	\$12,990
Springvale Indo-Chinese Mutual Assistance Association	\$38,000
Springvale Neighbourhood House	\$268,236
U3A Dandenong	\$5,160
U3A Frankston	\$6,000
U3A Kingston	\$5,000
U3A Moorleigh	\$5,000
U3A Mornington	\$6,000
U3A Wonthaggi	\$14,200
Upper Beaconsfield Community Centre	\$85,353
Venus Bay/Inverloch Community House	\$3,971
Wellsprings	\$26,983
Yooralla – Community Learning and Living Centre	\$10,998
	<b>\$4,668,765</b>

## APPENDIX 2

### Publications

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#### **ACFE Board**

*A Community-Studies Approach to Researching Strategic Issues in ACE* (University of Melbourne, January 2005)

*Good Governance Guide for ACFE Regional Councils* (December 2004)

*Measuring Impact – A Project Evaluation Tool* (April 2005)

*Men's Learning through ACE and Community Involvement in Small Rural Towns* (University of Ballarat, February 2005)

*Practical Privacy – A Guide for Victorian ACE Providers* (revised edition, May 2005)

#### **Barwon South Western**

*ACE Weekly Update* (42 issues)

#### **Central Highlands Wimmera**

*ACE Bulletin* (12 issues)

#### **Eastern Metropolitan**

*The Right to Be Here – Working in ACE with Learners with Mental Health Issues*

*Step Inside: Your Local Neighbourhood Community Centre*

#### **Gippsland**

*Gippsland Gazette* (eight issues)

*ACFE Annual Handbook* (revised edition)

*Time Use* (survey report)

#### **Goulburn Ovens Murray**

*ACE in Your Area – A Handbook to Regional ACE Provision*

#### **Loddon Campaspe Mallee**

*Your ACE Stats Survival Kit*

*What You Always Wanted to Know About Committees* (Mirrimbeena Aboriginal Education Group – Hub project)

*Weekly Update* (40 issues)

#### **Northern Metropolitan**

*NMR Provider Manual 2005*

#### **Southern Western Port**

*Taking Up the Challenge – Regional Plan 2005–07*

*ACE Bulletin* (12 issues)

## APPENDIX 3

# Freedom of Information

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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 ACFE Division is part of the Office of Training and Tertiary Education 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 which 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 \$21 is required after 1 July 2005 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 2004–05.

## APPENDIX 4

### *Whistleblowers Protection Act 2001*

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#### Disclosure 9

The ACFE Board has nominated 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 Division. The *Whistleblowers Protection Act 2001* Department of Education & Training Guidelines have been adopted as the appropriate procedures for managing disclosures made under the Act concerning members and/or employees of the ACFE Division.

The Department had not received any disclosures made under the Act in relation to the ACFE Board nor had the Ombudsman referred any disclosures made under the Act to the Department for investigation during 2004–05.

#### 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 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.

The Department 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.

The Department 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 Department 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 the Department'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 the Department**

Disclosures of improper conduct or detrimental action by Department 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 79.

## 5.2 Alternative contact persons

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

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

Person who is the subject of the disclosure	Person/body to whom the disclosure must be made
Employee of a public body other than the Department of Education & Training	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 the Department 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 the Department 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 the Department.

### 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 the Department. An investigator may be a person from within the Department 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 the Department 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 disclosure
- ensure the expectations of the whistleblower are realistic.

## **7 Confidentiality**

The Department 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.

The Department 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 disk. All materials relevant to an investigation, such as tapes from interviews, will also be stored securely with the whistleblower files.

The Department 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 the Department'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**

The Department 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 the Department it must concern an employee of the Department. 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 following table indicates the alternative processes available within the Department for dealing with complaints.

Problem	Initial contact	Other options	Workplace policy
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"> <li>• Regional Director</li> </ul>	Complaints, Unsatisfactory Performance and Serious Misconduct <ul style="list-style-type: none"> <li>• Principal Class Handbook</li> <li>• Teacher Class Handbook</li> <li>• SSO Handbook</li> </ul>
Workplace conflict or grievance	Principal or Manager	<ul style="list-style-type: none"> <li>• the Department of Education &amp; Training's Complaints and Investigations Unit</li> <li>• Merit Protection Boards</li> </ul>	Complaints, Unsatisfactory Performance and Serious Misconduct <ul style="list-style-type: none"> <li>• Principal Class Handbook</li> <li>• Teacher Class Handbook</li> <li>• SSO Handbook Personal Grievances</li> <li>• Employment Conditions Guidelines for VPS Staff</li> </ul>
Equal Opportunity concern	Principal or Manager	<ul style="list-style-type: none"> <li>• the Department of Education &amp; Training's Complaints and Investigations Unit</li> <li>• the Department of Education &amp; Training's Diversity and Equity Unit</li> <li>• Merit Protection Boards</li> <li>• Equal Opportunity Commission</li> </ul>	Merit and Equity Policy
Occupational Health and Safety issue	Principal or Manager	<ul style="list-style-type: none"> <li>• Workplace OHS representative</li> </ul>	OHS Guidelines
Ethical or other misconduct concern	Principal or Manager	<ul style="list-style-type: none"> <li>• the Department of Education &amp; Training's Complaints and Investigations Unit</li> <li>• Office of Public Employment</li> </ul>	VPS Code of Conduct
Complaints regarding administrative action by government bodies	The public body concerned	<ul style="list-style-type: none"> <li>• The Ombudsman</li> </ul>	<i>Ombudsman Act 1973</i>
Improper conduct or detrimental conduct	Department of Education & Training protected disclosure officer	<ul style="list-style-type: none"> <li>• the Department of Education &amp; Training's protected disclosure coordinator</li> <li>• The Ombudsman</li> </ul>	Whistleblower Protection Act Guidelines

## 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.

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 the Department 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 the Department 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 the Department.

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.

The Department of Education & Training 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 the Department to prevent the conduct from continuing or occurring in the future
- any action that should be taken by the Department 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**

The Department 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 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 the Department to address any improper conduct that has been found to have occurred. The whistleblower will be given reasons for decisions made by the Department 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, the Department will handle the disclosure and protect the whistleblower from reprisals in accordance with the Act, the Ombudsman's guidelines and these procedures.

The Department 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*

The Department recognises that employees against whom disclosures are made must also be supported during the handling and investigation of disclosures.

The Department 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.

The Department 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 the Department 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**

The Department 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 (\$6000) or six months imprisonment or both.
- It is an offence for a person to obstruct the Ombudsman in performing his or her 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 Department office.

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

### **Conduct and Ethics Branch**

GPO Box 4367  
Melbourne Victoria 3001  
Telephone: (03) 9637 2591

### **Protected Disclosure Coordinator**

Manager, Conduct and Ethics Branch  
Ground Floor, 33 St Andrews Place  
GPO Box 4367  
Melbourne Victoria 3001  
Telephone: (03) 9637 2591

### **The Ombudsman Victoria**

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

## APPENDIX 5

### Other statutory reporting requirements

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#### 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 community-based adult education organisations are not included as these are community owned.

#### Consultancies and major contracts

The Board engaged a consultant for one project at a total cost of \$86,516 during the reporting period. No contracts greater than \$10 million in value were entered into during 2004–05.

#### 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 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 (Barwon South West, Northern Metropolitan)
- maintenance related to occupational health and safety risks including first aid kits, lighting, evacuation plans, furniture (Barwon South West, Eastern Metropolitan, Loddon Campaspe Mallee)
- staff induction and updates on occupational health and safety policies and risk management plans (Eastern Metropolitan, Loddon Campaspe Mallee, Northern Metropolitan).

## APPENDIX 6

### Disclosure index

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.

#### Ministerial Directions

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<i>Whistleblowers Protection Act 2001</i>	70–79
<i>Victorian Industry Participation Policy Act 2003</i>	n/a

## Acronyms and abbreviations

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ACE	Adult community education
ACFE	Adult, Community and Further Education
AMES	Adult Multicultural Education Services
CAE	Formerly the Centre for Adult Education now CAE
LLEN	Local Learning and Employment Network
TAFE	Training and further education
U3A	University of the Third Age
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education



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